

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Section A: Contacts and Certifications**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
2023–24 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

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### Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
- Local Plan Section D: Annual Budget Plan
  - Select if this Local Plan Section D submission was revised after June 30th due date
    - Local Plan Section D
    - Certifications 2, 3, 4 and 5 are required
    - Attachments I-V are required
    - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
  - Select if this Local Plan Section E submission was revised after June 30th due date
    - Local Plan Section E
    - Certifications 2, 3, 4 and 5 are required
    - Attachments I and VI are required
    - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

Section A: Contacts and Certifications

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A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Fresno County SELPA"/>		
Street Address	<input type="text" value="1111 Van Ness Ave"/>	Zip Code	<input type="text" value="93721"/>
City	<input type="text" value="Fresno"/>	County	<input type="text" value="Fresno"/>
Mailing Address	<input type="text" value="1111 Van Ness Ave"/>		
City	<input type="text" value="Fresno"/>	Zip Code	<input type="text" value="93721"/>
Administrator First Name	<input type="text" value="Trina"/>	Administrator Last Name	<input type="text" value="Frazier"/>
Administrator Title	<input type="text" value="Assistant Superintendent"/>		
Administrator's Email	<input type="text" value="tfrazier@fcoe.org"/>		
Telephone	<input type="text" value="(559) 265-3040"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	<input type="text" value="Fresno County Superintendent of Schools"/>		
Street Address	<input type="text" value="1111 Van Ness Ave"/>	Zip Code	<input type="text" value="93721"/>
City	<input type="text" value="Fresno"/>	County	<input type="text" value="Fresno"/>
Contact First Name	<input type="text" value="Trina"/>	Last Name	<input type="text" value="Frazier"/>
Contact Title	<input type="text" value="Assistant Superintendent"/>		
Email	<input type="text" value="tfrazier@fcoe.org"/>		

Section A: Contacts and Certifications

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Telephone  Extension

**Special Education Local Plan Area Review Requirements**

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes  No

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Section A: Contacts and Certifications

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**Public Hearing Requirements**

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

**Submitting the Local Plan to the California Department of Education**

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

Section A: Contacts and Certifications

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Small and Sparse or Isolated: This selection must meet requirements for COE joined SELPAs as described above, and *EC* sections 56211 through 56212.

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	FCSS	Trina Frazier	Administrator-Spec. Ed.	All
-	FCSS	Eddie Davidson	Administrator-Spec. Ed.	Multiple
-	FCSS	Dominic Johnson	Administrator-Spec. Ed.	Multiple
-	FCSS	Romy Chachere	Administrator-Spec. Ed.	All
-	Parent		CAC	All

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

Certification 1: SELPA Local Plan Section B: Governance and Administration

Section A: Contacts and Certifications

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Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)

Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

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**Certification 1**

**Local Plan Section B: Governance and Administration**

**IMPORTANT:** Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

**For a multiple LEA SELPA or a COE joined SELPA**

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes     No    (If the answer is “NO,” please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Yes     No    (If the answer is “NO,” please include comments.)



Section A: Contacts and Certifications

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C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

\*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

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## Certification 2

### Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

**IMPORTANT:** Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA)*, Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the *Federal Rehabilitation Act of 1973*, 29 *USC*, Chapter 16 as applicable; the *Federal Americans with Disabilities Act of 1990*, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

#### For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b)* and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes     No    (If the answer is “NO,” please include comments.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Section A: Contacts and Certifications

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Yes  No (If the answer is “NO,” please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

\*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

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### Certification 3: County Office of Education

**IMPORTANT:** Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan section(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes  No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

Yes  No

If "Yes," the COE must enter comments and recommendations here:

Local Plan was approved

Cert 3-3. Special Education Local Plan Area Governance Structure

The COE certifies the SELPA is a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

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- Small and Sparse or Isolated:** This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

**For a multiple LEA SELPA or a COE joined SELPA**

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 3-4. The COE ensures the SELPA submitting the Local Plan meets one of the following conditions:

[Single-LEA SELPA](#)

The COE ensures the Single LEA SELPA has established a written procedure for the ongoing review of programs conducted, and procedures utilized under the Local Plan, and a mechanism for correcting any identified problem related to the regionalized service to local programs, including, but limited to, all of the services identified in California *Education Code (EC)* 56195.7(c). *EC* sections 56027, 56195, 56195.7(c) and (j)(1), and 56205; *OR*

[Multiple LEA SELPA or COE joined SELPA](#)

The COE ensures the Multiple LEA SELPA or COE joined SELPA has a written agreement entered into by entities participating in the Local Plan that includes a provision for ongoing review of programs conducted, and procedures utilized, under the Local Plan, and a mechanism for correcting any identified problem. *EC* 56195.1 and 56195.7

- Yes**    **No**

Cert 3-5. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Special Education Local Plan Area (SELPA) Local Plan Certification 3

**SELPA**

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**Yes**  **No**

Web address where the SELPA Local Plan, including all sections, is posted.

**Authorized Signature**

**COE** Superintendent

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

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**Certification 4: Community Advisory Committee**

**IMPORTANT:** Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

**Cert 4-1. Community Advisory Committee Participation**

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. California *Education Code* sections 56194 and 56205(a)(12)(E).

Yes  No (If the answer is “NO,” please include comments.)

**Cert 4-2. Community Advisory Committee Review Timeline**

The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

Yes  No (If the answer is “NO,” please include comments.)

**Cert 4-3. Community Advisory Committee Comments**

The CAC provided written comments to the SELPA regarding this Local Plan submission.

Yes  No (If the answer is “NO,” please include comments.)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

**Authorized Signature**

CAC Chairperson

Date

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### Certification 5: Local Educational Agency

**IMPORTANT:** Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

#### Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
  - Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

#### **For a multiple LEA SELPA or a COE joined SELPA**

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.



Special Education Local Plan Area (SELPA) Local Plan Certification 5

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

**Cert 5-2. Local Educational Agency Local Plan Web Posting**

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

**Cert 5-3. Submission Certification Requirements for LEAs**

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year **2022–23**, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

## LOCAL PLAN

### Section D: Annual Budget Plan

#### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

## Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

**IMPORTANT:** Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE’s review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

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**TABLE 1**

**Special Education Projected Revenue Reporting (Items D-1 to D-3)**

**D-1. Special Education Revenue by Source**

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="55,007,127"/>	62.40%
AB 602 Property Taxes	<input type="text" value="15,102,974"/>	17.13%
Federal IDEA Part B	<input type="text" value="16,577,577"/>	18.81%
Federal IDEA Part C	<input type="text" value="134,769"/>	0.15%
State Infant/Toddler	<input type="text" value="1,263,715"/>	1.43%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="0"/>	0.00%
Other Projected Revenue	<input type="text" value="61,388"/>	0.07%
<b>Total Projected Revenue:</b>	<b>88,147,550</b>	<b>100.00%</b>

**D-2. "Other Revenue" Source Identification**

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

**D-3. Attachment II: Distribution of Projected Special Education Revenue**

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

**TABLE 2**

**Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)**

**D-4. Total Projected Budget by Object Code**

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

<b>Object Code</b>	<b>Amount</b>	<b>Percentage of Total Expenditures</b>
Object Code 1000—Certificated Salaries	<input type="text" value="72,471,465"/>	37.82%
Object Code 2000—Classified Salaries	<input type="text" value="27,879,202"/>	14.55%
Object Code 3000—Employee Benefits	<input type="text" value="49,250,610"/>	25.70%
Object Code 4000—Supplies	<input type="text" value="7,430,247"/>	3.88%
Object Code 5000—Services and Operations	<input type="text" value="23,896,350"/>	12.47%
Object Code 6000—Capital Outlay	<input type="text" value="5,067,347"/>	2.64%
Object Code 7000—Other Outgo and Financing	<input type="text" value="5,623,936"/>	2.93%
<b>Total Projected Expenditures:</b>	191,619,157	100.00%

**D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code**

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

**D-6. Code 7000—Other Outgo and Financing**

Include a description for the expenditures identified under object code 7000:

Object 7000, Other Outgo, included the following: (1) Other Tuition, Excess Costs, and Deficit Payments, (2) Special Education Transportation Excess Cost, (3) Pass-through revenue to districts and charters, (4) transfer of apportionments to districts and charters, (5) transfer of indirect costs and (6) other authorized inter-fund transfer out.

Section D: Annual Budget Plan

SELPA

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**TABLE 3**

**Federal, State, and Local Revenue Summary (Items D-7 to D-8)**

**D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding**

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="71,373,816"/>	52.20%
Projected Federal Revenue	<input type="text" value="16,712,346"/>	12.22%
Local Contribution	<input type="text" value="48,654,710"/>	35.58%
<b>Total Revenue from all Sources:</b>	136,740,872	100.00%

**D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency**

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

**D-9. Special Education Local Plan Area Allocation Plan**

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

The Fresno County SELPA allocates funding in the following manner: AB 602 State Aid is allocated by the Member's AB 602 K-12 ADA, as applicable, after the allocation to the SELPA Administration, Legal Cost Pool, NPS/NPA Pool, and to FCSS for County Operated Programs and Low Incidence Services. AB 602 Property Tax is allocated to the County Operated Program for Special Education; Federal IDEA Part C is allocated to the Fresno County Operated Program of Special Education; Federal IDEA Part B is allocated by the Member's prior year special education pupil count; State Infant/Toddler is allocated to the Fresno County Operated Programs for Special Education; State Mental Health is allocated on a 3-part formula which includes (1) an amount to Member LEAs per ADA, (2) an amount to the SELPA Administration and to the Fresno County Operated Programs for Special Education, and (3) an amount to the Mental Health NPS/NPA Pool; and Federal Mental Health is allocated to the SELPA Administration and the Fresno County Operated Programs for Special Education.

- b.

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YES  NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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**TABLE 4**

**Special Education Local Plan Area Expenditures (Items D-10 to D-11)**

**D-10. Regionalized Operations Budget**

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="334,093"/>	4.55%
Object Code 2000—Classified Salaries	<input type="text" value="776,948"/>	10.58%
Object Code 3000—Employee Benefits	<input type="text" value="485,663"/>	6.62%
Object Code 4000—Supplies	<input type="text" value="279,231"/>	3.80%
Object Code 5000—Services and Operations	<input type="text" value="5,077,908"/>	69.18%
Object Code 6000—Capital Outlay	<input type="text" value="89,520"/>	1.22%
Object Code 7000—Other Outgo and Financing	<input type="text" value="296,986"/>	4.05%
<b>Total Projected Operating Expenditures:</b>	<b>7,340,349</b>	<b>100.00%</b>

**D-11. Object Code 7000 --Other Outgo and Financing Description**

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Object 7000, Other Outgo, may include any of the following: (1) Other Tuition, Excess Costs, and Deficit Payments, (2) Special Education Transportation Excess Costs, (3) Pass-through revenue to districts and charters, (4) transfer of apportionments to districts and charters, (5) transfer of indirect costs, and (6) other authorized interfund transfers out.



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**TABLE 5**

**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

**D-12. Defined Goals for Students with LI Disabilities**

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES     NO

**D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities**

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

**D-14. Total Projected Expenditures for Students with LI Disabilities**

Enter the total projected expenditures budgeted for students with LI disabilities.

**D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities**

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

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**LOCAL PLAN**  
**Section E: Annual Service Plan**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
2023–24 Local Plan Annual Submission

## Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

### Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

**Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.**

- 330–Specialized Academic Instruction/  
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

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- 210–Family Training, Counseling, Home Visits (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Family training, counseling, and home visits (ages 0–2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child’s development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.

- 220–Medical (Ages 0-2 only)  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

220-Medical (Ages 0-2) is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

- 230–Nutrition (Ages 0-2 only)  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

230-Nutrition (Ages 0-2) is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

- 240–Service Coordination (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination (ages 0–2 only)

- 250–Special Instruction (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction (ages 0–2 only): Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum

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planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

260-Special Education Aide (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

260-Special Education Aide (Ages 0-2) is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

270-Respite Care (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

270-Respite Care (Ages 0-2) is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

340-Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

350-Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

415-Speech and Language       *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.

425–Adapted Physical Education  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.

435–Health and Nursing: Specialized Physical Health Care  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health and nursing–specialized physical health care services: Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

436–Health and Nursing: Other  *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Health and nursing—other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.

445—Assistive Technology

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

450—Occupational Therapy

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

460—Physical Therapy

*Service is Not Currently Provided*



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Provide a detailed description of the services to be provided under this code.

Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

515–Counseling and Guidance

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

520–Parent Counseling

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Parent counseling: Individual or group counseling provided by a qualified individual pursuant



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to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

525–Social Worker

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

530–Psychological

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

535–Behavior Intervention

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

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540–Day Treatment

545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

610–Specialized Service for Low Incidence Disabilities  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

710–Specialized Deaf and Hard of Hearing  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.

715–Interpreter  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.

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720–Audiological

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.

725–Specialized Vision

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.

730–Orientation and Mobility

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

735–Braille Transcription

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

735-Braille Transcription is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

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740–Specialized Orthopedic

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

745–Reading

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

745-Reading is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

750–Note Taking

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

750-Note Taking is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

755–Transcription

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

755-Transcription is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

760–Recreation Service, Including  
Therapeutic Recreation

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

760-Recreation Service, Including Therapeutic Recreation is offered as part of our full continuum of services but we do not currently have any student requiring this specific

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820–College Awareness  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.

830–Vocational Assessment, Counseling, Guidance, and Career Assessment  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

840–Career Awareness  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

850–Work Experience Education  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

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855–Job Coaching

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

860–Mentoring

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.

865–Agency Linkages (referral and placement)

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).

870–Travel and Mobility Training

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Travel training (includes mobility training)

890–Other Transition Services

*Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

Description of the "Other Related Service"

Please see attached.

Qualifications of the Provider Delivering "Other Related Service"

Personnel qualifications to ensure that personnel, including special education teachers and personnel and paraprofessionals providing related services, necessary to implement this part are appropriately and adequately prepared and trained in accordance with Sections 56058 and 56070.



Personnel qualifications to ensure that personnel, including special education teachers and personnel and paraprofessionals providing related services, necessary to implement this part are appropriately and adequately prepared and trained in accordance with Sections 56058 and 56070 and Sections 1412(a)(14) and 1413(a)(3) of Title 20 of the United States Code.				
District of Service (Reporting LEA)	School of Attendance	Code	Service	Comments
Fresno County Office of Education	FCOE TIES - Ramacher	900	Other special education/related services	Parents have declined an IEP and offer of FAPE opting to continue private school enrollment with an associated Individual Service Plan. Services limited to 60 minutes per school year of consultation with private school staff and parents.
Fresno County Office of Education	Fresno County Court	900	Other special education/related services	An IEP and FAPE services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kingsburg Jt Union High	Kingsburg Joint Union High	900	Other special education/related services	30 minutes of group counseling weekly
Kings Canyon Unified	Highest Achievers Christian School	900	Other special education/related services	An IEP and FAPE services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	An IEP and FAPE services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to continued private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	An IEP and FAPE services declined. A Private School Letter of Intent indicates continued private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	St La Salle	900	Other special education/related services	An IEP and FAPE services declined. A Private School Letter of Intent indicates continued private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	St La Salle	900	Other special education/related services	An IEP and FAPE services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	Services limited to consultation with private school parents and staff. Parents have elected to enroll their child in private school and accepted a private school Service Plan. They understand that a re-enrollment in public school would be necessary for implementation of an IEP and FAPE.
Kings Canyon Unified	Immanuel	900	Other special education/related services	An IEP was written and offered but FAPE services declined due to parent decision to maintain private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Fresno County Office of Education	FCOE - HANDS Academy	900	Other special education/related services	Independent living sessions
Kings Canyon Unified	Immanuel	900	Other special education/related services	Services limited to 60 minutes of consultation yearly with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	Parents have declined an IEP and offer of FAPE opting to continue private school enrollment with an associated Individual Service Plan. Services limited to 60 minutes per school year of consultation with private school staff and parents.
Sanger Unified	Lincoln Elementary - Sanger	900	Other special education/related services	Student will receive structured social skills training to occur during recess or in another natural environment at school, that provides social interactions with typically developing peers, as facilitated by the school psychologist.
Kings Canyon Unified	Immanuel	900	Other special education/related services	Services limited to 60 minutes of consultation yearly with parents and private school staff. IEP services are available upon enrollment into public school.
Kings Canyon Unified	Immanuel	900	Other special education/related services	Parents have declined offer of an IEP and FAPE opting for private school enrollment. Services limited to consultation between public school district of accountability and private school staff and parents.
Kings Canyon Unified	Immanuel	900	Other special education/related services	Services limited to consultation with private school parents and staff. Parents have elected to enroll their child in private school and accepted a private school Service Plan. They understand that a re-enrollment in public school would be necessary for implementation of an IEP and FAPE.
Central Unified	Saroyan Elementary	900	Other special education/related services	Para support for student during Gen Ed push in, PE, Music, Lunch, Recess, Library
Kings Canyon Unified	Immanuel	900	Other special education/related services	Private school enrollment option chosen by parent declining implementation of an IEP and FAPE. Service limited to consultation with private school staff and parents.
Kings Canyon Unified	Immanuel	900	Other special education/related services	A Private School Letter of Intent was completed where parents declined implementation of an IEP and FAPE opting for a KUSD Service Plan. Services limited to 60 minutes per year consultation with private school staff and parents.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested and completed in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Fresno County Office of Education	Fresno County Court	900	Other special education/related services	Independent living skills are embedded in the SAI minutes
Fresno County Office of Education	Fresno County Court	900	Other special education/related services	To monitor independent living skills on transition plan - minutes are embedded in the SAI minutes
Fresno County Office of Education	Fresno County Court	900	Other special education/related services	To monitor independent living skills on transition plan
Kings Canyon Unified	Immanuel	900	Other special education/related services	Services limited to 60 minutes of consultation yearly with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan and eligibility assessment was requested and completed in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan and eligibility assessment was requested and completed in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to 60 minutes/year of consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan and eligibility assessment was requested and completed in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	St La Salle	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was completed in order to maintain eligibility. Services are limited to consultation with parents and private school staff.
Fresno County Office of Education	FCOE - HANDS Academy	900	Other special education/related services	Mainstreaming in a kindergarten general education classroom.
Kings Canyon Unified	Immanuel	900	Other special education/related services	Parents have declined offer of an IEP and FAPE opting for private school enrollment. Services limited to consultation between public school district of accountability and private school staff and parents.
Kings Canyon Unified	Immanuel	900	Other special education/related services	Services limited to 60 minutes of consultation yearly with parents and private school staff.



Personnel qualifications to ensure that personnel, including special education teachers and personnel and paraprofessionals providing related services, necessary to implement this part are appropriately and adequately prepared and trained in accordance with Sections 56058 and 56070 and Sections 1412(a)(14) and 1413(a)(3) of Title 20 of the United States Code.				
District of Service (Reporting LEA)	School of Attendance	Code	Service	Comments
Kings Canyon Unified	Abby's School	900	Other special education/related services	IEP services declined through a private/home school letter of intent due to private/home school enrollment. A Service Plan was requested and completed in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to continuing private school enrollment. A Service Plan was requested and completed in order to maintain eligibility. Services limited to KCUSD staff consultation with parents and private school staff. Parents understand that for IEP services to be implemented, re-enrollment in a public school is required.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was completed in order to maintain eligibility. Services are limited to consultation with parents and private school staff.
Kings Canyon Unified	St La Salle	900	Other special education/related services	Services limited to 60 minutes of consultation yearly with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to 60 minutes/year of consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	Services limited to consultation with private school parents and staff. Parents have elected to enroll their child in private school and accept a private school Service Plan. They understand that a re-enrollment in public school would be necessary for implementation of an IEP and FAPE.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to 60 minutes/year of consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	St La Salle	900	Other special education/related services	Parents have declined offer of an IEP and FAPE opting for private school enrollment. Services limited to consultation between public school district of accountability and private school staff and parents.
Kings Canyon Unified	St La Salle	900	Other special education/related services	Parents have declined offer of an IEP and FAPE opting for private school enrollment. Services limited to consultation between public school district of accountability and private school staff and parents. Eligibility to be redetermined before 3/12/23.
Kings Canyon Unified	Immanuel	900	Other special education/related services	An IEP and FAPE services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Kings Canyon Unified	Immanuel	900	Other special education/related services	An IEP and FAPE services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to consultation with parents and private school staff.
Central Unified	Justin Garza High	900	Other special education/related services	Community Based instruction activities
Parlier Unified	Brlitic Elementary	900	Other special education/related services	Student is spending almost his entire day in the RSP. When he is in RSP he gets work completed but is overwhelmed in the GE classroom. We are working on getting him to spend more time in his GE classroom. His minutes will be served unless there is a irregular school day for example but not limited to assembly, field trip, etc.
Parlier Unified	Parlier High	900	Other special education/related services	community based instruction
Central Unified	Central East High	900	Other special education/related services	Monitor and consult per IEP
Central Unified	Justin Garza High	900	Other special education/related services	Push-in and Pull-out services for Math and ELA.
Central Unified	Pershing Continuation	900	Other special education/related services	IEP services declined through a Private School Letter of Intent due to private school enrollment. A Service Plan was requested in order to maintain eligibility. Services limited to 60 minutes/year of consultation with parents and private school staff.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Attachments**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
2023–24 Local Plan Submission

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Attachment I

SELPA:

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## Attachment I—Local Educational Agency Listing

### Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

#### **To Add or Delete Rows:**

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

#### **LEA Membership Changes:**

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

#### **SELPA County/District/School Codes**

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	10	61994	1061994		Alvina Elementary	Mike	Iribarren	(559) 864-9411	miribarren@alvinaesd.org	<b>Previously Reported</b>
	2	10	62026	1062026		Big Creek Elementary	Hillary	Reid	(559) 893-3314	hreid@fcoe.org	<b>Previously Reported</b>
	3	10	62042	1062042		Burrel Union Elementary	Elizabeth	Runyon	(559) 866-5634	erunyon@buesd.org	<b>Previously Reported</b>
	4	10	75598	1075598		Caruthers Unified	Tod	Tompkins	(559) 495-6443	ttompkins@caruthers.k12.ca.us	<b>Previously Reported</b>
	5	10	73965	1073965		Central Unified	Julie	Shafer	(559) 274-4700	jshafer@centralunified.org	<b>Previously Reported</b>
	6	10	62109	1062109		Clay Joint Elementary	Julie	Rocha	(559) 897-4185	jrocha@clayelementary.org	<b>Previously Reported</b>
	7	10	62125	1062125		Coalinga/Huron Joint Unified	Jennifer	Pinto	(559) 935-7512	jpinto@chusd.org	<b>Previously Reported</b>
	8	10	10108	1010108		Fresno County Supt. of Schools	Chris	Borges	(559) 497-3901	cborges@fcoe.org	<b>Previously Reported</b>
	9	10	73809	1073809		Firebaugh-Las Deltas Joint Unified	Betty	Carmona	(559) 659-2131	bcarmona@fldusd.org	<b>Previously Reported</b>
	10	10	62158	1062158		Fowler Unified	Martha	Tyler	(559) 834-6080	martha.tyler@fowler.k12.ca.us	<b>Previously Reported</b>
	11	10	75234	1075234		Golden Plains Unified	Keith	Mackey	(559) 693-1115	kmackey@gpusd.org	<b>Previously Reported</b>
	12	10	73999	1073999		Kerman Unified	Sandeep	Jaspal	(559) 843-9036	sandeep.jaspal@kermanusd.com	<b>Previously Reported</b>

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	10	62265	1062265		Kings Canyon Joint Unified	Michele	Willems	(559) 305-7186	willems-m@kcsd.com	<b>Previously Reported</b>
	14	10	62240	1062240		Kingsburg Elementary Charter	Erin	Pasillas	(559) 897-6864	epasillas@kesd.org	<b>Previously Reported</b>
	15	10	62257	1062257		Kingsburg Joint Union High	Cindy	Schreiner	(559) 897-7721	cschreiner@kingsburghigh.com	<b>Previously Reported</b>
	16	10	62281	1062281		Laton Joint Unified	Lupe	Nieves	(559) 922-4015	lnieves@laton.k12.ca.us	<b>Previously Reported</b>
	17	10	75127	1075127		Mendota Unified	Rebecca	Gamez	(559) 655-4262	rgamez@mendotaschools.org	<b>Previously Reported</b>
	18	10	62323	1062323		Monroe Elementary	Shelley	Manser	(559) 834-2895	smanser@monroe.k12.ca.us	<b>Previously Reported</b>
	19	10	62331	1062331		Orange Center Elementary	Terry	Hirschfield	(559) 237-0437	thirschfield@orangecenter.org	<b>Previously Reported</b>
	20	10	62376	1062364		Pacific Union Elementary	Mary	Frea	(559) 834-2533	mfrea@puschool.org	<b>Previously Reported</b>
	21	10	62364	1062364		Parlier Unified	Israel	Almendarez	(559) 646-2731	ialmendarez@parlierunified.org	<b>Previously Reported</b>
	22	10	62372	1062372		Pine Ridge Elementary	Steve	Rosa	(559) 841-2444	srosa@prsattlers.org	<b>Previously Reported</b>
	23	10	62380	1062380		Raisin City Elementary	Jessica	Juarez	(559) 233-0128	jjuaraz@raisinesd.org	<b>Previously Reported</b>
	24	10	75408	1075408		Riverdale Joint Unified	Jeff	Moore	(559) 891-4319	jmoore@rjUSD.org	<b>Previously Reported</b>

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	25	10	62414	1062414		Sanger Unified	Jason	Stricker	(559) 524-6571	jason_stricker@sangerusd.net	<b>Previously Reported</b>
	26	10	62430	1062430		Selma Unified	Jodie	Wiens	(559) 898-6500	jodie.wiens@selmausd.org	<b>Previously Reported</b>
	27	10	75275	1075278		Sierra Unified	Teresa	Page	(559) 855-3662	tpage@sierrausd.org	<b>Previously Reported</b>
	28	10	62513	1062513		Washington Colony Elementary	Evelyn	Diaz	(559) 233-0706	evelyndiaz@washingtontoncolony.org	<b>Previously Reported</b>
	29	10	76778	1076778		Washington Unified	Derek	Cruz	(559) 495-5609	dcruz@wusd.ws	<b>Previously Reported</b>
	30	10	62539	1062539		West Park Elementary	Christine	Doughty	(559) 233-6501	christine_d@wpesd.org	<b>Previously Reported</b>
	31	10	62547	1062547		Westside Elementary	Gary	Cunha	(559) 884-2482	gcunha@westside-elem.com	<b>Previously Reported</b>

Attachment II

SELPA: Fresno County SELPA

Fiscal Year: 2023–24

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)



Attachment II

SELPA:

Fiscal Year:

**Attachment II—Projected Special Education Revenue by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Alvina Elementary	101,437	0	0	37,192	0	0	0	0	138,629
2	Big Creek Elementary	22,802	0	0	12,743	0	0	0	0	35,545
3	Burrel Union Elementary	62,296	0	0	29,126	0	0	0	0	91,422
4	Caruthers Unified	785,317	0	0	220,268	0	0	0	0	1,005,585
5	Central Unified	8,613,448	0	0	3,151,758	0	0	0	0	11,765,206
6	Clay Joint Elementary	126,476	0	0	27,306	0	0	0	0	153,782
7	Coalinga/Huron Joint Unified	2,587,676	0	0	865,294	0	0	0	0	3,452,970
8	Fresno County Supt. of Schools	11,678,507	15,102,974	134,769	1,321,985	723,368	0	0	61,388	29,022,991

Attachment II

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Firebaugh-Las Deltas Joint Unified	1,129,174	0	0	495,728	0	0	0	0	1,624,902
10	Fowler Unified	1,320,574	0	0	468,374	0	0	0	0	1,788,948
11	Golden Plains Unified	789,780	0	0	289,469	0	0	0	0	1,079,249
12	Kerman Unified	2,676,464	0	0	1,007,008	0	0	0	0	3,683,472
13	Kings Canyon Joint Unified	5,138,133	0	0	1,618,230	540,347	0	0	0	7,296,710
14	Kingsburg Elementary Charter	1,147,802	0	0	471,834	0	0	0	0	1,619,636
15	Kingsburg Joint Union High	597,758	0	0	149,273	0	0	0	0	747,031
16	Laton Joint Unified	329,866	0	0	176,073	0	0	0	0	505,939
17	Mendota Unified	1,823,245	0	0	397,680	0	0	0	0	2,220,925
18	Monroe Elementary	83,842	0	0	23,665	0	0	0	0	107,507

Attachment II

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Orange Center Elementary	168,861	0	0	71,780	0	0	0	0	240,641
20	Pacific Union Elementary	210,946	0	0	76,987	0	0	0	0	287,933
21	Parlier Unified	1,775,564	0	0	668,160	0	0	0	0	2,443,724
22	Pine Ridge Elementary	59,379	0	0	14,563	0	0	0	0	73,942
23	Raisin City Elementary	148,445	0	0	41,869	0	0	0	0	190,314
24	Riverdale Joint Unified	788,734	0	0	271,517	0	0	0	0	1,060,251
25	Sanger Unified	6,733,402	0	0	1,927,421	0	0	0	0	8,660,823
26	Selma Unified	3,272,831	0	0	1,506,703	0	0	0	0	4,779,534
27	Sierra Unified	684,423	0	0	349,542	0	0	0	0	1,033,965
28	Washington Colony Elementary	232,017	0	0	72,816	0	0	0	0	304,833

Attachment II

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
29	Washington Unified	1,483,892	0	0	677,189	0	0	0	0	2,161,081
30	West Park Elementary	337,601	0	0	106,114	0	0	0	0	443,715
31	Westside Elementary	96,435	0	0	29,910	0	0	0	0	126,345
Totals:		55,007,127	15,102,974	134,769	16,577,577	1,263,715	0	0	61,388	88,147,550

Attachment III

SELPA:

Fiscal Year:

**Attachment III—Projected Expenditures by Object Code by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Alvina Elementary	71,428	33,780	30,478	0	87,470	0	0	223,156
2	Big Creek Elementary	22,000	38,154	13,595	10,706	28,103	0	0	112,558
3	Burrel Union Elementary	49,932	0	29,598	10,315	82,154	0	0	171,999
4	Caruthers Unified	571,095	349,919	426,527	292,040	468,204	0	0	2,107,785
5	Central Unified	14,647,770	5,273,910	9,814,587	2,387,267	3,209,383	2,233,557	1,501,215	39,067,689
6	Clay Joint Elementary	73,676	0	33,397	571	85,621	0	0	193,265
7	Coalinga/Huron Joint Unified	3,249,844	1,415,429	2,184,198	442,312	1,177,306	89,798	476,900	9,035,787
8	Fresno County Supt. of Schools	14,943,994	7,800,518	13,150,764	853,601	7,162,040	679,744	2,161,180	46,751,841
9	Firebaugh-Las Deltas Joint Unified	1,600,474	763,776	1,005,290	68,000	493,766	0	0	3,931,306

Attachment III

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Fowler Unified	1,697,536	448,918	928,854	55,018	366,963	0	0	3,497,289
11	Golden Plains Unified	885,200	275,411	577,505	28,768	654,075	0	175,039	2,595,998
12	Kerman Unified	3,832,045	1,090,647	1,758,056	763,235	820,356	0	130,849	8,395,188
13	Kings Canyon Joint Unified	9,732,921	2,576,822	5,510,312	934,304	595,338	2,064,247	232,832	21,646,776
14	Kingsburg Elementary Charter	1,465,074	550,733	919,499	153,074	70,126	0	20,625	3,179,131
15	Kingsburg Joint Union High	419,528	79,503	225,432	10,617	293,873	0	0	1,028,953
16	Laton Joint Unified	290,575	141,800	204,422	67,994	75,469	0	0	780,260
17	Mendota Unified	2,348,279	455,863	851,641	76,368	739,017	0	0	4,471,168
18	Monroe Elementary	72,173	9,181	47,414	1,513	98,674	0	0	228,955
19	Orange Center Elementary	149,123	20,531	93,419	61,223	156,161	0	0	480,457
20	Pacific Union Elementary	170,038	21,378	98,849	0	81,055	0	0	371,320

Attachment III

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Parlier Unified	2,258,203	1,143,067	2,003,216	58,923	748,060	0	255,715	6,467,184
22	Pine Ridge Elementary	56,329	19,560	39,052	4,392	99,333	0	0	218,666
23	Raisin City Elementary	49,327	34,403	46,762	35,749	22,684	0	8,134	197,059
24	Riverdale Joint Unified	746,660	283,292	444,491	33,709	518,275	0	2,041	2,028,468
25	Sanger Unified	6,412,095	2,446,539	4,045,200	79,182	2,051,425	0	352,145	15,386,586
26	Selma Unified	4,255,111	1,796,098	3,180,401	964,158	1,760,592	0	266,187	12,222,547
27	Sierra Unified	1,101,367	371,370	591,795	12,906	323,920	0	32,693	2,434,051
28	Washington Colony Elementary	196,546	48,413	129,656	3,200	182,357	0	0	560,172
29	Washington Unified	825,824	273,357	665,385	1,225	1,161,576	0	0	2,927,367
30	West Park Elementary	198,474	84,552	134,462	12,114	210,267	0	8,383	648,252
31	Westside Elementary	78,825	32,276	66,354	7,764	72,706	0	0	257,925

Attachment III

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
	<b>Totals:</b>	72,471,466	27,879,200	49,250,611	7,430,248	23,896,349	5,067,346	5,623,938	191,619,158



Attachment IV

SELPA:

Fiscal Year:

**Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Alvina Elementary	37,192	0.22%	101,437	0.14%	0	138,629
2	Big Creek Elementary	12,743	0.08%	22,802	0.03%	27,212	35,545
3	Burrel Union Elementary	29,126	0.17%	62,296	0.09%	18,403	91,422
4	Caruthers Unified	220,268	1.32%	785,317	1.10%	1,253,932	1,005,585
5	Central Unified	3,151,758	18.86%	8,613,448	12.07%	13,566,902	11,765,206
6	Clay Joint Elementary	27,306	0.16%	126,476	0.18%	2,455	153,782
7	Coalinga/Huron Joint Unified	865,294	5.18%	2,587,676	3.63%	4,658,405	3,452,970
8	Fresno County Supt. of Schools	1,456,754	8.72%	27,504,849	38.54%	0	28,961,603
9	Firebaugh-Las Deltas Joint Unified	495,728	2.97%	1,129,174	1.58%	979,727	1,624,902

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Fowler Unified	468,374	2.80%	1,320,574	1.85%	1,359,113	1,788,948
11	Golden Plains Unified	289,469	1.73%	789,780	1.11%	1,472,597	1,079,249
12	Kerman Unified	1,007,008	6.03%	2,676,464	3.75%	3,508,378	3,683,472
13	Kings Canyon Joint Unified	1,618,230	9.68%	5,678,480	7.96%	2,693,654	7,296,710
14	Kingsburg Elementary Charter	471,834	2.82%	1,147,802	1.61%	685,207	1,619,636
15	Kingsburg Joint Union High	149,273	0.89%	597,758	0.84%	96,176	747,031
16	Laton Joint Unified	176,073	1.05%	329,866	0.46%	148,574	505,939
17	Mendota Unified	397,680	2.38%	1,823,245	2.55%	1,525,576	2,220,925
18	Monroe Elementary	23,665	0.14%	83,842	0.12%	0	107,507
19	Orange Center Elementary	71,780	0.43%	168,861	0.24%	172,870	240,641
20	Pacific Union Elementary	76,987	0.46%	210,946	0.30%	86,599	287,933

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Parlier Unified	668,160	4.00%	1,775,564	2.49%	2,849,360	2,443,724
22	Pine Ridge Elementary	14,563	0.09%	59,379	0.08%	77,002	73,942
23	Raisin City Elementary	41,869	0.25%	148,445	0.21%	23,108	190,314
24	Riverdale Joint Unified	271,517	1.62%	788,734	1.11%	1,088,558	1,060,251
25	Sanger Unified	1,927,421	11.53%	6,733,402	9.43%	5,280,314	8,660,823
26	Selma Unified	1,506,703	9.02%	3,272,831	4.59%	4,820,353	4,779,534
27	Sierra Unified	349,542	2.09%	684,423	0.96%	973,573	1,033,965
28	Washington Colony Elementary	72,816	0.44%	232,017	0.33%	107,061	304,833
29	Washington Unified	677,189	4.05%	1,483,892	2.08%	743,532	2,161,081
30	West Park Elementary	106,114	0.63%	337,601	0.47%	280,059	443,715
31	Westside Elementary	29,910	0.18%	96,435	0.14%	156,010	126,345

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
	Totals:	16,712,346	100.00%	71,373,816	100.00%	48,654,710	88,086,162

Attachment V

SELPA:

Fiscal Year:

**Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities**

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Alvina Elementary	0	0
2	Big Creek Elementary	0	0
3	Burrel Union Elementary	0	0
4	Caruthers Unified	0	0
5	Central Unified	711,517	0
6	Clay Joint Elementary	0	0
7	Coalinga/Huron Joint Unified	0	0
8	Fresno County Supt. of Schools	66,174	4,900,818
9	Firebaugh-Las Deltas Joint Unified	0	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Fowler Unified	0	0
11	Golden Plains Unified	1,411,021	0
12	Kerman Unified	0	0
13	Kings Canyon Joint Unified	0	0
14	Kingsburg Elementary Charter	0	0
15	Kingsburg Joint Union High	1,873	0
16	Laton Joint Unified	0	0
17	Mendota Unified	0	0
18	Monroe Elementary	0	0
19	Orange Center Elementary	0	0
20	Pacific Union Elementary	0	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Parlier Unified	0	0
22	Pine Ridge Elementary	22,046	0
23	Raisin City Elementary	0	0
24	Riverdale Joint Unified	0	0
25	Sanger Unified	0	0
26	Selma Unified	37,406	0
27	Sierra Unified	0	0
28	Washington Colony Elementary	0	0
29	Washington Unified	0	0
30	West Park Elementary	0	0
31	Westside Elementary	44,331	0
<b>Totals:</b>		<b>2,294,368</b>	<b>4,900,818</b>

**Attachment VI  
must be  
completed  
using the CDE  
approved  
Microsoft Excel  
Template**

























Attachment VII

SELPA:

Fiscal Year:

**Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)**

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of *EC* Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
									<input type="text"/>

DO NOT  
DISTRIBUTE