

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
Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

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 B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- 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

Section A: Contacts and Certifications

SELPA

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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

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"/>
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"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

City County
Contact First Name Last Name
Contact Title
Email
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 N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: 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:

N/A (Section D and/or Section E submissions)

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.

Section A: Contacts and Certifications

SELPA

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COE responsible for approving the Local Plan

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

Add COE

Delete COE

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:

Section A: Contacts and Certifications

SELPA

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- 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 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

Section A: Contacts and Certifications

SELPA

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Parent	Cindy Rolon	Parent	Multiple
<input type="checkbox"/>	Kingsburg Elementary Charter District	Wesley Sever	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Central Unified School District	Ketti Davis	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Selma Unified School District	Edward Gomes	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Pine Ridge Elementary	Steve Rosa	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Caruthers Unified School District	Orin Hirschorn	Administrator-Spec. Ed.	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
- 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)
- 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

Section A: Contacts and Certifications

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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

SELPA

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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

SELPA

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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

SELPA

Fiscal Year

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.

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

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.

Section A: Contacts and Certifications

SELPA

Fiscal Year

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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Fiscal Year

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:

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).

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

SELPA

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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

Fresno County SELPA

Fiscal Year

2024-25

Yes No

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

<https://www.fcoe.org>

Authorized Signature

Dr. Michele Cantwell-Copher

COE Superintendent

Jun 7, 2024

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 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.)
- N/A (Section D and/or Section E submissions)

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.)
- N/A (Section D and/or Section E submissions)

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.)
- N/A (Section D and/or Section E submissions)

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

SELPA

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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

SELPA

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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 the current fiscal year, 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

SELPA

Fiscal Year

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.

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

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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.

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2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, 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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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LEA

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

SELPA

Fiscal Year

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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SELPA

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Date

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

SELPA

Fiscal Year

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

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

SELPA Fresno County SELPA

Fiscal Year 2024-25

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<https://clayschool.k12.ca.us>

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Authorized Signature

Judi Szpor

LEA Superintendent/Chief Administrator

Jun 18, 2024

Date

SELPA

Fiscal Year

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

SELPA

Fiscal Year

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

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

SELPA

Fiscal Year

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LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

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LEA Superintendent/Chief Administrator

Date

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LEA Superintendent/Chief Administrator

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Fiscal Year

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

SELPA

Fiscal Year

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

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SELPA

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

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

SELPA

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- 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

SELPA

Fiscal Year

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 the current fiscal year, 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

SELPA

Fiscal Year

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

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

SELPA

Fiscal Year

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

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SELPA

Fiscal Year

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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 B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

SELPA

Fiscal Year

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

- 1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

SELPA Regions and Participating Local Educational Agencies

The Fresno County SELPA includes all of the Local Educational Agencies, henceforth referred to as LEAs, within Fresno County with the exception of Fresno Unified and Clovis Unified School Districts, which are each a single district SELPA. Charter schools approved as LEAs within the Fresno County SELPA for the purposes of providing special education are also included, if applicable.

The Fresno County SELPA is a multi-district SELPA located in Fresno County. The Fresno County SELPA is divided into four regions with representation from the LEAs, in each region (See Appendix A). The SELPA membership consists of 29 school district LEAs and the Fresno County Superintendent of Schools, henceforth referred to as FCSS. There are approximately 10,500 students with disabilities enrolled in the member districts. The districts range in size from approximately 30 students in a secluded mountain location to a unified district with approximately 15,500 students. There are 10 elementary districts, 1 high school only district, 2 charter districts, and 16 unified districts. The LEAs are adjacent to Merced and Madera counties to the North, Mono and Inyo counties to the East, Kings and Tulare counties to the South, and Monterey and San Benito counties to the West. The Fresno County SELPA Office is located the Fresno County Superintendent of Schools building. These participating LEAs have joined in a cooperative effort and have agreed to provide for the coordinated delivery of programs and services to assure equal access to appropriate programs and services to students with disabilities who require special education and who reside in the service region.

Charter schools and charter LEA(s) may serve students residing outside of the geographic boundaries of the Fresno County SELPA in accordance with state law. The Fresno County Superintendent of Schools serves as the Administrative Unit (AU) for the Fresno County SELPA, accepting regionalized services and program specialist funds and the responsibilities that accompany them. The Fresno County Superintendent of Schools is considered an LEA for all purposes of the Local Plan except where referred to as the AU.

- 2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [*EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)*]

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Fresno County SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SGC in cooperation with participating LEAs. The **distributing** of the federal and state funds is the responsibility of the Fresno County SELPA in accordance with the Fresno County SELPA's Funding Allocation Plan and policies, agreements and procedures of the SGC. The Fresno County Superintendent of Schools is considered an LEA for all purposes of this agreement except where referred to as the AU.

The Fresno County SELPA Administrator is employed by the AU Superintendent. Employment, supervision, evaluation and discipline follow the FCSS Department of Human Resources Standard Operating Procedures. When there is an open position, the SGC shall nominate two or more persons to assist in the interview process.

SELPA staff members are employed by the AU upon recommendation from the Fresno County SELPA Administrator. Supervision, evaluation, and discipline of the Fresno County SELPA staff employed by the AU in support of the Local Plan shall be the responsibility of the Fresno County SELPA Administrator.

Description of the Governance Structure

The governing bodies of the Fresno County SELPA are the Superintendents' Governance Council (SGC), the Executive Committee, the Operations Committee and the Joint Oversight Committee. In addition, the Community Advisory Committee (CAC) acts in an advisory capacity to the Operations Committee to report on issues and activities of the CAC for their review and consideration, and to participate in the development, amendment, and review of the Local Plan.

Superintendents' Governance Council (SGC)

Membership

The Superintendents' Governance Council (SGC) is comprised of Superintendents or an equivalent administrator (charter school Executive Director/Head of School, etc.) representing the governing boards of each of the 29 LEAs in the Fresno County SELPA and the County Superintendent of Schools, who is also a voting member representing Region 4, for a total of 30 LEAs. The County Superintendent of Schools serves as the Chairperson of the SGC, or may appoint a designee to serve as the Chairperson.

Designation of Administrative Unit

The SGC maintains a role as the guiding force of the Fresno County SELPA. This role includes requesting, on a four year basis, that the FCSS (or other agency) be the Administrative Unit, henceforth referred to as AU, to carry out the program policies in cooperation with the participating LEAs.

Voting by SGC

LEAs shall receive one vote for every one-hundred (100) Average Daily Attendance (ADA) rounded to the nearest whole vote. LEAs with less than 100 ADA shall receive a minimum of one vote. ADA used shall be the most current AB 602 P-2 ADA State certification available. When voting, each LEA must cast its entire allocation as one vote. A quorum exists when SGC members representing a majority of the LEAs and votes are present. Upon establishment of a quorum, action will be decided by majority vote of members present, except in circumstances where state or federal mandates require a unanimous vote.

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Meetings

Meetings will be held at least four times annually. Agendas will be developed and minutes recorded by the Fresno County SELPA Administrator or designee and will be distributed prior to meetings. Members representing all 30 LEAs shall attend all meetings and participate in discussions pertaining to special education issues. In the event a superintendent or equivalent administrator is unable to attend an SGC meeting, a request for proxy must be submitted to the County Superintendent prior to the meeting and will be granted for one meeting only. The SGC will comply with the Brown Act.

Duties of the SGC

1. Ensure access to a free appropriate public education for all students represented by the Fresno County SELPA;
2. Make decisions and take action regarding the implementation, administration, financial agreements and operation of special education programs and services in accordance with the Local Plan;
3. Review membership of the Executive Committee to designate holdover members and appoint new members to assure equal LEA representation;
4. Consider input from the Executive Committee;
5. Assure each LEA selects and appoints a representative to the CAC;
6. Keep member LEAs informed of SGC actions and issues.

Special Meetings

The Chairperson of the SGC, or a majority of the **30** members thereof, may call a special meeting of the SGC. All member LEAs of the SGC and the County Superintendent of Schools shall be notified of a special meeting and the purpose for which it is called at least 72 hours in advance of the meeting. Only those items of business listed in the call for the special meeting shall be considered.

Executive Committee

Membership

The Executive Committee is comprised of six Superintendents or equivalent administrators - two each from regions One, Two and Three. The SELPA Administrator represents region Four and chairs the Executive Committee.

Meetings

Meetings will be held at least four times annually. Agendas will be developed and minutes recorded by the SELPA Administrator or designee, and will be distributed prior to meetings. A quorum shall be established by a simple majority of the appointed committee members; each member has one vote. Members of the Executive Committee may not delegate voting responsibility to another member or the SELPA Administrator. The SELPA Administrator will maintain a list of Executive Committee members and their appointment dates. **The Executive Committee will comply with the Brown Act.**

Duties

1. Recommend action on proposed amendments to the Local Plan to the SGC;
2. Recommend action on proposed revisions to the income distribution model for the allocation of federal, state and local funds for special education programs and services to the SGC;
3. Recommend action on the Annual Service Plan and Annual Budget Plan to the SGC;

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4. Recommend changes to the SGC to the Fresno County SELPA policies, administrative regulations, procedures and guidelines for the management and implementation of special education programs and services within the Fresno County SELPA LEAs;
5. Provide direction to the Fresno County SELPA Administrator for regionalized and program specialist services.
6. Approve appropriate cost claims.

Operations Committee

Membership

The Operations Committee is comprised of one member (superintendent, LEA director, coordinator, or principal) from each LEA. The committee is chaired by the Fresno County SELPA Administrator. The co-chair of the Community Advisory Committee is an ex-officio member of the Operations Committee. In addition, the Community Advisory Committee acts in an advisory capacity to the Operations Committee to report on issues and activities of the CAC for their review and consideration, and to participate in the development, amendment and review of the Local Plan.

Meetings

The Operations Committee will meet eight times annually. Agendas will be developed and minutes recorded by the Fresno County SELPA Administrator or designee and will be distributed prior to meetings. The Fresno County SELPA Administrator will maintain a list of Operations Committee members and their appointment dates. The Operations Committee will comply with the Brown Act.

Duties

1. Address ongoing issues and needs of the Fresno County SELPA and member LEAs;
2. Participate in planning and developing policies, procedural modifications, changes in practice and professional development activities;
3. Advise the SGC and Executive Committees.
4. Consider input from the CAC.

Joint Oversight Committee

Membership

The Joint Oversight Committee (JOC) is comprised of four members of the Operations Committee - one from each region; four LEA Chief Business Officers (CBOs) - one from each region. The committee is chaired by the Fresno County SELPA Administrator. The JOC advises the Executive Committee of the SGC.

Meetings

The Joint Oversight Committee will meet as needed. Agendas will be developed and minutes recorded by the Fresno County SELPA Administrator or designee and will be distributed prior to meetings. The JOC will comply with the Brown Act.

Duties

1. Ensure local, state and federal resources are utilized in a cost effective manner, consistent with accountability requirements;
2. Monitor the effectiveness and equitability of the allocation plan;

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- 3 .Participate in the development of fiscal revisions to the allocation plan;
4. Ensure that the developed standards for funding allocation purposes are being implemented and followed by each LEA;
5. Review issues to be considered by the Executive Committee to convey any fiscal and programmatic implications.

SELPA Administrator

The Fresno County SELPA Administrator shall coordinate the development and implementation of the Local Plan in cooperation with the SGC and the Operations Committee (as required for children ages birth through 21 years). The Fresno County SELPA Administrator has a responsibility to assure access to a full continuum of program options for all students with disabilities, which may include the coordination of services provided by district of residence, Fresno County Superintendent of Schools, charter school LEAs, nonpublic schools, interagency agreements and memorandums of understanding as necessary. The SELPA Administrator is the direct liaison with the local agencies, other SELPAs and the CDE. The SELPA Administrator assures the development of necessary functions and activities to implement and manage the Local Plan such as providing SELPA staff for technical assistance and special education administrative support for the numerous requirements of federal and state laws and regulations. The Fresno County SELPA Administrator is responsible for presenting the SGC issues to the AU Superintendent for monitoring and review.

Duties

The SELPA Administrator shall include the following:

1. Prepare agendas, minutes and backup documentation for all SELPA meetings;
2. Maintain a list of Superintendents and equivalent administrators and appointment dates for all SELPA committees;
3. Share the list of Superintendents and equivalent administrators and their appointment dates annually with the SGC;
4. Monitor all activities relevant to approval and implementation of the plan.

In accordance with EC 56836.23, the SELPA Administrator shall ensure the required regionalized services functions are met, including, but not limited to the following:

- (a) Coordination of the special education local plan area and the implementation of the Local Plan;
- (b) Coordinated system of identification and assessment;
- (c) Coordinated system of procedural safeguards;
- (d) Coordinated system of staff development and parent and guardian education;
- (e) Coordinated system of curriculum development and alignment with the core curriculum;
- (f) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism;
- (g)Coordinated system of data collection and management;
- (h)Coordination of interagency agreements;
- (i) Coordination of services to licensed children's institutions and foster family homes;
- (j) Preparation and transmission of required special education local plan area reports;
- (k)Fiscal and logistical support of the Community Advisory Committee;
- (l) Coordination of transportation services for individuals with exceptional needs; (m) Coordination of career and vocational education and transition services;

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(n) Assurance of full educational opportunity;
 (o) Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01. The Fresno County SELPA Administrator shall serve on behalf of the member Local Educational Agencies (LEAs) to implement the Local Plan, which includes regionalized services. Regionalized services are provided to assure access to special education services for all eligible individuals with exceptional needs.

Agreements or procedures addressing regionalized services and operations shall include but not be limited to the following:

- Coordinated system of identification and assessment.
- Coordinated system of internal program review evaluation of the effectiveness of the Local Plan, and implementation of a Local Plan accountability mechanism.
- Coordinated system of data collection and management.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster family homes.
- Fiscal and logistical support of the Community Advisory Committee (CAC).
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.23.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

Policy Making Process
 The governing bodies of the Fresno County SELPA are the Superintendents' Governance Council (SGC), the Executive Committee, the Operations Committee, and the Joint Oversight Committee. Policies developed by the SGC become the operating policies for each LEA in the Fresno County SELPA. The Local Plan, when adopted by the Fresno County **Superintendent of Schools** and each LEA's **Superintendent** or equivalent, becomes the official policy for the operation of the Fresno County SELPA. Policies, agreements, and procedures have weight of Board action when approved by the SGC.

Amending the Fresno County SELPA Local Plan
 The SELPA and its member LEAs may amend the Local Plan any time a change is deemed necessary due to local changes, new legislative requirements, a new interpretation by the courts, or an official finding of noncompliance with federal law, state law or regulations determined by the California Department of Education (CDE). The Superintendents' Governance Council (SGC) may adopt amendments to the permanent portion of the Local Plan. Amendments approved in this manner become permanent upon subsequent approval by the SGC. The amended Local Plan once approved by the SGC **then will** be submitted to CDE for approval.

Submission of amendments to the Local Plan shall be consistent with the CDE Local Plan requirements.

Responsibilities of the LEAs in the Policy Making Process
LEA Governing Boards' Responsibility

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LEA governing boards, as elected officials, are involved in the policy making process through the local superintendent's or equivalent administrator's participation in the SGC.

Each LEA governing board has the responsibility to assure that there are program options available to all students with disabilities within its attendance area. This is accomplished through the active participation of the SGC members, who shall responsibly address the resource needs of participating LEAs. Each LEA superintendent shall be responsible for informing the LEA governing board of updates and changes to the SELPA policies. LEA governing boards make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for compliance and due process issues for programs which they operate. Each LEA Board shall appoint a representative to the Community Advisory Committee.

- 4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

Role of the Fresno County Superintendent of Schools Administrative Unit (AU)
The Fresno County Superintendent of Schools is designated as the official administrative unit (AU) to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SGC in cooperation with participating LEAs. The distribution of the federal and state funds is the responsibility of the Fresno County SELPA in accordance with the Fresno County SELPA's Funding Allocation Plan and policies, agreements and procedures of the SGC.
The Fresno County SELPA Administrator is employed by the AU Superintendent. Employment, supervision, evaluation and discipline follow the FCSS Department of Human Resources Standard Operating Procedures. When there is an open position, the SGC shall nominate two or more persons to assist in the interview process.
SELPA staff members are employed by the AU upon recommendation from the Fresno County SELPA Administrator. Supervision, evaluation, and discipline of the Fresno County SELPA staff employed by the AU in support of the Local Plan shall be the responsibility of the Fresno County SELPA Administrator.

- 5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

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6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

In accordance with E.C. 56190-56194, the Fresno County SELPA Superintendents' Governance Council (SGC) assures that each designated Local Educational Agency (LEA) selects and appoints a representative to the Community Advisory Committee (CAC). Each designated LEA shall appoint one parent/guardian of a student with disabilities who has received or is currently receiving special education services and in addition, the LEA may also appoint one member from special or general education teaching staffs, a parent of a nondisabled pupil, or a member of a local agency's staff. Each designated LEA shall notify the Fresno County SELPA office of their CAC appointment by October 1st of each year. CAC members report to their LEA regarding CAC activities and solicit recommendations for committee consideration and setting of priorities to be address by the Local Plan. Relevant issues are then given to the Fresno County SELPA Operations Committee for review and consideration if appropriate.

Each member may be appointed by the local governing board of each LEA for at least a two- year term with not more than 50% of the committee replaced annually.

The majority of CAC members are required to be parents of special education pupils enrolled in schools participating in the Local Plan. Parents of general education pupils are also encouraged to participate as members of the CAC.

The CAC shall conduct a minimum of four meetings per year and the schedule of meetings shall be developed annually. Notice of schedule of meetings and agendas will be posted at least 72 hours prior to set meeting. The CAC will comply with the Greene Act.

CAC members are encouraged to meet with school administrators, special education teachers, and special education pupil's parents/guardians and service providers to discuss issues relevant to the education of all special education pupils. The Co-Chairperson of the CAC reports on issues and on activities of the CAC to the Operations Committee for their review and consideration. Additional responsibilities include involvement in the development, amendment, and the review of the Local Plan.

A SELPA staff member will be designated as the Co-Chairperson of the CAC and responsible for regular communication and will facilitate coordination of CAC activities.

CAC Community Involvement and Parent Education

CAC members will help distribute information to parents in regards to educational programs offered in conjunction with the CAC, Fresno County SELPA, Regional Coordinating Council (RRC), other community agencies and organizations. Informational materials will be produced and made available to parents upon request and through the Individualized Education Program (IEP) process regarding services available through the Fresno County SELPA. Parents may participate in parent education programs offered regularly by the CAC, by the Fresno County SELPA, Region 7 RCC, other community agencies and organizations.

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CAC Supporting Activities

CAC members provide support for activities that affect individuals with exceptional needs such as Special Olympics, legislative issues, legal and IDEA regulations, independent living skills and advocacy services that have an effect on the educational services to children with disabilities and their families.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

In accordance with E.C. 56190-56194, the Fresno County SELPA Superintendents' Governance Council (SGC) assures that each designated Local Educational Agency (LEA) selects and appoints a representative to the Community Advisory Committee (CAC). Each designated LEA shall appoint one parent/guardian of a student with disabilities who has received or is currently receiving special education services and in addition, the LEA may also appoint one member from special or general education teaching staffs, a parent of a non-disabled pupil, or a member of a local agency's staff. CAC members report to their LEA regarding CAC activities and solicit recommendations for committee consideration and setting of priorities to be address by the Local Plan. Relevant issues are then given to the Fresno County SELPA Operations Committee for review and consideration if appropriate.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The Fresno County Superintendent of Schools ("FCSS") is the designated RLA/AU for the Fresno County SELPA. A county superintendent of schools is responsible for overseeing the operations of the county office of education, which serves as an intermediary between the California Department of Education ("CDE") and local school districts and charter schools. As the designated RLA/AU, FCSS has the responsibility for the receipt and distribution of funds, the provision of administrative support, and the coordination and implementation of the Local Plan.

FCSS shall employ a SELPA Administrator who shall coordinate the development and implementation of the Local Plan in cooperation with the Fresno County SELPA Superintendents' Governance Council ("SGC").

The SELPA Administrator has the responsibility to assure access to a full continuum of program options for all students with disabilities, which may include the coordination of services provided by Member LEAs, including FCSS, nonpublic schools, interagency agreements, and memorandums of understanding, as necessary.

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The SELPA Administrator is the direct liaison with the local agencies, other SELPAs, and the CDE. The SELPA Administrator assures the development of necessary functions and activities to implement and manage the Local Plan, such as providing SELPA staff for technical assistance and special education administrative support for the numerous requirements of federal and state laws and regulations. The Fresno County SELPA Administrator is responsible for presenting the SGC issues to the AU Superintendent for monitoring and review.

The duties of the SELPA Administrator shall include the following:

1. Prepare agendas, minutes, and supporting documentation for SELPA meetings.
2. Maintain a list of Superintendents and equivalent administrators and appointment dates for all SELPA committees. Share this list annually with the SGC.
3. Monitor all activities relevant to approval and implementation of the Local Plan.
4. Ensure the required regionalized services functions are met. This includes, but is not limited to, the following:
 - a. Coordination of the SELPA and the implementation of the Local Plan.
 - b. Coordinated system of identification and assessment.
 - c. Coordinated system of procedural safeguards.
 - d. Coordinated system of staff development and parent and guardian education.
 - e. Coordinated system of curriculum development and alignment with the core curriculum.
 - f. Coordinated system of internal program review, evaluation of the effectiveness of the Local Plan, and implementation of a Local Plan accountability mechanism.
 - g. Coordinated system of data collection and management.
 - h. Coordination of interagency agreements
 - i. Coordination of services to licensed children's institutions and foster family homes.
 - j. Preparation and transmission of required SELPA reports.
 - k. Fiscal and logistical support of the Community Advisory Committee.
 - l. Coordination of transportation services for individuals with exceptional needs.
 - m. Coordination of career and vocational education and transition services.
 - n. Assurance of full educational opportunity.
 - o. Fiscal administration and the allocation of state and federal funds.

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9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

The Fresno County SELPA Superintendents' Governance Council (SGC) approves allocation of resources for the provision of special education programs. Either an LEA or the Fresno County Superintendent of Schools (FCSS) special education programs are the providers of the services or programs. In addition, SELPA staff may be employed to provide areas of specialized expertise, which shall be available to LEAs and FCSS. Memorandums of Understanding (MOUs) or Exchange Agreements may be used to assure a full range of program options for students enrolled in LEAs in the Fresno County SELPA.

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

LEA governing boards, as elected officials, are involved in the policy making process through the local superintendent's or equivalent administrator's participation in the SGC. Each LEA governing board has the responsibility to assure that there are program options available to all students with disabilities within its attendance area. This is accomplished through the active participation of the SGC members, who shall responsibly address the resource needs of participating LEAs. Each LEA superintendent shall be responsible for informing the LEA governing board of updates and changes to the SELPA policies. LEA governing boards make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for compliance and due process issues for programs which they operate. Each LEA Board shall appoint a representative to the Community Advisory Committee.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

Each LEA superintendent or other equivalent administrator shall represent the LEA as a member of the Superintendents' Governance Council (SGC). The responsibilities of each LEA superintendent and/or equivalent administrator for the implementation of the Local Plan shall be to the following:

- Assure that all special education programs and services are operated in accordance with state and federal law, the Local Plan, and the policies, agreements, and procedures approved by the SGC.
- Assure that the LEA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the Fresno County SELPA.
- Submit Public Law 108-446 (formerly P.L. 101-476) budgets and expenditure reports for grant funds;
- Submit Annual Service and Annual Budget Plans as required in the Local Plan;

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- Attend all SGC meetings and participate as a voting member;
- Implement those services assigned to the LEA herein and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff;
 - If the LEA program options do not meet an individual student's needs, assure that an Individualized Education Program (IEP) team is convened to consider a special education program placement in another LEA within the Fresno County SELPA, a program operated by FCSS, or another appropriate placement. The FCSS shall perform the services of an LEA for students with disabilities attending Juvenile Court Schools in the Fresno County SELPA. The LEA of residence shall be responsible for the excess costs of providing special education services to any student placed through the IEP team process in another LEA or FCSS-operated program. The LEA of residence shall not be responsible for the excess costs for students with disabilities enrolled in another LEA through any options available to all students (i.e. interdistrict transfers, program improvement, district of choice).
 - Transfer the fiscal and case management responsibilities for an identified student to the high school district of residence when the student reaches 14.9 years of age on or before September 1 of each new school year unless the student previously promoted from eighth grade or previously transferred through an IEP team decision. This transfer shall apply when the LEA of residence is an elementary school district, regardless of the district or agency providing the special education service(s). However, Extended School Year services will be the fiscal and case management responsibility of the elementary school district prior to September 1.

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Special Education Administrators' Responsibilities for LEAs in Coordinating the Administration of the Local Plan
It is the responsibility of each LEA special education administrator and county administrator of special education to assure that all LEA/county policies operate within federal and state laws and regulations.

Each LEA has a responsibility to participate in SELPA committee meetings to facilitate understanding and knowledge in coordinating the administration of the Local Plan. The various committees provide a communication network on current and important issues related to special education laws, regulations, state requirements, and programmatic issues.

Role of the Fresno County Superintendent of Schools Administrative Unit (AU)
The Fresno County Superintendent of Schools is designated as the official administrative unit (AU) to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SGC in cooperation with participating LEAs. The distribution of the federal and state funds is the responsibility of the Fresno County SELPA in accordance with the Fresno County SELPA's Funding

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11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The Fresno County SELPA Administrator is employed by the AU Superintendent. Employment, supervision, evaluation and discipline follow the FCSS Department of Human Resources Resources Standard Operating Procedures. When there is an open position, the SGC shall nominate two or more persons to assist in the interview process.

SELPA staff members are employed by the AU upon recommendation from the Fresno County SELPA Administrator. Supervision, evaluation, and discipline of the Fresno County SELPA staff employed by the AU in support of the Local Plan shall be the responsibility of the Fresno County SELPA Administrator.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

Federal and state special education funds provided to FCSS as the SELPA RLA/AU shall be distributed in accordance with Fresno County SELPA's Funding Allocation Plan. The Funding Allocation Plan shall be adopted, and amended from time to time, by the Fresno County SELPA Superintendents' Governance Council ("SGC").

The Funding Allocation Plan shall be designed around core principles that include the following:

- (1) the acknowledgement that stability and predictability of funding are critically important,
- (2) that timely and accurate projections with no wide variances are needed,
- (3) that timely and accurate distribution of cash is needed,
- (4) that there should be a reasonable and consistent rationale developed with a standard of fairness and equitability, and
- (5) that there must be transparency.

Furthermore, the Funding Allocation Plan shall be designed to fund the Fresno County Operated Programs for Special Education for students with disabilities enrolled in the programs, and for itinerant services for students with low incidence disabilities who are enrolled within the Member LEAs. The plan shall exclude costs for home-to-school transportation for students enrolled in the program, and for service agreements for special education and/or related services between FCSS and other entities.

The plan shall use the Special Education Base Grant funds once all other qualified and available funding has been exhausted. Such funds include Special Education Property Tax, any grants from the Federal

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Individuals with Disabilities Education Act, lottery funds, and Local Control Funding Formula transfers from Member LEAs with students enrolled in the program. The use of the Special Education Base Grant funds shall be equitably distributed to all Member LEAs unless agreed otherwise.

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The Fresno County SELPA Superintendents' Governance Council (SGC) approves allocation of resources for the provision of special education programs. Either an LEA or the Fresno County Superintendent of Schools (FCSS) special education programs are the providers of the services or programs. In addition, SELPA staff may be employed to provide areas of specialized expertise, which shall be available to LEAs and FCSS. Memorandums of Understanding (MOUs) or Exchange Agreements may be used to assure a full range of program options for students enrolled in LEAs in the Fresno County SELPA.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The Fresno County SELPA will provide consultation and support to Member LEAs related to monitoring the appropriate use of federal, state, and local funds allocated for special education programs.

The SELPA Administrator or designee shall be responsible for monitoring the appropriate use of all funds allocated for special education programs and services. This shall occur at least annually. The final determination, monitoring, and action regarding the appropriate use of special education funds shall be made through the required Maintenance of Effort reports and the Annual Budget Plan submitted to the California Department of Education ("CDE").

The Member LEAs, along with the SELPA Administrator, shall ensure that the funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA. They will be used to supplement state, local, and other federal funds and not to supplant those funds. They will not be used to reduce the level of local funds and/or a combined level of local and state funds expended for the education of students with disabilities, except as provided in federal law and regulations.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

The Fresno County Superintendent of Schools (FCSS) staff provides specialized services, equipment, books and materials to students with Low Incidence disabilities. Low incidence disabilities include deaf-blind, deaf, hard of hearing, orthopedic impairment and/or visual impairment. Services are provided to eligible students using an inclusion model in the most appropriate and least restrictive setting. FCSS provides Low Incidence services and

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Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

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3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in

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private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

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19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

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Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function."

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:

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Document Location:

Description:

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

4. Coordinated system of staff development and parent and guardian education:

Document Title:

Document Location:

Description:

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:

Document Location:

Description:

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

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Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Document Location:

Description:

11. Preparation and transmission of required special education local plan area reports:

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Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

13. Coordination of transportation services for individuals with exceptional needs:

Document Title:

Document Location:

Description:

14. Coordination of career and vocational education and transition services:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual

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budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:

Document Location:

Description:

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title:

Document Location:

Description:

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Document Location:

Description:

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:

Description:

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service

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provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

Description:

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:

Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:

Document Location:

Description:

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and

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wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC* Section 56041)

Document Title:	<input type="text" value="SPP 21-02 Special Education Local Plan Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools- SELPA Department"/>
Description:	<input type="text" value="SPP 21-02 Special Education Local Plan Services"/>

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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="58,117,626"/>	62.20%
AB 602 Property Taxes	<input type="text" value="16,167,965"/>	17.30%
Federal IDEA Part B	<input type="text" value="17,596,752"/>	18.83%
Federal IDEA Part C	<input type="text" value="165,834"/>	0.18%
State Infant/Toddler	<input type="text" value="1,263,715"/>	1.35%
State Mental Health	<input type="text"/>	0.00%
Federal Mental Health	<input type="text"/>	0.00%
Other Projected Revenue	<input type="text" value="119,359"/>	0.13%
Total Projected Revenue:	93,431,251	100.00%

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.

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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.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="74,090,341"/>	39.10%
Object Code 2000—Classified Salaries	<input type="text" value="30,648,485"/>	16.17%
Object Code 3000—Employee Benefits	<input type="text" value="49,888,008"/>	26.33%
Object Code 4000—Supplies	<input type="text" value="4,258,312"/>	2.25%
Object Code 5000—Services and Operations	<input type="text" value="22,008,783"/>	11.61%
Object Code 6000—Capital Outlay	<input type="text" value="5,001,986"/>	2.64%
Object Code 7000—Other Outgo and Financing	<input type="text" value="3,592,584"/>	1.90%
Total Projected Expenditures:	189,488,499	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.

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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="75,549,306"/>	50.91%
Projected Federal Revenue	<input type="text" value="17,762,586"/>	11.97%
Local Contribution	<input type="text" value="55,072,057"/>	37.11%
Total Revenue from all Sources:	148,383,949.18	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 (slated to be removed), 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 and to Kings Canyon Unified for Special Education.

- b. 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

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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="344,734"/>	17.31%
Object Code 2000—Classified Salaries	<input type="text" value="626,382"/>	31.46%
Object Code 3000—Employee Benefits	<input type="text" value="405,395"/>	20.36%
Object Code 4000—Supplies	<input type="text" value="229,927"/>	11.55%
Object Code 5000—Services and Operations	<input type="text" value="309,816"/>	15.56%
Object Code 6000—Capital Outlay	<input type="text" value="75,000"/>	3.77%
Object Code 7000—Other Outgo and Financing	<input type="text"/>	0.00%
Total Projected Operating Expenditures:	1,991,254	100.00%

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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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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Fiscal Year:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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
Central Unified	Justin Garza High	900	Other special education/related services	Community Based instruction activities
				with the intention of the services being transitioned to a school based mental health services program through the new district of residence.
Central Unified	CLASS - DNA	900	Other special education/related services	760 yearly minutes (equivalent to 20 minutes per week) are provided for Mental Health Rehabilitation Services.
Central Unified	Saroyan Elementary	900	Other special education/related services	Para support for Yara during Gen Ed push in, PE, Music, Lunch, Recess, Library
Coalinga-Huron Joint Unified	Huron Elementary	900	Other special education/related services	Auditory Verbal Therapy is provided by John Tracy Center through ZOOM conference.
Fresno County Office of Education	FCOE - HANDS Academy	900	Other special education/related services	Increase of minutes in the mainstream class effective 11/14/23
Fresno County Office of Education	FCOE - HANDS Academy	900	Other special education/related services	
Fresno County Office of Education	FCOE - HANDS Academy	900	Other special education/related services	Independent living sessions
Fresno County Office of Education	FCOE SD - Grant Middle	900	Other special education/related services	Student transferred from non-SEIS district. Service from Pinellas County School District - Florida.
Fresno County Office of Education	Fresno County Court	900	Other special education/related services	Independent Living Skills - embedded in SAI minutes
Fresno County Office of Education	FCOE - HANDS Academy	900	Other special education/related services	Mainstreaming in a kindergarten general education classroom.
Fresno County Office of Education	FCOE TIES - Ramacher	900	Other special education/related services	
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	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	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.
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	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	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	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.
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	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	St La Salle	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	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	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 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	Services limited to 60 minutes of consultation yearly 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. 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	IEP services declined 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.
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	Meek Academy	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	A Private School Letter of Intent was completed where parents declined implementation of an IEP and FAPE opting for a KCUSD 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. 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 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.
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	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	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 KCUSD staff 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	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	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.

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	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 consultation with parents and private school staff.
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	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	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.
Parlier Unified	Brietic Elementary	900	Other special education/related services	Eli was spending almost his entire day in the RSP in kindergarten. He will get 30 minutes of push in Monday, Tuesday, Thursday, and Friday. When he is in RSP he gets work completed but is overwhelmed in the GE classroom. His minutes will be served unless there is an irregular school day for example but not limited to assembly, field trip, etc.
Sanger Unified	John Wash Elementary	900	Other special education/related services	Eliana 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.
Selma Unified	Theodore Roosevelt Elementary - Selma	900	Other special education/related services	School psychologist consultation services to ensure mental health services are continuing and classroom behavior is maintained.

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

Local Plan Annual Submission

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SELPA:

Fiscal Year:

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: Fresno County SELPA

Fiscal Year: 2024-25

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxxx	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	0		Alvina Elementary	Mike	Iribarren	(559) 864-9411	miribarren@alvinaesd.org	Previously Reported
	2	10	62026	0		Big Creek Elementary	Jimmie	Eggers	(559) 893-3314	jegggers@bigcreekschool.com	Previously Reported
	3	10	62042	0		Burrel Union Elementary	Elizabeth	Runyon	(559) 866-5634	erunyon@buesd.org	Previously Reported
	4	10	75598	0		Caruthers Unified	Tod	Tompkins	(559) 495-6443	ttompkins@caruthers.k12.ca.us	Previously Reported
	5	10	73965	0		Central Unified	Julie	Shafer	(559) 274-4700	jshafer@centralunified.org	Previously Reported
	6	10	62109	0		Clay Joint Elementary	Julie	Rocha	(559) 897-4185	jrocha@clayelementary.org	Previously Reported
	7	10	62125	0		Coalinga-Huron Joint Unified	Jennifer	Pinto	(559) 935-7512	jpinto@chusd.org	Previously Reported
	8	10	10108	0		Fresno County Supt. of Schools	Chris	Borges	(559) 497-3901	cborges@fcoe.org	Previously Reported
	9	10	73809	0		Firebaugh-Las Deltas Joint Unified	Betty	Carmona	(559) 659-2131	bcarmona@fldusd.org	Previously Reported
	10	10	62158	0		Fowler Unified	Martha	Tyler	(559) 834-6080	martha.tyler@fowler.k12.ca.us	Previously Reported
	11	10	75234	0		Golden Plains Unified	Keith	Mackey	(559) 693-1115	kmackey@gpusd.org	Previously Reported
	12	10	73999	0		Kerman Unified	Sandeep	Jaspal	(559) 843-9036	sandeep.jaspal@kermanusd.com	Previously Reported

Attachment I

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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	0		Kings Canyon Joint Unified	Jose	Guzman	559-305-7013	guzman-j@kcsd.com	Previously Reported
	14	10	62240	0		Kingsburg Elementary Charter	Erin	Pasillas	(559) 897-6864	epasillas@kesd.org	Previously Reported
	15	10	62257	0		Kingsburg Joint Union High	Cindy	Schreiner	(559) 897-7721	cschreiner@kingsburghigh.com	Previously Reported
	16	10	62281	0		Laton Joint Unified	Lupe	Nieves	(559) 922-4015	lnieves@laton.k12.ca.us	Previously Reported
	17	10	75127	0		Mendota Unified	Cynthia	Sierras	(559) 655-4262	csierras@mendota schools.org	Previously Reported
	18	10	62323	0		Monroe Elementary	Shelley	Manser	(559) 834-2895	smanser@monroe.k12.ca.us	Merged LEA
	19	10	62331	0		Orange Center	Terry	Hirschfield	(559) 237-0437	thirschfield@orange center.org	Previously Reported
	20	10	62376	0		Pacific Union Elementary	Mary	Frea	(559) 834-2533	mfrea@puschool.org	Previously Reported
	21	10	62364	0		Parlier Unified	Vanessa	Gaona	(559) 646-2731	vanessa.gaona@parlierunified.org	Previously Reported
	22	10	62372	0		Pine Ridge Elementary	Steve	Rosa	(559) 841-2444	srosa@prs rattlers.org	Previously Reported
	23	10	62380	0		Raisin City Elementary	Jessica	Juarez	(559) 233-0128	jjuaraz@raisinesd.org	Previously Reported
	24	10	75408	0		Riverdale Joint Unified	Jeff	Moore	(559) 891-4319	jmoore@rjUSD.org	Previously Reported

Attachment I

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

	25	10	62414	0		Sanger Unified	Jason	Stricker	(559) 524-6571	jason_stricker@sangerusd.net	Previously Reported
	26	10	62430	0		Selma Unified	Jodie	Wiens	(559) 898-6500	jodie.wiens@selmausd.org	Previously Reported
	27	10	75275	0		Sierra Unified	Calisha	Chatter-Fitzhugh	(559) 855-3662	cchatter-fitzhugh@sierrausd.org	Previously Reported
	28	10	62513	0		Washington Colony Elementary	Evelyn	Diaz	(559) 233-0706	evelyndiaz@washingtoncolony.org	Previously Reported
	29	10	76778	0		Washington Unified	Derek	Cruz	(559) 495-5609	dcruz@wusd.ws	Previously Reported
	30	10	62539	0		West Park Elementary	Christine	Doughty	(559) 233-6501	christine_d@wpesd.org	Previously Reported
	31	10	62547	0		Westside Elementary	Gary	Cunha	(559) 884-2482	gcunha@westside-elem.com	Previously Reported

SELPA: Fiscal Year:

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.)

SELPA: Fresno County SELPA

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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	94,793	0	0	30,170	0	0	0	0	124,963
2	Big Creek Elementary	17,334	0	0	11,314	0	0	0	0	28,648
3	Burrel Union Elementary	65,180	0	0	33,008	0	0	0	0	98,188
4	Caruthers Unified	901,343	0	0	305,507	0	0	0	2,025	1,208,875
5	Central Unified	8,637,836	0	0	3,367,677	0	0	0	19,699	12,025,212
6	Clay Joint Elementary	134,220	0	0	30,170	0	0	0	0	164,390
7	Coalinga-Huron Joint Unified	2,648,719	0	0	888,355	0	0	0	968	3,538,042
8	Fresno County Supt. of Schools	13,641,815	16,167,965	165,834	1,383,390	723,368	0	0	49,721	32,132,093

Attachment II

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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	1,154,969	0	0	537,559	0	0	0	2,409	1,694,937
10	Fowler Unified	1,348,079	0	0	522,405	0	0	0	0	1,870,484
11	Golden Plains Unified	702,462	0	0	282,861	0	0	0	929	986,252
12	Kerman Unified	2,783,758	0	0	1,072,195	0	0	0	3,211	3,859,164
13	Kings Canyon Joint Unified	5,292,797	0	0	1,863,588	540,347	0	0	9,809	7,706,541
14	Kingsburg Elementary Charter	1,221,970	0	0	442,223	0	0	0	0	1,664,193
15	Kingsburg Joint Union High	651,858	0	0	154,621	0	0	0	666	807,145
16	Laton Joint Unified	324,205	0	0	166,887	0	0	0	1,818	492,910
17	Mendota Unified	2,035,268	0	0	409,285	0	0	0	4,093	2,448,646
18	Monroe Elementary	0	0	0	0	0	0	0	0	0

Attachment II

SELPA: Fresno County SELPA

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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
19	Orange Center	135,648	0	0	71,654	0	0	0	0	207,302
20	Pacific Union Elementary	194,270	0	0	69,768	0	0	0	0	264,038
21	Parlier Unified	1,730,370	0	0	757,330	0	0	0	3,996	2,491,696
22	Pine Ridge Elementary	43,044	0	0	15,085	0	0	0	0	58,129
23	Raisin City Elementary	137,527	0	0	49,044	0	0	0	0	186,571
24	Riverdale Joint Unified	776,694	0	0	285,733	0	0	0	0	1,062,427
25	Sanger Unified	7,275,269	0	0	2,017,118	0	0	0	16,441	9,308,828
26	Selma Unified	3,321,550	0	0	1,518,240	0	0	0	0	4,839,790
27	Sierra Unified	746,527	0	0	397,919	0	0	0	0	1,144,446
28	Washington Colony Elementary	232,983	0	0	67,882	0	0	0	0	300,865

Attachment II

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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	1,500,245	0	0	686,402	0	0	0	3,574	2,190,221
30	West Park Elementary	290,268	0	0	117,861	0	0	0	0	408,129
31	Westside Elementary	76,625	0	0	41,501	0	0	0	0	118,126
Totals:		58,117,626	16,167,965	165,834	17,596,752	1,263,715	0	0	119,359	93,431,251

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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	107,876	44,315	34,701	0	12,066	0	0	198,959
2	Big Creek Elementary	22,000	36,209	12,291	690	22,943	0	0	94,133
3	Burrel Union Elementary	46,285	0	27,212	1,975	69,126	0	0	144,598
4	Caruthers Unified	658,152	350,588	469,764	54,137	501,978	0	139,929	2,174,548
5	Central Unified	15,884,681	5,611,402	10,554,785	1,696,354	3,390,943	2,232,557	1,463,834	40,834,556
6	Clay Joint Elementary	84,841	0	37,821	571	55,995	0	0	179,228
7	Coalinga-Huron Joint Unified	3,650,355	2,155,280	2,576,185	208,464	1,193,220	0	476,900	10,260,404
8	Fresno County Supt. of Schools	15,007,998	8,424,283	11,954,757	852,937	5,289,659	75,000	97,515	41,702,149
9	Firebaugh-Las Deltas Joint Unified	1,250,193	636,467	938,467	52,900	627,955	0	0	3,505,982

Attachment III

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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
10	Fowler Unified	1,692,215	380,958	847,806	51,505	546,458	0	0	3,518,942
11	Golden Plains Unified	880,000	295,000	570,112	17,296	479,454	0	146,238	2,388,099
12	Kerman Unified	3,693,896	1,164,229	1,743,035	103,374	375,174	0	120,183	7,199,891
13	Kings Canyon Joint Unified	9,846,358	2,878,346	5,849,426	534,113	998,191	2,694,429	263,773	23,064,636
14	Kingsburg Elementary Charter	1,487,182	570,008	1,004,594	54,723	208,477	0	20,625	3,345,609
15	Kingsburg Joint Union High	397,183	80,322	210,049	24,186	234,147	0	34,876	980,763
16	Laton Joint Unified	263,891	152,771	205,970	69,382	65,230	0	0	757,243
17	Mendota Unified	2,507,075	473,416	942,338	85,882	1,676,806	0	0	5,685,517
18	Monroe Elementary	0	0	0	0	0	0	0	0
19	Orange Center	92,247	38,704	77,440	5,000	165,526	0	0	378,917
20	Pacific Union Elementary	212,615	21,378	122,323	27,839	114,834	0	0	498,990

Attachment III

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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
21	Parlier Unified	1,951,535	1,215,722	1,699,068	48,272	36,700	0	168,565	5,119,862
22	Pine Ridge Elementary	48,414	18,664	17,976	5,361	96,341	0	0	186,755
23	Raisin City Elementary	52,833	55,376	58,155	35,749	20,000	0	8,134	230,247
24	Riverdale Joint Unified	717,162	274,715	501,696	23,212	537,055	0	0	2,053,840
25	Sanger Unified	6,456,740	2,624,489	4,048,505	126,898	1,850,000	0	292,977	15,399,609
26	Selma Unified	4,401,289	2,318,426	3,695,991	121,357	1,394,298	0	282,883	12,214,245
27	Sierra Unified	1,166,163	378,307	624,464	10,906	555,511	0	32,693	2,768,044
28	Washington Colony Elementary	210,550	48,868	134,012	3,200	174,738	0	0	571,368
29	Washington Unified	977,390	233,445	699,853	1,650	1,067,160	0	0	2,979,498
30	West Park Elementary	239,732	76,819	153,564	34,751	172,998	0	43,458	721,322
31	Westside Elementary	83,489	89,978	75,648	5,629	75,801	0	0	330,545

Attachment III

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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
	Totals:	74,090,341	30,648,485	49,888,008	4,258,312	22,008,783	5,001,986	3,592,584	189,488,499

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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	30,170	0.17%	94,793	0.13%	18,840	124,963
2	Big Creek Elementary	11,314	0.06%	17,334	0.02%	25,919	28,648
3	Burrel Union Elementary	33,008	0.19%	65,180	0.09%	12,323	98,188
4	Caruthers Unified	305,507	1.72%	901,343	1.19%	970,776	1,206,850
5	Central Unified	3,367,677	18.96%	8,637,836	11.43%	15,821,764	12,005,513
6	Clay Joint Elementary	30,170	0.17%	134,220	0.18%	2,455	164,390
7	Coalinga-Huron Joint Unified	888,355	5.00%	2,648,719	3.51%	5,928,508	3,537,074
8	Fresno County Supt. of Schools	1,549,224	8.72%	30,533,148	40.41%	2,116	32,082,372
9	Firebaugh-Las Deltas Joint Unified	537,559	3.03%	1,154,969	1.53%	1,000,580	1,692,528

Attachment IV

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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	522,405	2.94%	1,348,079	1.78%	1,630,070	1,870,484
11	Golden Plains Unified	282,861	1.59%	702,462	0.93%	1,453,471	985,323
12	Kerman Unified	1,072,195	6.04%	2,783,758	3.68%	3,085,033	3,855,953
13	Kings Canyon Joint Unified	1,863,588	10.49%	5,833,144	7.72%	4,465,174	7,696,732
14	Kingsburg Elementary Charter	442,223	2.49%	1,221,970	1.62%	945,146	1,664,193
15	Kingsburg Joint Union High	154,621	0.87%	651,858	0.86%	56,251	806,479
16	Laton Joint Unified	166,887	0.94%	324,205	0.43%	188,246	491,092
17	Mendota Unified	409,285	2.30%	2,035,268	2.69%	1,936,840	2,444,553
18	Monroe Elementary	0	0.00%	0	0.00%	0	0
19	Orange Center	71,654	0.40%	135,648	0.18%	213,807	207,302
20	Pacific Union Elementary	69,768	0.39%	194,270	0.26%	228,965	264,038

Attachment IV

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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
21	Parlier Unified	757,330	4.26%	1,730,370	2.29%	1,807,515	2,487,700
22	Pine Ridge Elementary	15,085	0.08%	43,044	0.06%	22,911	58,129
23	Raisin City Elementary	49,044	0.28%	137,527	0.18%	58,980	186,571
24	Riverdale Joint Unified	285,733	1.61%	776,694	1.03%	980,215	1,062,427
25	Sanger Unified	2,017,118	11.36%	7,275,269	9.63%	5,194,588	9,292,387
26	Selma Unified	1,518,240	8.55%	3,321,550	4.40%	6,235,909	4,839,790
27	Sierra Unified	397,919	2.24%	746,527	0.99%	1,312,834	1,144,446
28	Washington Colony Elementary	67,882	0.38%	232,983	0.31%	118,760	300,865
29	Washington Unified	686,402	3.86%	1,500,245	1.99%	845,973	2,186,647
30	West Park Elementary	117,861	0.66%	290,268	0.38%	283,396	408,129
31	Westside Elementary	41,501	0.23%	76,625	0.10%	224,691	118,126

Attachment IV

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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:	17,762,586	100.00%	75,549,306	100.00%	55,072,057	93,311,892

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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	1,219,049	
6	Clay Joint Elementary	0	0
7	Coalinga-Huron Joint Unified	0	0
8	Fresno County Supt. of Schools	55,886	5,508,687
9	Firebaugh-Las Deltas Joint Unified	0	0

Attachment V

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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	1,543,355	0
12	Kerman Unified	0	0
13	Kings Canyon Joint Unified	0	0
14	Kingsburg Elementary Charter	0	0
15	Kingsburg Joint Union High	0	0
16	Laton Joint Unified	0	0
17	Mendota Unified	0	0
18	Monroe Elementary	0	0
19	Orange Center	0	0
20	Pacific Union Elementary	0	0

Attachment V

SELPA: Fresno County SELPA

Fiscal Year: 2024-25

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	33,159	0
23	Raisin City Elementary	0	0
24	Riverdale Joint Unified	0	0
25	Sanger Unified	0	0
26	Selma Unified	125,648	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	86,151	0
Totals:		3,063,247	5,508,687

**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
Monroe Elementary		Merged LEA	Fresno County SELPA	Caruthers Unified	N/A	N/A	N/A	N/A	<input type="text" value="2024-25"/>

DO NOT
DISTRIBUTE