

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

2022–23 Local Plan Annual Submission

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

Fiscal Year

- Requires amending Local Plan Section D
- Requires amending Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I-VII are required
- If the change in membership constitutes a change to the SELPA governance and/or administration, then the SELPA must also submit an amendment for Local Plan Section B: Governance and Administration, as well as, Certification 1.

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 Charter SELPA"/>		
Street Address	<input type="text" value="1111 Van Ness Ave"/>	Zip Code	<input type="text" value="93721"/>
City	<input type="text" value="Fresno"/>	County	<input type="text" value="Fresno"/>
Mailing Address	<input type="text" value="1111 Van Ness Ave"/>		
City	<input type="text" value="Fresno"/>	Zip Code	<input type="text" value="93721"/>
Administrator First Name	<input type="text" value="Trina"/>	Administrator Last Name	<input type="text" value="Frazier"/>
Administrator Title	<input type="text" value="Assistant Superintendent"/>		
Administrator's Email	<input type="text" value="tfrazier@fcoe.org"/>		
Telephone	<input type="text" value="(559) 265-3049"/>	Extension	<input type="text"/>

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

Administrative Entity Name	<input type="text" value="Fresno County Superintendent of Schools"/>		
Street Address	<input type="text" value="1111 Van Ness Ave"/>	Zip Code	<input type="text" value="93721"/>
City	<input type="text" value="Fresno"/>	County	<input type="text" value="Fresno"/>
Contact First Name	<input type="text" value="Trina"/>	Last Name	<input type="text" value="Frazier"/>
Contact Title	<input type="text" value="Assistant Superintendent"/>		
Email	<input type="text" value="tfrazier@fcoe.org"/>		
Telephone	<input type="text" value="(559) 265-3049"/>	Extension	<input type="text"/>

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

Yes No

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

The Local Plan was submitted to the CAC on:

County Office of Education

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

coordinating special education services within a county, reviewing, and approving the Local Plan.

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

COE responsible for approving the Local Plan

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

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

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.	Section D and E
-	FCSS	Dominic Johnson	Administrator-Spec. Ed.	Section E

Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
-	FCSS	Daniel Soto	Administrator-Spec. Ed.	All
-	Parent	Mary Gin	CAC	All

STEP 5: Certifications

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

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted
- Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted

STEP 6: Electronic Signatures

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

STEP 7: Final Check

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

Fiscal Year

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.

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

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

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

SELPA

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).

For a multiple LEA SELPA or a COE joined SELPA

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

SELPA

Fiscal Year

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.

Yes No

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

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

SELPA

Fiscal Year

Authorized Signature

COE Superintendent

Date

SELPA

Fiscal Year

Certification 4: Community Advisory Committee

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

Cert 4-1. Community Advisory Committee Participation

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

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

Cert 4-2. Community Advisory Committee Review Timeline

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

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

Cert 4-3. Community Advisory Committee Comments

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

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

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

Authorized Signature

CAC Chairperson

Date

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

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).

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.

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

SELPA

Fiscal Year

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

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

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

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

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

LEA Superintendent/Chief Administrator

Date

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

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).

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.

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

SELPA

Fiscal Year

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

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

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

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

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

LEA Superintendent/Chief Administrator

Date

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

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).

For a multiple LEA SELPA or a COE joined 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.

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

SELPA

Fiscal Year

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

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

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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 Charter SELPA

Fiscal Year 2022–23

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<http://crescentvalley2.org/special-education/>

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Authorized Signature

Shellie Hanes

LEA Superintendent/Chief Administrator

Mar 23, 2022

Date

SELPA

Fiscal Year

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LEA Superintendent/Chief Administrator

Date

SELPA

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LEA Superintendent/Chief Administrator

Date

SELPA

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Date

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SELPA

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Authorized Signature

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

SELPA

Fiscal Year

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

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Date

SELPA

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Authorized Signature

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Date

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

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:

The Fresno County Charter Special Education Local Plan Area ("Charter SELPA") is composed of Local Educational Agency Charter Members ("Charter LEAs") who have applied and have been

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:

As described within the Local Plan and policies of the Charter SELPA, the governing boards for each Charter LEA shall delegate the authority for the ongoing policy-making process, the Funding

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:

The Charter CEO Council membership consists of the CEO/Designee of each Charter LEA. Each Charter LEA has one vote. Organization Members that operate more than one Charter LEA may

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:

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5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Any charter school within California may apply to the Selection Committee to become a Charter LEA. The Charter SELPA will establish an annual timeline for submission of applications. Once

Section B: Governance and Administration

SELPA

Fiscal Year

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:

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:

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:

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:

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

Section B: Governance and Administration

SELPA

Fiscal Year

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Upon entry into the Charter SELPA, the governing board for each Charter LEA shall approve the Agreement for Participation, Representations and Warranties, and the Charter Local Plan for

- 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:

The RLA employs Program Specialist(s) who are supervised by the SELPA Administrator/Designee. In addition, and in accordance with Ed. Code, section 56780, all coordination responsibilities for

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The CEO Council will meet regularly with the County Superintendent/Designee to direct and supervise the implementation of the Local Plan. Agendas and minutes will be developed by the

- c. The operation of special education programs:

Both State and Federal law provide that students with exceptional needs are entitled to a Free, Appropriate Public Education ("FAPE"). (20 USC § 1400(d)(1); Ed. Code, § 56000 (a).) FAPE is

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The Charter SELPA Special Education Fiscal Committee ("Fiscal Committee") meets twice per year. The designated fiscal representative for each Charter LEA shall be notified and invited to attend.

- 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:

Specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve pupils in isolated sites and maximizes the opportunities to serve

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,

Section B: Governance and Administration

SELPA

Fiscal Year

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; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(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)

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

3. Child Find: 20 USC Section 1412(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

Section B: Governance and Administration

SELPA

Fiscal Year

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)**

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)

Policy/Procedure Number:

Document Title:

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)

Section B: Governance and Administration

SELPA

Fiscal Year

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)

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)

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)

Section B: Governance and Administration

SELPA

Fiscal Year

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)

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 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)

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

Section B: Governance and Administration

SELPA

Fiscal Year

the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

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)

Policy/Procedure Number:

Document Title:

Document Location:

"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

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

Section B: Governance and Administration

SELPA

Fiscal Year

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)

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)

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)

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

"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)

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

19. Public Participation: 20 USC Section 1412(a)(19)

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)

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

"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)

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:

Yes No

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

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)

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

Section B: Governance and Administration

SELPA

Fiscal Year

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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number:	<input type="text" value="SELPA Policy and Procedure 21-27"/>
Document Title:	<input type="text" value="Administration of Regionalized Operations and Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools SELPA Department"/>
Description:	<input type="text" value="See attached Document"/>

2. Coordinated system of identification and assessment:

Reference Number:	<input type="text" value="SELPA Policy and Procedure 21-27"/>
Document Title:	<input type="text" value="Administration of Regionalized Operations and Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools SELPA Department"/>
Description:	<input type="text" value="See attached Document"/>

3. Coordinated system of procedural safeguards:

Reference Number:	<input type="text" value="SELPA Policy and Procedure 21-27"/>
Document Title:	<input type="text" value="Administration of Regionalized Operations and Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools SELPA Department"/>

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

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:

Reference Number:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

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

Reference Number:	<input type="text" value="SELPA Policy and Procedure 21-27"/>
Document Title:	<input type="text" value="Administration of Regionalized Operations and Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools SELPA Department"/>
Description:	<input type="text" value="See attached Document"/>

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

Reference Number:	<input type="text" value="SELPA Policy and Procedure 21-27"/>
Document Title:	<input type="text" value="Administration of Regionalized Operations and Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools SELPA Department"/>
Description:	<input type="text" value="See attached Document"/>

Special Education Local Plan Area Services

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

Reference Number:	<input type="text" value="SELPA Policy and Procedure 21-28"/>
Document Title:	<input type="text" value="Special Education Local Plan Area Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools SELPA Department"/>
Description:	<input type="text" value="See attached Document"/>

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:

Section B: Governance and Administration

SELPA

Fiscal Year

Reference Number:	<input type="text" value="SELPA Policy and Procedure 21-28"/>
Document Title:	<input type="text" value="Special Education Local Plan Area Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools SELPA Department"/>
Description:	<input type="text" value="See attached Document"/>

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

Reference Number:	<input type="text" value="SELPA Policy and Procedure 21-28"/>
Document Title:	<input type="text" value="Special Education Local Plan Area Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools SELPA Department"/>
Description:	<input type="text" value="See attached Document"/>

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:

Reference Number:	<input type="text" value="SELPA Policy and Procedure 21-28"/>
Document Title:	<input type="text" value="Special Education Local Plan Area Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools SELPA Department"/>
Description:	<input type="text" value="See attached Document"/>

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:

Reference Number:	<input type="text" value="SELPA Policy and Procedure 21-28"/>
Document Title:	<input type="text" value="Special Education Local Plan Area Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools SELPA Department"/>

Section B: Governance and Administration

SELPA

Fiscal Year

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 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*)

Reference Number:

Document Title:

Document Location:

Description:



FRESNO COUNTY CHARTER SELPA SPECIAL EDUCATION LOCAL PLAN AREA

Trina Frazier, Assistant Superintendent

Comprehensive Local Educational Agency Assurances Fresno County Charter SELPA Policies & Procedures: 21-26

- 1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)**
It shall be the policy of this local educational agency (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.
- 2. Full Educational Opportunity: 20 USC Section 1412(a)(2)**
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.”
- 3. Child Find: 20 USC Section 1412(a)(3)**
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.
- 4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4)**
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.
- 5. Least Restrictive Environment: USC Section 1412(a)(5)**
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.
- 6. Procedural Safeguards: 20 USC Section 1412(a)(6)**
“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.

- 7. Evaluation: 20 USC Section 1412(a)(7)**
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.
- 8. Confidentiality: 20 USC Section 1412(a)(8)**
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.
- 9. Part C to Part B Transition: 20 USC Section 1412(a)(9)**
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.
- 10. Private Schools: 20 USC Section 1412(a)(10)**
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 private school by their parents.
- 11. Local Compliance Assurances: 20 USC Section 1412(a)(11)**
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.
- 12. Interagency: 20 USC Section 1412(a)(12)**
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.
- 13. Governance: 20 USC Section 1412(a)(13)**
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.
- 14. Personnel Qualifications**

- 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 about staff qualifications.
- 15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)**
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.
 - 16. Participation in Assessments: 20 USC Section 1412(a)(16)**
It shall be the policy of this LEA that all students with disabilities shall participate in state and districtwide 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 IEPs.
 - 17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)**
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.
 - 18. Maintenance of Effort: 20 USC Section 1412(a)(18)**
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.
 - 19. Public Participation: 20 USC Section 1412(a)(19)**
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.
 - 20. Suspension and Expulsion: 20 USC Section 1412(a)(22)**
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.
 - 21. Access to Instructional Materials: 20 USC Section 1412(a)(23)**
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.
 - 22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)**

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.

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

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.



FRESNO COUNTY CHARTER SELPA SPECIAL EDUCATION LOCAL PLAN AREA

Trina Frazier, Assistant Superintendent

Administrative Local Plan B Governance and Administration

Administration of Regionalized Operations and Services

SELPA Policy Procedures 21-27

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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

- *The Fresno County Charter SELPA* shall include, but not be limited to, the following: (Education Code 56205, 56206)
- Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201
- An annual budget plan and annual service plan adopted at a public hearing held by the SELPA. The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)
- A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205.
- A description of a dispute resolution process
- Verification that the plan has been reviewed by the Community Advisory Committee (CAC) in accordance with Education Code 56205
- A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
- A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met
- A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment
- Note: Education Code 56195.8 mandates entities providing special education to adopt policies that include, among other things, information on the number of individuals with disabilities who

are being provided special education and related services. Other mandated policies are located throughout CSBA's policy manual. Administrator shall coordinate the development and implementation of the Local Plan in cooperation with the CEO Council. The 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, charter school LEAs, Fresno County Superintendent of Schools, 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 SELPA Administrator is responsible for presenting the CEO Council with issues to the RLA Superintendent for monitoring and review.

Individual LEAs superintendent shall comply with the provisions of the governance structure and provide any necessary administrative support to implement the Local Plan. The Charter CEO Council membership consists of the CEO/Designee of each charter LEA. Each charter LEA member has one vote. Organization members, that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code 54950-5-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs presents at a regularly scheduled and posted CEO Council meeting shall constitute a quorum. The Charter CEO Council will meet regularly with the Fresno County Superintendent of Schools and/or designees to direct and supervise the implementation of the Local Plan. A minimum of two meetings per year will be held; generally, in September and May.

Role of RLA/AU the Fresno County Superintendent of Schools is designated as the official administrative unit (AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds of the Fresno County Charter Local Plan for Special Education. The Charter SELPA shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the annual service and budget plan.

California Education Code Section 56205 requires that the Local Plan, “specify the responsibilities of each participating county office and district governing board in the policy- making process, the responsibilities of the superintendent of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the plan.” In accordance with this provision, the Fresno County Charter SELPA has developed the following governance structure and policy development and approval process.

The RLA employs Program Specialist(s) who are supervised by the SELPA Administrator/Designee. In addition, and in accordance with Ed. Code, section 56780, all coordination responsibilities for program specialist services are supported through the governance structure of the Charter SELPA. Coordination and implementation of these services are supported by administrative staff, program specialist services, the

Operations Committee, the Executive Committee once convened, and the CEO Council. Openings for Program Specialist positions are advertised, and the selection process shall be consistent with FCSS hiring practices.

2. Coordinated system of identification and assessment:

The Fresno County SELPA 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, charter school LEAs, Fresno County Superintendent of Schools, nonpublic schools, interagency agreements and memorandums of understanding as necessary.

Individual LEAs must ensure that all students with disabilities enrolled in its charter program, regardless of the severity of their disability, are properly identified, located, evaluated and served. In order to address the needs of students with disabilities enrolled in Charter LEAs, a full continuum of services are available within the Charter SELPA. As members of the Charter SELPA, each Charter SELPA LEA desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or receive nonpublic agency services.

Role of the RLA/AU N/A

3. Coordinated system of procedural safeguards:

The Fresno County Charter SELPA shall follow CDE has a system for reviewing the special education programs in the Charter LEAs. The Charter SELPA shall support the delivery of effective programs and services in the Charter LEAs, ensure a continuum of appropriate service options, and seek to improve the quality of the programs offered. In addition, the Charter SELPA shall monitor all programs and participate in any review processes, including those related to the Key Performance Indicators, annual performance reports, Procedural Safeguards, complaint processes, mediation and due process procedures, and other required State proceedings.

Individual LEAs shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

Role of the RLA/AU N/A

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

SELPA program specialist(s) work under the direction of the SELPA Administrator to support staff development, as well as parent and guardian education. Program specialists, including LEA program specialists, may provide direct training and support the dissemination and implementation of evidence-based practices.

The Fresno County Charter SELPA shall develop a calendar of all opportunities for the Charter SELPA and distribute a monthly list. An open invitation has been extended to special education teachers, administrators, and instructional assistants. Parent opportunities are also announced through these publications and through the CAC. Individual in-service evaluation forms are used at all SELPA professional development activities. All evaluations or compilations are kept on file at the Fresno County SELPA office. Evaluation forms include suggestions for additional information on topics presented. Information derived from evaluations will be used in considering the planning, organization and implementation of future activities.

Individual LEAs shall select a parent representative to participate in the Special Education Community Advisory Committee (“CAC”). Each Charter LEA will notify the Charter SELPA Administrator/Designee of their CAC appointment by October 1st of each school year. The Charter LEAs shall select parent representatives who are a parent of a child with a disability or other individuals as set forth in Ed. Code 56192. The parent representatives shall serve staggered terms for a period of at least two years. (Ed. Code § 56191.)

Role of the RLA/AU N/A

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

The Fresno County Charter SELPA shall support the delivery of effective programs and services in the Charter LEAs, ensure a continuum of appropriate service options, and seek to improve the quality of the programs offered. The Charter SELPA will provide for ongoing comprehensive evaluation of special education programs in order to continually refine and improve programs, policies, regulations, guidelines, and procedures, and to assess the overall merits of these efforts.

Individual LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local need

Role of the RLA/AU N/A

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

The Fresno County SELPA is actively involved in compliance and monitoring performance of SELPA LEA members by:

- Review Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources with LEA administrators.
- Provide technical assistance and support and or consultation to LEAs with all data sources.
- Review Annual Budget and Service Plan with LEA administrators, CAC and other interested parent, community or educational groups.
- Review of the funding Allocation Plan to ensure appropriate distribution of funds.

Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, other data sources to ensure that students with disabilities receive a free and appropriate public education. LEAs will monitor, review an address performance, compliance and accountability issues in a timely manner.

Role of the RLA/AU will receive and maintain accountability for fiscal and accounting records in accordance with federal and state requirements and will submit reports to appropriate authorities.

7. Coordinated system of data collection and management:

The Fresno County Charter SELPA collect specified data in a manner that allows CDE’s data collection system to capture and maintain that data. The Charter SELPA will implement a data collection and storage system that provides for the management and reporting of required data for State and Federal systems. The Charter SELPA shall work with the State’s data collection system to collect and report all required data

related to special education fiscal and program services, and to provide other pertinent information necessary for the operation of the Charter SELPA. The Charter SELPA Administration supports all Charter LEAs in the Charter SELPA in their collection and reporting of any required data. The Charter SELPA Administration shall strive to develop a system which is responsive to the data needs of Charter LEAs.

Individual LEAs are responsible for data entry, quality and integrity. The LEAs will approve the CALPADS submission and any other required reports, as required by the CDE. LEAs are required to use the Special Education Data System (i.e. SEIS) established by the SELPA. It shall be the policy of the Charter LEA to provide data or information to the SELPA and the California Department of Education that may be required by regulations.

Role of the RLA/AU N/A

8. Coordination of interagency agreements

The Fresno County Charter SELPA Administrator shall serve on behalf of the member Charter 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 individuals with exceptional needs. The Fresno County Charter SELPA has a responsibility to assure access to a full continuum of program options for these students that may include the coordination of services provided by district of responsibility, County Superintendent of Schools, charter school LEAs, interagency agreements and memorandums of understanding as necessary.

Individual LEAs will approve and implement interagency agreements as appropriate through their Superintendents participation in the Superintendents Governance Counsel and/or at the direction of the SELPA.

Role of the RLA/AU is responsible for executing interagency agreements at the direction of the SELPA.

9. Coordination of services to medical facilities:

The Fresno County SELPA will facilitate coordination of Special Education and Related Services by the designated LEAs. The Charter Chief Executive Officer/Designee of the charter LEA shall extend the charter LEA's full cooperation to the Charter SELPA. The policies and procedures of the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Individual LEAs As members of the Charter SELPA, each Charter SELPA LEA desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or receive nonpublic agency services. Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (Education Code 56300, 56031)

Role of the RLA/AU N/A

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

The Fresno County SELPA will facilitate coordination of these services by the designated LEAs.

Individual LEAs that provide special education services for students with disabilities residing in foster family homes or licensed children’s institutions shall be the responsibility of the districts in which the foster homes and licensed children’s institution or located, unless based on education code there is another district of special education accountability, which would be responsible. If a student with disabilities residing in a licensed children’s institution or foster family home has been placed by the Charter LEA in a nonpublic, nonsectarian school, the Charter LEA shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment (LRE) that is appropriate to meet the student’s needs. (Education Code 56157)

1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

Role of the RLA/AU N/A

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

The Fresno County SELPA shall submit all information required by the Special Education Division of CDE, including statistical data, program information, and fiscal information related to the Charter SELPA’s special education programs and services. The Charter SELPA Administration shall collect and report any data related to special education budgets and services that is required by CDE.

Individual LEAs will collect data related to compliance, due process procedures, availability of services, performance indicators and other data as needed.

Role of the RLA/AU is responsible, in conjunction with and under the direction of the SELPA, for completion of required accountability and fiscal reports on behalf of the SELPA.

12. Fiscal and logistical support of the CAC:

The Fresno Charter County SELPA will provide logistical support to CAC meetings, events, and trainings as appropriate. Meetings will be held at least 4 times per year. The SELPA will support identified parent training topics through securing presenters in collaboration with the CAC. The SELPA will be responsible for regular communication and will facilitate coordination of CAC activities.

Individual LEAs shall select a parent representative to participate in the Special Education Community Advisory Committee (“CAC”). Each Charter LEA will notify the Charter SELPA Administrator/Designee of their CAC appointment by October 1st of each school year. The Charter LEAs shall select parent representatives who are a parent of a child with a disability or other individuals as set forth in Ed. Code 56192.

The parent representatives shall serve staggered terms for a period of at least two years. (Ed. Code § 56191.) This group will advise the Charter SELPA on the implementation of the Local Plan as well as provide local parent training options in accordance with the statutory duties, responsibilities and requirements of the CAC. (See Ed. Code §§ 56190 - 56194.)

The Role of the RLA/AU N/A

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

The Fresno County Charter SELPA will facilitate coordination of these services by the designated LEAs.

Individual LEAs are responsible for providing transportation for their students with disabilities as determined by their IEP teams.

Role of the RLA/AU NA

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

The Fresno County Charter SELPA desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education (FAPE) and be placed in the least restrictive environment (LRE) which meets their needs to the extent provided by law.

Individual LEAs In developing the IEP, the IEP team shall consider all of the following: (20 USC 1414(d)(3)(A); 34 CFR 300.324; Education Code 56341.1, 56345) Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Vocational Rehabilitation Act and the federal Americans with Disabilities Act.

For transition service participants:

- a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals pursuant to 34 CFR 300.320(b)
- b. If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
- c. To the extent appropriate and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- d. If a representative of such other local agency has been invited but does not attend the meeting, the Charter LEA shall take other steps to obtain participation of the agency in the planning of any transition services. (Education Code 56341)

Role of the RLA/AU N/A

15. Assurance of full educational opportunity

The Fresno County Charter SELPA desires to provide educational alternatives that afford students with disabilities full educational opportunities.

Individual LEAs must ensure that all students with disabilities enrolled in its charter program, regardless of the severity of their disability, are properly identified, located, evaluated and served. In order to address the needs of students with disabilities enrolled in Charter LEAs, a full continuum of services are available within the Charter SELPA.

Role of the RLA/AU N/A

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

The Fresno County SELPA shall perform such services and functions required to accomplish the goals set forth in the Local Plan, including development of the annual service and budget plan.

Individual LEAs and the CEO Council will hold the required public hearings and approve the annual service plan and the annual budget plan.

Role of the RLA/AU shall receive and distribute regionalized service funds of the Fresno County Charter Local Plan for Special Education.

17. Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:funding and distribute funds to districts based on the SELPA allocation plan.

Fresno County Charter SELPA Program Specialists may be asked to perform any of the following duties, which are specified in Ed. Code, section 56368, and the Charter Local Plan:

- A. Assisting special education service providers, educational specialists, and designated instruction and service instructors in the planning and implementation of Individual Education Programs (IEPs) for students with disabilities;
- B. Coordinating curricular resources in a manner that make them available and effective for personnel who are in need of these resources;
- C. In conjunction with the SELPA Administrator/Designee, assess program effectiveness to continually update and improve programs for individuals with exceptional needs;
- D. Participate in school staff development, research, program development, and innovation of special methods and approaches;
- E. Provide coordination, consultation, and program development in any areas to which the program specialist is assigned;
- F. Under the direction of the SELPA Administrator/Designee, assure that pupils, regardless of their district of residence, have access to the full continuum of educational opportunities within the Charter SELPA;
- G. Participate in IEPs at the request of the Charter LEA or the parent; and
- H. Assist Charter LEAs with non-public non-sectarian and state school placements.

Individual LEAs are responsible to provide direct instructional support to programs in order to ensure students have access to a full continuum of Special Education and Related services.

Role of RLA/AU employs Program Specialist(s) who are supervised by the SELPA Administrator/Designee.



FRESNO COUNTY CHARTER SELPA SPECIAL EDUCATION LOCAL PLAN AREA

Trina Frazier, Assistant Superintendent

Local Plan Section B Governance and Administration:

Special Education Local Plan Area Services

Charter SELPA Policy Procedures 21-28

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

Charter schools in the Fresno County Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

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:

Members of the public, including parents or guardians of student with disabilities, may address questions or concerns to the governing boards of each LEA, the Charter Executive Committee, the Charter LEA Special Education Director, the SELPA Director and/or the Community Advisory Committee.

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

Members of the public, including parents or guardians of student with disabilities, may address questions or concerns to the governing boards of each LEA, the Charter Executive Committee, the Charter LEA Special Education Director, the SELPA Director and/or the Community Advisory Committee.

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

A. Rationale

In order to ensure the continual delivery of quality services to children with disabilities, the Charter SELPA developed a process for resolving any disputes regarding the

provision of services, governance actions, program transfers, and the distribution of funding.

B. Policy Statement

If a dispute arises over which agency is responsible for providing services, governance activities, program transfers, or the distribution of funding or if a Charter LEA, group of Charter LEAs, or FCSS believes that an action taken by the CEO Council will create an undue hardship on the member(s) or FCSS, or that the action taken exceeds the authority granted the CEO Council, the aggrieved Charter LEA(s) or FCSS may request a review of the action at each level of the committee structure.

The following committees may review and provide recommendations to the CEO Council:

1. Operations Committee (limited to issues relating to service provisions); and
2. Executive Committee, once convened.

The Alternative Dispute Resolution process and techniques are available in the Charter SELPA, and the Solutions Panel model could and would be utilized upon request of any party (ies).

Upon exhaustion of the review procedure as provided for herein, any Charter LEA may appeal to an Ad Hoc Committee made up of the following:

1. County Superintendent/Designee;
2. Charter SELPA Administrator/Designee
3. One CEO of a Charter School selected by the County Superintendent and the Charter SELPA Administrator. The CEO of a charter school does not have to be a member of the Charter SELPA.

The Ad Hoc Committee shall have the discretion to decide the matter by a majority vote of Ad Hoc Committee members present. Any decision of the Ad Hoc committee is final. No written record, findings of fact, nor conclusions of law shall be required of the Ad Hoc Committee. The decision of the Ad Hoc Committee shall be communicated to the parties involved and to the CEO Council at the next regularly scheduled meeting.

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:

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

Note: Education Code 56329, as amended by AB 1662 (Ch. 653, Statutes of 2005), provides that, when making a determination of eligibility for special education and related services, the Charter LEAs shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction, lack of instruction in math, or

limited English proficiency.

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR 3021)

- 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:**

Each Charter LEA agrees to use the Master Contract and ISA adopted by the Fresno County Charter SELPA. The NPS is required by the Master Contract and the IEP to annually evaluate the pupils (formally and informally) to determine if the student is making appropriate educational progress. As part of the IEP review process, each Charter LEA that contracts with a NPS shall evaluate the placement of its pupil(s) in such a school on at least an annual basis. The Charter LEA representative shall collaboratively review the NPS evaluation data to ensure that the results are appropriate, reliable, and valid for measuring pupil progress. The Charter LEA may determine to conduct the evaluation(s) and/or choose to administer additional assessments with parent consent.

- 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 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)

Each Charter SELPA LEA will coordinate with the District of Residence (DOR) to meet the obligation to make FAPE available to those other-wise eligible adults in county jail, ages 18-21 who had been identified as a child with a disability and had received services in accordance with an IEP, but left prior to their incarceration or did not have an IEP in there last educational setting, but had actually been identified as a child with a disability.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2022–23 Local Plan Submission

Local Plan Section D: Annual Budget Plan

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

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

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

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="5,688,325"/>	74.69%
AB 602 Property Taxes	<input type="text" value="0"/>	0.00%
Federal IDEA Part B	<input type="text" value="0"/>	0.00%
Federal IDEA Part C	<input type="text" value="1,271,950"/>	16.70%
State Infant/Toddler	<input type="text" value="0"/>	0.00%
State Mental Health	<input type="text" value="566,966"/>	7.44%
Federal Mental Health	<input type="text" value="88,781"/>	1.17%
Other Projected Revenue	<input type="text" value="0"/>	0.00%
Total Projected Revenue:	7,616,022	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)

N/A

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

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

TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="4,329,480"/>	55.59%
Object Code 2000—Classified Salaries	<input type="text" value="1,175,697"/>	15.10%
Object Code 3000—Employee Benefits	<input type="text" value="1,498,531"/>	19.24%
Object Code 4000—Supplies	<input type="text" value="14,307"/>	0.18%
Object Code 5000—Services and Operations	<input type="text" value="483,689"/>	6.21%
Object Code 6000—Capital Outlay	<input type="text" value="207,552"/>	2.66%
Object Code 7000—Other Outgo and Financing	<input type="text" value="79,218"/>	1.02%
Total Projected Expenditures:	7,788,474	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, 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.

SELPA

Fiscal Year

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="6,057,100"/>	81.22%
Projected Federal Revenue	<input type="text" value="1,366,731"/>	18.33%
Local Contribution	<input type="text" value="33,626"/>	0.45%
Total Revenue from all Sources:	7,457,457	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 Charter SELPA distributes special education funding according to its locally-approved funding allocation plan. The State Special Education Funding is allocated by the Charter's applicable AB 602 K-12 ADA, less the administrative fee and Program Specialist/Regionalized Service allocation; the Federal Special Education Funding is allocated by the Charter's prior year enrollment count; the State Mental Funding is allocated by the Charter's applicable ADA; the Federal Mental Health Funding is used for SELPA-wide services and/or allocated by approved reimbursement claims; and a legal cost pool is being established to assist with partial reimbursement (60%, not-to-exceed \$18,000) for approved claims.

- 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

Section D: Annual Budget Plan

SELPA

Fiscal Year

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.

Section D: Annual Budget Plan

SELPA

Fiscal Year

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="6,006"/>	0.59%
Object Code 2000—Classified Salaries	<input type="text" value="211,063"/>	20.58%
Object Code 3000—Employee Benefits	<input type="text" value="105,064"/>	10.24%
Object Code 4000—Supplies	<input type="text" value="500"/>	0.05%
Object Code 5000—Services and Operations	<input type="text" value="117,119"/>	11.42%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="586,068"/>	57.13%
Total Projected Operating Expenditures:	1,025,820	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.

SELPA

Fiscal Year

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.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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

California Department of Education
Special Education Division
2022–23 Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: Fresno County Charter SELPA

Fiscal Year: 2022–23

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

210–Family Training, Counseling, Home Visits (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.

210-Family Training, Counseling, Home Visits (Age 0-2 only) 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.

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

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.

240-Service Coordination (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.

250–Special Instruction (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.

250-Special Instruction (Ages 0-2) is offered as part of our full continuum of services but

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

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.

340–Intensive Individual Instruction

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

350–Individual and Small Group Instruction

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

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.

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*

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

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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

445-Assistive Technology

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.

445-Assistive Technology 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.

450-Occupational Therapy

Service is Not Currently Provided

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

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

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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 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*

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.

520-Parent Counseling is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at the time of the offer of FAPE.

525–Social Worker *Service is Not Currently Provided*

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

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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

530–Psychological

Service is Not Currently Provided

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

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.

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.

540–Day Treatment

545–Residential Treatment

610–Specialized Service for Low Incidence Disabilities

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.

610-Specialized Service for Low Incidence Disabilities is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at the time of the offer of FAPE.

710–Specialized Deaf and Hard of Hearing

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.

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

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.

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

720-Audiological

Service is Not Currently Provided

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

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.

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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 the time of the offer of FAPE.

740-Specialized Orthopedic

Service is Not Currently Provided

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

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 the time of the 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 the time of the offer of FAPE.

755-Transcription

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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 *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.

820–College Awareness *Service is Not Currently Provided*

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

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.

840–Career Awareness *Service is Not Currently Provided*

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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 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.

855–Job Coaching *Service is Not Currently Provided*

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

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*

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.

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

865–Agency Linkages (referral and placement) *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.

865-Agency Linkages (referral and placement) is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at the time of the offer of FAPE.

870–Travel and Mobility Training *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

890–Other Transition Services *Service is Not Currently Provided*

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

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”

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 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
King Valley Academy II	Kings Valley Academy II - Hanford	900	Other special education/related services	consultation between OI Specialist and Sped staff
Hume Lake Charter School	Hume Lake Charter School	900	Other special education/related services	Student will receive support within the general education classroom in a push in model by either a special education teacher or special education paraprofessional to support math instruction in a small group and one on one. During her 50 minute math class each day with 10
Hume Lake Charter School	Hume Lake Charter School	900	Other special education/related services	Student will receive small group instruction from a special education staff member (teacher or aide) during math instruction within her general education classroom.

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
2022–23 Local Plan Submission

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Attachment I

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:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	10	62380	136499	1051	Ambassador Phillip V. Sanchez II Public Charter	Heather	Stuve	(559) 497-9331	hstuve@llac.org	<input type="text" value="Previously Reported"/>
	2	10	10108	119628	1051	Big Picture Educational Code	Cheryle	Anderson	(559) 420-1234	canderson@bpelementary	<input type="text" value="Previously Reported"/>
	3	10	10108	136291	1051	Career Technical Education Charter	Johnathan	Deleno	(559) 443-4849	jdeleno@fcoe.org	<input type="text" value="Previously Reported"/>
	4	10	10108	140186	1051	Clovis Global Academy	Shawn	Vital	(559) 575-0587	shawna.vital@clovisglobalacademy.o	<input type="text" value="Previously Reported"/>
	5	54	72140	136507	1051	Crescent Valley Public Charter II	Heather	Stuve	(559) 316-0295	hstuve@llac.org	<input type="text" value="Previously Reported"/>
	6	10	62547	136523	1051	Crescent View South II	Heather	Stuve	(559) 389-7270	hstuve@llac.org	<input type="text" value="Previously Reported"/>
	7	10	10108	109991	1051	Crescent View West Public Charter	Heather	Stuve	(559) 222-8439	hstuve@llac.org	<input type="text" value="Previously Reported"/>
	8	10	10108	6085112	1051	Edison-Bethune Charter Academy	Michael	Golden-Lund	(559) 457-2530	m.gold@myebca.com	<input type="text" value="Previously Reported"/>
	9	10	62166	140038	1051	Endeavor Charter	Katelyn	Carter	(559) 248-0471	kcarter@wscfamily.org	<input type="text" value="Previously Reported"/>
	10	10	10108	111682	1051	Hume Lake Charter	Logan	Sebela	(559) 305-7565	lsebela@humelakecharter.org	<input type="text" value="Previously Reported"/>
	11	39	68627	126755	1051	Humphreys College Academy of Business, Law and Education	Mindie	Brown	(559) 478-1600	mindie.brown@ablcharter.com	<input type="text" value="Previously Reported"/>
	12	10	10108	127514	1051	Kepler Neighborhood School	Nicola	Lovelace	(559) 495-0849	dr.lovelace@keplerschool.org	<input type="text" value="Previously Reported"/>

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	16	63958	136556	1051	Kings Valley Academy II	Heather	Stuve	(559) 242-2506	hstuve@llac.org	<input type="text" value="Previously Reported"/>
	14	34	67421	137950	1051	Marconi Learning Academy	Heather	Stuve	(916) 974-7307	hstuve@llac.org	<input type="text" value="Previously Reported"/>
	15	10	62166	114553	1051	University High	Aaron	Morgan	(559) 278-8263	aemorgan@mail.fresnostate.edu	<input type="text" value="Previously Reported"/>
	16	10	62166	140764	1051	Golden Charter Academy	Mandy	Breuer	(559) 660-5144	mandy@goldencharteracademy.org	<input type="text" value="Transfer To"/>
	17	34	67421	132019	1051	Paseo Grande Charter	Heather	Stuve	(833) 980-1356	hstuve@llac.org	<input type="text" value="Transfer To"/>
	18	10	10108	111682		Fresno County Supt. of Schools	Trina	Frazier	(559) 265-3049	tfrazier@fcoe.org	<input type="text" value="Previously Reported"/>

Attachment II

SELPA: Fresno County Charter SELPA

Fiscal Year: 2022–23

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

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

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

Attachment II

SELPA:

Fiscal Year:

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Ambassador Phillip V. Sanchez II Public Charter	225,767	0	0	37,837	0	21,260	3,329	0	288,193
2	Big Picture Educational Code	423,958	0	0	91,891	0	40,002	6,264	0	562,115
3	Career Technical Education Charter	146,230	0	0	35,366	0	13,811	2,164	0	197,571
4	Clovis Global Academy	51,277	0	0	12,355	0	4,905	768	0	69,305
5	Crescent Valley Public Charter II	359,068	0	0	86,022	0	33,910	5,310	0	484,310
6	Crescent View South II	761,000	0	0	167,256	0	71,812	11,245	0	1,011,313
7	Crescent View West Public Charter	1,259,935	0	0	264,089	0	118,846	18,610	0	1,661,480
8	Edison-Bethune Charter Academy	331,964	0	0	74,131	0	31,330	4,906	0	442,331

Attachment II

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Endeavor Charter	156,451	0	0	45,250	0	15,003	2,349	0	219,053
10	Hume Lake Charter	47,728	0	0	11,428	0	4,508	706	0	64,370
11	Humphreys College Academy of Business, Law and Education	667,732	0	0	159,534	0	63,058	9,874	0	900,198
12	Kepler Neighborhood School	269,104	0	0	57,296	0	25,387	3,975	0	355,762
13	Kings Valley Academy II	756,110	0	0	175,905	0	71,387	11,178	0	1,014,580
14	Marconi Learning Academy	232,001	0	0	53,590	0	21,903	3,430	0	310,924
15	University High	0	0	0	0	0	29,844	4,673	0	34,517
16	Golden Charter Academy	0	0	0	0	0	0	0	0	0
17	Paseo Grande Charter	0	0	0	0	0	0	0	0	0
18	Fresno County Supt. of Schools	0	0	0	0	0	0	0	0	0
Totals:		5,688,325	0	0	1,271,950	0	566,966	88,781	0	7,616,022

Attachment III

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Ambassador Phillip V. Sanchez II Public Charter	127,865	74,340	58,173	0	2,000	0	0	262,378
2	Big Picture Educational Code	325,000	150,000	65,000	0	0	0	0	540,000
3	Career Technical Education Charter	141,238	0	0	100	32,438	0	0	173,776
4	Clovis Global Academy	40,000	19,630	4,562	0	0	0	0	64,192
5	Crescent Valley Public Charter II	269,218	60,000	97,294	7,360	2,500	0	0	436,372
6	Crescent View South II	599,304	108,800	191,754	0	7,570	0	0	907,428
7	Crescent View West Public Charter	1,043,127	156,400	302,664	0	18,550	0	0	1,520,741
8	Edison-Bethune Charter Academy	92,881	73,750	36,926	721	15,924	162,771	8,692	391,665
9	Endeavor Charter	77,226	0	30,118	4,700	92,000	0	0	204,044

Attachment III

SELPA: Fresno County Charter SELPA

Fiscal Year: 2022–23

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Hume Lake Charter	46,800	0	8,842	0	14,400	0	0	70,042
11	Humphreys College Academy of Business, Law and Education	593,000	123,000	236,280	0	132,000	0	59,419	1,143,699
12	Kepler Neighborhood School	221,665	1,239	81,984	926	3,188	44,781	0	353,783
13	Kings Valley Academy II	530,276	150,000	212,733	0	20,000	0	0	913,009
14	Marconi Learning Academy	175,966	41,400	57,327	0	5,000	0	0	279,693
15	University High	39,908	6,622	9,990	0	21,000	0	0	77,520
16	Golden Charter Academy	0	0	0	0	0	0	0	0
17	Paseo Grande Charter	0	0	0	0	0	0	0	0
18	Fresno County Supt. of Schools	6,006	210,516	104,884	500	117,119	0	11,108	450,133
Totals:		4,329,480	1,175,697	1,498,531	14,307	483,689	207,552	79,218	7,788,474

Attachment IV

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Ambassador Phillip V. Sanchez II Public Charter	41,166	3.01%	247,027	4.08%	0	288,193
2	Big Picture Educational Code	104,155	7.62%	265,769	4.39%	0	369,924
3	Career Technical Education Charter	37,530	2.75%	160,041	2.64%	0	197,571
4	Clovis Global Academy	13,123	0.96%	56,182	0.93%	751	69,305
5	Crescent Valley Public Charter II	91,332	6.68%	392,978	6.49%	0	484,310
6	Crescent View South II	178,501	13.06%	832,812	13.75%	0	1,011,313
7	Crescent View West Public Charter	282,699	20.68%	1,378,781	22.76%	0	1,661,480
8	Edison-Bethune Charter Academy	79,037	5.78%	363,294	6.00%	11,473	442,331
9	Endeavor Charter	47,599	3.48%	171,454	2.83%	839	219,053

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Hume Lake Charter	12,134	0.89%	52,236	0.86%	0	64,370
11	Humphreys College Academy of Business, Law and Education	169,408	12.40%	730,790	12.07%	0	900,198
12	Kepler Neighborhood School	61,271	4.48%	294,491	4.86%	20,563	355,762
13	Kings Valley Academy II	187,083	13.69%	827,497	13.66%	0	1,014,580
14	Marconi Learning Academy	57,020	4.17%	253,904	4.19%	0	310,924
15	University High	4,673	0.34%	29,844	0.49%	0	34,517
16	Golden Charter Academy	0	0.00%	0	0.00%	0	0
17	Paseo Grande Charter	0	0.00%	0	0.00%	0	0
18	Fresno County Supt. of Schools	0	0.00%	0	0.00%	0	0
Totals:		1,366,731	100.00%	6,057,100	100.00%	33,626	7,423,831

Attachment V

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Ambassador Phillip V. Sanchez II Public Charter	0	0
2	Big Picture Educational Code	0	0
3	Career Technical Education Charter	0	0
4	Clovis Global Academy	0	0
5	Crescent Valley Public Charter II	0	0
6	Crescent View South II	0	0
7	Crescent View West Public Charter	0	0
8	Edison-Bethune Charter Academy	0	0
9	Endeavor Charter	0	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Hume Lake Charter	0	0
11	Humphreys College Academy of Business, Law and Education	0	0
12	Kepler Neighborhood School	0	0
13	Kings Valley Academy II	0	0
14	Marconi Learning Academy	0	0
15	University High	0	0
16	Golden Charter Academy	0	0
17	Paseo Grande Charter	0	0
18	Fresno County Supt. of Schools	0	7,047
Totals:		0	7,047

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

