

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

☐ NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)

☐ Local Plan Section B: Governance and Administration

☒ Local Plan Section D: Annual Budget Plan

☐ Select if this Local Plan Section D submission was revised after June 30th due date

- Local Plan Section D
- Certifications 2, 3, 4 and 5 are required
- Attachments I-V are required
- If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

☒ Local Plan Section E: Annual Service Plan

☐ Select if this Local Plan Section E submission was revised after June 30th due date

- Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I and VI are required
- If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.

☐ Local Educational Agency Membership Changes

A2. SELPA Identification

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

SELPA

Section A: Contacts and CertificationsSELPA Fiscal Year **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="Kings County SELPA (1600)"/>		
Street Address	<input type="text" value="1144 W. Lacey Blvd."/>	Zip Code	<input type="text" value="93230"/>
City	<input type="text" value="Hanford"/>	County	<input type="text" value="Kings"/>
Mailing Address	<input type="text" value="1144 W. Lacey Blvd."/>		
City	<input type="text" value="Hanford"/>	Zip Code	<input type="text" value="93230"/>
Administrator First Name	<input type="text" value="Rebecca"/>	Administrator Last Name	<input type="text" value="Jensen"/>
Administrator Title	<input type="text" value="Assistant Superintendent"/>		
Administrator's Email	<input type="text" value="rebecca.jensen@kingscoe.org"/>		
Telephone	<input type="text" value="(559) 589-7097"/>	Extension	<input type="text"/>

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

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

Administrative Entity Name	<input type="text" value="Kings County Office of Education"/>		
Street Address	<input type="text" value="1144 W. Lacey Blvd."/>	Zip Code	<input type="text" value="93230"/>
City	<input type="text" value="Hanford"/>	County	<input type="text" value="Kings"/>
Contact First Name	<input type="text" value="Todd"/>	Last Name	<input type="text" value="Barlow"/>
Contact Title	<input type="text" value="Superintendent"/>		
Email	<input type="text" value="todd.barlow@kingscoe.org"/>		

Section A: Contacts and Certifications

SELPA

Fiscal Year

Telephone

Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

☒ Yes ☐ No

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

The Local Plan was submitted to the CAC on:

County Office of Education

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

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

☒ COE responsible for approving the Local Plan

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

Add COE

Delete COE

Section A: Contacts and Certifications

SELPA

Fiscal Year

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

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

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Section A: Contacts and Certifications

SELPA

Fiscal Year

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
-	CAC	LisaJo Narcisse	CAC	Multiple
-	CAC	Lisa Walker	CAC	Multiple
-	Hanford Elementary SD	Melissa Lincicum	Parent	Multiple
-	Lemoore Union High SD	Kristopher Saavedra	Administrator-Spec. Ed.	Multiple
-	Kings River-Hardwick UESD	Cathlene Anderson	Administrator-Gen. Ed.	Multiple
-	Hanford Elementary SD	David Endo	Other	Multiple
-	Kings County Office of Ed	Jamie Dial	Other	Multiple
-	Kings County Office of Ed	Jerrold Wood	Administrator-Spec. Ed.	Multiple
-	Kings County Office of Ed	Rebecca Jensen	Administrator-Spec. Ed.	Multiple

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

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.)

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

Section A: Contacts and Certifications

SELPA

Kings County SELPA (1600)

Fiscal Year

2022–23

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 Kings County SELPA (1600)

Fiscal Year 2022–23

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 **Kings County SELPA (1600)**

Fiscal Year **2022–23**

☒ 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.

<https://www.kingscoe.org/domain/143>

Todd Barlow

Jun 28, 2022

Administrative Entity*

Date

Cathlene Anderson

Jun 28, 2022

SELPA Governance Council or Responsible Individual

Date

Rebecca Jensen

Jun 28, 2022

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:

The County Office of Education has participated in the review and approval of the Local Plan.

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

The COE certifies the SELPA is a:

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

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

SELPA Kings County (1600)

Fiscal Year 2022–23

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

SELPA

Kings County (1600)

Fiscal Year

2022–23

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

<https://www.kingsco.e.org/domain/143>

Authorized Signature

Todd Barlow

COE Superintendent

Jun 28, 2022

Date

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

SELPA Kings County (1600)

Fiscal Year 2022–23

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.)

Comments

The CAC was able to make comments and ask questions about the Local Plan at a meeting on May 26, 2022. The email address for the SELPA Administrator was provided to the CAC; however, no written input was received.

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

Mrs LisaJo Narcisse

CAC Chairperson

Jun 29, 2022

Date

SELPA

Fiscal Year

Certification 5: Participating 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

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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

For a multiple LEA SELPA or a COE joined SELPA

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

I certify additional written agreements have been developed and are entered into

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

SELPA

Kings County

Fiscal Year

2021–22

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.

C5-2. 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.

<https://www.corcoranunified.com/Special-Education-and-Health-Services>

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. 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 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. 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.

Rich Merlo

LEA Superintendent/Chief Administrator

Jun 24, 2021

Date

SELPA

Fiscal Year

Certification 5: Participating 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

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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

For a multiple LEA SELPA or a COE joined SELPA

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

I certify additional written agreements have been developed and are entered into

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

SELPA Kings County

Fiscal Year 2021–22

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.

C5-2. 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.

<https://www.corcoranunified.com/Special-Education-and-Health-Services>

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. 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 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. 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.

Rich Merlo

LEA Superintendent/Chief Administrator

Jun 24, 2021

Date

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2022–23 Local Plan Submission

Section D: Annual Budget Plan

SELPA Kings County SELPA

Fiscal Year 2022–23

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	19,443,342	60.23%
AB 602 Property Taxes	1,350,701	4.18%
Federal IDEA Part B	5,494,888	17.02%
Federal IDEA Part C	35,989	0.11%
State Infant/Toddler	333,415	1.03%
State Mental Health	1,830,097	5.67%
Federal Mental Health	318,611	0.99%
Other Projected Revenue	3,475,571	10.77%
Total Projected Revenue:	32,282,614	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)

LCFF ADA Transfer from LEAs, Workability, Alternative Dispute Resolution

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.

Section D: Annual Budget Plan

SELPA Fiscal Year **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="17,570,530"/>	34.97%
Object Code 2000—Classified Salaries	<input type="text" value="10,321,078"/>	20.54%
Object Code 3000—Employee Benefits	<input type="text" value="12,815,036"/>	25.51%
Object Code 4000—Supplies	<input type="text" value="575,861"/>	1.15%
Object Code 5000—Services and Operations	<input type="text" value="6,773,178"/>	13.48%
Object Code 6000—Capital Outlay	<input type="text" value="63,300"/>	0.13%
Object Code 7000—Other Outgo and Financing	<input type="text" value="2,123,990"/>	4.23%
Total Projected Expenditures:	50,242,973	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:

Indirect cost to cover administrative services for the Special Education/SELPA program, as well as the cost for State Special Schools.

Section D: Annual Budget Plan

SELPA Kings County SELPA

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TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	22,957,555	71.11%
Projected Federal Revenue	5,849,488	18.12%
Local Contribution	3,475,571	10.77%
Total Revenue from all Sources:	32,282,614	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).

Funds are distributed to all members of the SELPA based on an agreed upon percentage for districts and COE. The allocation is then distributed to each member LEA based on P-2 attendance.

- 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 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 Kings County SELPAFiscal Year 2022–23**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	71,354	54.20%
Object Code 2000—Classified Salaries	0	0.00%
Object Code 3000—Employee Benefits	33,573	25.50%
Object Code 4000—Supplies	1,850	1.41%
Object Code 5000—Services and Operations	24,871	18.89%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	0	0.00%
Total Projected Operating Expenditures:	131,648	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.

N/A

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ☒ NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

All Low Incidence Expenses are tracked using a locally defined site code.

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.

0

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

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

447,686

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.

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

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.

Specially designed instruction means adapting, as appropriate to the needs of a child eligible for special education, the content, methodology, or delivery of instruction, to address the child's unique needs caused by his/her disability and to ensure access to the general curriculum, so that the child can meet the educational standards which apply to all children.

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☒ 210—Family Training, Counseling, Home Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

This service includes those provided by social workers, psychologists, DIS providers, and Early Childhood Education Teachers qualified to assist the family in understanding the special needs of the child for the purpose of enhancing the child's development.

☐ 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.

Currently we utilize the information that is provided by the child's own physician to determine developmental status and conduct evaluations by trained personnel to determine appropriate services to address developmental weaknesses.

☒ 230—Nutrition (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

Assessments in nutrition and dietary intake, as well as feeding skills and feeding problems, and food habits and food preferences.

☒ 240—Service Coordination (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

This service allows a staff member to coordinate all services provided to families who's child, age 0-2, has special needs.

☒ 250—Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

This service includes: the design of learning environments and activities that will promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes, social interaction with family members, communication; curriculum planning such as interaction with personnel, materials, time and space that will result in the child achieving the

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outcomes identified on the individualized family service plan (IFSP); providing family members and care givers with information, skills, and support in order to enhance the skill development of the child; working directly with the child to practice skills and enhance development.

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

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

This service would provide support as needed so that a child, age 0-2, with special needs could participate in childcare centers, classes, or homes.

☐ 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.

This service is provided through our local Regional Center.

☒ 340—Intensive Individual Instruction

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

This service provides a student with individualized instruction or support for all or part of the day, in order to allow the child to meet his/her IEP goals.

☒ 350—Individual and Small Group Instruction

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

Instruction that is delivered to the student one-on-one or in a small group as identified on the IEP in order to allow the child to participate in the educational setting and make meaningful progress towards his or her IEP goals.

☒ 415—Speech and Language ☐ *Service is Not Currently Provided*

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

These services provide remedial intervention for individuals who demonstrate difficulty understanding or using spoken language. The difficulty may result from articulation errors;

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abnormal voice quality, pitch, or volume; fluency; or the acquisition, comprehension, or expression of spoken language. These services are not provided to deficits in language which are the result of lack of exposure to English. These services may be direct or indirect, and can include instruction, monitoring, reviewing, and consultation. These services will be provided by Speech Language Pathologists, Speech Language Pathologist Assistants, and Speech Aides.

☒ 425—Adapted Physical Education

☐ *Service is Not Currently Provided*

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

These services are provided by an adapted physical education specialist to students who have needs that cannot be addressed through the general or modified physical education programs of the school. These needs must be identified through assessment. The services may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness which is appropriate for the individual student's capabilities and interests.

☒ 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.

These health services are prescribed by a licensed physician or surgeon working with the child, and requires the person providing the service to have training to perform the service which when provided will allow the child to attend school. These 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.

These services are provided to students with exceptional needs who have health problems which require nursing intervention beyond basic school health services. In general, these services are designed to help with the coordination of supports for a child with health needs. These may include managing a health problem, providing support as needed for toileting, consulting with staff, making referrals, and maintaining communication with agencies and health care providers.

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☒ 445—Assistive Technology

☐ *Service is Not Currently Provided*

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

These services are focused on the training and technical support of incorporating assistive devices, adapted computer technology, or specialized media with the education program in order to improve the student's access to the school setting. The services include analysis of the student's need for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with devices; training or assistance for students with a disability, the student's family members, staff providing educational services to the child.

☒ 450—Occupational Therapy

☐ *Service is Not Currently Provided*

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

These services include supports to improve the student's education performance, postural stability, self-help skills, sensory processing, organization skills, motor planning and coordination, visual perception and visual motor integration, social and play abilities, and fine motor abilities, as well as adapting the environment through the use of assistive devices. These services can be direct and indirect, including consultation and collaboration with other staff and parents. The services must be provided by a qualified occupational therapist or occupational therapist assistant certified 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 include supports to improve motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices, as well as adaptations to the student's environment and curriculum. These services can be direct or indirect, provided individually or in groups, and can include consultation and collaboration with staff and parents. The services must be provided by a registered physical therapist or physical therapist assistant.

☒ 510—Individual Counseling

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

Individual counseling is a service provided one-on-one by a qualified individual. The counseling may focus on aspects such as education, career, personal issues, or be with parents or staff members on learning problems or guidance programs for students. This service is expected to be a supplement to the regular guidance and counseling program within the school. This service may include specific therapeutic techniques, such as Cognitive Behavioral Therapy or Dialectical Behavior Therapy.

☒ 515—Counseling and Guidance

☐ *Service is Not Currently Provided*

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

Counseling and guidance is a service provided in a group setting by a qualified individual. The counseling and guidance may focus on education, career, and personal issues. Specific programs include social skills development, self-esteem building, and assistance to special education students supervised by staff credentialed to serve special education students. This service is expected to be a supplement to the regular guidance and counseling program within the school.

☒ 520—Parent Counseling

☐ *Service is Not Currently Provided*

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

Parent Counseling is a service that is provided individually or in a group by a qualified individual to assist the parents of a student with exceptional needs to better understand and meet the child's individual needs. The service may address parenting skills, collateral therapy, or other pertinent issues. This service is expected to be a supplement to the regular guidance and counseling program within the school.

☒ 525—Social Worker

☐ *Service is Not Currently Provided*

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

Social work services are provided individually or in a group by a qualified individual to address problems in the child's living situation that affect the child's adjustment in school. The service can also mobilize school and community resources in order to enable the child to learn as effectively as possible in his or her educational program. This service is expected to be a supplement to the regular guidance and counseling program within the school.

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☒ 530—Psychological

☐ *Service is Not Currently Provided*

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

Psychological services are to be provided by a credentialed or licensed psychologist. The service may provide interpretation of assessment results for parent or staff in order to implement the IEP, interpreting the behaviors of the child and conditions related to learning, and planning programs of counseling and guidance services for the child or parents. These services may include consulting with other staff in planning school programs to meet the individual student's needs. This service is expected to be a supplement to the regular guidance and counseling program within the school.

☒ 535—Behavior Intervention

☐ *Service is Not Currently Provided*

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

These services are provided to student's with exceptional needs to address the behavioral issues which impede the learning of the child or others. These services follow systematic procedures that are designed to promote lasting positive changes in the student's behavior which results in greater access to the educational environment or curriculum, as well as allowing for more meaningful participation in the community, in social interactions, and placement in the least restrictive environment.

☒ 540—Day Treatment

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

This service allows for intensive therapeutic services to address the child's mental health needs and allow for meaningful participation in the educational environment. Currently this service is available through local Non-public Schools.

☒ 545—Residential Treatment

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

This service allows for an out-of-home facility placement in order to provide 24-hour, intensive therapeutic services to address the child's mental health needs and allow for meaningful participation in the educational environment.

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☐ 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.

At this time, the needs of students with low incidence disabilities are met through the provision of services such as specialized academic instruction provided by a teacher with orthopedic impairment authorization, or through Deaf/hard of hearing (DHH) services provided by a DHH instructor, or visual impairment (VI) services provided by a VI specialist.

☒ 710—Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

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

These services are provided in a self-contained classroom or in the general education setting by an itinerant teacher. The services are focused on speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication (e.g. American Sign Language). This service can also focus on adapting curricula, instructional methods, and the learning environment. The service can be direct or indirect, including consultation with parents, teachers, and other staff.

☒ 715—Interpreter

☐ *Service is Not Currently Provided*

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

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

☒ 720—Audiological

☐ *Service is Not Currently Provided*

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

This service is focused on the measurement of acuity, monitoring amplification, and the use of frequency modulation systems to improve student access to the educational setting. This service is to be provided by an audiologist.

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☒ 725—Specialized Vision

☐ *Service is Not Currently Provided*

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

These services include assessment of functional vision; curriculum modifications to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need, such as direct Braille instruction for reading and writing; concept development and academic skills; communication skills; and social, emotional, career, vocational, and independent living skills. The service can be direct or indirect, and can include the coordination of services, as well as consultation and collaboration with the classroom teacher, staff, and parents.

☒ 730—Orientation and Mobility

☐ *Service is Not Currently Provided*

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

This service is provided to student's with visual impairments in order to instruct awareness of the body within the environment and movement in the school and community setting. Students are trained to develop skills which allow for safe travel walking on the campus or in the community, as well as moving through the community on local public transportation. The service can also include indirect supports, such as consultation services to parents and other school staff.

☒ 735—Braille Transcription

☐ *Service is Not Currently Provided*

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

This service is to allow for the conversion of written materials to Braille. The materials can include textbooks, tests, worksheets, or other materials necessary for instruction within the classroom setting. The transcriber should be qualified in English Braille as well as Nemeth Code.

☒ 740—Specialized Orthopedic

☐ *Service is Not Currently Provided*

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

This service allows for specially designed instruction to address the needs of students with an orthopedic impairment. This service can also include specialized materials and equipment.

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☐ 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.

At this time, the needs of students with reading impairments are met through the the Specialized Academic Instruction service or intensive individual services.

☒ 750-Note Taking

☐ Service is Not Currently Provided

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

This service is provided for students who are unable to take notes independently. This service could be provided through copying the notes of other students, the provision of a transcription of a recording of the class, or a staff member designated to take notes. This service is not direct instruction on note taking.

☐ 755-Transcription

☒ Service is Not Currently Provided

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

At this time, students with the need for transcription are met through other services such as Specialized Academic Instruction, in the case of transcription related to a learning disability, or through the Braille transcription for those who need transcription due a visual impairment.

☐ 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.

At this time students with a need for developing leisure activities have their needs met through a combination of specialized academic instruction, behavior intervention services, and occupational therapy. Through collaboration between the special education teachers, behavior staff, and occupational therapist, this need is being addressed.

☒ 820-College Awareness

☐ Service is Not Currently Provided

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

This service focuses on activities that increase the student's knowledge about higher education opportunities within and outside of the community. The service addresses information about applying, admissions eligibility, course planning, career options, and financial aid.

☒ 830—Vocational Assessment, Counseling, Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

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

These services are focused on assessing a student's aptitudes, abilities, and interests in order to make decisions on career training which are realistic given the individual student's unique needs. This services also provides for the preparation of skills necessary for paid or unpaid employment, and may include work experience, job coaching, placement in work opportunities, and situational assessment.

☒ 840—Career Awareness

☐ *Service is Not Currently Provided*

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

This service focuses on activities that increase the student's knowledge about career opportunities. This service includes a provision for self-advocacy, career planning, and career guidance. This service also ensures that students with disabilities in middle schools will have access to vocational education.

☒ 850—Work Experience Education

☐ *Service is Not Currently Provided*

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

This service provides for the opportunity for participation in organized educational programs related to the preparation of individuals for paid or unpaid employment. The service may also be utilized to address additional preparation requirements for careers requiring technical education rather than higher education.

☐ 855—Job Coaching

☒ *Service is Not Currently Provided*

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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.

At this time, this need is being addressed through Vocational assessment, counseling, guidance, and career assessment.

☒ 860—Mentoring

☐ *Service is Not Currently Provided*

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

This service provides a coaching relationship between the student with exceptional needs and a staff member who provides support, guidance, encouragement, and assistance as the student encounters challenges as it relates to acquisition of job skills.

☒ 865—Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

This service is focused on creating a link between schools and postsecondary agencies to meet the needs of students with exceptional needs, specifically addressing the requirements of title I of the Rehabilitation Act of 1973.

☐ 870—Travel and Mobility Training

☒ *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.

At this time, needs in this area are currently being addressed through Orientation and mobility training for those with a visual impairment or through specialized academic instruction for those with other types of disabilities.

☒ 890—Other Transition Services

☐ *Service is Not Currently Provided*

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

These services include activities such as program coordination, case management, and creating links between schools and postsecondary agencies.

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☒ 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"

Therapeutic Behavior Services - behavior support services to be provided in the school and/or home setting to systematically coordinate behavioral strategies within both settings in order to allow for greater success in the educational environment and ensure educational benefit.

Qualifications of the Provider Delivering "Other Related Service"

Services shall be provided by a contracted Non-public agency approved to provide Behavior Intervention Implementation services and Behavior Intervention Development services by staff who meet state licensing requirements.

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA: Kings County SELPA

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Add or Delete Row	List	County Code	District Code	School Code	Charter Code (if applicable)	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	16	63875	xxxxxx		Armona Union Elementary School District	Xavier	Pina	(559) 583-5000	xpina@auesd.org	Previously Reported
	2	16	63883			Central Union Elementary School District	Loretta	Black	(559) 925-2616	lblack@central.k12.ca.us	Previously Reported
	3	16	63917			Hanford Elementary School District	Karen	McConnell	(559) 585-3617	kmccconnell@hanfordesd.org	Previously Reported
	4	16	63933			Island Union Elementary School District	Donna	Wood	(559) 924-6424	donnawood@island.k12.ca.us	Previously Reported
	5	16	63941			Kings River-Hardwick Union Elementary School District	Scott	Chennault	(559) 584-4475	schenault@kingsriverhardwick.com	Previously Reported
	6	16	63958			Kit Carson Union Elementary School District	Robin	Jones	(559) 582-2843	rjones@kitcarsonschools.com	Previously Reported
	7	16	63966			Lakeside Union Elementary School District	Cynthia	Marshall	(559) 582-7638	cmarshall@lakeside.k12.ca.us	Previously Reported
	8	16	63974			Lemoore Union Elementary School District	John	Raven	(559) 924-6808	jraven@myluesd.net	Previously Reported
	9	16	63990			Pioneer Union Elementary School District	Nicole	Hester	(559) 585-2400	hesfern@puesd.net	Previously Reported
	10	16	63925			Hanford Joint Union High School District	Janice	Ede	(559) 583-5901	jede@hjuhsd.k12.ca.us	Previously Reported
	11	16	63982			Lemoore Union High School District	Kristopher	Saavedra	(559) 924-6610	KSaavedra@luhsd.k12.ca.us	Previously Reported
	12	16	63891			Corcoran Joint Unified School District	Lora	Cartwright	(559) 992-8888	lcartwright@corcoranunified.com	Previously Reported

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	16	73932			Reef-Sunset Unified School District	Esmeralda	Nungaray	(559) 386-9083	enungaray@rsusd.org	Previously Reported
	14	16	10165			Kings County Office of Education	Rebecca	Jensen	(559) 589-7097	rebecca.jensen@kingscoe.org	Previously Reported

Attachment II

SELPA: Kings County SELPA

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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: Kings County SELPA

Fiscal Year: 2022-23

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	Armona Union Elementary School District	411,764	0	0	43,955	0	54,172	12,467	0	522,358
2	Central Union Elementary School District	698,881	0	0	74,604	0	91,894	21,159	0	886,538
3	Hanford Elementary School District	2,216,105	0	0	236,566	0	291,470	67,094	0	2,811,235
4	Island Union Elementary School District	152,847	0	0	16,316	0	20,105	4,628	0	193,896
5	Kings River-Hardwick Union Elementary School District	315,379	0	0	33,666	0	41,479	9,548	0	400,072
6	Kit Carson Union Elementary School District	154,371	0	0	16,479	0	20,308	4,675	0	195,833
7	Lakeside Union Elementary School District	117,590	0	0	12,553	0	15,485	3,560	0	149,188
8	Lemoore Union Elementary School District	1,245,240	0	0	132,928	0	163,784	37,701	0	1,579,653

Attachment II

SELPA: Kings County SELPA

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Pioneer Union Elementary School District	589,645	0	0	62,944	0	77,526	17,852	0	747,967
10	Hanford Joint Union High School District	1,464,075	0	0	156,288	0	192,571	44,326	0	1,857,260
11	Lemoore Union High School District	832,383	0	0	88,856	0	109,460	25,201	0	1,055,900
12	Corcoran Joint Unified School District	1,201,266	0	0	128,233	0	157,996	36,369	0	1,523,864
13	Reef-Sunset Unified School District	1,003,760	0	0	107,150	0	132,002	30,390	0	1,273,302
14	Kings County Office of Education	9,040,037	1,350,701	35,988	4,599,950	333,415	461,845	3,641	3,259,971	19,085,548
Totals:		19,443,343	1,350,701	35,988	5,710,488	333,415	1,830,097	318,611	3,259,971	32,282,614

Attachment III

SELPA: Kings County SELPA

Fiscal Year: 2022-23

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	Armona Union Elementary School District	347,449	193,705	229,954	6,197	164,191	0	31,100	972,596
2	Central Union Elementary School District	835,461	192,824	527,435	4,000	412,278	0	0	1,971,998
3	Hanford Elementary School District	2,678,656	951,094	1,558,063	19,096	623,885	0	170,892	6,001,686
4	Island Union Elementary School District	99,725	11,743	49,060	150	45,487	0	0	206,165
5	Kings River-Hardwick Union Elementary School District	112,375	45,661	63,252	1,500	136,436	0	20,086	379,310
6	Kit Carson Union Elementary School District	98,387	32,311	31,307	4,526	40,862	0	10,053	217,446
7	Lakeside Union Elementary School District	78,272	24,516	51,928	1,702	34,496	0	610	191,524
8	Lemoore Union Elementary School District	1,670,952	611,407	899,853	16,485	415,911	0	0	3,614,608
9	Pioneer Union Elementary School District	513,808	137,616	271,985	4,826	328,336	0	40,612	1,297,183

Attachment III

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000	2000	3000	4000	5000	6000	7000	Subtotal
10	Hanford Joint Union High School District	1,618,528	672,660	974,612	11,030	422,569	40,000	159,295	3,898,694
11	Lemoore Union High School District	904,487	123,571	509,329	24,740	377,377	0	30,000	1,969,504
12	Corcoran Joint Unified School District	1,261,683	317,967	666,874	16,765	446,690	0	12,107	2,722,086
13	Reef-Sunset Unified School District	1,296,187	203,391	784,876	11,500	504,264	0	0	2,800,218
14	Kings County Office of Education	6,054,559	6,802,613	6,196,507	453,344	2,820,397	23,300	1,649,235	23,999,955
Totals:		17,570,529	10,321,079	12,815,035	575,861	6,773,179	63,300	2,123,990	50,242,973

Attachment IV

SELPA: Kings County SELPA

Fiscal Year: 2022–23

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	Armona Union Elementary School District	56,422	0.96%	465,936	2.03%	0	522,358
2	Central Union Elementary School District	95,763	1.64%	790,775	3.44%	0	886,538
3	Hanford Elementary School District	303,660	5.19%	2,507,575	10.92%	0	2,811,235
4	Island Union Elementary School District	20,944	0.36%	172,952	0.75%	0	193,896
5	Kings River-Hardwick Union Elementary School District	43,214	0.74%	356,858	1.55%	0	400,072
6	Kit Carson Union Elementary School District	21,154	0.36%	174,679	0.76%	0	195,833
7	Lakeside Union Elementary School District	16,113	0.28%	133,075	0.58%	0	149,188
8	Lemoore Union Elementary School District	170,629	2.92%	1,409,024	6.14%	0	1,579,653
9	Pioneer Union Elementary School District	80,796	1.38%	667,171	2.91%	0	747,967

Attachment IV

SELPA: Kings County SELPA

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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	Hanford Joint Union High School District	200,614	3.43%	1,656,646	7.22%	0	1,857,260
11	Lemoore Union High School District	114,057	1.95%	941,843	4.10%	0	1,055,900
12	Corcoran Joint Unified School District	164,602	2.81%	1,359,262	5.92%	0	1,523,864
13	Reef-Sunset Unified School District	137,540	2.35%	1,135,762	4.95%	0	1,273,302
14	Kings County Office of Education	4,423,980	75.63%	11,185,997	48.72%	3,475,571	15,609,977
Totals:		5,849,488	100.00%	22,957,555	100.00%	3,475,571	28,807,043

Attachment V

SELPA: Kings County SELPA

Fiscal Year: 2022–23

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	Armona Union Elementary School District	0	0
2	Central Union Elementary School District	0	0
3	Hanford Elementary School District	0	0
4	Island Union Elementary School District	0	0
5	Kings River-Hardwick Union Elementary School District	0	0
6	Kit Carson Union Elementary School District	0	0
7	Lakeside Union Elementary School District	0	0
8	Lemoore Union Elementary School District	0	0
9	Pioneer Union Elementary School District	0	0

Attachment V

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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	Hanford Joint Union High School District	0	0
11	Lemoore Union High School District	0	0
12	Corcoran Joint Unified School District	0	0
13	Reef-Sunset Unified School District	0	0
14	Kings County Office of Education	0	447,686
Totals:		0	447,686