

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA Kings County SELPA

Fiscal Year 2024-25

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

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	Kings County SELPA		
Street Address	1144 W. Lacey Blvd.	Zip Code	93230
City	Hanford	County	Kings
Mailing Address	1144 W. Lacey Blvd.		
City	Hanford	Zip Code	93230
Administrator First Name	Brooke	Administrator Last Name	Warkentin
Administrator Title	Assistant Superintendent		
Administrator's Email	brooke.warkentin@kingscoe.org		
Telephone	(559) 589-7097	Extension	

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	Kings County Office of Education		
Street Address	1144 W. Lacey Blvd.	Zip Code	93230

Section A: Contacts and Certifications

SELPA

Fiscal Year

City

County

Contact First Name

Last Name

Contact Title

Email

Telephone

Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

☒ Yes ☐ No ☐ N/A (Section D and/or Section E submissions)

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

Section A: Contacts and Certifications

SELPA

Kings County SELPA

Fiscal Year

2024-25

☒ COE responsible for approving the Local Plan

Kings County Office of Education

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

5-6-24

Add COE

Delete COE

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

4/15/2024

SELPA Public Hearing Date

5/6/2024

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

Most Recent School Site Posting Date

4/15/2024

SELPA Public Hearing Date

5/6/2024

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

- ☐ 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
-	CAC	Melissa Lincicum	CAC	Multiple
-	Kings County Office of Education	Jamie Dial	Other	Section D
-	Kings County SELPA	Jerrod Wood	Administrator-Spec. Ed.	Multiple
-	Island Union Elementary School District	Loretta Black	Administrator-Gen. Ed.	Multiple
-	Kings County SELPA	Brooke Warkentin	Administrator-Spec. Ed.	Multiple

Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
☐	Hanford Joint Union High School District	Janice Ede	Administrator-Spec. Ed.	Multiple
☐	Lemoore Union Elementary School District	John Raven	Administrator-Spec. Ed.	Multiple
☐	Central Union Elementary School District	Karla Rodriguez	Administrator-Spec. Ed.	Multiple

STEP 5: Certifications

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

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

STEP 6: Electronic Signatures

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

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the 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

Section A: Contacts and Certifications

SELPA

Kings County SELPA

Fiscal Year

2024-25

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.

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

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Todd Barlow

5-6-24

Administrative Entity*

Date

Paul van Loon

5-6-24

SELPA Governance Council or Responsible Individual

Date

Brooke Warkentin

5-6-24

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.

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

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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

Fiscal Year

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

Authorized Signature

COE Superintendent

Date

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

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 Section E: Annual Service Plan.

Cert 4-1. Community Advisory Committee Participation

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

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

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

Cert 4-2. Community Advisory Committee Review Timeline

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

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

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

Cert 4-3. Community Advisory Committee Comments

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

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

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

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

Authorized Signature

CAC Chairperson

Date

Local Plan Submission

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

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

SELPA Kings County 1600

Fiscal Year 2024-25

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

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

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

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

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

<https://www.kingscoe.org/Page/630>

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Todd Barlow

LEA Superintendent/Chief Administrator

5-6-2024

Date

Local Plan Submission

SELPA Kings County SELPA

Fiscal Year 2024-25

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 Armona Union Elementary School District

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

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

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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

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

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

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

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

<https://www.auesd.com/en-US/psychologist-special-education-76e39702>

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Xavier Pina

LEA Superintendent/Chief Administrator

5-6-2024

Date

Local Plan Submission

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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

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

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

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

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

<https://www.central.k12.ca.us/cms/one.aspx?portalId=4550632&pageId=10931929>

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Thomas Addington

LEA Superintendent/Chief Administrator

5-15-24

Date

Local Plan Submission

SELPA Kings County SELPA

Fiscal Year 2024-25

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 Corocran Unified School District

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:

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- ☒ 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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For a multiple LEA SELPA or a COE joined SELPA

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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

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

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

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

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

<https://www.google.com/url?client=internal-element-cse&cx=011029272893176782368:lsorhelxtl>

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.
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Authorized Signature

Andre Pecina

LEA Superintendent/Chief Administrator

5-15-24

Date

Local Plan Submission

SELPA Kings County SELPA

Fiscal Year 2024-25

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 Hanford Joint Union High School District

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

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For a multiple LEA SELPA or a COE joined SELPA

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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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

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

<https://drive.google.com/file/d/14g0X5OZL9cV0Sy1GTbnrz3M8uDkM698j/view?usp=sharing>

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.
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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Dr. Victor Rosa

LEA Superintendent/Chief Administrator

5-15-24

Date

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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 Hanford Elementary School District

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:

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Local Plan Submission

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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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.

<https://www.hanfordesd.org/departments/special-services/special-education>

Cert 5-3. Submission Certification Requirements for LEAs

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

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Authorized Signature

Joy Gabler

LEA Superintendent/Chief Administrator

5-15-24

Date

Local Plan Submission

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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 Island Union Elementary School District

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

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Local Plan Submission

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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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.

<https://www.island.k12.ca.us/district-plans-and-reports>

Cert 5-3. Submission Certification Requirements for LEAs

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

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Loretta Black

LEA Superintendent/Chief Administrator

5-15-24

Date

Local Plan Submission

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

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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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.

<https://www.kitcarsonschool.com/domain/13>

Cert 5-3. Submission Certification Requirements for LEAs

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Authorized Signature

Michelle King

LEA Superintendent/Chief Administrator

5-15-24

Date

Local Plan Submission

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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 Kings River-Hardwick Union Elementary School District

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

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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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.

<https://www.kingsriverhardwick.com/district/publicnotice/>

Cert 5-3. Submission Certification Requirements for LEAs

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Authorized Signature

Cathlene Anderson

LEA Superintendent/Chief Administrator

5-15-24

Date

Local Plan Submission

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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 Lakeside Union Elementary School District

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

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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

<https://www.lakeside.k12.ca.us/>

Cert 5-3. Submission Certification Requirements for LEAs

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

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Cynthia Marshall

LEA Superintendent/Chief Administrator

5-15-24

Date

Local Plan Submission

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

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

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For a multiple LEA SELPA or a COE joined SELPA

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

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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

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

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

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

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

<http://lemooreunionca.apptegy.us/o/luesd/page/special-education--101>

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Authorized Signature

Cheryl Hunt

LEA Superintendent/Chief Administrator

5-15-24

Date

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

SELPA

Fiscal Year

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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<https://www.luhdsd.k12.ca.us/Page/1672>

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Authorized Signature

Dr. Miguel Guerrero

LEA Superintendent/Chief Administrator

5-15-24

Date

Local Plan Submission

SELPA

Fiscal Year

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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<https://sites.google.com/puesd.net/puesdplans/special-education-local-plan-area-selpa>

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Authorized Signature

Dr. Paul van Loon

LEA Superintendent/Chief Administrator

5-15-24

Date

Local Plan Submission

SELPA

Fiscal Year

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

SELPA Kings County SELPA

Fiscal Year 2024-25

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<https://www.rsusd.net/page/student-services>

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Authorized Signature

Juan Ruiz

LEA Superintendent/Chief Administrator

5-15-24

Date

Local Plan Submission

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA Kings County 1600

Fiscal Year 2024-25

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Kings County Special Education Local Plan Area (SELPA) shall include all local education agencies (LEAs) located within Kings County and the Kings County Office of Education (KCOE), and will serve all eligible individuals with special needs residing within the boundaries of the school districts and LEAs. LEA members include all districts which are within the Kings County Boundaries and Kings County Office of Education.

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

The Special Education Governance Council shall be composed of the District Superintendents and the County Office of Education Superintendent. Each of these permanent members may appoint an alternate to represent their district in their absence. Non-voting members include the SELPA Administrator, Special Education Advisory Council Chairperson, and the SELPA Finance Council Chairperson. The Special Education Governance Council will serve to coordinate the administration of the Local Plan and will have the prime responsibility of implementing special education policies of local boards of trustees and the county board of education within the guidelines of the Local Plan through the SELPA Administrator.

The Special Education Advisory Council is composed of one voting member from each participating district and the County Office of Education. SELPA staff are non-voting members. Members shall be appointed by their respective Superintendents. The Special Education Advisory Council shall assist and support the Special Education Governance Council and the SELPA Administrator to achieve the best possible program to meet the individual requirements of all children with exceptional needs residing in Kings County. The Council shall propose operational procedures and shall act as a committee for proposing policies for consideration by the Governance Council.

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Fiscal Year 2024-25

The Advisory Council shall articulate the needs of the districts to the SELPA Administrator for consideration by the Governance Council.

The SELPA Finance Council shall consist of the Chief Business Officers (CBOs) of each district and the Kings County Office of Education CBO. Non-voting members include the SELPA Administrator, Special Education Advisory Council Chairperson, and the Governance Council Chairperson.

The SELPA Finance Council advises the Special Education Governance Council on matters related to recommended changes in base program services requiring funding model changes or other recommendations made by the Special Education Advisory Council that affect the allocation of resources. Each participating LEA in the Kings County SELPA shall operate its own special education programs and services using its own employees, facilities, and equipment as specified in and pursuant to the provisions contained in the contract between SELPA members. The special education programs and services operated directly by the Kings County office of Education shall be considered a district for purposes of this administration. The Kings County Office of Education shall be designated as the administrative unit (AU) and shall function as the administrative and fiscal agent for the SELPA in order to insure maximum utilization of all available resources in providing a full range of services to all children and youth ages zero through twenty-one years.

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

The process for creating policies for the SELPA will start with discussion of program needs within the county with the Advisory Council. The Advisory Council will review Federal and State Laws which apply to the policy in discussion and a subcommittee of district representatives will be formed to create an initial draft of the policy. The draft policy will be presented for information to all three SELPA groups: Advisory, Finance, and Governance. The draft policy will then be presented to the Advisory Council and Finance Council for recommendations to the Governance Council. The Governance Council shall adopt all policy matters for the SELPA.

The Governance Council shall:

- Receive reports from, and be advised by, the SELPA Administrator
- Be advised by the SELPA Advisory Council
- Be advised by the SELPA Finance Council

Section B: Governance and Administration

SELPA Kings County 1600

Fiscal Year 2024-25

- Be advised by the Community Advisory Committee (CAC)
- Provide direction to the SELPA Administrator

The primary responsibility of the Advisory Council is to provide coordination for operation of programs throughout the Local Plan Area. The Special Education Advisory Council operates under by-laws developed and approved by it and the Governance Council.

The primary responsibility of the Finance Council is to provide fiscal support and analysis for the operation of programs throughout the Local Plan Area. The Special Education Finance Council operates under by-laws developed and approved by it and the Governance Council.

Each of the LEA District Boards of Education and the County Office of Education have authority over programs operated by their respective agencies.

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

The County Office of Education shall be the Administrative Unit (AU) for the Kings County SELPA. The County Office shall be responsible for the following:

- Providing Fiscal supports and services to the participating districts
- Providing Human Resources supports and services to the participating districts, including guidance on credentialing
- Providing supports related to the accurate reporting of student special education data through the CALPADS system
- Providing supports and services to participating districts as it relates to all reporting to the California Department of Education
- Selects, employs and provides supervision of SELPA staff of the Administrative Unit
- Provides consultation and coordination related to procedural safeguards including issues of equal access, free/low cost legal services, and uniform complaint procedures and due process procedures.

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

☒ Yes☐ No

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

All charter schools that are chartered by Kings County SELPA member districts or the Kings County Office of Education (KCOE) or granted a charter on appeal by the Kings County Board of Education or the State Board of Education in which oversight responsibilities have been assigned to a district within the SELPA or the Kings County Office of Education shall be covered by the Kings County SELPA Charter School Policy, unless said Charter School has selected to be a member of a Charter SELPA. Students enrolled in charter schools are entitled to special education services provided in the same manner to students enrolled in other public schools. The charter schools within the SELPA shall comply with all requirements of state and federal law regarding provision of special education services (Education Code § 56000 et seq., Individuals with Disabilities Education Act 20 U.S.C. Chapter 1400). A charter school shall not discriminate against any pupil in its admission criteria on the basis of disability. Funding for special education services, participation in governance structures and responsibility for provision of services shall be based on the categorization of the charter school.

For the purposes of provision of special education services, charter schools shall be deemed either a public school within the chartering district or an LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed an LEA following the SELPA Charter School Policy.

Charter schools identified as an LEA within the SELPA shall:

- Participate in governance of the SELPA by naming one representative to the Governance Council, the Advisory Council, and the Finance Council;
- Contribute to, participate in, and receive the benefits of reimbursement from the SELPA Extraordinary Costs Pool in the same manner as other members, and for the same costs as may be agreed to by the Governance Council;
- Receive state and federal funding for special education in accordance with the SELPA AB 602 Funding Allocation Plan.
- Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to: instruction, services, transportation, nonpublic school/agency placements, inter/intra-SELPA placements, due process proceedings, complaints, and attorney fees.
- Document that all State and Federal special education funds apportioned to the charter

Section B: Governance and Administration

SELPA Kings County 1600

Fiscal Year 2024-25

school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities; and

- Special education apportionment must be used solely for the purpose of providing special education instruction and/or services to identified students with disabilities. Any apportionment not used for provision of special education will be reviewed by the Governance Council for potential recapture and/or reallocation of funds.

Prior to approval of a new charter school, or renewal of an existing charter school, the petitioner shall consult with both the superintendent or designee of the chartering entity and the SELPA Administrator to ensure that the charter school responds to district and SELPA guidelines and timelines as they relate to special education. The petition presented must provide assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with state and federal law and the SELPA Local Plan.

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

The SELPA Community Advisory Committee is composed of 1) parents of individuals with exceptional needs enrolled in public schools participating in the Local Plan, 2) parents of pupils enrolled in public or private schools, 3) disabled pupils and adults, 4) regular and special education teachers, 5) other school personnel, 6) representatives of other public and private agencies, 7) persons concerned with individuals with exceptional needs. At least a majority of the members are parents of pupils enrolled in schools participating in the Local Plan, and at least a majority of these parents are parents of individuals with exceptional needs. Members of the Community Advisory Committee are appointed by, and are responsible to, their respective governing boards. Appointments are in accordance with the selection procedures as described in the by-laws of the Community Advisory Committee. The term of the appointments are for at least two years and are staggered.

The Community Advisory Committee has responsibilities for, but not limited to, all of the following:

- Advising the Special Education Governance Council through the SELPA Administrator regarding the development and review of the Local Plan. The Special Education Governance Council shall review and consider comments from the Community Advisory Committee.
- Recommending annual priorities to be addressed by the Local Plan.
- Encouraging community involvement in the development and review of the Local Plan

Section B: Governance and Administration

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- Supporting activities on behalf of individuals with exceptional needs
- Assisting in parent education and in parent awareness of the importance of regular school attendance

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

The Local Plan will be developed with participation from General Education and Special Education staff members from districts within the SELPA, as well as parent members from the Community Advisory Committee. Draft copies of the plan will be presented to the Advisory Council at a first reading and the Advisory Council members will be responsible for discussing the drafted plan with General and Special Education staff members within their respective districts. Advisory Council members will provide input prior to the next Advisory meeting so that recommendations can be made based upon this input at the second reading of the Local Plan draft. The Drafted plan will also be presented for a first reading at a CAC meeting and input will be taken at that time as to recommended changes to the plan. This input will be discussed and considered for addition prior to the second reading of the Local Plan draft.

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

KCOE is designated as the Administrative Unit (AU) for the Kings County SELPA. The responsibilities of the Administrative Unit shall include, but not be limited to the following, and as referenced in Education Code Section 56780(a)(1-16) and 56780(b):

- Responsibility for the SELPA approved Funding Model
 - Calculation of the AB 602 funding
 - Allocation of the apportionment based on the funding model
 - Maintain and recommend model changes as needed
- Coordination of the Special Education Local Plan Area
- Coordinated system of identification and assessment

Section B: Governance and Administration

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- Coordinated system of personnel development
- Coordinated system of procedural safeguards
- Coordinated system of curriculum development
- Coordinated system of internal program review
- Coordinated system of data collection and management
- Monitoring Maintenance of Effort (MOE) for the SELPA
- Coordinated system of evaluation of the effectiveness of the Local Plan
- Coordination of interagency agreements
- Coordination of services to medical facilities
- Coordination of services to licensed children's institutions and foster homes
- Preparation of Special Education Local Plan Area reports, including but not limited to annual service and budget plans required of the SELPA by the State Department of Education
- Assurance of full educational opportunity.

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

The SELPA shall maintain agreements with local agencies who provide services within the County which can be accessed by individuals with exceptional needs. These agreements shall be updated as necessary to maintain appropriate services to these individuals within the SELPA. At minimum the SELPA shall maintain agreements with:

- Central Valley Regional Center
- Kings County Behavioral Health
- Kings Community Action Organization
- Kings County Human Services Organization

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• Kings County Probation Department

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office.

Participating LEAs may enter into additional contractual agreements with local entities or Nonpublic Agencies to meet the requirement of applicable federal and state law. Each participating agency agrees to carry out the duties and responsibilities stated in the Memorandum of Agreement (MOU).

Kings County SELPA has developed a Master Contract and Service Agreement for students placed in certified nonpublic, nonsectarian schools. When a student requires a higher level of service than what is available within the programs in Kings County, the LEA where the student resides and the SELPA shall evaluate the potential placements for the student. The SELPA shall execute a Master Contract and Service Agreement with the NPS identified as the appropriate placement for the student. Once students are placed, at least annually, a representative from the LEA or SELPA shall go to visit and reevaluate the placement and appropriateness for the student and to ensure that the agreed upon services are being provided.

Kings County SELPA has developed a Master Contract and Service Agreement for students placed in certified nonpublic, nonsectarian schools. When a student requires a higher level of service than what is available within the programs in Kings County, the LEA where the student resides and the SELPA shall evaluate the potential placements for the student. The SELPA shall execute a Master Contract and Service Agreement with the NPS identified as the appropriate placement for the student. Once students are placed, at least annually, a representative from the LEA or SELPA shall go to visit and reevaluate the placement and appropriateness for the student and to ensure that the agreed upon services are being provided.

10. For multi-LEA local plans, specify:

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

As identified above, all policies shall be created as follows: A subcommittee of LEA representatives shall meet to review Federal and State Laws which apply to the policy in discussion and create an initial draft of the policy. The draft policy will be presented for information to all three SELPA groups, Advisory, Finance, and Governance, allowing for discussion and edits. The edited draft policy will then be presented to the Advisory Council and Finance Council for recommendations to the Governance Council. The Governance Council shall adopt all policy matters for the SELPA. With policy matters, the governing boards of the LEAs and COE shall be made aware of policy changes to allow for effective

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implementation of the Local Plan.

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

As the LEA representative on the Governance Council, it is the responsibility of the Superintendent or designee from each LEA to ensure that their district is aware of the Local Plan and Policy changes which are approved by the Governance Council. This distribution of knowledge shall ensure that each LEA is aware of the Local Plan and can establish the implementation of the plan. The SELPA Administrator shall distribute this information to the COE program team.

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

Each district shall be provided with a copy of the approved Local Plan. During meetings of the Advisory Council, any legislative updates, changes to education code, or new case law findings shall be discussed. The LEA representative who attends the Advisory Council meeting shall be responsible for distributing any new information to the LEA staff in order to ensure that the Local Plan is implemented and to coordinate the administration of the plan within each LEA. At the monthly Advisory meeting, any revision to the SELPA policies will be distributed and LEA representatives will place the revised policies into the district copy of the SELPA Procedure Guide.

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

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

The SELPA Administrator shall be selected through a hiring process which includes a subcommittee of SELPA Governance members or appointed staff and the KCOE Superintendent. While the direct supervision of the SELPA Administrator shall be the responsibility of the KCOE Superintendent, each year, a subset of Governance members will be selected, based upon a calendared schedule, to provide for evaluation and discipline of the SELPA Administrator.

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

Funding for special education is based on regular education Average Daily Attendance (ADA) for the SELPA as per the AB 602 Education Reform Act of 1997. Each SELPA develops its own method of distribution. The Kings County SELPA has adopted a variation of an ADA model whereby the Kings County Office of Education receives a percentage of funds to provide certain designated services. The remaining funds are distributed to each district based on respective ADA.

KCOE receives the program specialists/regionalized services and low incidence funding. Those funds are to be used for their purpose. After funding these, KCOE receives a set percentage of the AB 602 funding. The county office funding is derived from the Kings County SELPA AB 602 base funding divided by the total AB 602 funding base, which includes federal, state, and property tax.

The district portion of the AB 602 funds is first used to fund the NPS and Extraordinary Cost Fund. The remainder of the district funds are distributed based on the district's ADA divided by the total districts' ADA. This is calculated using P-2 ADA, excluding adult and ROP ADA.

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

Each Local Educational Agency within Kings County is responsible for providing special education services to the students who reside within their boundaries or are enrolled within the school. When a student requires a higher level of service than what is available within the LEA, the LEA may contract with another LEA within the SELPA to provide the service or may refer the student to the regional program run by the County Office of Education. The regional program shall be overseen by Kings County Office of Education Administration and the SELPA Administrator, supported by the Administrative Unit. When services through the regional program are unable to meet the educational needs of the student, the SELPA Administrator or designee shall work with the LEA to identify an appropriate Nonpublic School or Agency to meet the needs of the student.

Each student within Kings County shall have access to the full continuum of special educational services.

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

During monthly SELPA Finance meetings, the business official for the AU provides detailed

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information about how federal, state, and local special education funds can be spent. Updates are provided throughout the year on specific resources to help the LEAs track their spending. Due to the small size of many of the LEAs within Kings County, some resources are only allocated to the AU, such as infant and preschool funds, as all infant and preschool services are provided by Kings County Office of Education, on behalf of the LEAs. Annually, the Maintenance of Effort (MOE) for the AU and for each of the LEAs is monitored by the AU, through the completion of forms provided by the California Department of Education.

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

The SELPA Administrator coordinates distribution of funds for identified students with low incidence disabilities to minimize the necessity to serve the students in isolated sites and to maximize the opportunities to serve the students in the least restrictive environment. Services are provided by itinerant specialists throughout the SELPA allowing for the provision of services in the student's district of residence, if appropriate. Students with low incidence disabilities, i.e., deaf/hard of hearing, visual impairment, and orthopedic impairment, or any combination thereof, are assessed by trained personnel and identified as eligible for special education services by Individualized Education Program (IEP) teams. Personnel complete a written report that documents the need for specialized services, materials, and equipment for pupils with low incidence disabilities consistent with guidelines established pursuant to Education Code Section 56136. Low Incidence Funding shall be used to purchase the appropriate books, materials, and equipment to meet the needs of students with Low Incidence Disabilities within the SELPA. When these materials are no longer needed by the student for whom they were originally purchased, the materials will be reallocated to other students with low incidence disabilities. If the materials are no longer needed within the SELPA, they will be offered to other neighboring SELPAs before being discarded (30 EC § 56771).

A committee of two SELPA Administrators and 1 low incidence service provider are responsible for reviewing each application for low incidence funding assistance and monitoring its adherence to state guidelines prior to purchasing the requested equipment. Materials not approved through the committee process will be the responsibility of the district of attendance of the student. Since the use of these funds is limited to expenditures on staffing to provide services to students with low incidence disabilities, books, materials, and equipment for students with low incidence disabilities, the purchase must relate to the unique educational needs resulting from the low incidence disability as indicated in the IEP of eligible students. For example, regular textbooks and workbooks would not qualify in contrast to low vision aids, digital media, large print or Braille books for students who are visually impaired. Bolsters and mats for young children are a part of basic equipment and would not qualify; while specialized adapted feeding and self-care equipment, needed by children because of their severe orthopedic impairments, would qualify. It is therefore important that specialized teachers who are

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credentialed to serve students with specific low incidence disabilities be involved in the team assessment process and attend the IEP meetings so that books, materials, and equipment considered for purchase for low incidence students are related directly to the unique educational needs resulting from a low incidence disability.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational

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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); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(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); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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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); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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☒ Yes ☐ No

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

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; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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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); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Document Title:

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Document Location: Kings County SELPA Office

Description: Parents within Kings County shall be provided a copy of their Parents' Rights and Procedural Safeguards consistent with the state and federal requirements.

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

Document Title: Kings County SELPA Procedure Guide - Personnel Development and Parent/Guardian Education

Document Location: Kings County SELPA Office

Description: Kings County SELPA shall seek input each spring to determine areas of need for professional development. These development/educational offerings will be available to certificated and classified educators, volunteers, community advisory committee members, and governing boards, as appropriate.

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

Document Title: Kings County SELPA Procedure Guide - Curriculum Development

Document Location: Kings County SELPA Office

Description: All students with exceptional needs shall be instructed using district adopted curriculum aligned with the California Standards.

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

Document Title: Kings County SELPA Procedure Guide - SELPA Review of Programs

Document Location: Kings County SELPA Office

Description: Kings County SELPA shall work with SELPA LEAs to monitor the programs and services provided by the LEA. This review shall include the process for analyzing annual performance indicators and creating plans for improvement.

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7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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

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Document Title: Court

Document Location: Kings County SELPA Office

Description: Each LEA within Kings County shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in Licensed Children's Institutions and Foster Family Homes located within the geographical area of the LEA.

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

Document Title: Kings County SELPA Procedure Guide - Preparation and transmission of required SELPA reports

Document Location: Kings County SELPA Office

Description: The SELPA Administrator shall inform LEAs of specified deadlines to ensure required data is up to date and work with the LEAs or AU Fiscal department to complete all state required reporting.

12. Fiscal and logistical support of the CAC:

Document Title: Kings County SELPA Procedure Guide - Community Advisory Committee

Document Location: Kings County SELPA Office

Description: Kings County SELPA Administration shall create and financially support the Kings County Community Advisory Committee which shall provide input towards the Local Plan for Kings County SELPA.

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

Document Title: Kings County SELPA Procedure Guide - Transportation Services for Individuals with Exceptional Needs

Document Location: Kings County SELPA Office

Description: Districts and the County Office of Education shall provide transportation to students with exceptional needs as identified on his or her IEP at no cost to the parent regardless of where the IEP services are provided.

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

Document Title:	Kings County SELPA Procedure Guide - Career and Vocational Education and Transition
Document Location:	Kings County SELPA Office
Description:	All students on IEPs within Kings County shall have an Individual Transition Plan which includes an appropriate course of study, on or before the student's 16th birthday.

15. Assurance of full educational opportunity:

Document Title:	Kings County SELPA Procedure Guide - Full Educational Opportunity
Document Location:	Kings County SELPA Office
Description:	Each LEA believes that all children are entitled to a meaningful opportunity to complete high school with college and/or career readiness skills. IEP teams consider the services and settings and select these required for a full educational opportunity.

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.

Document Title:	Kings County SELPA Procedure Guide - SELPA Special Education Funding Allocations
Document Location:	Kings County SELPA Office
Description:	The Kings County SELPA shall be responsible for the distribution of state and federal funds to local LEAs, the planning and monitoring of the spending of such funds, and the annual reporting to the state of the special education budget plan.

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

Document Title:	Kings County SELPA Procedure Guide - Program Specialists
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Document Location:

Description:

Special Education Local Plan Area Services

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

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Description:

resolution process shall be followed that starts first with addressing the concern with the Governance Council and then brings in an Independent Review Panel if the Council is not able to agree to a solution.

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

Document Title:

Kings County SELPA Procedure Guide - Evaluation and Pre-referral Intervention

Document Location:

Kings County SELPA Office

Description:

LEAs within Kings County shall evaluate students only after utilizing instructional resources and interventions of the regular educational program, if appropriate.

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

Document Title:

Kings County SELPA Procedure Guide - Nonpublic School Placements

Document Location:

Kings County SELPA Office

Description:

Kings County SELPA Administration, with the support of the placing district, shall ensure the provision of special education services when students are placed at a NPS.

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

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

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

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

Document Title:

Document Location:

Description:

Special Education Local Plan Area (SELPA) Local Plan

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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

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Local Plan Section D: Annual Budget Plan

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

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

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

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SELPA Kings County SELPA

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TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	25,073,722	61.50%
AB 602 Property Taxes	1,420,790	3.48%
Federal IDEA Part B	6,225,708	15.27%
Federal IDEA Part C	114,389	0.28%
State Infant/Toddler	1,283,649	3.15%
State Mental Health	2,101,597	5.15%
Federal Mental Health	331,690	0.81%
Other Projected Revenue	4,217,964	10.35%
Total Projected Revenue:	40,769,509	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 and Special Education Early Intervention Preschool Grant

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

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

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TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	23,846,074	36.48%
Object Code 2000—Classified Salaries	12,252,444	18.75%
Object Code 3000—Employee Benefits	17,288,074	26.45%
Object Code 4000—Supplies	819,155	1.25%
Object Code 5000—Services and Operations	8,189,548	12.53%
Object Code 6000—Capital Outlay	26,000	0.04%
Object Code 7000—Other Outgo and Financing	2,938,700	4.50%
Total Projected Expenditures:	65,359,995	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.

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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	29,879,758	73.29%
Projected Federal Revenue	6,671,787	16.36%
Local Contribution	4,217,964	10.35%
Total Revenue from all Sources:	40,769,509	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.

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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	66,925	64.30%
Object Code 2000—Classified Salaries	0	0.00%
Object Code 3000—Employee Benefits	30,011	28.83%
Object Code 4000—Supplies	650	0.62%
Object Code 5000—Services and Operations	6,497	6.24%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	0	0.00%
Total Projected Operating Expenditures:	104,083	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.

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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)?

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

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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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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.

☐ *Service is Not Currently Provided*

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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 for children who have more significant disabilities who may need this support.

☒ 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.

☐ *Service is Not Currently Provided*

☒ 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.

☐ *Service is Not Currently Provided*

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

☒ 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*

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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.

☒ 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

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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

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.

☐ *Service is Not Currently Provided*

☒ 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.

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☒ 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.

☒ 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.

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☐ *Service is Not Currently Provided*

☒ 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.

☐ *Service is Not Currently Provided*

☒ 610—Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

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

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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.

☒ 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

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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.

☐ 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*

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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 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

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

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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*

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.

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☒ 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.

☒ 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.

☐ *Service is Not Currently Provided*

☒ ☐ 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.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

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LOCAL PLAN
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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
Local Plan Annual Submission

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

Fiscal Year: 2024-25

Add or Delete Row	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	16	6387	5	0	Armona Union Elementary School District	Xavier	Pina	(559) 583-5000	xpina@auesd.org	Previously Reported
2	16	6388	3	0	Central Union Elementary School District	Karla	Rodriguez	(559) 924-3405	krodriguez@central.k12.ca.us	Previously Reported
3	16	6391	7	0	Hanford Elementary School District	Leslie	Marain	(559) 585-3600	lmarain@hanfordesd.org	Previously Reported
4	16	6393	3	6	Island Union Elementary School District	Loretta	Black	(559) 924-6424	lorettablack@island.k12.ca.us	Previously Reported
5	16	6394	1	7	Kings River-Hardwick Union Elementary School District	Cathleen	Anderson	(559) 584-4475	canderson@knhdsd.k12.ca.us	Previously Reported
6	16	6395	8	0	Kit Carson Union Elementary School District	Michelle	King	(559) 582-2843	mking@kitcarsonschool.com	Previously Reported
7	16	6396	6	0	Lakeside Union Elementary School District	Cynthia	Marshall	(559) 582-2868	cmarshall@lakeside.k12.ca.us	Previously Reported
8	16	6397	4	0	Lemoore Union Elementary School District	John	Raven	(559) 924-6800	jraven@myluesd.net	Previously Reported
9	16	6399	0	0	Pioneer Union Elementary School District	Nicole	Hester	(559) 585-2400	hestern@puesd.net	Previously Reported
10	16	6392	5	0	Hanford Joint Union High School District	Janice	Ede	(559) 583-5901	jede@hjhhsd.k12.ca.us	Previously Reported
11	16	6398	2	0	Lemoore Union High School District	Karen	Costa	(559) 94-6600	kcosta@luhsd.k12.ca.us	Previously Reported
12	16	6389	1	0	Corcoran Joint Unified School District	Helen	Copeland	(559) 992-8888	helenkopeland@corcoranunified.com	Previously Reported

Attachment I

SELPA: Kings County SELPA

Fiscal Year: 2024-25

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxx	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	7393	2	0	Reef-Sunset Unified School District	Esmeralda	Nungary	(559) 386-9083	enungaray@rsusd.org	Previously Reported
	14	16	1016	5	0	Kings County Office of Education	Brooke	Warkentin	(559) 589-7097	brooke.warkentin@kingscoe.org	Previously Reported

Attachment II

SELPA: Kings County SELPA

Fiscal Year: 2024-25

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: 2024-25

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	535,014	0	0	52,273	0	85,448	13,486	61,658	747,879
2	Central Union Elementary School District	804,033	0	0	78,557	0	128,414	20,267	147,979	1,179,250
3	Hanford Elementary School District	2,613,189	0	0	255,318	0	417,359	65,871	332,954	3,684,691
4	Island Union Elementary School District	188,439	0	0	18,411	0	30,096	4,750	0	241,696
5	Kings River-Hardwick Union Elementary School District	396,413	0	0	38,731	0	63,312	9,992	6,166	514,614
6	Kit Carson Union Elementary School District	207,139	0	0	20,238	0	33,082	5,221	12,332	278,012
7	Lakeside Union Elementary School District	111,252	0	0	10,870	0	17,768	2,804	6,166	148,860
8	Lemoore Union Elementary School District	1,532,942	0	0	149,774	0	244,830	38,641	110,985	2,077,172

Attachment II

SELPA: Kings County SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Pioneer Union Elementary School District	754,535	0	0	73,721	0	120,509	19,020	6,166	973,951
10	Hanford Joint Union High School District	1,980,419	0	0	193,494	0	316,298	49,921	0	2,540,132
11	Lemoore Union High School District	1,106,724	0	0	108,131	0	176,758	27,897	0	1,419,510
12	Corcoran Joint Unified School District	1,514,683	0	0	147,990	0	241,914	38,181	104,819	2,047,587
13	Reef-Sunset Unified School District	1,260,062	0	0	123,113	0	201,248	31,763	80,156	1,696,342
14	Kings County Office of Education	12,068,878	1,420,790	114,389	4,940,280	414,268	24,561	3,876	4,232,771	23,219,813
	Totals:	25,073,722	1,420,790	114,389	6,210,901	414,268	2,101,597	331,690	5,102,152	40,769,509

Attachment III

SELPA: Kings County SELPA

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Armona Union Elementary School District	504,087	212,228	326,849	1,315	259,912	0	39,695	1,344,086
2	Central Union Elementary School District	946,207	321,366	635,743	4,000	287,270	0	0	2,194,586
3	Hanford Elementary School District	2,741,015	973,202	1,688,582	13,846	706,361	0	178,027	6,301,033
4	Island Union Elementary School District	117,942	14,123	53,242	150	58,515	0	0	243,972
5	Kings River-Hardwick Union Elementary School District	171,985	48,302	88,133	11,500	148,935	0	19,904	488,759
6	Kit Carson Union Elementary School District	103,655	24,940	31,527	8,578	52,649	0	9,124	230,473
7	Lakeside Union Elementary School District	154,748	0	62,800	3,258	39,500	0	788	261,094
8	Lemoore Union Elementary School District	2,221,709	1,048,097	1,245,042	27,985	453,333	0	0	4,996,166
9	Pioneer Union Elementary School District	581,436	232,370	310,023	6,669	248,136	0	4,105	1,382,739

Attachment III

SELPA: Kings County SELPA

Fiscal Year: 2024-25

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	2,002,660	900,224	1,433,762	18,687	559,997	0	149,895	5,065,225
11	Lemoore Union High School District	1,119,283	154,114	525,237	45,466	756,563	0	2,674	2,603,337
12	Corcoran Joint Unified School District	1,489,202	327,470	735,838	24,491	362,836	0	9,063	2,948,900
13	Reef-Sunset Unified School District	1,032,958	269,287	712,066	96,982	696,999	0	0	2,808,292
14	Kings County Office of Education	10,659,187	7,726,720	9,439,230	556,229	3,558,541	26,000	2,525,426	34,491,333
Totals:		23,846,074	12,252,443	17,288,074	819,156	8,189,547	26,000	2,938,701	65,359,995

Attachment IV

SELPA: Kings County SELPA

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Armona Union Elementary School District	65,759	0.99%	682,120	2.28%	0	747,879
2	Central Union Elementary School District	98,824	1.48%	1,080,426	3.62%	0	1,179,250
3	Hanford Elementary School District	321,189	4.81%	3,363,502	11.26%	0	3,684,691
4	Island Union Elementary School District	23,161	0.35%	218,535	0.73%	0	241,696
5	Kings River-Hardwick Union Elementary School District	48,723	0.73%	465,891	1.56%	0	514,614
6	Kit Carson Union Elementary School District	25,459	0.38%	252,553	0.85%	0	278,012
7	Lakeside Union Elementary School District	13,674	0.20%	135,186	0.45%	0	148,860
8	Lemoore Union Elementary School District	188,415	2.82%	1,888,757	6.32%	0	2,077,172
9	Pioneer Union Elementary School District	92,741	1.39%	881,210	2.95%	0	973,951

Attachment IV

SELPA: Kings County SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Hanford Joint Union High School District	243,415	3.65%	2,296,717	7.69%	0	2,540,132
11	Lemoore Union High School District	136,028	2.04%	1,283,482	4.30%	0	1,419,510
12	Corcoran Joint Unified School District	186,171	2.79%	1,861,416	6.23%	0	2,047,587
13	Reef-Sunset Unified School District	154,876	2.32%	1,541,466	5.16%	0	1,696,342
14	Kings County Office of Education	5,073,352	76.04%	13,928,497	46.62%	4,217,964	19,001,849
Totals:		6,671,787	100.00%	29,879,758	100.00%	4,217,964	36,551,545

Attachment V

SELPA: Kings County SELPA

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	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

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Attachment V

SELPA: Kings County SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	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	0
Totals:		0	0