

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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 Vallejo City Unified School District (VCUSD) is a medium-sized K-12 school district serving a diverse population of approximately 9,100 students. Since 1980, VCUSD has operated as a single-district Special Education Local Plan Area (SELPA) under a waiver from the California Department of Education, having demonstrated sufficient size and scope to provide a full continuum of services independently. The geographic service area for the Vallejo SELPA is contiguous with the city limits of Vallejo.

Educational Settings and Configuration

Reflecting recent demographic shifts and a focus on fiscal solvency, the Governing Board voted to consolidate facilities for the **2026-2027 school year**. The district's current configuration includes:

- **7 Elementary Schools**
- **3 K-8 Schools** (including one dependent charter and one dual-immersion school)
- **1 Middle School** (Grades 6–8)
- **2 Comprehensive High Schools**
- **1 Alternative High School** (including a virtual independent study program)
- An extensive **Child Development/Preschool program** and an **Adult School** serving approximately 4,000 students.

Student Demographics and Special Education Prevalence

VCUSD serves a rich, multicultural community. The student population is 55% Latino, 19% African American, 11% Filipino, and 15% representing other groups including Asian, Native American, Pacific Islander, and White. The district serves a high-needs population, with 80% of

students identified as socioeconomically disadvantaged, 27% as English Learners, and 1% as foster youth.

Currently, over **1,800 students** are eligible for special education, representing approximately 18% of the total district enrollment. This percentage has shown consistent year-over-year growth. The three primary disability categories—**Specific Learning Disability, Speech and Language Impairment, and Autism**—account for more than 75% of the district's special education population.

Strategic Alignment and Service Delivery Model

Special education services are deeply integrated into the District's **2022 Strategic Plan**, built upon four pillars: Equitable Opportunities & Outcomes, Safe & Supportive Environments, Vibrant Culture of Teaching & Learning, and Community Centered Education. Under the guiding principle that "Special Education students are general education students first," these pillars drive LCAP goals to ensure students with IEPs have meaningful access to rigorous, grade-level curriculum.

Vallejo City Unified School District employs **7 special education administrators, 170+ certificated staff, and 370+ classified staff** to implement a robust service model. VCUSD is committed to the Least Restrictive Environment (LRE), serving **97% of its students within district-operated programs**, which include:

Early Intervention: Infant services and an Early Learning Center.

Specialized Regional Programs: Deaf and Hard of Hearing (DHH) from Pre-K through 5th grade.

Continuum of Supports: Designated Instruction Services (DIS), Co-Teaching, Push-In/Pull-Out models, and Resource Specialist Programs (RSP).

Specialized Academic Instruction: Mild/Moderate and Extensive Needs (ESN) Special Day Classes, and Counseling Enriched Environments.

Post-Secondary: Adult Transition Programs serving students through age 22.

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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)]

. Vallejo City Unified School District (VCUSD) is a single district Special Education Local Plan area that offers comprehensive special education services for students with exceptional needs. VCUSD obtained a waiver from the California Department of Education in 1980 to operate as a single district SELPA of sufficient size and scope. The service area encompassed within the city limits of Vallejo City shall be known as Vallejo SELPA. The District Governing Board is the sole policy making entity for the SELPA. Approval of the Local Plan for Special Education, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the governing board. The oversight and operations of Vallejo SELPA will be shared by all administrators of the District. The SELPA director gives regular reports to the Superintendent/District governing board relating to the operation of the SELPA. The SELPA shall include all school sites located within the District, including the one charter school that operates under Vallejo SELPA. The remaining 14 schools residing within the District boundaries will serve all eligible individuals with exceptional needs residing within the District, or attending within the District, or attending its programs under some other authorization.

The Vallejo SELPA has the responsibility to assure access to special education and services for all eligible individuals with disabilities residing in the geographical area served by the District. The Vallejo SELPA is designated as its own Administrative Unit (AU) for the SELPA

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

Policy: The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9 and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members of the Community Advisory Committee.

Amendments to the permanent sections of the Local Plan [EC 56194.7(j) (1)]:

Changes or amendments to the permanent portion of the Local Plan may be considered during

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the annual service and budget plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the Vallejo City Unified School District SELPA Board of Education.

The Vallejo City Unified School District District's Board of Education may adopt amendments to the permanent portion of the Local Plan on an "interim" basis not to exceed one calendar year. The policy would become permanent subsequent to approval by the State Board of Education. Otherwise, local plans need to be amended only when there is a change in federal or state law or regulation, there is a new interpretation by the court, or there is an official finding of noncompliance with federal or state law. Amendments approved in this manner shall become permanent upon subsequent approval by the Vallejo City Unified School District SELPA Board of Education and the State Board of Education.

Funding and Implementation [EC 56194.7(j) (1)]:

Vallejo City Unified School District SELPA receives funding from the State for the Local Plan Area. The District coordinates and provides services within the District using these resources, local contributions, and federal funds allocated for Special Education. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District and students who are granted inter-district transfers. The concept of regionalized services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. The District will coordinate with the Vallejo County Office of Education for those students who require regionalized services offered outside the District, or to provide other necessary and appropriate services not available in the District.

"Regionalized services" does not mean that every service and placement required for students with disabilities must be available at each site. The concept of regionalized service is to ensure that, even for those services that are less frequently needed, the services will be available within the District or region at District expense. It further means that the District is responsible to provide those services required by a child's Individualized Education Program (IEP).

The District has elected to provide some special education services in regionalized settings, for example, for students with significant disabilities requiring more intensive or low incidence services. Regionalized services are those services only provided at selected sites within the District. Transportation is provided for any such student to receive those services who is not on an interdistrict transfer at the parent request, or attending a charter school [BP 3541(a)].

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]

In Accordance with EC 56195.5, the [County Department of Education] provides support to

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Vallejo City Unified School District SELPA the following ways:

Solano County Office of Education provides services to students with Individual Education Programs (IEPs) from the Vallejo City Unified School District who are enrolled in County Community Day Schools, County Juvenile Schools and Adult Detention facilities as identified in the Annual Service Plan.

The Vallejo City Unified School District SELPA ensures that a full continuum of programs options is available and has determined that:

1. Program options, as appropriate to the student's need, are available at local neighborhood schools.
2. The majority of special education programs, to the maximum extent appropriate to the student's needs, are housed on regular school campuses and dispersed throughout the SELPA;
3. When scarcity of population or other factors prevent the Vallejo City Unified School District SELPA from directly providing required services for its students, the service may be provided by the county office, a school in a nearby SELPA or by an outside provider outlined in the Vallejo City Unified School District SELPA Service Plan.
4. The county provides services to students with Individual Education Plans (IEP) who are enrolled in County Community Day Schools, County Juvenile Schools, and Adult Detention facilities as identified in the Annual Service Plan.

In determining the appropriate Least Restrictive Environment (LRE) placement for students with disabilities, the IEP team shall:

1. Determine if the student can be served in a general education classroom setting at the student's neighborhood school with supplemental aids and services. The IEP shall specify any supplemental aids and services;
2. Determine if the student can be served by the special education services provided at the student's neighborhood school campus. The IEP shall specify the extent to which the student will not be in the general education classroom setting and activities;
3. Take steps to ensure that the proper placement of ethnically and culturally diverse students is not disproportionate.

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.

Board Policy 0420.4: Charter School Authorization

As students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in other public schools, schools shall comply with all requirements of state and federal law regarding provision of special education services. (Education Code section 56000 et seq.; Individuals with Disabilities Act, 20 U.S.C. Chapter 33.)

As students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in other public schools, charter schools shall not discriminate against any student in admission criteria on the basis of disability.

Petitioners must delineate in the charter petition or in a Memorandum of Understanding (MOU) the entity responsible for providing special education instruction and services. This document must reference any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding. The written agreement must also state that prior to final approval the charter school will be deemed a public school within the chartering entity.

Categories of Charter Schools

For the purpose of providing 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 entities. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed an LEA and accepted into a SELPA. If a charter school wishes to be an LEA, it must apply to a district in a multi-district SELPA for authorization of the charter. Should a charter school apply to be an LEA, the SELPA will treat applications by charter schools to be independent LEAs in the same manner that the SELPA treats applications by other districts and LEAs and may refer such applications to neighboring multi-district SELPAs.

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 Community Advisory Committee (CAC) for the Vallejo City Unified School District SELPA has been established pursuant to EC 56190. The CAC shall have regularly scheduled meetings not less than five times per year. The SELPA Director will present the CAC's input to the Superintendent for consideration (see Community Advisory Committee By-Laws).

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the Vallejo City Unified School District SELPA by email and on the district website.

The CAC shall adopt bylaws, subject to approval by the Superintendent, consistent with legal requirements and the advisory role of the CAC. CAC procedures are outlined in the Community Advisory Committee Bylaws for the Vallejo City Unified School District SELPA.

The Vallejo City Unified School District Special Education Local Plan Area Community Advisory Committee is comprised of parents of students with disabilities enrolled in public or non-public schools within the Vallejo City Unified School District Special Education Local Plan Area, and may include students and adults with disabilities, general education teachers, special education providers, and other school personnel within the Vallejo City Unified School District Special Education Local Plan Area, representative of other public and non-public agencies, and persons concerned with the education of persons with disabilities. The Vallejo City Unified School District School Board shall appoint members to the CAC

The Community Advisory Committee shall consist of not less than 6 members and no more than 15 members. The term of office of CAC members shall be two years. CAC members shall not serve more than two terms consecutively.

The responsibilities of the CAC shall include but are not limited to:

1. advise in the development, amend and review the Local Plan
2. recruit parents and others who may contribute to the implementation of the Local Plan
3. assist in recruiting presenters and facilitate parent training on special education programs and issues as identified by parents in the CAC;
4. support district-wide and local school activities on behalf of individuals with disabilities;
5. act in a support role to individuals and parents of individuals with disabilities;;
6. plan and host annual recognition of exceptional special educators, staff and community members;
7. assist in parent awareness of the importance of regular school attendance and parent/guardian participation in annual IEPs.

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

In accordance with Education Code 56195.3, The Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators and representatives of charter schools selected by the groups they represent and

with participation by the chair of the CAC Local Plan Committee to ensure adequate and effective participation and communication. Teacher participants shall be selected by their peers and/or administrator. General education and special education administrators shall be selected by the representative superintendents. Director of charter school shall be requested to select a representative to serve on the Local Plan committee.

The Local Plan shall be reviewed whenever new legislation, regulations, and or guidelines, or major changes in funding or services indicate the need for possible modification of the Local Plan.

The process used to amend and review the Local Plan will include the cooperative involvement by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC, to ensure adequate and effective participation and communication.

If Vallejo City Unified School District SELPA wishes to elect an alternative option from those specified in Ed Code 56195 it must notify the California Department of Education (CDE) and County Office of its intent at least one (1) fiscal year prior to the proposed effective date of the implementation of the alternative plan.

Amendments to the Local Plan may be proposed by the Special Education Local Plan Area (SELPA) and shall be approved and permanent upon subsequent approval by the local Board of Trustees/Governing Board, upon review by the County Office and subsequent approval of the State Superintendent. Nothing in the section shall modify the requirements of Education Code section 56205 requiring an annual budget and annual service plan.

Changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget planning process. Amendments approved in this manner would become permanent upon subsequent approval by the local Board of Trustees/Governing Board and the State Board of Education.

Appendices to the Local Plan are not part of the permanent portion of the Local Plan, and each Appendix may be amended according to its own provision(s) for amendment.

Regular consultations regarding policy and budget development shall occur in accordance with Education Code 56205(a)(12)(E). Additionally, review of the Local Plan by the CAC shall occur at least 30 days prior to the submission of the plan to the Superintendent per Education Code 56205(b)(7).

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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]

In accordance with EC 56836.01(a)(b), the SELPA Director shall be responsible to monitor on an annual basis the appropriate use, allocation, and distribution of all funds allocated for special education programs. Final determinations and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. All Federal and State Funds allocated for special education programs shall be used for services to students with disabilities as outlined by California Education Code and IDEA. The oversight of staff and special education programming shall occur under supervision of the SELPA Director or appointed designee per Education Code 56205(a)(12)(D)(ii). As a single district SELPA, the District is the responsible Administrative Unit (AU).

The Superintendent is the Chief Executive Officer for the school district. In this capacity, the Superintendent is responsible for coordinating district and regionalized special education programs and services. These responsibilities include:

- Recommending to the Board of Trustees/Governing Board the approval of the Special Education Local Plan Area Local Plan
- Recommending to the Board of Trustees/Governing Board adoption of Special Education Local Plan Area policies pertaining to special education.
- Recommending the Annual Budget Plan and staffing for special education services to the Board of Trustees/Governing Board as part of the Special Education Local Plan Area's total budget in the services plan.
- Delegating SELPA responsibilities to the SELPA Director for coordination and monitoring of special education services in accordance with the SELPA Local Plan.
- Ensuring the SELPA's compliance with State and Federal laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process through the SELPA Director.

Responsibilities of the SELPA Director:

The Vallejo City Unified School District SELPA Director reports to the Superintendent. The SELPA Director shall inform the Board of Trustees/Governing Board and Superintendent of legislative changes, proposals, trends, and concerns related to the provision of services for students with exceptional needs.

The SELPA Director is responsible to implement the SELPA Local Plan, including the following

services and operations:

- Providing coordination and overseeing implementation of the SELPA Local Plan.
- Maintaining and monitoring of a SELPA system of internal program review, evaluation, and accountability.
- Monitoring compliance with federal and state laws and regulations to ensure that procedural safeguards are in place and implemented throughout the SELPA.
- Overseeing compliance of Child Find requirements.
- Monitoring the collection of data and facilitating transmission of required district, county, state, and federal SELPA reports.
- Advising the Superintendent, Cabinet, and Board of Trustees/Governing Board regarding special education laws and legislative changes that will impact the SELPA.
- Monitoring and overseeing COE reviews, verification reviews, and complaints related to special education programs.
- Assisting and participating in activities of the CAC.
- Monitoring the appropriate use and budgeting of federal, state, and local funds allocated for special education programs.
- Participating in the development of the Annual Service and Budget plans.
- Providing information to the Superintendent and the Assistant Superintendent of Business Services and Operations of fiscal requirements and changes regarding the budget for special education programs and the SELPA.
- Participating in the development of agreements and contracts with non-public schools, nonpublic agencies, other SELPAs, and other agencies.
- Consulting with private schools within the SELPA for provision of services for eligible private school students.
- Participating as a liaison between and among the SELPA, the California State Department of Education, the Board of Trustees/Governing Board, the Community Advisory Committee, and Federal Office of Special Education Programs.
- Providing technical assistance and consultation to District staff in all areas of special education, including complaint and due process procedures.

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)]

In addition to providing a board range of programs and services to students within the Vallejo City Unified School District attendance area, the SELPA may provide for the education of individual students in special education programs maintained by other districts or counties. The Vallejo City Unified School District SELPA shall develop written agreements to be entered into by entities participating in the Local Plan, if any. Such agreements need not be submitted to the State Superintendent. The SELPA may develop written agreements including, but not limited to, the agreements listed in Education Code section 56195.7. The Vallejo City Unified School District SELPA has 1 Charter School within its geographic boundaries. The charter school is under the jurisdiction of the Vallejo City Unified School District..

The Bay Area Collaborative SELPA Directors have collectively developed a Master Contract and Service Agreement for students placed in certified nonpublic, nonsectarian schools. When Vallejo City Unified School District SELPA contracts with a nonpublic, nonsectarian school, Vallejo City Unified School District SELPA shall evaluate the placement of its student(s) in such schools on at least an annual basis as part of the annual plan IEP review. The Vallejo City Unified School District SELPA representatives shall review the master contract, the individual service agreement template, and the Vallejo City Unified School District SELPA Director for Non Public Schools will ensure that all services agreed upon and specified in the IEP are provided.

The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. Vallejo City Unified School District SELPA will coordinate with other agencies for those students who require regionalized services offered outside the District or to provide other necessary and appropriate services not available in the district.

'Regionalized services' does not mean that every service and placement required for students with disabilities must be available at each site. The concept of regionalized service is to ensure that, even for those services that are less frequently needed, the services will be available within the District or region at District expense. It further means that the District is responsible to provide those services required by a child's Individual Education Program (IEP).

The District has elected to provide some special education services in regionalized settings. For example, students with severe disabilities requiring transportation will be provided regionalized services at selected sites within the District. Students with hearing impairments in grades kindergarten through 5th grade are transported by the district or vendor transportation. Students who are medical fragile are transported to by district or vendor

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transportation with the support of paraprofessional or nurse trained and credentialed to implement the student's health plan.

The Vallejo City Unified School District SELPA has Interagency Agreements with the following:

1. North Bay Regional Services
2. Solano County Head Start

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)]*

N/A

- 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)]*

N/A

- 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)]*

N/A

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)]*

In accordance with Education Code 56205(a)(12)(D)(ii)(I), the hiring, supervision, evaluation, and discipline of the SELPA Administrator is conducted by the Superintendent of the District. All other SELPA staff are evaluated and supervised by the SELPA Administrator and/or Special Education Administrators in the District.

Vallejo City Unified School District is a single district Special Education Local Plan Area (SELPA) and is therefore governed by the Vallejo City Unified School District's School Board of

Trustees/Governing Board. All SELPA staff are recruited and hired under the district board policies and contractual agreements.

Responsibilities of Executive Special Education Director:

Special Education Assistant Director and Program Managers serve under the direction of the SELPA Director and assist in the management and delivery of all special education programs and services.

Responsibilities of Special Education Administrative staff include:

- Observing, consulting with, and assisting special education teachers and support staff.
- Planning programs, overseeing programs, and designating staff to provide appropriate special education programs.
- Coordinating student placements according to student IEPs.
- Participating in the development and implementation of SELPA/District forms, policies, and Procedures.
- Coordinating and providing support for special education staff in implementing core and modified curriculum for special education students.
- Sharing in the design and evaluation of special education programs.
- Supporting school staff in developing and monitoring instructional programs and Innovation of special methods and approaches including inclusive practices.
- Participating in and facilitating IEP team meetings, as necessary.
- Assisting in mediation, due process hearings, and compliance proceedings by providing expertise in knowledge of special education law and regulations, as well as programs and appropriate interventions available throughout the SELPA/district.
- Participating in the planning and/or provision of professional development and training for general and special education teachers, administrators, support staff, and parents.
- Assisting as liaisons to various district committees and community agencies.
- Supporting the development and implementation, as needed, of the IEP for special education students served in the SELPA.
- Assisting site administrators in hiring, assigning, and training teachers and instructional assistants in collaboration with the Human Resource Department.
- Assisting with coordination of career and vocational education and transition services,

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including Workability.

- Coordinating, consulting, and supporting program development in their area of expertise to support school personnel, parents, and other public and private agency personnel.
- Participating in the SELPA/district response to CDE reviews, verification reviews, and complaints related to special education programs.
- Monitoring and participation in the collection of data and for required district, county, state, and federal SELPA/district reports.

- 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)]

As a single District SELPA, special education funds are part of the District adopted budget each year. All federal and state funds designated for special education shall be accrued and spent in compliance and accordance with the adopted Annual Budget Plan (ABP) and Annual Service Plan (ASP), adhering to state and federal requirements.

The Superintendent or designee collaborates with the SELPA Director in determining budget and funding priorities for students with disabilities.

These budget priorities align with the district's vision, goals and priorities ratified to improve education outcomes with students who have an IEP.

Based upon these priorities, a budget is developed and included in the proposed budget adopted by the Board of Education each year.

The Local Plan shall be reviewed at least every three years or whenever new state or federal legislation, regulations, and/or guidelines, or major changes in funding or services indicate the need for possible modification of the Local Plan or there is a change to the governance structure, membership, or policy-making process of the SELPA. Changes or amendments to the permanent portion of the Local Plan may be considered during the Annual Service and Budget Plan process.

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

The SELPA Director and special education administrators provide oversight of operations of the SELPA special education programs. The Board of Education approves the Annual Budget and Service Plan in an annual meeting.

The Vallejo City Unified School District SELPA assures that it has in effect policies, procedures, and programs that are consistent with federal and state law governing the provision of special

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education and related services. (Education Code 56040, 56041, 56205) This includes provision of appropriate staff development programs. (Education Code 56240)

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

The SELPA Director, the Assistant Superintendent of Business Services and Operations shall oversee on an annual basis, the appropriate use of all funds allocated for special education programs. The Assistant Superintendent of Business Services and Operations , reviews and confirms that expenditures for special education funds are appropriate. All special education funds are part of District audit process.

Both the annual budget and service plan for the District are reviewed, at least annually by the Business Services Department, Executive Special Education Director, CAC, and the Superintendent's Cabinet. All policies implemented in the single district SELPA are developed consistent with the district Administrative Procedures.

The district shall also adopt policies for the programs it operates under the local plan, including: nonpublic services, review of placement of students with disabilities and their IEPs, when necessary, procedural safeguards, resource specialists, transportation, information on the number of individuals with exceptional needs who are being provided special education and related services, and caseloads. (Education Code 56195.8) This information may be included as part of the local plan.

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 District, through the Local Plan, has provided assurance to the State that specialized equipment and services are distributed within the District in a manner that minimizes the necessity to service pupils in isolated sites and maximizes the opportunities to serve pupils in the least restrictive environment per Education Code 56206. Each student's Individualized Education Program (IEP) team determines and identifies the school site, which provides the student with a free and appropriate public education in the least restrictive environment. Any necessary specialized equipment and/or services identified by the IEP team will be provided at the identified school site.

Low Incidence funds provided by the State allow for the purchase of specialized books, materials, and equipment are necessary due to the adverse educational impact of a low incidence disability on access to instruction and learning. Low Incidence funding is intended to supplement and not supplant other available funding for books and materials.

“Low Incidence disability” means a severe disabling condition with an expected incidence rate of

less than one (1) percent of the total statewide enrollment in kindergarten through grade twelve (12). For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. The SELPA is responsible for ensuring that each student who has been identified as a student with a "low incidence" disability receives the required instructional support as indicated on the IEP.

The SELPA Director or designee is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds.

Eligibility

The recommendation for the use of Low Incidence equipment is an Individual Education Plan (IEP) team determination made only after an assessment has been completed and during an IEP team meeting. It is not a unilateral decision made by a parent, classroom teacher or other related service provider such as a Speech and Language Pathologist, Occupational Therapist, Physical Therapist or Assistive Technology Specialist.

Low incidence categories for special education are:

Orthopedic Impairment (270) Visual Impairment (250) Hearing Impairment

1. Deaf (230)

2. Hard of Hearing (220)

Any combination of the above, including Deaf/Blind (300) Multiple Disabilities (310) in which one of the above mentioned disabilities must be included 22

LOW INCIDENCE PROCEDURES

1. Schedule and hold the Annual IEP team meeting or an Amendment IEP team meeting as appropriate.
2. At the IEP meeting, identify the Low Incidence eligibility and list that handicapping condition first under "eligibility".
3. Review any assessments and recommendations. If an assessment specifically determines a need for specialized equipment or services, the IEP team must discuss the assessment results and make the determination as to what type of specialized equipment and/or services is needed. If the IEP team determines an assessment needs to be conducted for low incidence purposes, the procedures for developing an Assessment Plan, including permissions and time-lines must be followed and a new IEP team Meeting must be held to review the results of that assessment.
4. At the IEP meeting, the determination of the type of equipment and/or services and who will

be responsible for obtaining the equipment, using it, etc. will be made by the IEP team. This must be reflected in the "Team IEP Meeting Notes".

5. The rationale for the use of the equipment (do not use brand names) for Educational benefits must be described. This is MANDATORY.
6. Develop IEP Goals and Benchmarks specifically addressing the use of the specialized equipment/and or services. The equipment required must be embedded within the goal. Do not write in brand names of equipment, use the generic term such as "adaptive seating", or "speech generating device", etc. For example, "Johnny will request a desired object using a speech generating device by....". When the IEP team has agreed on the various components, update, affirm and attest the changes to the IEP in SEIS.
7. The designated IEP team member for handling the Low Incidence order will copy and attach the information to the IEP. This will include a description of the equipment, the catalogue where it is to be ordered, the vendor information, costs, shipping information, etc.
8. The IEP Case Manager, or individual designated to handle the specialized equipment, will complete the "Low Incidence Cover Sheet" and attach a complete copy of the IEP and equipment and vendor information and send to the Administrator in charge of Low Incidence.
9. The IEP Case Manager or individual designated to handle the specialized equipment will complete a district Purchase Requisition. The name of the student and the purpose for the equipment order must be included on the Purchase Requisition. The delivery location will be specified by the Low Incidence Manager.
10. The Low Incidence Administrator will review the IEP and equipment/vendor information. If all is satisfactory, they will process the order.

Note: The grant has a limited amount of funds each year so the equipment ordered must be the least expensive available that satisfies the need.

11. When the order has been received by the district, the Low Incidence Administrator will check the order for completeness, and record that the order has been received. They will then contact the Case Manager and inform them that the equipment has arrived and is available for pick up.

LOW INCIDENCE FOLLOW-UP PROCEDURES

1. For each Annual IEP thereafter, the IEP Goals and Benchmarks must reflect the progress the student has made utilizing the equipment.
2. Low Incidence equipment is specifically for the use of the Low Incidence student. While other students may use the equipment, such as a computer, if appropriate, the primary use is for the Low Incidence student.

3. Low Incidence Equipment “follows” the student. If a student changes school sites, the teacher may not retain the equipment for use with other students. The equipment must be transferred, according to district transfer procedures, so the assigned student has the equipment not only at the new school site, but also during Extended School Year as appropriate.
4. Equipment that is no longer needed by the student must be returned to the Low Incidence Administrator for inventory and storage purposes.
5. Existing Low Incidence equipment that is no longer being used by the a student for whom it was ordered may be used for other Low Incidence students following the above mentioned procedures. The equipment will need to be checked out from the Low Incidence Administrator.
6. Any questions must be directed to the Low Incidence Administrator

TRANSFER OF SPECIAL EDUCATION STUDENT EQUIPMENT/SUPPLIES

The district has adopted an administrative procedure regarding “the transfer of special education student equipment/supplies. As severely handicapped students move from class to class and/or school to school, it is essential that the student's personalized equipment/supplies are transferred with them.

Use of the Transfer of Special Education Student Equipment/Supplies Form

As need arises for the transfer of Special Education Student Equipment/Supplies, the on- site IEP Case Manager (teacher or speech therapist) shall complete and process the Transfer of Special Education Student Equipment Supplies Form. Upon receipt of the completed form, the Special Education Program Manager will contact the Site Case manager (teacher/speech therapist) and confirm the equipment/supplies, the transfer date and the person responsible for the transfer. The Program Manager will send the form to the receiving school and on site IEP Case Manager (teacher/speech therapist). The Special Education Program Manager will secure appropriate signatures, inventory the equipment on the computer, and file the white copy in the student's Special Education file at the Student Support Services.

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

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is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location: VCUSD Board Policy, Instruction

"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: BP 6159 Instruction

Document Title: Individual Education Program

Document Location: VCUSD Board Policy, Instruction

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

☒ Yes ☐ No

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

Policy/Procedure Number: BP 0430/6159

Document Title: Comprehensive Local Plan for Special Education and Individual Education Programs, Individual Education Program

Document Location: VCUSD Board Policy, Instruction, Philosophy, Goals, Objectives, Comprehensive Plans

"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

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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: BP 6159.1

Document Title: Procedural Safeguards and Complaints for Special Education

Document Location: VCUSD Board Policy, Instruction

"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: BP 6164.4 Instruction

Document Title: Identification of Individuals for Special Education

Document Location: VCUSD Board Policy, Instruction

"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: BP 5022, BP/AR 5125

Document Title: Student and Family Privacy Rights, Student Records

Document Location: VCUSD Board Policy, Student

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"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: BP 6164.4

Document Title: Identification of Individuals for Special Education

Document Location: VCUSD Board Policy; Instruction

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

☒ Yes ☐ No

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

Policy/Procedure Number: BP 6164.41 Instruction

Document Title: Children with Disabilities Enrolled by their Parents in Private Schools

Document Location: VCUSD Board Policy; Instruction

"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)

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Policy/Procedure Number: BP 0430

Document Title: Local Plan for Special Education

Document Location: VCUSD Board Policy, Philosophy, Goals, Objectives, and Comprehensive Plans

"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: BP 6159.2

Document Title: Non-Public, Nonsectarian School and Agency Services for Special Education

Document Location: VCUSD Board Policy, Instruction

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

☒ Yes ☐ No

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

Policy/Procedure Number: BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title: Comprehensive Local Plan for Special Education

Document Location: VCUSD Board Policy, Philosophy, Goals, Objectives, and Comprehensive Plans

"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

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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: BP 4111, 4112.2, AR 4112.23 Personnel

Document Title: Recruitment and Selection, Certification, Special Education Staff

Document Location: VCUSD Board Policy; Personnel

"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: BP 0500 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title: Accountability

Document Location: VCUSD Board Policy, Philosophy, Goals, Objectives and Comprehensive Plans

"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: Board Policy BP 6162.51

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Document Title: State Academic Achievement Tests

Document Location: VCUSD Board Policies; Instruction

"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: BP 3230 Business and Noninstructional Operations

Document Title: Federal and State Funds

Document Location: VCUSD Board Policy Business and Noninstructional Operations

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

☒ Yes ☐ No

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

Policy/Procedure Number: BP 3230 Business and Noninstructional Operations

Document Title: Federal and State Funds

Document Location: VCUSD Board Policy; Business and Noninstructional Operations

"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)

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Policy/Procedure Number: BP 1100 Community Relations

Policy/Procedure Title: Communication With The Public

Document Location: VCUSD Board Policy, Community Relations

"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: BP 5144.1 Students

Document Title: Suspension and Expulsion/Due Process

Document Location: VCUSD Board Policy, Student

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

☒ Yes ☐ No

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

Policy/Procedure Number: BP 0410 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title: Nondiscrimination in District Programs and Activities

Document Location: VCUSD Policy, Philosophy, Goals, Objectives and Comprehensive Plans

"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

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

Policy/Procedure Number: BP/AR 6164.4 Instruction

Document Title: Identification and Evaluation of Individuals or Special Education

Document Location: VCUSD Board Policy, Instruction

"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: BP 5141.21 Students

Document Title: Administering Medication And Monitoring Health Conditions

Document Location: VCUSD Board Policy, Students

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title: BP 0430 Comprehensive Local Plan For Special Education

VCUSD Board Policy, Philosophy, Goals, Objectives and

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Document Location: Comprehensive Plans

Description:

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged birth to 21 years, who reside in the district.

In order to meet the needs of individuals with disabilities, the district shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board and submitted to the county office of education and the Superintendent of Public Instruction. (Education Code 56195.1, 56195.3)

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

2. Coordinated system of identification and assessment:

Document Title:

BP 6164.4 Identification And Evaluation Of Individuals For Special Education

Document Location:

VCUSD Board Policy, Instruction

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in

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Description:

order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

3. Coordinated system of procedural safeguards:

Document Title:

BP 6159.1 Procedural Safeguards And Complaints For Special Education

Document Location:

VCUSD Board Policy, Instruction

Description:

The Governing Board desires in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Governing Board about the result of the hearing.

The Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures.

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The SELPA provides Alternate Dispute Resolution (ADR) as requested by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to school sites in the areas of assessment, identification, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and will retain a copy on our website.

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

Document Title: BP 4131, 4231, 4331 Staff Development

Document Location: VCUSD Policy, Personnel

SELPA Local Plan provides assurances for special education instructional personnel to participate in staff development in-service opportunities in the area of literacy to include current literacy research, state adopted standards and framework, increased participation of students with disabilities in statewide assessment and research based reading strategies. Further, students with disabilities will have access to all core curriculum.

PARENT AND GUARDIAN EDUCATION:

SELPA Director, Executive Special Education Director, and Program Specialists offer support to parents/guardians through IEP meetings, trainings and CAC Workshops throughout the school year. Support is provided to parents, guardians, and community members through coordination with parent liaison and CAC workshops and meetings. On an annual basis the community advisory committee will provide input on the parent and guardian education needs. The SELPA Director will provide input regarding the parents and Family education needs. The SELPA Director will provide needed training and supports as requested or determined appropriate.

Description: The Board of Trustees/Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

Description:

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. They shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but is not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards
2. Use of effective, subject-specific teaching methods, strategies, and skills
3. Use of technologies to enhance instruction
4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English learners, economically disadvantaged students, foster youth, gifted and talented students, and at-risk students
5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning
6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education
7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, tolerance, and discipline, including conflict resolution, and hatred prevention
8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
9. Ability to interpret and use data and assessment results to guide instruction
10. Knowledge of topics related to student health, safety, and welfare
11. Knowledge of topics related to employee health, safety, and security

As necessary, teachers shall receive professional development, as defined in 20 USC 7801, which is designed to help them meet the

requirements of federal law for teachers of core academic subjects. (20 USC 6319)

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom assignments and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement.

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

Document Title: BP 6141 Curriculum Development and Evaluation

Document Location: VCUSD Board Policy, Instruction

Description:

The Governing Board desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all district schools.

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. The process also may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians;

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new research on program effectiveness; or changing student needs.

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

Document Title:

BP 0430 Comprehensive Local Plan for Special Education
BP 0500 Accountability

Document Location:

VCUSD Board Policy, Philosophy, Goals, Objectives and
Comprehensive Plans

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

In order to meet the needs of individuals with disabilities, the district shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board and submitted to the county office of education and the Superintendent of Public Instruction. (Education Code 56195.1, 56195.3)

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

The Governing Board recognizes its responsibility to ensure

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Description:

accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052, 56366)

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth or homeless students. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

Accountability includes the following components:

District-wide goals, objectives, and the indicators that measure the

progress toward the adopted goals.

School-level indicators which show progress that each school is making toward its unique objectives that are aligned to the adopted goals.

Division/department indicators which show the progress that each division/department is making toward the division/department objectives that are aligned to the adopted goals.

Quarterly reports to the Board and community that include approximately one-fourth of the indicators. These reports will include the goal, the indicator, data for the previous year(s), current data, the annual target, and whether or not the target was met. The narrative will include an explanation of the strategies that were used, an analysis of the degree to which those strategies had a positive impact on achieving the target, and description of the next step for what will be continued or done differently during the next reporting period.

Project plans for each indicator that include the goal, the objective, the name of the project owner, the activities, the deliverables, and the measures by which progress on the indicator will be demonstrated. The superintendent's cabinet will review each project plan twice during each calendar year.

An annual report to the Board and community that includes a "report card" on each indicator.

Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of the review and evaluation of district programs and operations.

Following the annual publication of the API and school rankings by the Superintendent of Public Instruction, the Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking. (Education Code 52056)

Evaluation results may be used as a basis for identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.

7. Coordinated system of data collection and management:

BP 0430 Comprehensive Local Plan for Special Education

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Document Title: BP 0500 Accountability

Document Location: VCUSD Board Policy, Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged birth to 21 years, who reside in the district.

In order to meet the needs of individuals with disabilities, the district shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board and submitted to the county office of education and the Superintendent of Public Instruction. (Education Code 56195.1, 56195.3)

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in

Description:

the local control and accountability plan (LCAP).

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052, 56366)

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The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

Accountability includes the following components:

District-wide goals, objectives, and the indicators that measure the progress toward the adopted goals.

School-level indicators which show progress that each school is making toward its unique objectives that are aligned to the adopted goals.

Division/department indicators which show the progress that each

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division/department is making toward the division/department objectives that are aligned to the adopted goals.

Quarterly reports to the Board and community that include approximately one-fourth of the indicators. These reports will include the goal, the indicator, data for the previous year(s), current data, the annual target, and whether or not the target was met. The narrative will include an explanation of the strategies that were used, an analysis of the degree to which those strategies had a positive impact on achieving the target, and description of the next step for what will be continued or done differently during the next reporting period.

Project plans for each indicator that include the goal, the objective, the name of the project owner, the activities, the deliverables, and the measures by which progress on the indicator will be demonstrated. The superintendent's cabinet will review each project plan twice during each calendar year.

An annual report to the Board and community that includes a "report card" on each indicator.

Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of the review and evaluation of district programs and operations.

Following the annual publication of the API and school rankings by the Superintendent of Public Instruction, the Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking. (Education Code 52056)

Evaluation results may be used as a basis for identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.

8. Coordination of interagency agreements:

Document Title:

BP 0430 Comprehensive Local Plan for Special Education
BP 1601 Relations between Non-Public and Other Educational
Organizations and the Schools

Document Location:

VCUSD Board Policies, Community Relations

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Description:

The SELPA Director will serve as the liaison to the Regional Center, California Children's Services and other private and public agencies to coordinate services for students with disabilities

It shall be the policy of Vallejo City Unified School District 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 Board of Trustees/Governing Board recognizes the need and the worth of cooperative relationships with other schools, colleges, and educational organizations. It encourages members of the school staff to work with their counterparts in such organizations on It shall be the policy of Vallejo City Unified School District 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.

Description: The Board of Trustees/Governing Board recognizes the need and the worth of cooperative relationships with other schools, colleges, and educational organizations. It encourages members of the school staff to work with their counterparts in such organizations on educational matters within the framework established by statutes, state regulations and Board Policy.

Please refer to the Vallejo City Unified School District SELPA Local Plan Sections B item 3, 4 and 9 for information regarding coordination of interagency agreements.

9. Coordination of services to medical facilities:

Document Title:

BP 6183 Home And Hospital Instruction
BP/AR 5141
Vallejo City Unified School District's Individualized Education Program Practices and Procedures Manual

Document Location:

VCUSD Board Policy, Instruction, Vallejo City Unified School District's Individualized Education Program Practices and Procedures Manual, Chapter XX, page XXX (Coordination of Services and Medical Facilities)

Students temporarily disabled by accident or by physical, mental or

emotional illness may receive individual instruction at home or in a hospital or residential health facility within the district. Such instruction may be given from one to five hours a week.

Home or hospital instruction will be provided only when a student is expected to be out of school for two weeks or longer.

Home or hospital instruction will be provided only by teachers with valid California teaching credentials.

The home teacher will consult with the student's current classroom teacher or teachers so as to provide a continuity of instruction that enables the student to keep up with the regular school program insofar as possible.

When seeking instruction for a student at home or in a hospital located within the district, the parent/guardian shall present this request at the home school, together with a physician's written description of the disabling condition. The physician shall have determined that the student is unable to attend school and will not expose the home teacher to any contagious disease that can be transmitted by casual contact.

As required by law, the district shall notify parents/guardians annually that (1) individual instruction is available for temporarily disabled students and (2) when a student becomes temporarily disabled, it is the parent/guardian's responsibility to notify the district in which the student is receiving care. (Education Code 48208)

An out-of-district student temporarily disabled and confined to a hospital or health facility within this district shall receive individual instruction when the district is notified by the student's parent/guardian. Within five days of notification, the district shall determine whether the student is able to receive instruction and, if so, when it shall begin. If given, instruction shall begin within five days of this determination.

The district administrator shall maintain regulations to implement the home and hospital instruction program.

Emergency Contact Information

In order to facilitate contact in case of an emergency or accident, the principal or designee shall annually require that parents/guardians provide the following information:

Home address and telephone number

Description:

Parent/guardian's business address and telephone number

Parent/guardian's cell phone number and email address, if applicable

Name, address, and telephone number of an alternative contact person to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached

Local physician to call in case of emergency

In addition, parents/guardians shall be encouraged to notify the school whenever their emergency contact information changes.

Notification/Consent for Medical Treatment

Whenever a student requires emergency or urgent medical treatment while at school or a school-sponsored activity, the principal or designee shall contact the parent/guardian or other person identified on the emergency contact form in order to obtain consent for the medical treatment.

If the student's parent/guardian or other contact person cannot be reached to provide consent the principal may seek reasonable medical treatment for the student as needed, unless the parent/guardian has previously filed with the district a written objection to any medical treatment other than first aid.

A person who has filed with the district a completed caregiver's authorization affidavit pursuant to Family Code 6550-6552 shall have the right to consent to or refuse school-related medical care on behalf of the minor student. The caregiver's authorization shall be invalid if the district receives notice that the minor student is no longer living with the caregiver or if the Superintendent or designee has actual knowledge of facts contrary to those stated on the affidavit. (Family Code 6550)

The caregiver's consent to medical care shall be superseded by any contravening decision of the parent or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health or safety. (Family Code 6550)

Automated External Defibrillators

When an automated external defibrillator (AED) is placed in a district school, the Superintendent or designee shall notify an agent of the local

emergency medical services agency of the existence, location, and type of AED acquired. (Health and Safety Code 1797.196, 1797.200)

The Superintendent or designee shall ensure that any AED placed at a district school is maintained and tested according to the operation and maintenance guidelines set forth by the manufacturer. (Health and Safety Code 1797.196)

The Superintendent or designee shall develop a written plan which describes the procedures to be followed in the event of a medical emergency, including an emergency that may involve the use of an AED. These procedures should include, but not be limited to, requirements for immediate notification of the 911 emergency telephone number in the event of an emergency that may involve the use of an AED.

The principal of any district school with an AED shall annually provide information to school employees that describes: (Health and Safety Code 1797.196)

1. Sudden cardiac arrest
2. The school's emergency response plan
3. The proper use of an AED

Instructions on how to use the AED, in no less than 14-point type, shall be posted next to every AED. In addition, school employees shall be notified annually of the location of all AED units on campus. (Health and Safety Code 1797.196)

Each AED shall be checked for readiness at least biannually after each use. In addition, the Superintendent or designee shall ensure that an inspection is made of all AEDs at least every 90 days for potential issues related to operability of the device, including a blinking light or other obvious defect that may suggest tampering or that another problem has arisen with the functionality of the AED. The Superintendent or designee shall maintain records of these checks. (Health and Safety Code 1797-196)

Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the district if located within the boundaries of the school district in which the hospital or facility is.

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

Document Title: BP 6173.1: Education For Foster Youth

Document Location: VCUSD Board Policy, Instruction

Description:

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate

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services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

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

Document Title:

BP 0430: Comprehensive Local Plan For Special Education

Document Location:

VCUSD Board Policy, Philosophy, Goals, Objectives and Comprehensive Plans, BP 0430/VCUSD Unified School District's Individualized Education Program Practices and Procedures Manual Chapter X, Page X

The SELPA Director will ensure the timely preparation and transmission of required reports to the California Department of Education in the manner required by the Department, including the Special Education Local Plan, Annual Service Plan, and Annual Budget Plan. The CAC Local Plan subcommittee will have an opportunity to review the plan and provide feedback, and shall receive notice of the date when plans are submitted.

When needed, the SELPA Director will collaborate with other Vallejo City Unified School District SELPA personnel (e.g. fiscal services and personnel) to ensure a complete and accurate report. The SELPA Director will ensure transmission of all documents related to the Local Plan, Service Plan and Budget plan.

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged birth to 21 years, who reside in the district.

In order to meet the needs of individuals with disabilities, the district shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan

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Description:

shall be approved by the Board and submitted to the county office of education and the Superintendent of Public Instruction. (Education Code 56195.1, 56195.3)

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

12. Fiscal and logistical support of the CAC:

Document Title:

BP 1220 Community Relations/ Unified School District's Individualized Education Program Practices and Procedures Manual chapter 1 page 10

Document Location:

VCUSD Board Policy, Community Relations, Vallejo City Unified School District's Individualized Education Program Practices and Procedures Manual chapter X, page XX

SELPA Director coordinates the logistics and provides fiscal support, clerical support, and support with necessary communications through district e-mail and Parent Square for CAC meetings, activities and training provided by the Special Education Liaison and personnel. The SELPA Director documents all communication between the SELPA Director and the CAC Executive Board.

Description: The Board of Trustees/Governing Board recognizes that citizen advisory committees enable the Board to better understand the interests and concerns of the community. The Board shall establish citizen advisory committees as the need arises or as required by law.

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Description:

The purposes of any such committees shall be clearly defined and aligned to the district's vision and goals.

Citizen advisory committees shall serve in a strictly advisory capacity; they may make recommendations regarding Board policy, but their actions shall not be binding on the Board. The Board may dissolve any advisory committee not required by law when the committee has fulfilled its duties or at any time the Board determines it necessary.

The membership of citizen advisory committees 15 should represent the diversity of the community and a diversity of viewpoints. With Board approval, the Superintendent or designee may appoint committee members.

The Superintendent or designee shall provide training and information as necessary to enable committee members to understand the basic administrative structure, program processes, and goals of the committee.

The Superintendent or designee may establish advisory committees which shall report to him/her in accordance with law, Board policy, and administrative regulation.

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

Document Title:

BP/AR 3541.2 Transportation For Students With Disabilities
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Document Location:

VCUSD Board Policy, Transportation For Students With Disabilities

Vallejo City Unified School SELPA shall make home-to-school transportation available for students at no cost to parents/guardians as specified in the student's IEP. The Superintendent or designee shall establish procedures to ensure compatibility between mobile seating devices. Vallejo City Unified SELPA utilizes four types of transportation: transportation through district buses, vendorized services, public transit passes, taxi, and mileage reimbursement for parent/guardian in private vehicles. Vallejo City Unified School District SELPA has a responsibility to transport students with IEPs to/from field trips and activities that are part of the educational program of students at their school. As with all services teams should consider the least restrictive environment when discussing transportation options.

Student needs and placement requirements should be the primary factors used to determine if Special Education transportation is required.

Description:

Factors related to a student's disability impact can include:

Medical diagnosis and health needs considerations, such as the general ability and/or strength to ambulate/wheel; the approximate distance from school or the distance needed to walk or wheel oneself to the school; if there are medical conditions present such that a student would be unable to walk to school or take public transit unattended, etc.

Physical accessibility of curbs, sidewalks, streets, and public transportation systems.

Consideration of a pupil's capacity to arrive at school on time, to avoid getting lost, to avoid dangerous traffic situations, and to avoid other potentially dangerous or exploitative situations on the way to and from school.

Behavioral Intervention Plans [Education Code sections 56520-56525] specified by the pupil's IEP that may impact the safety of transit to school.

Student placement is also a factor for teams to consider. Students with related services only or who receive service from a resource specialist are typically placed at their neighborhood school or at the family's school of choice for the parent/guardian and are not placed by the Special Education Department, indicating that they are likely ineligible for Special Education transportation. Students with more extensive services who are placed at a specific school site are more likely to be eligible, under the criteria listed above.

Discipline and Transportation

Occasionally, a student exhibits a behavior during transit to school that requires discipline, which may include suspension. The Education Code addresses discipline on Special Education transportation and reads:

If an individual with exceptional needs is excluded from school bus transportation, the pupil is entitled to be provided with an alternative form of transportation at no cost to the pupil or parent or guardian provided that transportation is specified in the pupil's individualized education program.

Description: The Governing Board desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The district shall provide appropriate transportation services for a student with disabilities when the district is

the student's district of residence and the transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan.

The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

The Superintendent or designee shall provide IEP teams with information about district transportation services in order to assist them in making decisions as to the mode, schedule, and location of transportation services that may be available to each student with disabilities. The IEP team may communicate with district transportation staff and/or invite transportation staff to attend IEP team meetings where the student's transportation needs will be discussed.

Transportation services specified in a student's IEP or Section 504 plan shall be provided at no cost to the student or his/her parent/guardian.

If a student whose IEP or accommodation plan specifies transportation needs is excluded from school bus transportation for any reason, such as suspension, expulsion, or other reason, the district shall provide alternative transportation at no cost to the student or parent/guardian. (Education Code 48915.5)

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Superintendent or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP. (Education Code 56366)

The Superintendent or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

The Superintendent or designee shall ensure that any mobile seating devices used on district buses are compatible with bus securement systems required by 49 CFR 571.222. (Education Code 56195.8)

As necessary, a student with disabilities may be accompanied on school transportation by a service animal, as defined in 28 CFR 35.104, including a specially trained guide dog, signal dog, or service dog. (Education Code 39839; Civil Code 54.1-54.2; 28 CFR 35.136)

When transportation is not specifically required by the IEP or Section 504 plan of a student with disabilities, the student shall be subject to the rules and policies regarding regular transportation offerings within the district.

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

Document Title:

BP 6178 & 6178.1 Career and Technical Education, Vallejo City Unified School District's Individualized Education Program Practices and Procedures Manual, Chapter xx, pages XX-XXX

Document Location:

VCUSD Board Policy, Instruction, Vallejo City Unified School District's Individualized Education Program Practices and Procedures Manual, Chapter X pages XX-XXX

The Career Transition Services department works closely with the California Department of Education, through the Workability 1 grant, and the Department of Rehabilitation, through the Transition Partnership Program, to provide Transition Services and Supports to students with disabilities aged 16 and above. All students who are transition aged receive direct transition services, typically in the form of college awareness and/or career awareness. Services are aligned to each student's Individual Transition Plan, which guides their post-secondary goals, interests and needs. Services are provided by Career Transition Services case managers and Special Education teachers and are designed to:

1. Support students in identifying their strengths, skills and interests;
2. Aligning interests to potential career paths;
3. Supporting job skill development, including writing resumes and participating in interviews;
4. Exploring college opportunities and navigating the admissions process;
5. Identifying local employers aligned to career paths and facilitating the initial outreach process;

6. Supporting students in being self advocates and connections with agency partners.

Students are identified by Case Managers, parents/ families, school site support staff, and Linked Learning partners to receive additional support and services through the EmployAbility Program. Case Managers in the EmployAbility Program coordinate with teachers at school sites in Middle and High Schools to schedule workshops to provide access to Transition Instruction and support to students across the District while identifying students that are interested in and could benefit from additional and more individualized support.

Our programs actively collaborate with District offices, Linked Learning, to ensure that students with special needs are active participants in available Career Technical Education (CTE) programming and opportunities as they work towards continuing their education and transitioning to career and the world of work.

Students with disabilities are afforded opportunities to participate in district dual and concurrent enrollment programs to earn college credit while in high school, and participating students receive reasonable accommodations to facilitate their participation in such programs.

Our Young Adult Transition Program provides opportunities for students with mild/moderate disabilities aged 18-22 to access Community College programming through the Dual/ Concurrent Enrollment relationship between the Vallejo Unified City School District and the Solano County College District. Young Adult Program students are able to access classes, programs, and activities that are appropriate, of interest, and provided by the Solano County Community College District with coordinated in- program and Community College supports, XXXXXY and support staff interventions, and on- going check-ins and reviews of accessibility, success, and skill development in-line with Individualized Transition Plans.

Our Young Adult Transition Program also provides opportunities for students to develop their vocational skills through a variety of work experiences and opportunities. Our programming prioritizes opportunities and experiences that participate in and lead to Competitive Integrated Employment for our young adult students with disabilities. Our teachers and programs partner with local businesses and our EmployAbility department to carve out experiences that will provide the appropriate support and learning opportunities for students to build the skills that will lead to long-term direct-hire opportunities in competitive

and integrated employment settings.

Description: The Governing Board desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy.

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations by providing a rigorous academic component and practical experience in all aspects of an industry. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs (ROC/Ps), charter schools, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

The Superintendent or designee shall explore available funding sources that may be used to support CTE programs. The Board shall review and approve all district plans and applications for the use of district, state, and/or federal funds supporting CTE.

The Board shall adopt district standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

The Superintendent or designee shall systematically review the district's CTE courses to determine the degree to which each course may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. CTE courses approved for these purposes shall be equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

Description:

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities. The Superintendent or designee shall also work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and representative of the field office of the California Employment Development Department. (Education Code 8070)

The Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the district, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements. In addition, secondary students shall receive individualized academic counseling which provides information about academic and CTE opportunities related to the student's career goals.

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. The notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354; 34 CFR 100 Appendix B, 104.8, 106.9)

To the extent required by law, the Superintendent or designee shall invite the participation of private school students in CTE programs

supported by federal funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins). (20 USC 2397)

The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.

When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county. The notification shall include the planned date, time and location of the college or career fair. (Labor Code 3074.2)

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. The Superintendent or designee shall also provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

The Superintendent or designee shall provide counselors and other guidance personnel with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work-based learning opportunities, and postsecondary education and employment options following high school.

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

The Superintendent or designee shall annually report to the Board achievement data on participating students, including, but not limited to, the percentage of participating students who successfully complete CTE programs, their performance on state and district academic achievement tests, and graduation rates. Data shall be disaggregated by program and various student subgroups. Based on such data, the Board shall determine the need for program improvements and update the goals in the district's local control and accountability plan as necessary.

The Governing Board desires to facilitate work-based learning opportunities which link classroom learning with real-world experiences.

The district's work-based learning program shall be designed to teach students the skills, attitudes, and knowledge necessary for successful employment and to reinforce mastery of both academic and career technical education (CTE) standards.

The district's work-based learning program may offer opportunities for paid and/or unpaid work experiences, including, but not limited to:

Work experience education as defined in Education Code 51764

Cooperative CTE or community classrooms as defined in Education Code 52372.1

Job shadowing experience as defined in Education Code 51769

Student internships

Apprenticeship

Service learning

Employment in social/civic or school-based enterprises

Technology-based or other simulated work experiences

The Superintendent or designee may provide students employment opportunities with public and private employers in areas within or outside the district, including in any contiguous state. (Education Code 51768)

The Board may elect to pay wages to students participating in a work-based learning program, but shall not make payments to or for private employers except for students with disabilities who are participating in work experience education programs funded by the state for such students. (Education Code 51768)

Any district plan for work-based learning shall be submitted to the Board for approval. When required, the plan shall be submitted to the California Department of Education or other state agency or official.

The Superintendent or designee shall involve local businesses or business organizations in planning and implementing work-based learning opportunities that support the district's vision and goals for student learning and local workforce development efforts. He also may work with postsecondary institutions, community organizations, and others to identify opportunities for work-based learning.

When required by law, the Superintendent or designee shall develop a written training agreement with the employer that describes the conditions and requirements to be met by all parties and shall develop an individual training plan for each student which outlines the objectives or competencies that the student is expected to accomplish at the work site. (5 CCR 10070-10071, 10087, 10108)

To ensure appropriate guidance and supervision of participating students and maximize the educational benefit from placement in any work-based learning program, district staff shall coordinate with the workplace supervisors or mentors.

A minor student shall be allowed employment through a paid work-based learning program only if he/she has been issued a work permit, in accordance with law, Board policy, and administrative regulation. (Education Code 49113, 49160)

All laws or rules applicable to minors in employment relationships shall be applicable to students enrolled in work-based learning programs. (Education Code 51763)

The Superintendent or designee shall ensure that any student participating in a work-based learning program off school grounds is covered under the employer's or district's insurance, as applicable, in the event the student is injured.

The Superintendent or designee shall ensure that any teacher-coordinator of a work-based learning program possesses the appropriate credential issued by the Commission on Teacher Credentialing. (5 CCR 10075, 10080, 10100)

The Superintendent or designee shall maintain records related to each student's participation in the district's work-based learning program, including, but not limited to, the student's individualized training plan, employment hours and job site, work permit if applicable, the employer's report of student's attendance and job performance, the teacher-coordinator's consultations and observations, and reports of the student's grade and credits earned.

The Superintendent or designee shall periodically report to the Board regarding program implementation and effectiveness, including, but not limited to, rates of student participation in work-based learning programs and assessment results of participating students.

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15. Assurance of full educational opportunity:

Document Title: BP 0410 Nondiscrimination In District Programs and ActivitiesDocument Location: VCUSD Board Policy, Community Relations

The Governing Board is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, immigration status, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employee organizations, applicants for admission and employment, and sources of referral of applicants about the district's policy on nondiscrimination and related complaint procedures.. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on

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the district's web site and, when available, district-supported social media.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

District Ombudsperson

Tamisha Lee

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665 Walnut Ave., Vallejo, CA 94592

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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:

BP 0430 Comprehensive Local Plan For Special Education
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Document Location:

VCUSD Board Policy, Philosophy, Goals, Objectives, and Comprehensive Plans
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The Superintendent has executive responsibility for implementing the Local Plan. Additional duties include, but are not limited to:
--

1. Implements and monitors all special education policies established by the governing board.
--

2. Reviews and recommends the annual budget and staffing formula for special education programs and recommends them to the governing board.
--

3. Ensure the district's compliance with federal and state laws and regulations as they pertain to individuals with exceptional needs.

The Vallejo City Unified School District SELPA Director shall serve on behalf of the District and implement the Local Plan in accordance with the above, including providing oversight and fiscal administration for the allocation of state and federal fund.

Description: The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged birth to 21 years, who reside in the district.
--

In order to meet the needs of individuals with disabilities, the district shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

Description:

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board and submitted to the county office of

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education and the Superintendent of Public Instruction. (Education Code 56195.1, 56195.3)

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

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

Document Title:

Vallejo City Unified School District's Individualized Education Program Practices and Procedures Manual/Appendix 13 Program Specialists

Document Location:

Vallejo City Unified School District's Individualized Education Program Practices and Procedures Manual, appendix 13, page 236

PROGRAM SPECIALISTS (Program Managers)

The Program Managers are employed by the SELPA and serve under the direction of the SELPA Director.

The VCUSD Personnel Department approves the employment of program specialist following the procedure previously outlined. Program Managers provide unique and necessary services to pupils in the VCUSD SELPA. Program specialist shall provide the following services:

Major Responsibilities:

- Assists in implementing Individualized Education Program (IEP) team decisions by conferring with parents, teachers, and

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Description:

administrators.

- Assists in coordinating and monitoring special education placements.
- Assists special educators in the development, implementation, and evaluation of the school site programs.
- Reviews the development of student instructional plans, assuring legal compliance.
- Assists Administrator of Special Education in program and curriculum development.
- Assists in the evaluation of program effectiveness.
- Assists in placing children in nonpublic schools.
- Assists in Facilitated IEP Meetings and Alternate Dispute Resolution Panel.
- Assists in Due Process Hearings.
- Attends Board of Education meetings as requested.

Performs other related duties assigned by the SELPA Director.

Works with other departments and school sites to assure the alignment of the curriculum between the general education program and the curriculum offered in Special Education classrooms.

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:

BP 6159 Individualized Education Program and Individualized Family Service Plan Part C. Transition/Vallejo City Unified School District's Individualized Education Program Practices and Procedures Manual, Chapter 4 Early Childhood Education

Document Location:

VCUSD Board Policy, Instruction, Vallejo City Unified School District's Individualized Education Program Practices and Procedures Manual

It shall be the policy of Vallejo City Unified School District that an Individual Education Program (IEP) or an Individualized Family Service

Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review the student's progress and make appropriate revisions.

It shall be the policy of Vallejo City Unified School District that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition Process shall be smooth, timely and effective for the child and the family.

See: Regional Center of the East Bay Agreement

Vallejo City Unified School District's Individualized Education Program Practices and Procedures Manual

CHAPTER X

EARLY CHILDHOOD EDUCATION

Procedures for Working with Infants and Toddlers

The procedures for working with Infants and Toddlers is described in detail in the agreement between the Regional Center of the East Bay (RCEB) and all the Special Education Local Plan Areas (SELPA) located within Solano County, including the Vallejo City Unified School District SELPA.

This agreement describes how the assignment of service coordinators takes place as well as describing the procedures used to develop services to infants, toddlers and their families. A signed (by all participants) dated copy of the agreement is maintained in the SELPA Director's office located in the Vallejo City Unified School District office..

This Interagency agreement can also be located in the Appendix to the VCUSD Local Plan for Special Education. Special Education personnel wishing to learn these procedures may look at the agreement maintained in the SELPA Director's office and, if necessary, obtain a copy.

The following procedures are those agreed upon by all the Solano County SELPAs and the Regional Center of the East Bay.

Referral Procedures

RCEB and the Alameda and Solano County SELPAs work cooperatively to meet the needs of all children eligible for services under Early Start Part C of the Individuals With Disabilities Education Act (IDEA).

RCEB Eligibility

To be found eligible, infants and toddlers from birth to two years of age, for whom a need for early intervention services as specified in IDEA and applicable regulations, is documented by means of assessment and evaluation as required by law. Infants and toddlers must meet one of the following criteria for eligibility:

1. Infants and toddlers with a developmental delay in one of more of five areas:

- a. Cognitive development;
- b. Physical and motor development including vision and hearing;
- c. Communication development;
- d. Social or Emotional development; or
- e. Adaptive development.

Developmentally delayed infants and toddlers are those who are determined to have a significant difference between the expected level of development for their age and their current level of function. Qualified personnel who are recognized by, or part of a multidisciplinary team, including the parents, will make this determination. A significant difference is defined as a thirty-three (33) percent delay in one or more developmental areas.

2. Infants and toddlers with established risk conditions, with conditions of known etiology, or conditions with established harmful developmental consequences. The conditions shall be diagnosed by a qualified personnel recognized by, or part of a multidisciplinary team, which includes the parents. The condition shall be certified as having a high probability of leading to developmental delay even if the delay is not evident at the time of diagnosis.

Infants and toddlers who are at high risk of having substantial developmental disability due to a combination of biomedical risk factors, the presence of which are diagnosed by qualified personnel recognized by or part of, a multidisciplinary team, including the parents.

Local Education Agency (LEA) Referral Procedures and Eligibility Criteria

Under California Education Code 56424, LEAs are responsible for providing Early Start Part C services to infants and toddlers with Solely Low Incidence (SLI) Disabilities. These are disabilities defined as severely disabling conditions that including hearing impairments, vision impairments and severe orthopedic impairments or any combination thereof.

Based on the above criteria, the RCEB Interagency Agreement specifies which agency is to perform which functions. For the purpose of the VCUSD Procedural Manual, the following procedures and responsibilities are to be carried out by the LEA herein referred to as the District:

1. The District will refer all infants and toddlers that may be potentially eligible for RCEB, IDEA Part C services. All cases regarding children suspected of being eligible for services under Part C will be referred to the RCEB within seven (7) days of identification using the Early Start Referral form for referrals to RCEB. . The RCEB is responsible for evaluating and determining eligibility.
2. If a toddler is two years, ten months of age or more at the time of initial referral to RCEB, the District will accept the referral for educational assessment and recommendations regardless of the suspected disabling conditions, with parental/guardian consent.
3. The District will identify an individual who will act as infant contact for all children birth to three years of age referred to RCEB.
4. All children currently receiving infant services through the District, and served by the District regardless of the suspected disabling condition, will continue to receive services, provided the District does not exceed its 1980-81 mandate and its funded capacity per current fiscal year related to Maintenance of Effort (see the VCUSD Local Plan Budget Plan).

The SELPA shall notify RCEB when it reaches its funded capacity and when openings for services occur. The District and the RCEB shall determine a mutually agreeable method in which these notifications will occur.

5. The District is responsible for providing services and service coordination to infants and toddlers with a Solely Low Incidence (SLI)

birth to 36 months of age. It accepts referrals from RCEB for a child who has an SLI disability, and assumes responsibility for assessment and the determination of eligibility for the child.

6. The District accepts referrals of children with hearing impairments from the California Department of Education Newborn Hearing Screen Program. Upon receipt of the referral, the District will contact the child's family to initiate the evaluation and assessment process.

7. Within 45 days of referral, the District will complete the evaluation and assessment process for all children referred and suspected of having a SLI, if the child is found eligible, the District will develop an IFSP with the family.

8. When a child enters the District for Part C services, such early intervention services shall be child and family directed as agreed upon by the family.

9. The District accepts direct referrals for educational evaluation, assessment and recommendations for Part B of IDEA, regardless of disabling condition and with parent/guardian consent for a child who is two years, 10 months of age or more. State and federal laws apply.

Individualized Family Service Plan (IFSP)

Each child eligible for services under Part C must have an Individualized Family Service Plan (IFSP). The evaluation, assessment, and meeting to develop the IFSP must be held within 45 calendar days from the date of referral. All IFSP meetings shall be in the native language of the family and the IFSP shall be provided in the family's native language unless to do so is not feasible.

Description:

The District is responsible for the following:

The development of the IFSP for children with SLI disabilities;

The IFSP team which includes representation from all agencies that provide necessary services to the infant and/or family;

The IFSP document, written and implemented in accordance with state and federal regulations.

Appointing a service coordinator who meets with the family and conducts a six-month and annual review of the IFSP either in person, or by telephone.

Transition

All children receiving Early Start services are potentially eligible for the District special education and related services at age three. The RCEB service coordinator must notify the District of all potentially eligible toddlers and the need to establish a transition plan in the IFSP conference not more than nine months, and not fewer than 90 days, prior to the toddler's third birthday. The transition process begins planning for service options to the child as they approach age three but no later than 36 months of age. The child who is served either by RCEB or the District shall have the benefit of transition planning from Part C infant services to educational services under Part B of IDEA and provided by the District. The District will:

1. Confirm receipt of the invitation to attend the transition planning conference and IFSP meeting for a child between the ages of 2.6- 2.9 years but not fewer than 90 days prior to the child's third birthday. During the Extended Year School Year (ESY), the District will identify a representative to be available to attend the IFSP Transition Planning Conference.
2. During the IFSP Transition Planning Conference, the District will participate in the discussion of the transition steps as part of the IFSP including:
 - a. The Assessment process
 - b. Timelines
 - c. Eligibility criteria
 - d. A review of possible preschool program and service options
 - e. Suggest a notification/referral date at least 90 days prior to the third birthday
 - f. Identify additional information to be included
 - g. Provide the parent/guardian a copy of the Parent's Due Process rights.
3. When the IFSP Transition Conference is held with the District and the toddler is between the ages of 2.6 through 2.8 years of age, the IFSP team will determine the date the official notification and referral to the District will be made. The notification/referral cannot be fewer than 90

days prior to the toddler's third birthday. Upon receipt of the notification/referral, the District will respond in accordance to state and federal regulations.

4. IF the IFSP Transition conference is held between the ages of 2.8 and 2.9 years of age, the District may present the Assessment Plan or Prior Written Notice to the parent/guardian during the meeting.

5. The District will schedule an IEP meeting, which will include the parent/guardian, the RCEB Service Coordinator (at the request of the parent/guardian), and all other appropriate District personnel. The IEP will be developed and implemented upon written parent/guardian sent by the child's third birthday.

Service Coordination

Service Coordination is an early intervention service and must be provided under public supervision. The role of the Service Coordinator is to facilitate implementation of the IFSP and to coordinate services with other agencies and persons. The Service Coordinator must be knowledgeable about eligible infant and toddler programs, Part C law and regulations and the nature and scope of services under Part C of IDEA.

The District and RCEB shall both do the following:

1. Appoint a Service Coordinator that meets the Part C standards;
2. The Service Coordinator serves as the primary point of contact for eligible children and their families;
3. The Service Coordinator is responsible for coordinating with other agencies and persons providing services to the family.

Service Coordination activities include the following:

1. Coordinating evaluations and assessments;
2. Facilitating and participating in the development, review, and evaluation of IFSPs;
3. Assisting families in identifying service providers and informing families about additional non-required services;
4. Coordinating and monitoring the delivery of services outlined on the IFSP;

5. Informing families of Early Start their Parental Rights and Procedural Safeguards;

6. Facilitating the development of a transition plan from Part C of IDEA to Part B of IDEA preschool service, as appropriate, and/or other community resources.

The Provision of Services

All services must be provided and monitored by the appropriate qualified personnel. Services to families are to provide the “supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child”. It is understood that the level, type, frequency and provider of services may change upon the transfer of a case between agencies.

The District shall:

Provide services to all children with SLI;

Shall continue to serve non-categorical infants at their previously mandated 1980-81 mandated funded capacity numbers;

Shall consider the RCEB recommendations but is not obligated to implement or continue services provided by RCEB prior to the referral to the District.

Parents of infants and toddlers are entitled to a copy of their rights as specified under Procedural Safeguards. District personnel are to follow the district guidelines regarding the provision of the safeguards to children in the Early Start Program

Surrogate Parents

When needed, RCEB and the District will cooperate in the assignment and training of surrogate parents. Surrogate parents may be called upon to ensure that the rights of eligible children are protected if: a. No parents can be identified; b. The whereabouts of the parent cannot be determined and c. The child is a dependent of the juvenile court and the parental rights of the parent have been limited by the court or relinquished.

Surrogate parents may represent the child in all matters related to:

1. The evaluation and assessment of the child;

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2. The development and implementation of the child's IFSP and reviews;
3. The ongoing provision of early intervention services ‘
4. Any other rights established under Part C.

*District personnel should consult the “VCUSD Surrogate Parent Handbook” for specifics as needed.

Dispute Resolution

It is the intent of both RCEB and the District to resolve all disputes at the lowest administrative level possible. Dispute resolution for issues between RCEB and the District should be resolved at the earliest opportunity. District staff should immediately consult with their Program Managers should any dispute arise. Children receiving early intervention services continue to receive all such services, including placement as previously identified and agreed upon during the IFSP, during the period of the dispute. If the dispute arises around procedures prior to the development of the IFSP and local discussion cannot be resolved within 15 days, the issue will be referred to DDS and CDE for a state-level review and resolutions.

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:

BP 1312.3 Notice of Procedural Safeguards/Uniform Complaint Procedures, Community Relations
AR 1312.3 Notice of Procedural Safeguards/Uniform Complaint Procedures, Community Relations

Document Location:

VCUSD Board Policy, Community Relations, VCUSD SELPA Director's Office

It shall be the policy of Vallejo City Unified School District that children with disabilities and their parents shall be afforded all the procedural safeguards throughout the provision of a free appropriate public education, including the identification, evaluation and placement process.

Within the Vallejo City Unified School District SELPA, there are a variety of methods that members of the public can use to raise questions or concerns, in their home language, including any of the following:

- CAC meetings are publicized in advance of the meeting. At our CAC meetings each month, there is a dedicated time in the agenda for community concerns.
- Executive Special Education SELPA Director, the Assistant Special Director and Special Education Program Managers, and Special Education Parent Liaison are present to speak with individuals about their concerns or questions and can help parents/guardians connect directly with site staff when necessary to facilitate next steps;
- Contact information for the Special Education leadership team is posted on the Vallejo City Unified Special Education website and Special Education Handbook so families may reach out via phone or email to receive an individual response. Families may request an in-person meeting at any time to discuss questions or concerns, and a meeting will be scheduled within 30 calendar days;
- Families may visit the Special Education offices to speak with a representative;
- Families may request an IEP team meeting with their child's case manager and ask that a representative from the Special Education Department attend. Translation services will be provided as needed.

Uniform Complaint Procedures

The School Board of Trustees/Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs consolidated categorical aid programs, employability program, agricultural vocational education, American Indian Education, Centers

Description:

and Early Childhood Education program assessments, bilingual education, California Peer Assistance and Review programs for teachers, compensatory education, English learner programs, every student succeeds act / no child left behind, regional occupational centers and programs, school safety plans, state preschool, tobacco-use prevention education, and any other district-implemented program which is listed in Education Code 64000(a). (5 CCR 4610)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan. (Education Code 52075)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

8. Any complaint, by or on behalf of a former juvenile court school student who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

9. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

10. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

11. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

12. Any other complaint as specified in a district policy.

The district shall establish an office entitled District Ombudsperson reporting directly to the Superintendent for the purpose of fair, objective and timely responses to complaints.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or Ombudsperson or designee shall keep the identity of the complainant, and/or the subject of the complaint, if they are different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or Ombudsperson will provide Trustees with quarterly updates about the state of complaints in the district.

The Superintendent or Ombudsperson or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or Ombudsperson or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing- exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments.

Section B: Governance and Administration

SELPA Vallejo City Unified School District

Fiscal Year 2026-27

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:

BP/AR 6159.1 Procedural Safeguards And Complaints for Special Education

Document Location:

VCUSD Board Policy, Instruction

In the event of a dispute, it is the intent of the Vallejo City Unified School District SELPA to resolve the dispute through a mediation process. The options for resolving disputes include informal resolution, alternative dispute resolution, and formal mediation. In disputes with parents and guardians, to protect the rights of students with disabilities, the district shall follow all procedural safeguards as set forth by the law. Every family has access to the ADR process, which includes a neutral trained facilitator, ADR sessions to find solutions, and supported ieps facilitated by the ADR facilitator. If IEP teams are unable to find a solution to disagreements, the families may request ADR support. The SELPA shares information on how to access ADR with our families through our website, Special Education Handbook, and Special Education Parent Liaison.

In order to protect the rights of students with disabilities and the parents/guardians, the district shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child. Whenever there is a dispute between the district and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. The district or parent/guardian may also request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation. The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

Any complaint alleging the district's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public

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Description:

education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205. The Board recognizes that Alternative Dispute Resolution (ADR) can, depending on the nature of the allegation, offer a process to reach a resolution to the complaint that is agreeable to all parties. One type of ADR is mediation, which shall be offered to resolve complaints related to a student's IEP and the District's offer of FAPE. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice: Education Code 56346, 56500.4, 56500.5 (20 USC 1415; 34 CFR 300.102, 300.300, 300.503)

When the district initially refers the student for assessment

Within a reasonable time before the district proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student

Within a reasonable time before the district refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student

Within a reasonable time before the student graduates from high school with a regular diploma thus resulting in a change in placement

Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to the student. This prior written notice shall include: Education Code 56500.4; 20 USC 1415; 34 CFR 300.503))

A description of the action proposed or refused by the district

An explanation as to why the district proposes or refuses to take the action

A description of each assessment procedure, test, record, or report the district used as a basis for the proposed or refused action

A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained

Sources for parents/guardians to obtain assistance in understanding these provisions

A description of any other options that the individualized education program (IEP) team considered and why those options were rejected

A description of any other factors relevant to the district's proposal or refusal

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and: (20 USC 1415(d)(1); 34 CFR 300.504; Education Code 56301)

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (20 USC 1415(d)(2); 34 CFR 300.504; Education Code 56301)

Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures. including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures:

The availability of mediation

The student's placement during the pendency of any due process complaint

Procedures for students who are subject to placement in an interim alternative educational setting

Requirements for unilateral placement by parents/guardians of students in private schools at public expense

Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of

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FAPE for a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). (Education Code 56502)

In addition, either party may file a request with the state Office of Administrative Hearings for a mediation conference. (Education Code 56500.3)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file with the California Department of Education (COE) a written and signed statement alleging that, within the previous year, any of the following occurred: (5 CCR 3200, 3201)

1. The district violated Part B of the Individuals with Disabilities Education Act (20 USC 1411-1419) and its implementing regulations (34 CFR 300.1-300.818).

2. The district violated Part 30 of the Education Code (Education Code 56000-56865) and 5 CCR 3200-3205.

3. The district violated the terms of a settlement agreement related to the provision of FAPE, excluding any allegation related to an attorney fees provision in a settlement agreement.

4. The district failed or refused to implement a due process hearing order to which the district is subject.

5. Physical safety concerns interfered with the provision of FAPE.

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:

BP/AR 6164.4 Identification and Evaluation of Individuals for Special Education

Document Location:

VCUSD Board Policy, Instruction

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in

accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

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

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct an individual initial evaluation of the student's educational needs related to all areas of suspected disability. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

Be in a language easily understood by the general public

Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible

Explain the types of evaluation to be conducted

State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/

guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.

When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.

A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.

If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after

the filing of a due process hearing proceeding.

The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

Parent/Guardian Consent for Evaluations

Consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought

Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom

Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time

Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

The district shall make reasonable efforts to obtain the consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

The district shall maintain a record of its attempts to obtain consent, such as: (Education Code 56341.5)

Detailed records of telephone calls made or attempted and the results of those calls

Copies of correspondence sent to the parent/guardian and any responses received

Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the consent from the parent/guardian of the student for an initial evaluation to determine whether the student is a student with a disability.

Description:

The district may conduct an initial evaluation without obtaining consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student

The rights of the parent/guardian of the student have been terminated in accordance with state law

The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district.

(Education Code 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (Education Code 56320; 34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis

Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer

Used for the purposes for which the assessments or measures are valid and reliable

Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist

Administered in accordance with any instructions provided by the producer of the assessments

Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient

If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and

observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student

The present levels of academic achievement and related developmental needs of the student

Whether the student needs, or continues to need, special education and related services

Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (Education Code 56320; 34 CFR 300.304)

Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

Whether the student may need special education and related services

The basis for making the determination

The relevant behavior noted during the observation of the student in an appropriate setting

The relationship of that behavior to the student's academic and social functioning

The educationally relevant health, developmental, and medical findings, if any

For students with learning disabilities, whether there is such a

discrepancy between achievement and ability that it cannot be corrected without special education and related services

A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate

The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

Independent Educational Evaluation (iEE)

An independent educational evaluation is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

Public expense means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

File a due process complaint to request a hearing to show that its evaluation is appropriate

Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

Coordinating Transitions

The district designates the individual listed below as the main point of contact for coordinating and completing, with other agencies and persons, the transition of a child and family from infant/toddler programs to preschool (Part C to Part B of the federal Individuals with Disabilities Education Act), including establishing practices to educate and support families during the transition: (Government Code 95008)

Special Education Department, PreSchool Manager

665 Walnut Ave. Vallejo, CA 94592

(707) 556-8921 Ext. 50158

Email: specialeducation@vcusd.org

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

The district's point of contact for coordinating and completing the transition of a child and family from infant/toddler programs to preschool, may coordinate the reevaluation and monitoring as described above for kindergarten or first grade.

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:

BP/AR 6159.2 Nonpublic, Nonsectarian School And Agency Services
For Special Education

Section B: Governance and Administration

SELPA Vallejo City Unified School District

Fiscal Year 2026-27

Document Location:

VCUSD Board Policy, Instruction

Description:

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with exceptional needs in accordance with law. When the district is unable to provide direct special education and/or related services to students with exceptional needs, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with exceptional needs and complies with staff training requirements in accordance with Education Code 56366 and 56366.1.

Additionally, the Superintendent or designee, such as the district's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the district shall notify, through email or regular mail, the parents/guardians of any district student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The district shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No district student with exceptional needs shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with exceptional needs who are enrolled in

programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)

In accordance with law, any student with exceptional needs placed in an NPS/A shall have all the rights and protections to which students with exceptional needs are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with exceptional needs is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

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

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

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC* Section 56041)

Section B: Governance and Administration

SELPA Vallejo City Unified School District

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Document Title:

Services to Adult Students in County Jail Facilities Local Policies, Vallejo City Unified School District Policies and Procedures Manual, chapter XX, page XX, and appendix XX

Document Location:

VCUSD Board Policies; Instruction, Vallejo City Unified School District Policies and Procedures Manual, chapter XX, page XXX-XXX, and appendix XX

Description:

The Vallejo City School District SELPA is obligated to make FAPE available to those otherwise-eligible adults in county jail, age 18 to 22, 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 Vallejo City Unified School District SELPA as the District of Residence (DOR) to provide special education and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041).

The Vallejo City Unified School District SELPA has a Memorandum of Understanding (MOU) between the Solano County Office of Education and the VCUSD to provide services to those adults eighteen to twenty-one years of age who had been identified as a child with a disability and had received services in accordance with their IEP.

Adults eighteen to twenty-two years of age who have been identified as a child with a disability and had received services in accordance with their IEP, whose parents live within the boundaries of the Vallejo City Unified School District but are incarcerated in a county jail outside of Solano County the VCUSD will contract with service providers to provide the services in accordance with their IEP.

Please see Appendix XX Memorandum of Understanding (MOU) between the Solano County Office of Education and the Vallejo City Unified School District.

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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

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

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

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	10,351,813	65.22%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	3,256,217	20.52%
Federal IDEA Part C	130,374	0.82%
State Infant/Toddler	531,410	3.35%
State Mental Health	731,171	4.61%
Federal Mental Health	109,774	0.69%
Other Projected Revenue	761,321	4.80%
Total Projected Revenue:	15,872,080	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)

EARLY INTERVENTION PRESCHOOL RS 6547, WORKABILITY/TRANSITION PARTNERSHIP PROGRAM RS 6520

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

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

TABLE 2**Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)****D-4. Total Projected Budget by Object Code**

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	9,607,332	19.03%
Object Code 2000—Classified Salaries	3,336,306	6.61%
Object Code 3000—Employee Benefits	5,360,204	10.62%
Object Code 4000—Supplies	600,530	1.19%
Object Code 5000—Services and Operations	31,320,523	62.04%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	261,910	0.52%
Total Projected Expenditures:	50,486,805	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 COSTS

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	12,375,715	24.51%
Projected Federal Revenue	3,496,365	6.93%
Local Contribution	34,614,725	68.56%
Total Revenue from all Sources:	50,486,805	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).

- 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.

TABLE 4**Special Education Local Plan Area Expenditures (Items D-10 to D-11)****D-10. Regionalized Operations Budget**

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	9,607,332	19.03%
Object Code 2000—Classified Salaries	3,336,306	6.61%
Object Code 3000—Employee Benefits	5,360,204	10.62%
Object Code 4000—Supplies	600,530	1.19%
Object Code 5000—Services and Operations	31,320,523	62.04%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	261,910	0.52%
Total Projected Operating Expenditures:	50,486,805	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.

INDIRECT COSTS

TABLE 5**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ☐ NO

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

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

237,072

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

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

329,514

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

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

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

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

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

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

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

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

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

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

☐ Service is Not Currently Provided

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

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

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

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

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

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified though the IEP process.

- ☐ 230—Nutrition (Ages 0-2 only) ☒ *Service is Not Currently Provided*

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

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified though the IEP process.

- ☒ 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 includes the coordination of special education and related services.

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

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

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive

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processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's Individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

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

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

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified through the IEP process.

☐ 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.

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified through the IEP process.

☒ 340—Intensive Individual Service

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

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals

☐ *Service is Not Currently Provided*

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

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

"Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition,

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comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant."

Is the SELPA's average SLP caseload >55?

☐

Yes

☒

No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. *EC 56363.3*

SELPA Average SLP Caseload: 55

Reasons for greater than 55 average caseload

n/a

☒ 425–Adapted Physical Education

☐

Service is Not Currently Provided

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

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 Section 3051.5).

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐

Service is Not Currently Provided

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

Specialized health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR Section 3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer

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treatments, in insulin administration and glucose testing (EC 49423.5 (d)).

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; OCR Title 5 Section 3051.12 (a)).

☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

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

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

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Occupational Therapy Certification Board.
(CCR Title 5 Section 3051.6, EC Part 30 section 56363).

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

These services are provided, pursuant to an Individualized Education Program (IEP), by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 Section 3051.6, EC Part 30 Section 56363, GC-Interagency Agreements Ch. 26.5 Section 7575(a)(2)).

☒ 510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR Section 300.24(b)(2), (CCR Title 5 Section 3051.9).

☐ *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 in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement

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the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling programs

f

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

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

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR Section 300.31 (b)(7); CCR Title 5 Section 3051.11).

☒ 525–Social Worker Services

☐ *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.

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b) (13); CCR Title 5 Section 3051.13).

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified through the IEP process.

☒ 530–Psychological Services

☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results for parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR Section 300.24; CCR Title 5 Section 3051.10).

☒ 535–Behavior Intervention Services

☐ *Service is Not Currently Provided*

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

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 Section 3001 (d)).

☐ 540–Day Treatment Services

☒ *Service is Not Currently Provided*

☒ 545–Residential Treatment

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

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671)).

☐ *Service is Not Currently Provided*

☐ 610–Specialized Service for Low Incidence
Disabilities

☒ *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.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 Section 3051.16 & 3051.18).

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified through the IEP process.

☒ 710—Specialized Deaf and Hard of Hearing Services ☐ *Service is Not Currently Provided*

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

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 Section 3051.16 and 3051.18).

☒ 715—Interpreter Services ☐ *Service is Not Currently Provided*

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

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, Section 3051.16).

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☒ 720–Audiological Services

☐ *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.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.(CCR Title 5 Section 3051.2).

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified through the IEP process.

☒ 725–Specialized Vision Services

☐ *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 Section 3030(d), EC 56364.1).

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

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

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

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SELPA:

Fiscal Year: 2026-27

☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

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

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

☐ 740–Specialized Orthopedic Services

☒ *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.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CAC Title 5, Section 3030(e) & 3051.16).

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified through the IEP process.

☐ 745–Reader Services

☒ *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.

Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.

At this time, the needs of students with reading impairments are met through the Specialized Academic Instruction Service or Intensive Individual Services.

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SELPA: Vallejo City Unified School District

Fiscal Year: 2026-27

☐ 750–Note Taking Services

☒ *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.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified through the IEP process.

☐ 755–Transcription Services

☒ *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.

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified through the IEP process.

☐ 760–Recreation Service, Including
Therapeutic Recreation

☒ *Service is Not Currently Provided*

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. (CAC Title 5, Section 3051.15; 20.

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified through the IEP process.

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SELPA:

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☒ 820–College Awareness Preparation

☐ *Service is Not Currently Provided*

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

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

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

☐ *Service is Not Currently Provided*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 Section 3051.14).

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between this provisions and the Perkins act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR- Section 300.29)

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

Work Experience means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26).

☒ 855–Job Coaching

☐ *Service is Not Currently Provided*

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SELPA:

Fiscal Year:

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

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

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

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

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

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR Section 613).

☐ 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.

Orientation and mobility services- (i) Means services providing instruction by qualified staff, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable to:

2) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g. school, home and community).

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3) Attain systematic orientation to and safe movement within their environments in school, home, and community.

Currently there are not any students with IEPs requesting this service. This service will be provided upon being identified through the IEP process.

☒ 890—Other Transition Services

☐ *Service is Not Currently Provided*

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

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

☒ 900—Other Related Service

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

☒ *Service is Not Currently Provided*



Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

