

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

- ☐ *NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- ☒ Local Plan Section B: Governance and Administration
- Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- ☒ Local Plan Section D: Annual Budget Plan
- ☐ Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- ☒ Local Plan Section E: Annual Service Plan
- ☐ Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- ☐ Local Educational Agency Membership Changes

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A2. SELPA Identification

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

SELPA

A3. SELPA Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information.
NOTE: SELPA Director position changes do not require amendments to the Local Plan.
However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Mid-Alameda County"/>		
Street Address	<input type="text" value="4400 Alma Avenue"/>	Zip Code	<input type="text" value="94546"/>
City	<input type="text" value="Castro Valley"/>	County	<input type="text" value="Alameda"/>
Mailing Address	<input type="text" value="PO Box 2146"/>		
City	<input type="text" value="Castro Valley"/>	Zip Code	<input type="text" value="94546"/>
Director First Name	<input type="text" value="Yoko"/>	Administrator Last Name	<input type="text" value="Ostreicher"/>
Director Title	<input type="text" value="SELPA Director"/>		
Director's Email	<input type="text" value="yostreicher@cv.k12.ca.us"/>		
Telephone	<input type="text" value="(510) 537-3000"/>	Extension	<input type="text" value="1206"/>

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

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan and must electronically sign Certification 1 and 2.

Administrative Entity Name

Section A: Contacts and Certifications

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Street Address	<input type="text" value="4400 Alma Avenue"/>	Zip Code	<input type="text" value="94546"/>
City	<input type="text" value="Castro Valley"/>	County	<input type="text" value="Alameda"/>
Contact First Name	<input type="text" value="Parvin"/>	Last Name	<input type="text" value="Ahmadi"/>
Contact Title	<input type="text" value="Superintendent"/>		
Email	<input type="text" value="pahmadi@cv.k.12.ca.us"/>		
Telephone	<input type="text" value="(510) 537-3000"/>	Extension	<input type="text" value="1211"/>

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

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

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

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☒ COE responsible for approving the Local Plan

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

Add COE

Delete COE

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

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

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Castro Valley Unified	Yoko Ostreicher	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Castro Valley Unified	Michelle Miller	Other	All
<input type="checkbox"/>	Castro Valley Unified	Kristine Coffelt	Other	Multiple
<input type="checkbox"/>	SELPA Local Plan Consultant	Trena Spurlock	Other	Multiple
<input type="checkbox"/>	Castro Valley Unified	Stacey Lillard	Administrator-Spec. Ed.	Multiple

Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Hayward Unified	Kristen Devine	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	San Leandro Unified	Colleen Palia	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	San Lorenzo Unified	Julie Corona	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	Castro Valley Unified	Sneh Ali	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	Castro Valley Unified	Phung Lai	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	Castro Valley Unified	Carolina Monterrosa	Teacher-Gen. Ed.	Multiple
<input type="checkbox"/>	Hayward Unified	Diana Levy	Other	Multiple
<input type="checkbox"/>	San Lorenzo Unified	Kristi Austin	CAC	Multiple
<input type="checkbox"/>	Castro Valley Unified	Bill Taroli	CAC	Multiple

STEP 5: Certifications

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

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

STEP 6: Electronic Signatures

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

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STEP 7: Final Check

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

Section A: Contacts and Certifications

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Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☒ Multiple LEA SELPA ☐ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

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

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

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

Section A: Contacts and Certifications

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C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Parvin Ahmadi/ as of 7/1/2025 Nia Rashidchi

Administrative Entity Signature*

May 21, 2025

Date

Alicia Gonzales

SELPA Governance Council or Responsible Individual

May 20, 2025

Date

Yoko Ostreicher

SELPA Administrator

May 20, 2025

Date

*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA Mid-Alameda County

Fiscal Year 2025-26

Certification 2

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

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA)*, Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the *Federal Rehabilitation Act of 1973*, 29 *USC*, Chapter 16 as applicable; the *Federal Americans with Disabilities Act of 1990*, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☒ Multiple LEA SELPA ☐ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Section A: Contacts and Certifications

SELPA

Mid-Alameda County

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2025-26

Parvin Ahmadi/ as of 7/1/2025 Nia Rashidchi

May 21, 2025

Administrative Entity Signature*

Date

Alicia Gonzalez

May 19, 2025

SELPA Governance Council or Responsible Individual

Date

Yoko Ostreicher

May 20, 2025

SELPA Administrator

Date

*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

SELPA Mid-Alameda County

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Certification 3: County Office of Education

IMPORTANT: Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan section(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

☐ Yes ☒ No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

☒ Yes ☐ No

If "Yes," the COE must enter comments and recommendations here:

The local plan ensures that special education programs and services are provided to all individuals with exceptional needs and adheres to the guidelines established pursuant to Section 56122 and all of the required components as detailed in Section 56205

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

The COE certifies the SELPA is a:

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

SELPA Mid-Alameda County

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For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

SELPA

Mid-Alameda County

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

https://acoe.org/47001_3#selpa

Authorized Signature

Alysse Castro

COE Superintendent

Jun 30, 2025

Date

SELPA Mid-Alameda County

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Certification 4: Community Advisory Committee

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

Cert 4-1. Community Advisory Committee Participation

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

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

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

Cert 4-2. Community Advisory Committee Review Timeline

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

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

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

Cert 4-3. Community Advisory Committee Comments

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

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

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

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

Authorized Signature

Kristi Austin

CAC Chairperson

May 23, 2025

Date

SELPA Mid-Alameda County

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Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Castro Valley Unified School District

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

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

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

SELPA Mid-Alameda County

Fiscal Year 2025-26

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

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

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

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

[https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578](https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578)

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Parvin Ahmadi

LEA Superintendent/Chief Administrator

May 6, 2025

Date

SELPA Mid-Alameda County

Fiscal Year 2025-26

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Hayward Unified School District

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

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

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

SELPA Mid-Alameda County

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

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

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

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

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Chien Wu-Fernandez

LEA Superintendent/Chief Administrator

May 9, 2025

Date

SELPA Mid-Alameda County

Fiscal Year 2025-26

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA San Leandro Unified School District

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

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

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

SELPA Mid-Alameda County

Fiscal Year 2025-26

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

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

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

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

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Dr. Mike McLaughlin

LEA Superintendent/Chief Administrator

May 13, 2025

Date

SELPA Mid-Alameda County

Fiscal Year 2025-26

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA San Lorenzo Unified School District

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

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

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

SELPA Mid-Alameda County

Fiscal Year 2025-26

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

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

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

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

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Daryl Camp, Ed.D.

LEA Superintendent/Chief Administrator

May 5, 2025

Date

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA Mid-Alameda County

Fiscal Year 2025-26

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 Mid-Alameda County Special Education Local Plan Area (SELPA) is a four member multi-district SELPA. The geographic service area covered by the local plan includes the following participating school districts: Castro Valley Unified School District, Hayward Unified School District, San Leandro Unified School District and San Lorenzo Unified School District. The SELPA as defined by the four member districts, serves all eligible individuals with exceptional needs residing within the boundaries of the member school district/local educational agencies(LEAs).

Each of the LEAs has agreed to cooperate through the adoption and implementation of the Mid-Alameda County SELPA Local Plan.

The Mid-Alameda County SELPA is one of five SELPAs established within the Alameda County boundaries. There are approximately 47,658 students enrolled within the Mid-Alameda County SELPA member LEAs. There are approximately 6,426 students with disabilities, ages 0-22 within the Mid-Alameda County SELPA. Students with disabilities (SWD) comprise approximately thirteen percent (13%) of the total enrollment in the SELPA. The LEAs range in size from approximately 8,741 students to 20,193 students.

The Mid-Alameda County SELPA office is located at the following address/location:
4400 Alma Avenue, Castro Valley, CA 94546.

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

The Regional Policy Board is the governing body of the Mid-Alameda County SELPA. The Regional Policy Board shall meet at least three times during each school year. All meetings of the Regional Policy Board shall be held in according to law and the Brown Act.

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In adopting the local plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure that equal access to programs and services to eligible persons requiring special education in the service region.

The governance structure of the SELPA is established by agreement among the school boards of the member LEAs. It consists of the Regional Policy Board, the Directors' Council, and the Community Advisory Committee.

The Regional Policy Board is made up of one school board member for each of the four districts. The SELPA Director is an ex-officio member. The plan shall be cooperatively governed by the Regional Policy Board. Each member has one vote of equal weight.

Castro Valley Unified School District is designated as the Administrative Unit (AU) for the Mid-Alameda County SELPA. The AU is the SELPA's fiscal agent and a written agreement is maintained by the Policy Board that describes the AU responsibilities for implementing the following functions:

- Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.
- Administrative support of the SELPA, including payroll benefits, information technology, expenditure accounting.
- Employment of SELPA staff to coordinate implementation of the Local Plan, including human resource activities required to recruit, interview, and start new employees.

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

The SELPA Director maintains special education policies and procedures documentation and recommends new policy and procedure updates for Policy Board approval.

It is the responsibility of the Regional Policy Board to review and approve amendments to the local plan, program transfers, and any changes in the income distribution model.

The Regional Policy Board shall meet at least three times during each school year. All meetings of the Regional Policy Board shall be held according to the law and the Brown Act. The notice, agenda, and minutes of all regular meetings shall be provided to all Regional Policy Board members and published on the SELPA website.

The Regional Policy Board shall:

- Approve the Local Plan for Mid-Alameda County SELPA

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Fiscal Year 2025-26

- Approve amendments/modifications that shall become permanent upon subsequent approval by LEA governing boards and the State Board of Education
- Approve Mid-Alameda County SELPA policies
- Approve and agreement with the Administrative Unit for service
- Approve the annual Mid-Alameda County SELPA budget
- Implement policy decisions about regionalized services
- Review and approve modification of this agreement on behalf of all districts in the Mid-Alameda County SELPA
- Monitor that all expenditures meet the Maintenance of Effort (MOE) mandate
- Receive recommendations from the Community Advisory Committee, Director's Council, member LEA Governing Boards, and other concerned agencies and individuals.
- Decide disputes, if any between participating LEAs that arise concerning special education related matters or related to interpretation of the Local Plan and other agreements of policies between or among the LEAs
- Approve or disapprove petition(s) by charter schools to become a local education agency or agency within the Mid-Alameda County SELPA

The SELPA Director is responsible for the coordination of the SELPA and implementation of the Local Plan. The SELPA Director assures equal access to all programs and services in the SELPA and provided information and guidance to members of the public (including parents of students with disabilities who are receiving services under the Local Plan) on the availability of established due process procedures. Specific duties include but are not limited to:

- Coordination of the Mid-Alameda County SELPA Local Plan
- Coordination of the Mid-Alameda County SELPA Regional Policy Board
- Serve as a resource to the Regional Policy Board
- Coordination of the Mid-Alameda County SELPA Community Advisory Committee
- Chair of the Mid-Alameda County SELPA Special Education Director's meetings
- Represent the Mid-Alameda County SELPA at regional and state meetings
- Monitor the appropriate use of federal, state, and local funds allocated for special education programs
- Prepare Mid-Alameda County SELPA program and fiscal reports
- Collection of data and report of information to the California Department of Education
- Approve contracts for performance of regionalized services, as needed
- Maintain special education policies and procedures documentation and recommend new policies and procedures for the Regional Policy Board's approval
- Provide LEAs with technical assistance to meet special educational compliance requirements
- Inform the Regional Policy Board, CAC, and LEAs of legislative and fiscal changes, proposals, trends, and concerns related to the provision of services for students with disabilities

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The school board of each LEA shall approve its participation in the Mid-Alameda County SELPA. The LEAs shall be in compliance with all elements of the SELPA Local Plan and adoption of special education programs and services within their districts (including policies and procedures approved by the SELPA Regional Policy Board) input on SELPA policies and procedures through the Board Member representative on the Regional Policy Board and appointment of one individual per LEA to the CAC.

The responsibilities of each Local Education Agency (LEA) Governing Board of Education:

- Adopt the revisions of the Local Education Plan for the Mid-Alameda County SELPA
- Appoint a member of the governing board as a representative of the Regional Policy Board
- Participate in the governance of the Mid-Alameda County SELPA through their representative to the Regional Policy Board
- Each LEA governing board shall have authority over the programs if directly maintains to be consistent with the Local Plan

The Regional Policy Board member of each LEA is responsible for their respective school boards. The Regional Policy Board members assist with the identification of special education programs and service needs for the Mid-Alameda County SELPA through their participation on the Regional Policy Board and they communicate SELPA information and updates to their school boards. The Regional Policy Board members will consult with their Superintendents and the SELPA Director to ensure that students with disabilities are appropriately represented in their districts' LCAP goals.

The Special Education Directors Council is an administrative committee. The Special Education Directors Council is composed of the directors of special education from each local education agency.

The responsibilities of the Special Education Directors include but are not limited to:

- Collaborating with the governance of the SELPA and making recommendations to the Regional Policy Board
- Approving special education operational procedures as requested by the Regional Policy Board
- Reviewing services and policies, as well as recommended priorities for local agencies and the Mid-Alameda County SELPA
- Gathering data and preparing reports and making recommendations to the Regional Policy Board
- Providing support to the efforts of the CAC

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- Considering changes in the Mid-Alameda County SELPA Local Plan based on community and staff input
- Developing and adopting district procedures and manuals to assist in the implementation of the special education programs and services provided in each LEA consistent with the Mid-Alameda County SELPA Local Plan

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

The adoption of the Local Plan by the Mid-Alameda County Regional Policy Board of the SELPA takes place prior to the submission of the Local Plan to the Alameda County Office of Education for approval. Therefore, the Local Plan adopted by the Mid-Alameda County Regional Policy Board should be posted on the website of each LEA participating in the SELPA prior to the plan being submitted to the COE (who then submits the plan to the CDE) for approval.

An initial Local Plan or, subsequently amended plan adopted by the SELPA governance council cannot be implemented until the SELPA receives COE/CDE approval. The Alameda County, must within 45 days, approve or disapprove any proposed Local Plan. EC Section 56140.

The Alameda County Office of Education Superintendent is responsible for signing a certification of approval of the Local Plan.

The Alameda County Office of Education complies with Local Plan administration and implementation requirements defined in California Education Code 56140.

Member districts maintain a Memorandum of Understanding with the Alameda County Office of Education that defines procedures for placement and delivery of services to students identified as eligible for special education and placed by the school district in a county program.

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

☒ Yes

☐ No

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

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

The Mid-Alameda County SELPA Community Advisory Committee (CAC) serves in an advisory capacity to the SELPA Director. CAC membership includes parents of individuals with disabilities enrolled in public or private school, parents of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, and other school personnel. Representatives of other public and private agencies and persons concerned with the needs of individuals with disabilities. At least a majority of such parents shall be parents of individuals with disabilities.

One CAC member shall be appointed by each LEA school board. The LEAs are the four-member school districts in the SELPA. The SELPA Director or SELPA Designee serves as a nonvoting ex officio member of the CAC and acts as the liaison between the CAC and the SELPA Regional Policy Board. The SELPA Director will present the CAC's input to the Regional Policy Board for consideration.

The CAC shall advise the policy and administrative entity of the Mid-Alameda County SELPA regarding the development of, amendment, and review of the Local Plan. The Mid-Alameda County SELPA shall review and consider comments from the CAC. The CAC is to receive a draft of the plan and seek public input during the 30-day period prior to submission of the plan to the California Department of Education. Comments from the CAC are to be sent to the Special Education Directors in the SELPA and are to be considered in the revisions of the plan. Amendments to the plan are to be reviewed by the CAC prior to the submissions to the Regional Policy Board, County, and the California Department of Education.

Annual priorities to be addressed by the Local Plan are recommended by the CAC during the review period. Priorities are to be submitted to the Special Education Directors Council for consideration.

CAC responsibilities include:

- Advising the SELPA Regional Policy Board and the SELPA Director regarding the development and review of the Local Plan
- Encouraging community involvement to participate in the CAC
- Assisting in parent education and in recruiting parents and other volunteers
- Supporting activities on behalf of individuals with disabilities

The CAC shall have five (5) meetings per academic year. Announcements of the CAC meetings

Section B: Governance and Administration

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and activities shall be posted on the SELPA website.

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)]

Pursuant to 30 EC 56195.9 The SELPA will review the Local Plan at least every three years and update the plans as needed to ensure information remains accurate and relevant. The Mid-Alameda County SELPA Director shall be responsible for coordinating any proposed amendments to the Local Plan.

Amendments to the permanent portion of the local plan may be considered at any time. The Regional Policy Board may adopt changes to the local plan. To formally adopt proposed and/or interim amendments the following procedure shall be followed:

1. A committee comprised of special education teachers and administrators as well as CAC representatives shall be obtained regarding the proposed amendments to the Local Plan.
2. The CAC and other advisory groups as determined appropriate by the Mid-Alameda County SELPA Director will review the recommended amendments to the Local Plan and provide additional input if needed.
3. The CAC will review the recommended amendments, propose any input for final revisions and submit the final draft to the Regional Policy Board for approval.
4. The Regional Policy Board will review and approve the final draft amendments of the local plan for adoption.

Following approval and signature of the Regional Policy Board, the SELPA will submit the local plan to the California Department of Education for approval.

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.

Amendments to the Local Plan may be proposed by the SELPA and shall be approved and permanent upon subsequent approval by the local governing board, upon review by the County Office, and subsequent approval of the State Superintendent. Nothing in the section shall

SELPA Mid-Alameda County

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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 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.

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]

Castro Valley is designated as the Administrative Unit (AU) for the Mid-Alameda County SELPA. The AU is the SELPA's fiscal agent and a written agreement is maintained by the Regional Policy Board that describes the AU's responsibilities for implementing the following functions:

1. Receipt of all federal and state special education funds shall be allocated to Castro Valley Unified School District, SELPA Administrative Unit for distribution according to an approved Special Education Funding Allocation Plan.
2. The SELPA Director shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process which includes conducting a public hearing.
3. The Castro Valley Unified School District, SELPA Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Annual Budget Plan shall be reviewed by the Mid-Alameda County SELPA Community Advisory Committee and approved by the Mid-Alameda County Regional Policy Board.
4. The SELPA Director, with the assistance of the Administrative Unit, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

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

The member LEAs contract with nonpublic, nonsectarian schools(NPS) and non-public, non-sectarian agencies (NPA) certified by the CDE, via the appropriate certification process. The SELPA has the authority to visit, observe, monitor, and report on the educational program provided by any NPS/NPA under contract with the LEA or involved in a potential placement with the LEA. The LEA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with nonpublic, nonsectarian schools or agencies. The IEP team shall remain accountable for monitoring the progress of students placed in non-public, non-sectarian programs, toward the goals identified in each student's IEP.

The LEA will submit a Master Contract to their respective governing boards for approval The Master Contract is modeled after the State Master Contract and Service Agreement which contains requirements to allow the SELPA to monitor the placement and services of students in certified nonpublic, non-sectarian schools.

The school shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure the implementation of the IEP. The Master Contract provided by the SELPA contains language requiring reporting from the certified nonpublic, nonsectarian school regarding IEP progress as required by the district.

At each annual IEP meeting, which shall include a representative of the LEA, the certified nonpublic, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified non-public, nonsectarian schools shall be authentic curriculum-based measurements, in accordance with state-adopted grade-level standards.

The LEA's contract with a nonpublic, nonsectarian school shall evaluate the placement of its student(s) in such schools on an annual basis as part of the annual IEP review. The LEA shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The LEA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

Interagency agreements necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed with the following agencies:

- California Children's Services

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- East Bay Regional Center

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

10. For multi-LEA local plans, specify:

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

The school board of each LEA shall approve its participation in the Mid-Alameda SELPA Local Plan and comply with all elements of the Local Plan. The local school board's responsibilities include, but are not limited to:

- Approval and adoption of the Local Plan
- Adoption of policies and procedures for special education programs and services within their districts
- Input on SELPA policies and procedures through the Superintendent of the LEA
- LEA compliance with all elements of the Local Plan, including policies and procedures approved by the SELPA Regional Policy Board
- Approval of district-specific modifications to the SELPA policies and procedures
- Appointment of at least one individual per LEA to the CAC (per CAC by-laws).

- 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)]

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

Superintendents of each LEA are responsible for their respective school boards.
In addition, district Superintendents:

- Communicate SELPA information to their school boards
- Implement special education policies, and procedures approved by the Regional Policy Board
- Ensure Local Plan implementation in their respective LEAs
- Provide leadership for special education in the local district
- Ensure compliance with federal and state laws and regulations concerning individuals with disabilities within their districts

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The Superintendent of the Alameda County Office of Education complies with the SELPA Local Plan administration and implementation requirements defined in the California Education Code 56140.

- 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)]

Board policy of each LEA member of the Mid-Alameda County SELPA Local Plan shall indicate that the LEA is responsible for education children with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the child's education, even with the use of modifications of the general education program or use of supplementary aides of programs cannot be achieved satisfactorily.

Children with disabilities are served in their home districts whenever the needs identified in the individualized education program can be met within the home district. However, it is recognized that some students have unique educational needs that cannot be met in their home districts. Because of such identified unique educational needs, some students receive services from other districts within the SELPA.

By adopting the Local Plan each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to the eligible persons requiring special education services in the region.

LEA administrators and staff responsibilities include but are not limited to:

- Coordinating and conducting Child Find activities
- Developing and providing programs and services for all eligible students residing in the district and for students in private schools located in the district
- Identifying and serving students in medical, foster, or LCI facilities
- Participating in state/district-wide assessments
- Operating all special education programs and services and implementing the decision of compliance investigations or due process hearings
- Utilizing the same management information system, forms, procedures, and guidelines as all other districts within the Mid-Alameda SELPA
- Collecting and completing state and federal report requirements; CALPADS

The Alameda County Office of Education complies with Local Plan administration and implementation requirements defined in California Education Code 56140.

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

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

The Castro Valley Unified School District is the Administrative Unit for the Mid-Alameda County SELPA. The AU is responsible for the administrative support of the SELPA and employment of SELPA staff to coordinate implementation of the Local Plan, including human resource activities required to recruit, interview, and start new employees.

The AU is responsible for the recruitment of the SELPA Director. The selection of the candidate for the position of SELPA Director shall be the responsibility of the AU. The AU conducts the evaluation of the SELPA Director and the Regional Policy Board provides input.

The SELPA Director hires, monitors, and evaluates SELPA personnel.

- 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)]

An income distribution model has been adopted by the Mid-Alameda County SELPA and shall be reviewed and revised on a regular schedule. The model distributes all funds pursuant to applicable state and federal regulations. Districts acknowledge the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than that of the prior year (Maintenance of Effort), in compliance with state and federal law.

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Regional Policy Board has been designated the authority to determine the distribution for all federal and state special education funds in order for local education agencies to carry out their responsibilities.

The Fiscal Analyst from the Mid-Alameda County SELPA AU (Castro Valley Unified School District) shall develop the Annual Budget Plan for review and present to the Regional Board for approval. A public hearing shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input to the Regional Policy Board. Upon approval of the Regional Policy Board, these documents shall be submitted to the LEAs and the California Department of Education.

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

Each LEA operates its own continuum of special education programs and services for students with

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disabilities ages 5 through 22. See the Memorandum of Understanding between the Mid-Alameda County SELPA and the Regional Center of the East Bay in the Appendix Section of the plan for children aged birth to three years.

For a description of programs for early childhood special education programs and services for children aged three through five years, see the Annual Service Plan Section.

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

Each LEA will provide accounting of special education expenditures according to the state and federal funding regulations and SELPA policy. LEA will provide grant expenditure reports and other required special education fiscal reports to the SELPA.

The Regional Policy Board is responsible for reviewing the SELPA budget and any changes in the income distribution model. The Regional Policy Board shall:

- Approve an operations budget of the SELPA including regionalized services and program specialist funds at an annual cost not to exceed the available funds for such service.
- Approve the Annual Budget Plan for submission to the California Department of Education
- Provide an annual audit of all income and expenditures as required by law.

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]

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 severely 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, 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 is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds.

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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 another 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:

Deaf (230) or Hard of Hearing (220)

Visual Impairment (250)

Orthopedic Impairment (270)

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

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 timelines 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 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

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write in brand names of equipment, use a generic term such as "adaptive seating", or "speech-generating device", etc. For example, "Johnny will request the 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.

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 Special Education Department for storage and updating of the Low Incidence SELPA Inventory.
5. Existing Low Incidence equipment that is no longer being used by the student for whom it was ordered may be used for other Low Incidence students following the above-mentioned procedures.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

"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: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

"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

SELPA Fiscal Year **3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**Policy/Procedure Number: Document Title:

Document Location:

https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

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

☒ Yes ☐ No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)Policy/Procedure Number: Document Title:

Document Location:

https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

"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

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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 6159.5 AR 6159.5
Document Title:	Individual Education Program
Document Location:	Mid-Alameda County SELPA Office: 4400 Alma Avenue, Castro Valley, CA 94546 Mid-Alameda County SELPA Board Policies and Administrative Regulations: https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

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

☒ Yes ☐ No

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

Policy/Procedure Number:	BP 6159.1 AR 6159.1
Document Title:	Procedural Safeguards And Complaints For Special Education
Document Location:	Mid-Alameda County SELPA Office: 4400 Alma Avenue, Castro Valley, CA 94546 Mid-Alameda County SELPA Board Policies and Administrative Regulations: https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

"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

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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: N/A

Document Title: Guide for the Early Intervention Program (Part C: Infant Services);
Transition to Preschool

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda SELPA Procedural Handbook:
[https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578](https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578)

"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 AR 6164.41

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

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative
Regulations:
[https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578](https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578)

"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

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LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency

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coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

"It shall be the policy of this LEA to ensure that personnel providing special education related services

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

"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

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determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578"/>

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578"/>

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative
Regulations:

[https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578](https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578)

Mid-Alameda County SELPA Governance Structure - Regional Policy
Board Bylaws:

[https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2329071](https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2329071)

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda SELPA Procedural Handbook:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578"/>

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578"/>

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578"/>

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title:

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Document Location:

Mid-Alameda County SELPA Board Policies and Administrative Regulations, BP 2800:

[https://www.cv.k12.ca.us/apps/pages/index.jsp?](https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578)

[uREC_ID=1387769&type=d&pREC_ID=2324578](https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578)

The Mid-Alameda County Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of four local educational agencies (LEAs) joined together to provide for the coordinated delivery of programs and services to students with disabilities. The Castro Valley Unified School District is designated as the Administrative Unit (AU) for the Mid-Alameda County SELPA. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region.

The Castro Valley School District is designated as the Administrative Unit (AU) for the Mid-Alameda County SELPA.

The AU is the SELPA's fiscal agent, and a written agreement is maintained by the Regional Policy Board that describes the AU's responsibilities for implementing the following functions:

- a. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law
- b. Administrative support of the SELPA, including payroll, benefits, information technology, expenditure accounting, and ensuring that facilities to house and operate the SELPA are provided by a member district.
- c. Employment of SELPA staff to coordinate the implementation of the Local Plan, including human resource activities required to recruit, interview, and start new employees.

The SELPA Director assures equal access to all programs and services in the SELPA and provides information and guidance to members of the public, including parents or guardians of individuals with disabilities who are receiving services under the Local Plan, on the availability of established due process and legal service options and procedures. In cooperation with the State Department of Education, the SELPA Director provides information to assure that all special education pupils receive

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due process of law. In order to implement the local plan, the SELPA Director shall be considered a "school official and employee" in regard to access to student records. Specific duties include, but are not limited to:

- a. Coordinate Local Plan development and amendments
- b. Develop and monitor Interagency Agreements
- c. Develop and monitor non-public school/agency contracts and services
- d. Determine and evaluate SELPA Program Specialist services
- e. Complete program review, data collection, and evaluation
- f. Assist LEAs with curriculum and program development
- g. Hire, monitor, and evaluate SELPA personnel
- h. Coordinate and conduct staff development
- i. Allocate special education fiscal resources
- j. Compile and submit to the state special education fiscal reports
- k. Maintain special education policies and procedures documentation and recommend new policies and policy updates for Regional Policy Board adoption
- l. Participate in dispute resolution
- m. Coordinate necessary services for individuals with disabilities among LEAs
- n. Provide LEAs with technical assistance to meet special education compliance requirements
- o. Consult with LEAs to ensure students with disabilities are appropriately represented in Local Control Accountability Plans
- p. Advocate for legislation that supports special education policy and funding
- q. Facilitate member LEAs to communicate and collaborate on common goals
- r. Inform the Regional Policy Board, CAC, and LEAs of legislative and fiscal changes, proposals, trends, and concerns related to the provision of services for students with disabilities

LEAs will:

- a. Ensure a full continuum of service is available to provide a free appropriate public education to all students with disabilities for whom they are responsible.
- b. Consult with the SELPA Director to assure each LEA's Local Control Accountability Plan (LCAP) goals appropriately address the learning

SELPA Mid-Alameda County

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needs of students with disabilities.

- c. Conduct Child Find activities to ensure all children within their jurisdiction suspected of having a disability are identified, located, and assessed including children in medical facilities, foster homes, LCI facilities, and private schools.
- d. Provide appropriate career, vocational, and transition services as required under federal and state laws for students with disabilities.
- e. Ensure that students with disabilities will have access to instructional materials, support, and all required core curriculum including state adopted core curriculum and supplementary materials.

The Mid-Alameda County SELPA provides funding for member LEAs to hire staff in the role of a Program Specialist. Each LEA evaluates the program specialist.

The Program Specialist must hold at least one of the following: a valid California Education Specialist credential, a California Special Education credential, a basic Pupil Personnel Services credential, or a Pupil Personnel Services credential in School Psychology, Counseling, or Social Work. The Program Specialist shall have advanced training and related experiences in the education of individuals with disabilities and specialized in-depth knowledge in one or more areas of a disabling condition. In order to implement the Local Plan, the Program Specialist shall be considered a "school official and employee" in regard to access to student records.

The Program Specialist may do all of the following:

- a. Plan and implement staff development and innovation of special methods and approaches for the instruction of individuals with disabilities.
- b. Assist districts in the identification, selection, and use of instructional materials, curriculum, and methodologies.
- c. Assist districts in monitoring compliance with state and federal laws.
- d. Assist with placement of students outside of their districts of residence into member districts, neighboring SELPAs, nonpublic schools, etc.

It is the responsibility of each member district and the SELPA to assure a free and appropriate education for each special education pupil residing within its geographical boundaries. This responsibility shall be met by

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Description:

direct provision of services, establishing an agreement with another public education agency, or contracting with non-public schools and agencies. The allocation plan for the distribution of resources must recognize the responsibility of all children in the SELPA while addressing the need to equitably share resources among the districts and other LEA members of the SELPA. The allocation process and procedures are for the distribution of available resources and are not a restriction of services to be provided for eligible pupils.

To provide maximum flexibility to the SELPA, the SELPA Director is authorized to notify the California Department of Education (CDE) to provide all resources to the SELPA through the Administrative Unit. Allocation to the LEAs will be made according to SELPA policy and processed through the Alameda County Office of Education for apportionment directly to the entitled LEA. If additional funds are received beyond those anticipated, they would be apportioned to the Administrative Unit for deposit to SELPA accounts. Additional funds will be distributed according to SELPA policy and/or decisions made by the SELPA Regional Policy Board.

Funding under this policy shall mean the sources referenced in the state certification process including Federal Local Assistance and shall be allocated under the terms of this policy unless specifically identified and directed otherwise by the policy.

The coordination and implementation of the State Apportionment for Special Education allocation plan shall be the responsibility of the SELPA Director. The SELPA Director will monitor revenues at each Certification period and make adjustments according to policy to assure that each LEA receives the full share of funding as provided by the State and SELPA policy. Notification will be made to the Alameda County Office of Education for immediate transfer of apportionment directly to the entitled LEA upon receipt of funds to the extent possible. Adjustments will be made as projections are revised and actual revenues are received to fully allocate all resources to LEAs by SELPA policy.

LEAs shall follow data collection procedures established by the SELPA Director and provide the required information in a timely manner. The SELPA Director shall collect data during the prior year for application to the process. A report will be provided in March to all districts for the current

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school year and projections for the following school year. Actual operations and allocation will be made at the time of State report periods. The cost of living adjustment referenced in this policy shall be the statutory rate provided in the State budget.

The SELPA Director shall use the following steps to determine resource allocation:

1. Guidelines for the allocation procedures must include:
 - a. Assurance that all State authorized allocations are fully utilized.
 - b. Consideration for generation of maximum State revenue.
 - c. Implementation in a timely manner to accommodate fiscal and personnel considerations.
 - d. Adherence to State and SELPA regulations and policy.
 - e. Review in the Program Certification process by the special education administrator, in conjunction with the LEA Business Services/ Financial staff, and SELPA staff to assure the effective utilization of all resources and meeting of maintenance of effort standards.
2. An Annual Budget Plan shall be developed annually to display the SELPA budget plan at a Public Hearing. The plan will include the SELPA's current year expected special education revenue and expenditures based on specific SACS codes as required by CDE and used by the LEAs. LEA and aggregated SELPA information will be presented in a form that is understandable to the general public and meets the requirements for reporting to the state.
3. An Annual Service Plan shall be developed annually to display the SELPA's service delivery models at a Public Hearing. LEA and aggregated SELPA information will be presented in a form that is understandable by the general public and meets the requirements for reporting to the state.
4. The SELPA Director shall monitor and evaluate the progress of the allocation plan and make recommendations to the Regional Policy Board.
5. A hold harmless subsidy shall be provided to support each district in transitioning to modifications to the allocation policy required by the SELPA. Allocations to districts entitled to increased funds shall be restricted to provide maintenance of allocation for other districts at the

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prior year rate where specifically based on the policy change.

Allocation procedures shall include:

1. CALPADS data collected in the fall of the prior school year for each LEA shall be used to determine each LEA's percentage of the SELPA's total CALPADS.
2. Member districts shall share Out of Home Care funding for children receiving special education services and residing in a Licensed Children's Institution, Foster Family Home, Skilled Nursing Facility, etc. based on the students' reporting district in the prior year CALPADS October Census Day pupil count or, for facilities not specified in CALPADS, the district where the facility is located if the address is published.
3. Districts receive proportional funding from the SELPA through grants based on the prior year's Pupil Count of 3 and 4-year-old students by reporting district.
4. Additional policy may be established by the Regional Policy Board to establish specific parameters for recapture and reallocation of resources from districts that do not meet federal and state requirements for compliance and maintenance of effort.
5. Add or subtract any revenue transferred from or to a member district to another member district. At the option of the district, the district may authorize transfer of revenue to another district within the SELPA to pay for placement costs of students per written agreement.
6. Determine the total revenue for each LEA. This becomes Special Education funding for district operation.
7. An Allocation Worksheet shall be developed to implement the calculations represented in this policy.
8. A Distribution Worksheet shall be developed to display all sources of funding received by a district for providing special education programs and services.
9. Allocation and Distribution Worksheets shall be used at each projection

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and certification period for each funding year that remains open and active.

2. Coordinated system of identification and assessment:

Document Title: Identification and Evaluation of Individuals for Special Education

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Document Location: Mid-Alameda County SELPA Board Policies and Administrative Regulations:
https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description: The SELPA Director will provide support to LEAs, guidance to parent's policies and procedures to LEAs, and appropriate Interagency Agreements to support a coordinated system of identification and assessment across the SELPA. Each LEA is responsible to coordinate and conduct child find activities to ensure all children within their jurisdiction suspected of having a disability are identified and assessed, including students in medical facilities, foster homes, LCI facilities, and private schools.

3. Coordinated system of procedural safeguards:

Document Title: Procedural Safeguards and Complaints for Special Education

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Document Location: Mid-Alameda County SELPA Board Policies and Administrative Regulations, BP 6159.1:
https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Mid-Alameda County SELPA Procedural Handbook, Procedural Safeguards:
https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

The Mid-Alameda County Special Education Local Plan Area (SELPA) affords students with disabilities and their parents with all procedural safeguards according to state and federal laws and regulations. Parents/guardians shall receive written notice of their rights in accordance with the

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Description:

law, Board policy, and administrative regulation.

The Superintendent or designee of each district within the Mid-Alameda County SELPA 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.

The Superintendent or designee of each district within the Mid-Alameda County SELPA shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures.

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

Document Title:

Comprehensive System of Staff Development, BP 4100

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:
https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

The purpose of staff (and community) development is to provide the continuing education of personnel, parents, and the community regarding individuals with exceptional needs (persons with disabilities). The goals of the SELPA for personnel development are:

1. To further develop the skills of personnel who deal with the special needs of students in order to provide effective educational opportunities and promote successful transitions to adulthood.

2. To promote cooperative efforts of special educators and general educators, at all levels, in planning and providing educational programs for students.

3. To inform and assist administrators in fulfilling the intent of current special education legislation.

4. To provide information and assistance to parents on systems, programs, disabilities, and the law and promote parent-professional collaboration.

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Numerous staff and community development activities are conducted on an ongoing basis throughout the school year. A calendar, which includes state, regional, agency, SELPA, and LEA in-service activities is produced and maintained by the SELPA office. This calendar is available on the SELPA website.

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

Document Title: Regional Operations/Services Roles and Responsibilities, BP 2800

Document Location: Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:
https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description: The Mid-Alameda County Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of four local educational agencies (LEAs) joined together to provide for the coordinated delivery of programs and services to students with disabilities. The Castro Valley Unified School District is designated as the Administrative Unit (AU) for the Mid-Alameda County SELPA. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region.

The SELPA supports a coordinated system of curriculum development and alignment with the core curriculum among member LEAs.

Each LEA shall ensure that students with disabilities will have access to instructional materials, supports, and all required core curriculum including state-adopted core curriculum and supplementary materials.

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

Document Title: Program Certification, BP 2400

Mid-Alameda County SELPA Office:

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Document Location:

4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

Program evaluation is the responsibility of the Regional Policy Board. Special Education Directors in each district review policies, evaluate program effectiveness and implement local accountability systems.

7. Coordinated system of data collection and management:

Document Title:

Data Collection, BP 2500

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

LEAs use the Special Education Information System (SEIS) as a tool to complete and track the IEP process. The California Department of Education uses the data compiled from SEIS and CALPADS for compliance monitoring activities. Therefore, proficiency in this system and attention to detail is of the utmost importance to each LEA. The complete IEP is also used to track compliance and collect other data required for CALPADS reporting.

8. Coordination of interagency agreements:

Document Title:

Coordination with Other Agencies, BP 1200

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

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Description:

Interagency agreements necessary to support the implementation of the Local Plan, and as required by legal mandates have been developed with the following agencies:

Regional Center of the East Bay
California Children's Services

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

The SELPA Director coordinates interagency agreements and serves on the committees when interagency agreements are being developed, reviewed, and/or revised. The SELPA Director ensures that interagency agreements are in place as required by the Education Code and also provides technical assistance and dispute resolution as needed.

9. Coordination of services to medical facilities:

Document Title:

Coordination with Medical Facilities

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Procedural Handbook:
https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

Individuals with exceptional needs who are placed in a public hospital, state-licensed children's hospital, psychiatric hospital, a 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 located.

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

Document Title:

Foster Youth

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Procedural Handbook:
<https://www.cv.k12.ca.us/apps/pages/index.jsp>

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uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

Special education services for students with disabilities residing in foster family homes or licensed children's institutions are the responsibility of the district in which the foster family home or licensed children's institution is located: unless based on the Education Code there is another district of special education accountability which is responsible.

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

Document Title:

Data Collection, BP 2500

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:
https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

The SELPA ensures timely preparation and transmission of required SELPA reports and provides technical assistance to LEAs completing those reports. Each LEA prepares and submits data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title:

Community Advisory Committee, BP 1100

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:
https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

The SELPA will provide fiscal and logistical support for CAC meetings, parent education, and other events.

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

Document Title:

Transportation of Special Education Students

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Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Procedural Handbook:
[https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578](https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578)

Description:

The SELPA provides technical assistance and training to LEAs as needed to support the coordination of transportation services for individuals with disabilities. Each LEA member is responsible for providing transportation for students with disabilities as determined by the IEP teams. Each LEA within the SELPA refers to their LEA's specific policies and determines specific procedures for addressing the specific transportation needs of their students and utilizes a variety of methods to transport students safely.

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

Document Title:

Individualized Education Program, BP 6159.5

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:
[https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578](https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578)

Description:

The SELPA Director will ensure appropriate interagency agreements are in place and facilitate LEA connection to agencies as appropriate. Each LEA will provide appropriate career and vocational education and transition services as required under federal and state law.

15. Assurance of full educational opportunity:

Document Title:

Individualized Education Program, BP 6159.5

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:
[https://www.cv.k12.ca.us/apps/pages/index.jsp?
uREC_ID=1387769&type=d&pREC_ID=2324578](https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578)

The SELPA Director ensures all students with disabilities have the full

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Description:

educational opportunity regardless of their district of special education accountability. The SELPA Director will develop an Annual Services Plan.

Each LEA is responsible to provide programs that meet the individual needs of all students with disabilities in their district and ensure educational benefits for all students with disabilities.

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:

Special Education Resource Allocation, BP 3100

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

The SELPA Director will facilitate the administrative process required to allocate and distribute state and federal special education funds in accordance with the funding plan approved by the Regional Policy Board. The SELPA Director will also develop and recommend for the Regional Policy Board approval of an Annual Budget Plan.

Each LEA through their representative on the Regional Policy Board will determine and approve the allocation of funds to member LEAs and also approve the Annual Budget Plan.

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

Document Title:

Regional Operations/Services Roles and Responsibilities , BP 2800

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

The Mid-Alameda County SELPA provides funding for member LEAs to hire

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Description:

staff in the role of a Program Specialist. Each LEA evaluates the program specialist. The Program Specialist must hold at least one of the following: a valid California Education Specialist credential, a California Special Education credential, a basic Pupil Personnel Services credential, or a Pupil Personnel Services credential in School Psychology, Counseling, or Social Work. The Program Specialist shall have advanced training and related experiences in the education of individuals with disabilities and specialized in-depth knowledge in one or more areas of the disabling condition. In order to implement the local plan, the Program Specialist shall be considered a “school official and employee” in regard to access to student records. The Program Specialist may do all of the following:

- a. Plan and implement staff development and innovation of special methods and approaches for the instruction of individuals with disabilities.
- b. Assist districts in the identification, selection, and use of instructional materials, curriculum and methodologies.
- c. Assist districts in monitoring compliance with state and federal laws.
- d. Assist with placement of students outside of their districts of residence into member districts, neighboring SELPAs, nonpublic schools, etc.

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:

Interagency Agreement for 0-3 Between Regional Center East Bay and Mid-Alameda County SELPA Annual Service Plan

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Description:

The Interagency Agreement between Regional Center East Bay and Mid-Alameda County SELPA outlines services for children aged birth to three years. Programs for Early Childhood Education and services for children aged three through five years of age are outlined in the Annual Services Plan.

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:

Governance Bylaws, BP 9000 &
Article V - Meetings

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

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Document Location:

Mid-Alameda County SELPA Board Policies and Administrative Regulations, BP 9000:

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Mid-Alameda County SELPA Regional Policy Board Bylaws - Article V, Meetings:

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2329071

Description:

All LEA governing boards within the Mid-Alameda County SELPA and the Mid-Alameda County Regional Board have adequate notice of meeting and public comment sections on their agendas. The Mid-Alameda County SELPA Director (or their designee) and the LEA Special Education Directors (or their designee) are also available to meet with parents or members of the public who may have questions or concerns.

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:

Procedural Safeguards and Complaints for Special Education, AR 6159.1
Governance Bylaws, BP 9000

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

If a dispute arises over the responsibility for service provision, governance activities, program transfer, or distribution of funding, or if a school district, including any charter LEA or group of school districts believes that an action taken by the Mid-Alameda County Regional Policy Board will create an undue hardship on the LEA; or that an action taken exceeds the authority granted the Regional Policy Board within the Local Plan and/or state or federal statute, the aggrieved district(s) may submit the matter for dispute resolution.

The goal of the Mid-Alameda County SELPA is for disputes to be resolved at the lowest possible level. The first step in the dispute resolution process, therefore, is for the aggrieved party(s) to contact the other party(s) and attempt to resolve the matter informally. If the matter is not resolved at this

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Description:

level, the aggrieved party(s) may request formal mediation.

Any request for mediation must be submitted in writing to the Mid-Alameda County SELPA Director. If the issue is related to an action taken by the Regional Policy Board, the request must be submitted within thirty (30) days of the action taken by the Regional Policy Board. The written request must clearly identify the reason(s) for the request and the potential resolution(s) to the problem.

If mediation is not successful, the aggrieved party(s) may request a review of an independent review panel of the results of the mediation. A request for review by an independent review panel must be submitted in writing to the Mid-Alameda County SELPA Director within thirty (30) days of the completed mediation process and must include the reason(s) for the request and the potential resolution(s) to the problem.

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:

Identification and Evaluation of Individuals for Special Education, BP 6164.4

Document Location:

Mid-Alameda County SELPA Office:
4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:
https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

Each LEA shall ensure that a pupil is referred for special education instruction and services only after the resources of the general education program have been considered and where appropriate utilized. Such resources may include but are not limited to, response to intervention models, student success teams, early literacy, and remedial programs.

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:

Nonpublic, Nonsectarian School and Agency Services for Special Education, BP 6159.2

Mid-Alameda County SELPA Office:

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Document Location:

4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

Each LEA that contracts with a nonpublic, nonsectarian school (NPS) shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. Evaluation includes an on-site visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement and an on-site visit at least annually. The LEA representative shall also review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupil to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments necessary with parental consent where required to determine whether the pupil is making adequate educational progress.

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*)

Document Title:

Services to Adult Students in County Jail Facilities

Mid-Alameda County SELPA Office:

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Document Location:

4400 Alma Avenue, Castro Valley, CA 94546

Mid-Alameda County SELPA Board Policies and Administrative Regulations:

https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1387769&type=d&pREC_ID=2324578

Description:

The SELPA will make FAPE available to otherwise-eligible adults in county jail, age 18-21 who had received special education services in accordance with an IEP; but left school prior to their incarceration or who had been identified as a child with a disability and did not have in IEP in their last educational setting.

The district of residence will provide special education services and related services to an adult aged 18-21 in the county jail who remains eligible for these services and wishes to receive them. The district of residence is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new district of residence. For conserved students, the district of residence is based on the residence of the conservator.

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

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

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

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TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="34,725,996"/>	68.70%
AB 602 Property Taxes	<input type="text" value="4,756,166"/>	9.41%
Federal IDEA Part B	<input type="text" value="10,847,501"/>	21.46%
Federal IDEA Part C	<input type="text" value="114,086"/>	0.23%
State Infant/Toddler	<input type="text" value="1,207"/>	0.00%
State Mental Health	<input type="text"/>	0.00%
Federal Mental Health	<input type="text"/>	0.00%
Other Projected Revenue	<input type="text" value="105,526"/>	0.21%
Total Projected Revenue:	50,550,482	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

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

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

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

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="66,506,824"/>	37.47%
Object Code 2000—Classified Salaries	<input type="text" value="33,541,544"/>	18.90%
Object Code 3000—Employee Benefits	<input type="text" value="35,933,820"/>	20.24%
Object Code 4000—Supplies	<input type="text" value="1,016,794"/>	0.57%
Object Code 5000—Services and Operations	<input type="text" value="39,591,742"/>	22.30%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="921,677"/>	0.52%
Total Projected Expenditures:	177,512,401	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:

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TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="156,058,933"/>	87.91%
Projected Federal Revenue	<input type="text" value="19,053,349"/>	10.73%
Local Contribution	<input type="text" value="2,400,119"/>	1.35%
Total Revenue from all Sources:	177,512,401	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

The Regionalized Policy Board governs Mid-Alameda County SELPA's Allocation Plan, with the current SELPA AB602 Funding Exhibit driving the LEA Allocations. IDEA Revenues are distributed by prior year Census Day counts or prior year ADA as dictated by each individual grant award.

- 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

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adopted policy making process, and resubmitted to the COE and CDE for approval.

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

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="106,394"/>	21.35%
Object Code 2000—Classified Salaries	<input type="text" value="168,895"/>	33.90%
Object Code 3000—Employee Benefits	<input type="text" value="83,053"/>	16.67%
Object Code 4000—Supplies	<input type="text" value="3,400"/>	0.68%
Object Code 5000—Services and Operations	<input type="text" value="107,336"/>	21.54%
Object Code 6000—Capital Outlay	<input type="text" value=""/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="29,177"/>	5.86%
Total Projected Operating Expenditures:	498,255	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.

<input type="text" value="Indirect Cost"/>
--

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ☒ NO

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

LI funds were tracked for materials and equipment by the SELPA prior to FY 20/21. LEAs that choose to track these expenditures may do so by setting up locally defined goals. The majority of LEAs discontinued using codes for tracking student as severe and non severe. LEAs are encouraged to track expenditures for services, materials and equipment, but can not be required. The SELPA records and inventories all equipment purchased from LI funds. For budgeting purposes, the total number of reported is limited to the anticipated revenue for LI pupils and for the purpose of the Annual Budget Plan.

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.

3,410,207

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

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

990,618

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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Attachment I—Local Educational Agency Listing**Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. Only charter schools that have applied and been approved by their governing board as LEAs for special education purposes should be listed on Attachment I. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	1	61150			Castro Valley Unified School District	Stacey	Lillard	510-537-3000	slillard@cv.k12.ca.us	Previously Reported
	2	1	61192			Hayward Unified School District	Kristen	Devine	510-784-2600	kdevine@husd.k12.ca.us	Previously Reported
	3	1	61291			San Leandro Unified School District	Colleen	Palia	510-667-3507	cpalia@slusd.us	Previously Reported
	4	1	61309			San Lorenzo Unified School District	Julie	Corona	510-317-4761	jucorona@slusd.org	Previously Reported

Attachment II

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

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

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

Attachment II

SELPA: Mid-Alameda County

Fiscal Year: 2025-26

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Castro Valley Unified School District	7,820,487	843,899		1,934,016	0	0	0	105,526	10,703,928
2	Hayward Unified School District	13,624,822	2,023,508	114,086	4,539,793	1,207	0	0	0	20,303,416
3	San Leandro Unified School District	6,823,139	1,066,421		2,462,091	0	0	0	0	10,351,651
4	San Lorenzo Unified School District	6,457,548	822,338		1,911,601	0	0	0	0	9,191,487
Totals:		34,725,996	4,756,166	114,086	10,847,501	1,207	0	0	105,526	50,550,482

Attachment III

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Castro Valley Unified School District	12,719,502	7,204,636	7,945,922	156,872	4,980,192	0	79,727	33,086,851
2	Hayward Unified School District	28,028,241	14,433,752	13,952,796	375,637	12,453,140	0	51,523	69,295,089
3	San Leandro Unified School District	15,323,061	5,613,884	7,268,991	100,746	12,104,956	0	0	40,411,638
4	San Lorenzo Unified School District	10,436,020	6,289,272	6,766,111	383,539	10,053,454	0	790,427	34,718,823
Totals:		66,506,824	33,541,544	35,933,820	1,016,794	39,591,742	0	921,677	177,512,401

Attachment IV

SELPA: Mid-Alameda County

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Castro Valley Unified School District	2,109,810	11.07%	30,849,334	19.77%	127,707	32,959,144
2	Hayward Unified School District	6,632,841	34.81%	61,893,070	39.66%	769,178	68,525,911
3	San Leandro Unified School District	6,592,182	34.60%	33,354,223	21.37%	465,233	39,946,405
4	San Lorenzo Unified School District	3,718,516	19.52%	29,962,306	19.20%	1,038,001	33,680,822
Totals:		19,053,349	100.00%	156,058,933	100.00%	2,400,119	175,112,282

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Castro Valley Unified School District	1,502,232	106,138
2	Hayward Unified School District	1,879,382	566,067
3	San Leandro Unified School District	28,308	119,405
4	San Lorenzo Unified School District	285	199,008
Totals:		3,410,207	990,618

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

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Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Castro Valley Unified School District		Delete This Row							
Hayward Unified School District		Delete This Row							
San Leandro Unified School District		Delete This Row							
San Lorenzo Unified School District		Delete This Row							

LOCAL PLAN
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SPECIAL EDUCATION LOCAL PLAN AREA



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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 educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

☐ *Service is Not Currently Provided*

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

☐ *Service is Not Currently Provided*

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

This service includes: 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.

☐ 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.

There are no students who currently need this service based on current IFSP/IEP records. This service will be made available by the LEA/SELPA if needed by a student determined by the IFSP/IEP team.

☐ 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.

There are no students who currently need this service based on current IFSP/IEP records. This service will be made available by the LEA/SELPA if needed by a student determined by the IFSP/IEP team.

☒ 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 processes and social interaction; curriculum planning, including the planned interaction of

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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.

There are no students who currently need this service based on current IFSP/IEP records. This service will be made available by the LEA/SELPA if needed by a student determined by the IFSP/IEP team.

☐ 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.

There are no students who currently need this service based on current IFSP/IEP records. This service will be made available by the LEA/SELPA if needed by a student determined by the IFSP/IEP team.

☒ 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.

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,

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pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. 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:

Reasons for greater than 55 average caseload

☒ 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 §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.

Health care services mean 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 §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (EC §49423.5 (d)).

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☒ 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; CCR Title 5 §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.

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in 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 Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part

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☒ 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 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §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 §300.24(b)(2), (CCR Title 5 §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 aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(2)); CCR Title 5 §3051.9) 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

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include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

☒ 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 §300.31(b)(7); CCR Title 5 §3051.11).

☒ 525–Social Worker Services

☐ *Service is Not Currently Provided*

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

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 §3051.13).

☒ 530–Psychological Services

☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to 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

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☒ 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 §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, §5671)).

☐ *Service is Not Currently Provided*

☒ 610–Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

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 §3051.16 & 3051.18).

☒ 710–Specialized Deaf and Hard of Hearing 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 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 §3051.16 and 3051.18).

☐ 715–Interpreter 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.

There are no students who currently need this service based on current IFSP/IEP records. This service will be made available by the LEA/SELPA if needed by a student determined by the IFSP/IEP team.

☒ 720–Audiological Services

☐ *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the 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 §3051.2).

☒ 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. (CCR Title 5 §3030(d), EC

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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 Education Program (IEP).

☒ 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*

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

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

☐ 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.

There are no students who currently need this service based on current IFSP/IEP records. This service will be made available by the LEA/SELPA if needed by a student determined by the IFSP/IEP team.

☐ 750–Note Taking Services

☒ *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.

There are no students who currently need this service based on current IFSP/IEP records. This service will be made available by the LEA/SELPA if needed by a student determined by the IFSP/IEP team.

☒ 755–Transcription Services

☐ *Service is Not Currently Provided*

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

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.

☐ 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.

There are no students who currently need this service based on current IFSP/IEP records. This service will be made available by the LEA/SELPA if needed by a student determined by the IFSP/IEP team.

☒ 820–College Awareness Preparation

☐ *Service is Not Currently Provided*

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

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.

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This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (CCR Title 5 §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 in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR §300.29).

☒ 850–Work Experience Education

☐ *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, 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*

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.

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

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☒ 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 §613).

☒ 870–Travel and Mobility Training

☐ *Service is Not Currently Provided*

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

Orientation and mobility services: (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

☒ 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

☒ *Service is Not Currently Provided*

☒ ☐ Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

Attachment VI—Specialized Academic Instruction (SAI)/Specially Designed Instruction (SDI) and Related Services

Enter all special education Services provided by the SELPA's LEA membership and location (site) where they are provided. If code 900 is selected, the specific special education service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications for each identified service must be in accordance with law (see the Local Plan Guidance Document for more information). Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE).

DATE: 4/17/2025

FISCAL YEAR: 2025-26

SELPA NAME: Mid-Alameda County

For each LEA school/site name identified in "Column A," place an "x" in the corresponding instructional and/or related service that is provided by the LEA/school site

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxxx-xxxxxxx)	Charter Number (if applicable) (xxxx)	330	210	220	230	240	250	260	270	340	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900											
Castro Valley Unified	Alma Pre School	01-61150-0118216		Y	Y			Y	Y				Y						Y											Y				Y	Y																									
Castro Valley Unified	Anova Center for Education, Concord	07-61754-0112920		Y														Y		Y	Y	Y																																						
Castro Valley Unified	Canyon Middle	01-61150-6097653		Y									Y	Y	Y	Y	Y	Y	Y	Y	Y				Y	Y				Y				Y	Y				Y		Y		Y																	
Castro Valley Unified	Castro Valley Adult and Career Education	01-61150-0130039		Y									Y							Y			Y																																					
Castro Valley Unified	Castro Valley Elem	01-61150-6090351		Y									Y	Y	Y		Y	Y	Y	Y	Y					Y																																		
Castro Valley Unified	Castro Valley High	01-61150-0132225		Y	Y								Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y				Y		Y	Y	Y	Y			Y		Y	Y	Y	Y						Y											
Castro Valley Unified	Castro Valley Virtual Academy	01-61150-0133876		Y									Y								Y																																							
Castro Valley Unified	Chabot Elem	01-61150-6090369		Y									Y	Y	Y		Y	Y	Y	Y	Y	Y				Y				Y			Y																											
Castro Valley Unified	Creekside Middle	01-61150-6090385		Y	Y								Y	Y				Y	Y		Y	Y	Y			Y																																		
Castro Valley Unified	Esther B Clark- Palo Alto	01-61150-6979090		Y									Y	Y					Y		Y	Y	Y	Y		Y																																		
Castro Valley Unified	Esther B. Clark - San Jose	01-61150-6154371		Y									Y	Y							Y	Y	Y																																					
Castro Valley Unified	Home/Hospital Castro Valley	01-61150-0121376		Y																	Y																																							
Castro Valley Unified	Independent Elem	01-61150-6090393		Y									Y	Y			Y	Y	Y	Y		Y				Y																																		
Castro Valley Unified	Jensen Ranch Elem	01-61150-6113005		Y									Y	Y	Y	Y	Y	Y	Y	Y						Y				Y			Y																											
Castro Valley Unified	Journey Academy	01-61150-7056229		Y																	Y	Y	Y					Y																																
Castro Valley Unified	Marshall Elem	01-61150-6090401		Y									Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y																																		
Castro Valley Unified	North Valley School-Santa Rosa (Victor)	49-70920-7019268		Y																	Y	Y	Y	Y																															Y					
Castro Valley Unified	One School Global	01-61150-6133441		Y																																																								
Castro Valley Unified	Our Lady Of Grace School	01-61192-6970651		Y																																																								
Castro Valley Unified	Palomares Elem	01-61150-6090419		Y									Y	Y							Y																																							
Castro Valley Unified	Private ISP Schools	01-61192-0000002		Y									Y																																															
Castro Valley Unified	Proctor Elem	01-61150-6090435		Y									Y	Y	Y	Y	Y	Y	Y	Y	Y					Y							Y																											
Castro Valley Unified	Redwood Christian Elementary	01-61150-6913131		Y										Y																																														
Castro Valley Unified	Redwood Continuation High	01-61150-0135533		Y	Y								Y		Y	Y					Y	Y	Y		Y	Y		Y					Y							Y		Y	Y	Y																
Castro Valley Unified	Rising Star Sped Academy	01-61291-6166862		Y									Y	Y			Y	Y								Y																																		
Castro Valley Unified	Roy Johnson Transition	01-61150-0130047		Y	Y								Y	Y	Y	Y	Y	Y	Y	Y	Y					Y							Y																			Y								
Castro Valley Unified	Seneca Family of Agencies - Maya Angelou Aca	01-61259-6140131		Y	Y								Y	Y							Y	Y	Y			Y																																		

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