

**OAKLAND UNIFIED SCHOOL DISTRICT
1016 Union Street, #940
Oakland, CA 94607**

NOTICE OF PUBLIC HEARING

FINAL REVIEW AND PROPOSED ADOPTION OF SPECIAL EDUCATION LOCAL AREA (SELPA) ANNUAL SERVICE PLAN AND ANNUAL BUDGET PLAN, EACH, FOR 2023-2024 SCHOOL YEAR

TO ALL INTERESTED PARTIES:

PLEASE TAKE NOTICE that on Wednesday, May 24, 2023, at 7:00 P.M., or as soon thereafter as the matter may be heard, in person and virtually ((Live Streaming via Internet and KDOL-TV

Channel 27 (Comcast) and Channel 99 (AT&T)), the Governing Board of the Oakland Unified School District, at its Regular Meeting, La Escuelita Education Center, 1050 Second Avenue, Oakland, CA, 94606, (entrance at or near 286 East 10th Street, Oakland, CA 94606) will hold a Public Hearing on its Special Education Local Plan Area (SELPA) Annual Service Plan and Annual Budget Plan, each, for 2023-2024 School Year. The Governing Board at the conclusion of the Hearing may adopt the Plans.

The purpose of the Public Hearing is to take comments from the Public regarding the Plans and to make any modifications thereto, if warranted.

A copy of the Plans are available for online public inspection, beginning Friday, May 12, 2023. @ <http://www.ousd.org/domain/69>.

s/ Kyla Johnson-Trammell
Secretary, Governing Board
Oakland Unified School District

| Board Office Use: Legislative File Info. | |
|---|---------|
| File ID Number | 23-1069 |
| Introduction Date | 5/24/23 |
| Enactment Number | |
| Enactment Date | |



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Jenn Blake, Executive Director
Jorge Wahner, Director Special Education, SELPA

Meeting Date May 24, 2023

Subject Special Education Local Plan Area (SELPA) - Annual Review

Ask of the Board Public Hearing and adoption by the Board of Education of the Annual Service Plan and Budget Plan of the Special Education Local Plan Area (SELPA) 2023-2024 School Year.

Background Pursuant to Federal and State law, all public school districts must find, evaluate, and--if eligible--serve students with disabilities who require Special Education services by providing a continuum of academic and related services that enable each student to make progress in the Least Restrictive Environment (LRE). Oakland Unified School District is of sufficient size and diversity to be its own Special Education Local Plan Area (SELPA), an organizational structure unique to California. This means the OUSD SELPA serves students from birth-22 in many different settings, and the OUSD Board of Education is the SELPA Board, as well. Each year, the SELPA must complete an Annual Service Plan and Annual Budget Plan to detail the revenues and expenses specific to Special Education services for students being served by the SELPA and to describe what those services are.

Discussion As of 4/15/23, the OUSD SELPA has 6800 eligible students, of whom 6313 attend OUSD public schools. This represents about 18.1% of OUSD's student body. Our SELPA offers a continuum of services for students with an IEP that begins with inclusive services and provides four different types of self-contained classrooms. These services include Specialized Academic Instruction (SAI) and a host of related services, such as speech and language, occupational and physical therapy, mental health counseling, job coaching and college/career awareness, and low incidence services. Our services are implemented by specialized staff, which are funded by a combination of federal, state, and local resources. The Annual Budget Plan provides a summary of the Special Education-specific monies that flow into the SELPA and a

projection of our expenses by object class, as well as a description of the method the SELPA uses to distribute the funds.

Fiscal Impact

The Annual Service and Budget Plan ensures that the SELPA complies with the state Education Code to continue to receive our Special Education-Specific funds..

Attachment(s)

- Presentation
- Oakland Unified SELPA Section E: Annual Service Plan
- Oakland Unified SELPA Section D: Annual Budget Plan
- Oakland Unified SELPA Required Plan Attachments I-VII
- Oakland Unified SELPA, Attachment VI - Specialized Academic Instruction (SAI)/Specially Designed Instruction (SDI) and Related Services

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



California Department of Education
Special Education Division
2023–24 Local Plan Annual Submission

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- ☐ 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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 they can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Within Oakland Unified School District SELPA (hereafter referred to as OUSD), Specialized Academic Instruction is provided across a full continuum of programming to support the varied needs of our student population. OUSD SELPA provides Specialized Academic Instruction in the following settings and ways, described from least to most restrictive:

Consultative SAI: A credentialed special education teacher engages with general education staff, related service providers, and/or families to support Individual Education Program (IEP) IEP goal implementation and progress. The special education teacher may recommend

SELPA: Oakland Unified School District

Fiscal Year: 2023–24

adaptations and accommodations to curricula, provide recommendations for behavioral supports, or provide tools and materials to facilitate student access.

Regular Setting SAI Only: Students receive direct support and accommodations from a special education teacher or support staff under the direction of a teacher within their general education classroom. This may include working with a student individually or in a small group to break down and adapt classroom content, provide direct support with implementation of accommodations and modifications specified in the IEP, or supporting students' behavioral and attention-related needs.

Resource Specialist Services: Students may receive a combination of regular setting SAI as described above and separate setting, small group instruction specific to IEP goals and assessed areas of need. Resource Specialists may work with individuals or small groups in accordance with IEPs to provide intervention related to literacy, mathematics, writing, executive functioning and organizational skills, and self-help and self-determination skills. In OUSD SELPA, a Resource Specialist may have a caseload of up to 27 students and will provide SAI as indicated in individual IEPs.

Separate Setting SAI, Mild-Moderate: Students receive instruction for some or all of their academic instructional minutes in a separate, small-group setting with a special education teacher and one or more support staff. The smaller classroom size and student:staff ratio allow for more differentiation of classroom content and a more intensive focus on each students' assessed needs and goals. In this setting, the teacher implements general, CCSSaligned

curriculum in an adapted manner in addition to intervention materials aligned to students' remedial instruction needs. Typically, students participating in mild-moderate programming access the general education environment for physical education, electives/specials, and nonacademic times. Within OUSD SELPA, the average mild-moderate class size is thirteen students.

Separate Setting SAI, Moderate-Intensive: Students receive instruction for most of their academic instructional minutes in a separate, small-group setting with a special education teacher and two or more support staff. There may be specialty staff present, as well, such as behavioral aides and nurses, depending upon students' IEPs. The special education teacher utilizes modified, separate curriculum aligned to CCSS connectors, in addition to providing direct programming related to self help, independent living and prevocational skills. Typically, students engage with typically-developing peers for physical education and mealtimes, and some students may participate in other regular setting-courses based on their unique skills, interests and needs. In Oakland, the average classroom for moderate-intensive SAI is ten students.

SAI in a Nonpublic School Under Contract: When all less restrictive options have been considered and rejected based on the profundity of a students' disability, the IEP team may determine that a nonpublic program is required for a FAPE. For these students, SAI is provided by a teacher and support staff employed by a nonpublic school working under contract with OUSD. Students attend a small, specialized setting with no access to typicallydeveloping

peers. Typically, classrooms are small (8-12 students) and staffing ratios are high

Section E: Annual Service Plan

SELPA: Oakland Unified School District

Fiscal Year: 2023–24

to address students' behavioral and physical care needs. In OUSD SELPA, there are students receiving SAI in NPS setting participating leading toward diplomas and certificates of completion.

SAI in a Home or Hospital Setting: When required based on a students' unique medical needs, OUSD SELPA provides specialized academic instruction in students' homes or within local hospitals. This service is provided individually with a special education teacher working with the student for short periods of time based on their disability impact and stamina. Materials are selected based on the students' present levels and needs, with mild-moderate students engaging in adapted general curricula and moderate-intensive students participating in alternative curricula.

All SAI services are provided by either a credentialed Education Specialist with authorization in the area appropriate for the population served (e.g. Mild-Moderate or Moderate-Severe) or by a paraprofessional working under the direction of a credentialed teacher.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 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 is designed to assist the family in understanding the special needs of the child and enhancing the child's development.

Home Visits are one hour in length and held in the natural environment, usually the child's home. As per Early Start regulations, they are offered one time per week or as agreed upon within the IFSP in collaboration with the family. Home visits are conducted by the special education certificated staff with a specialty in the child's area of need.

DHH infants and their family are provided home visits with our Infant/Toddler teacher for the Deaf and Hard of Hearing. During the home visits the teacher provides parents with support to learn about the child's hearing level, how to read an audiogram and how to use this understanding to support their child's language development. The teacher also supports the family in learning how to implement proper and consistent use of the hearing devices (hearing aids, bone conduction hearing aids and cochlear implants) so the child can receive the full benefit of the device. The teacher implements the IFSP outcomes as agreed upon in the IFSP and supports the child in making progress on those outcomes. This is done through parent coaching and direct teaching to the child, as appropriate, using research based interventions. The DHH teacher also provides strong language models in both spoken language and ASL as needed or requested by the family. The teacher also tracks all developmental areas to ensure that any areas of need are supported and addressed.

For visually impaired students (VI), home visits are offered with a Teacher of the Visually Impaired (TVI) for 1 hour weekly, biweekly or monthly depending upon the child's need and parents request. TVI implements the IFSP outcomes as written in the IFSP. The TVI supports the family in understanding how to support their child's vision and to help the child learn with appropriate accommodations. The TVI supports the family in setting up any accommodations needed in the home and how to safely travel outside of the home.

For students with a severe orthopedic impairment (OI), home visits are offered with a Early Childhood Special Education Teacher for 1 hour weekly, bimonthly or monthly depending upon the child's need and parent request. The Teacher implements the IFSP outcomes as written in the IFSP. The teacher supports the family in understanding how to support their child's specific needs and overall 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.

This service is not required because the schedule and structure of infant services is not long enough in duration for medical services to be required.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 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.

This service is not required because the schedule and structure of infant services is not long enough in duration for meals or nutrition information to be required.

☒ 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.

The OUSD Service Coordinator oversees all of the cases for the OUSD Early Start Team and is the first contact the families have with the Early Start team. Service Coordination service is written in the IFSP as 2 times a year or as needed. The services coordinator is the case manager for the team, processes the intakes, sets up, coordinates and participates in the initial assessments. Organizes, writes, runs and processes all of the IFSPs. The service coordinator tracks all of the services provided in the IFSP to ensure that the child is receiving the services as laid out in the IFSP. The service coordinator explains and provides the parent rights to the family as well as ensuring the confidentiality of the IFSP. The service coordinator also conducts the Transition IFSP (between 2.6-2.9 years) with a representative of the Preschool Diagnostic Team to explain the transition process from Part C to Part B of the IDEA and support the family's understanding of the transition to preschool services at 3 year old.

☒ 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 personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP).

Special Instruction for OUSD Early Start is our DHH Toddler Class held two times a week for 150 minutes each day at the Burbank Preschool Center. The Toddler Class is a language rich environment one day in Spoken English and the other day in ASL to provide an immersive language experience for the children on each day. The teacher creates a curriculum that provides a stimulating language and social environment so that the children have better access to language than in typical settings. The class also allows for children to meet peers who also have a hearing difference which helps to normalize the experience for them and their families letting them know they are not alone. The class is run by the DHH Infant and Toddler Teacher with the support of a paraprofessional.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Justification for Natural Environment Exception:

"Deaf and Hard of Hearing Children, like all children, need to be in a linguistically rich environment, in which the language is fully accessible to the deaf or hard of hearing child. The curriculum must focus on the development of communication skills and linguistic competence, to help ensure later academic, social and vocational success. The deaf/hard of hearing-toddler program supports students' learning in developmentally appropriate context and focuses on the unique communication needs of the deaf and hard of hearing students through a total communication approach (use of sign language, speech and auditory skills) in order to support student success." - Guidelines for Program Standards for Deaf and Hard of Hearing - Guideline Standard 28 & 29

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

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

When required, the SELPA provides aide support to students to support the implementation of their IFSP. The aide may assist Special Education teachers or related service providers with implementation of activities related to students' areas of need. All aides work under the direction of a certificated staff member.

☐ 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.

OUSD SELPA does not provide respite care. Local Early Intervention providers within the area offer this support to families of students with disabilities, including the Regional Center, with whom OUSD has a MOU.

☒ 340–Intensive Individual Instruction

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

Within OUSD SELPA, students receive Intensive Individual Services when they demonstrate significant, profound needs relative to behavioral or physical health that necessitate having individual support throughout their school day. Intensive Individual Services may be provided by a district paraprofessional trained in the student's unique needs or a behavioral aide (e.g. RBT) from a nonpublic agency under contract with the SELPA. The SELPA encourages teams to rotate staff so the child maintains individual service throughout the day but avoids the prompt dependence that can develop with a single provider across all minutes. OUSD SELPA utilizes an assessment process to help IEP teams determine if IIS may be necessary and to develop criteria for a fade plan for such services when the student

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 350–Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

OUSD SELPA provides services for preschool-aged students who are eligible for Special Education under Individual and Small Group Instruction. Within OUSD SELPA, preschool services are offered at a variety of school sites to allow for integration with typical peers, as well as at a separate special education center. Services are led by an early childhood special educator and include a small class size and support staff to ensure small-group, differentiated instruction is possible. Students may attend for a full or partial day depending upon their attentional baselines and IEP goals.

Within the preschool school day, students focus on pre-academic skills, communication, and daily living skills to prepare them for a successful transition to kindergarten. In addition to core programming in the aforementioned areas, students have opportunities for structured play and enrichment that builds motor skills and coordination and reinforces pro-social behaviors.

☒ 415–Speech and Language

☐ *Service is Not Currently Provided*

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

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

Within OUSD SELPA, speech and language services are our second-highest incidence service after specialized academic instruction, with several thousand students receiving services across our continuum. Much like SAI, speech and language services can take several forms, including:

Consultative Speech-Language Services: A speech-language pathologist (SLP) engages with special education staff, general education staff, and/or families to provide recommended strategies to support the student's communication needs within the home or school setting. Consultation may include training staff on the implementation of speech strategies, providing specialized materials or tools, and modeling the implementation of accommodations.

'Push-in' Speech-Language Services: Under this service modality, a speech-language pathologist would provide services to one or more students within their primary classroom setting. This may take the form of the SLP working with an individual student during a lesson or instructional period that is conducive to the implementation of speech goals or the SLP

Section E: Annual Service Plan

SELPA:

Fiscal Year:

working with a small group of students to facilitate their language production during a structured task while the special education teacher works with the remainder of the class. Separate Setting Speech-Language Services: In this form, a SLP will remove an individual student or small group of students from their classroom setting to work with them in a separate setting. The SLP will design and implement lessons that are specific to students' goals related to articulation, expressive language, receptive language, and/or pragmatic language skills. This may include social skills groups for students who have IEP goals related to this communication domain.

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

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

Adapted PE (APE) involves adapting, as appropriate, the general education physical education curriculum to ensure access for students with disabilities. Adapted PE specialists may provide direct or consultative services. Consultative services may include collaboration with general physical educators to co-plan or modify existing PE lessons and units, as well as collaboration with other motor-related service providers (e.g. physical therapists or orientation and mobility specialists) to ensure consistent application of fine and gross motor supports. Direct services may include providing physical education class to one or more students, coteaching with a general PE teacher, and providing specialized equipment and materials in real time to enable greater access for students whose disabilities may impede access to the general PE curriculum.

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

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

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing. The SELPA provides health and nursing services for students who have medical conditions that require medical procedures to be performed at school. Procedures are performed in accordance with doctors' orders under the supervision of a credentialed school nurse. Depending on the nature of the medical procedure, students may receive support throughout the entirety of their instructional day or for a specific part of the day during which the procedure(s) must be performed.

Section E: Annual Service Plan

SELPA: Oakland Unified School District

Fiscal Year: 2023–24

☒ 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.

In addition to specialized physical care, the SELPA offers other nursing services to students who require such care in accordance with doctor's orders due to established medical conditions. Within OUSD SELPA, we utilize this service code to log supervision or monitoring of student health conditions by a credentialed school nurse (e.g. diabetes, sickle cell anemia,

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.

In addition to specialized physical care, the SELPA offers other nursing services to students who require such care in accordance with doctor's orders due to established medical conditions. Within OUSD SELPA, we utilize this service code to log supervision or monitoring of student health conditions by a credentialed school nurse (e.g. diabetes, sickle cell anemia, 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.

In addition to specialized physical care, the SELPA offers other nursing services to students who require such care in accordance with doctor's orders due to established medical conditions. Within OUSD SELPA, we utilize this service code to log supervision or monitoring of student health conditions by a credentialed school nurse (e.g. diabetes, sickle cell anemia, 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.

In addition to specialized physical care, the SELPA offers other nursing services to students who require such care in accordance with doctor's orders due to established medical conditions. Within OUSD SELPA, we utilize this service code to log supervision or monitoring of student health conditions by a credentialed school nurse (e.g. diabetes, sickle cell anemia,

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 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.

OUSD SELPA provides assistive technology services for students who require low-, mid- or high-tech supports to access their program. Services are provided by either a credentialed speech-language pathologist or occupational therapist with an area of specialization in technology.

Often, these students are provided services in a consultative format in which the assistive technology specialist meets with the special education teacher, staff and families to ensure training and access to the specific tools and strategies required for the child to access the curriculum. Some students may require direct services, in which the AT specialist and student work together for a set period of time per week or month as agreed-upon by the IEP team to provide direct support in the student's understanding and use of technology tools and accommodations.

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

In OUSD SELPA, occupational therapy services are provided in accordance with IEPs to address students' motor and sensory needs. Occupational therapists may engage in any of the following:

- Working directly with students to address their educationally-related motor needs;

Section E: Annual Service Plan

SELPA:

Fiscal Year:

-Providing adapted tools and equipment and training staff on their use;
-Providing feeding, buttoning, zipping and other self-help and ADL equipment and materials;
-Creating and implementing sensory diets or recommending specific equipment to support sensory regulation within the educational milieu;
-Working within a special education classroom to provide support for a small group of students related to motor-specific IEP goals;
-Providing family consultation and training.

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

Educationally-related physical therapy services are provided for students who require such motor supports in accordance with IEPs. Physical therapists perform the following roles when providing services under this category:

-Consultation with other service providers and general educators to make recommendations and ensure implementation of motor-related accommodations/modifications;
-Direct support to students to build their gross motor functions for the purposes of better accessing their instructional program;
-Training and support for families to address students' motor needs;
-Provision of and training on the use of specialized equipment or materials for students with challenges accessing the physical learning environment due to their disability.

☒ 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 such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

When a student in OUSD SELPA requires mental health support due to the impact of their disability, the IEP team may consider the provision of individual counseling services through the IEP. Many schools within OUSD SELPA offer these services through the general

Section E: Annual Service Plan

SELPA:

Fiscal Year:

education program, as well. Within Special Education, individual counseling is provided by either a district-employed school social worker or a nonpublic agency therapist under contract with the district depending on the setting of the service and the program placement of the child. Therapists are social workers with appropriate training and credentials. The therapists meet with each student individually as indicated in their IEP to address educationally-related mental health needs that are presenting as barriers to educational progress. This may include mental health assessment and diagnosis, collaborative goal planning, and direct therapy in a variety of modalities based on students' developmental levels and needs (e.g. talk therapy, play-based therapy).

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

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

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

In addition to individual therapy services, some students within OUSD SELPA may require additional mental health services to support their social skills, emotional regulation, and positive choice-making within the school environment. Within OUSD SELPA, counseling and guidance services are provided within a small group, separate setting format to address the aforementioned needs through engagement in scenario-building, social skills games and curricula, and talk-based activities. Sessions are led by OUSD social workers or social workers under contract from nonpublic agency partners.

☒ 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 IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

For students with intensive mental health needs that may manifest in challenges within the home setting that impact attendance at or progress at school, OUSD SELPA offers parent counseling services. These services are led by credentialed school social workers and seek to engage parents in understanding their child's mental health needs and developing healthy routines and interactions to support their child's progress at school. Sessions may focus on limit-setting, coping strategies, crisis response techniques, self care, or other related topics. Services may be provided in person or virtually based on mutual agreement between the

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 525–Social Worker

☒ *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.

OUSD SELPA provides a full continuum of mental health services. We indicate such services within the IEPs as either individual counseling, counseling and guidance (for group services), or parent counseling services. These services are performed by school social workers, and we feel that the greater specificity of using the codes indicated above is important for teams to understand the specific type of mental health or social work services being provided to support students' mental health needs.

☒ 530–Psychological

☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

OUSD SELPA offers psychological services to support the behavioral and emotional wellbeing of students who have areas of need in these domains. Services are provided by credentialed school psychologists and may include any of the following:

- Meeting directly with individual students or small groups of students;
- Providing groups related to specific topics and needs (e.g. grief, self esteem);
- “Pushing in” to the classroom setting to implement and model the use of behavioral interventions and reinforcement systems;
- Providing consultative guidance to staff and families regarding students' social emotional/ behavioral needs.

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

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

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social

Section E: Annual Service Plan

SELPA:

Fiscal Year:

contacts, public events, and placement in the least restrictive environment. In OUSD, students with behaviors that are not addressed sufficiently by an IEP team-based behavior intervention planning process may require behavior intervention services. These services are performed by a BCBA or assistant under the supervision of a BCBA and may include analysis and collection of behavioral data, preference assessment, trialing of interventions, and collaboration with service providers and family members.

☒ 540–Day Treatment

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

OUSD SELPA offers day treatment services to students who have mental health-related disabilities that have a profound impact on their access to instruction and for whom less restrictive mental health supports are insufficient to ensure a FAPE. Within a day treatment setting, students participate in instruction within a therapeutic milieu. There is a high staff: student ratio to ensure all students have ongoing behavioral interventions and access to mental health support staff. Day treatment includes therapeutic interactions that focus on reducing the symptoms of each student's mental health needs and increasing their use of replacement behaviors and coping skills. Typically, within each day treatment classroom, a special education teacher, mental health clinician, and mental health aide work collaboratively with a small group of students (avg ten per class).

☒ 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. Students whose disabilities manifest in intensive, global needs such that all less restrictive levels of care are not appropriate may participate in residential treatment as their FAPE. These services are provided by nonpublic facilities under contract with SELPA and may be within or outside of the state of California. Students attend residential treatment for the smallest amount of time possible based on their treatment plan and needs. While in residential treatment, students reside at a facility co-located with a nonpublic school. Outside of their school day, they receive a high level of supervision and staff support from personnel trained in the needs of students with profound behaviors. Crisis response personnel are available 24 hours per day. Students engage in recreational and leisure activities with peers and have access to therapeutic personnel within the milieu.

☒ 610–Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed.

OUSD SELPA has staff who specialize in the needs of students with low incidence disabilities. While many of the services students within this population require are captured within service codes 710, 725 and 730, some students may require other services specific to the impact of their low incidence disability. Specialized services may include consultation with site staff and families or the provision of and training on the use of specialized equipment and materials. The personnel who provide such services vary based on the specific type of disability and may include physical therapists, occupational therapists, teachers of the deaf, and teachers of the visually-impaired.

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

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

These services 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.

When a student is eligible for Special Education due to being deaf or hard of hearing, they may require specialized DHH services to access their instructional program. OUSD SELPA provides teachers of the deaf who are credentialed experts in the needs of students with moderate-profound hearing loss. Specialized DHH services may be performed within general education classrooms or in a separate, more individualized setting based on disability impact and goals. Within a general education class, DHH specialists may consult with general educators or support staff to ensure the appropriate use of equipment (e.g. FM systems) or accommodations, or interpretation into American Sign Language may be required. Within a separate setting, students may work on refining sign language skills, developing independence in the use of their devices, adapting and accommodating classroom content, or repairing communication breakdowns that could pose barriers to fully accessing the school environment.

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

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

Interpreter services are provided for students who are eligible for Special Education due to

Section E: Annual Service Plan

SELPA:

Fiscal Year:

significant hearing loss or deafness whose access to the general instructional program would be impeded without American Sign Language interpretation support.

Interpretation services may be individual or small group and must be performed by a certified ASL interpreter. Interpreters interpret oral instruction into ASL, ASL into oral language, and ensure students who require this service can communicate with staff and peers. Interpreters may work in classroom or community settings based on the primary program of the student who requires the service.

☒ 720–Audiological

☐ *Service is Not Currently Provided*

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

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

OUSD SELPA provides audiological services to eligible students with hearing loss.

Audiological specialists oversee the implementation and use of amplification equipment to ensure access to the instructional milieu. Services often focus on consultation with families and staff to ensure ongoing monitoring of students' hearing levels, calibration of equipment, and accommodations related to the instructional setting specific to a student's hearing needs.

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. For students who are blind or have significant vision impairments, specialized vision services may be necessary. Within OUSD SELPA, we employ teachers of the vision impaired who specialize in the needs of students with vision loss. As with students who are deaf or hearing impaired, services may be provided within a regular or separate setting with an emphasis on the LRE. Within a general education class, VI specialists may consult with general educators or support staff to ensure the appropriate use of equipment (e.g. braille readers, CCTVs) or accommodations such as large print. Within a separate setting, students may work on braille access, adapted classroom content, or focus on developing independence and self-advocacy skills.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 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.

OUSD SELPA's orientation and mobility specialists work with students who have low incidence vision disabilities that impact their physical movement within the educational environment and navigation of the school and community milieu. To prepare students to be as independent as possible upon the completion of their educational program, O&M specialists may provide direct and/or consultative services related to IEP goals in the areas of gross motor and travel. This may include support entering and exiting transportation, navigating the school campus, identifying obstacles, and using equipment such as canes. Typically, services are provided individually to ensure each student's safety and address unique mobility needs. As students enter secondary programs, services may focus more on navigating the community in preparation for post-secondary education and employment.

☐ 735–Braille Transcription

☒ *Service is Not Currently Provided*

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

This is not an identified need within OUSD SELPA at this time. We have an extensive library of materials available in Braille and can purchase additional braille materials whenever needed for students who are blind or have profound vision impairments.

☒ 740–Specialized Orthopedic

☐ *Service is Not Currently Provided*

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

Students with orthopedic disabilities that impact their access to instruction receive services, equipment and materials from our low incidence program. If direct service is needed, it is encapsulated within the category of Specialized Services for Low Incidence Disabilities (610). Materials and equipment are indicated in students' IEPs as specific accommodations to ensure clarity within the IEP document.

☐ 745–Reading

☒ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

If students require materials read aloud, we consider this to be an accommodation to allow the student access to instruction. As such, for any eligible student for whom the IEP team determines reading services are necessary for a FAPE, this is specified as a supplementary aid or accommodation as opposed to a direct service for the specific times of day or contents required.

☐ 750–Note Taking

☒ *Service is Not Currently Provided*

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

OUSD SELPA considers note taking an accommodation to allow the student to fully access instruction. As such, when needed, it is indicated in student's IEPs as a supplementary aid or accommodation as opposed to a direct service.

☐ 755–Transcription

☒ *Service is Not Currently Provided*

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

OUSD SELPA considers transcription an accommodation to allow the student to fully access instruction. As such, when needed, it is indicated in student's IEPs as a supplementary aid or accommodation as opposed to a direct service.

☒ 760–Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

College awareness services are available for students with IEPs who are transition aged. These services focus on ensuring students understand the options available to them for postsecondary education, know how to apply for colleges and technical schools, and engage in courses and experiences aligned to the requirements for such colleges. Services are provided by special education teachers and may include: support with high school course selection, online research into post-secondary institutions aligned to students' interests, liaising with local college students, and trips to local colleges and universities to learn about student life on campus.

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

☐ *Service is Not Currently Provided*

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

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

As a part of preparing for post-secondary transition, youth with IEPs may participate in vocational and career assessment services. These services may be provided by special education teachers or career/transition services case managers. These services include the administration of measures designed to help students better understand their strengths and potential career preferences and to connect those interests to schooling or training to be employed within a field of interest. Students may work one-on-one or within a small group of peers to review assessment results and receive guidance relative to next steps to secure employment or continued education after graduation.

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

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

OUSD SELPA offers career awareness services for transition-aged youth with IEPs. These services are provided by either a special education teacher or a transition services case manager. Services take place within the student's regular instructional day and may include: career exploration activities, shadow days at local worksites, resume building and interview practice, guest speakers or presentations from leaders in certain employment sectors, and job

Section E: Annual Service Plan

SELPA:

Fiscal Year:

readiness skills training. OUSD SELPA also provides Career Transition Services workshops led by career and transition services staff for students in middle and high schools focused on career exploration and pre-vocational skill development.

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. Within our SELPA, Work Experience takes place within our Young Adult Program. Students are matched with local employers or volunteer/service learning opportunities that align to their skills and career interests. Under the guidance and support of Special Education staff, students participate in jobs for a fixed interval. Some students may be eligible for student wages as a part of their work experience.

☒ 855–Job Coaching

☐ *Service is Not Currently Provided*

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

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

☐ 860–Mentoring

☒ *Service is Not Currently Provided*

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

Students who require mentoring and guidance receive such services through general education academic counselors or special education school social workers depending upon their needs and placement. Such services are embedded as a part of their ongoing core program and are covered under counseling and guidance or transition services, respectively.

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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).

☒ 870–Travel and Mobility Training

☐ *Service is Not Currently Provided*

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

Travel and mobility training may be provided by credentialed Orientation and Mobility Specialists for students with vision or orthopedic impairments to ensure dedicated support navigating the community and transitioning between settings as independently as possible. Additionally, travel training may be provided by Education Specialists for students in community-based settings whose significant developmental disabilities necessitate direct training and support accessing transit, moving between physical locations, and using community features safely (e.g. crosswalks, ramps). Services may be provided to an individual or small group of students. Services focus on classroom, playground and campus mobility for younger students and may align to one or more transition goals related to community integration or employment for students aged 16-22.

☐ 890–Other Transition 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.

N/A- All services fall into one of the designated service codes indicated above.

☐ 900–Other Related Service



Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

SELPA Oakland Unified School District

Fiscal Year 2023–24

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 | 27,238,757 | 63.54% |
| AB 602 Property Taxes | 3,311,626 | 7.73% |
| Federal IDEA Part B | 7,107,172 | 16.58% |
| Federal IDEA Part C | 205,411 | 0.48% |
| State Infant/Toddler | 7,106 | 0.02% |
| State Mental Health | 2,525,852 | 5.89% |
| Federal Mental Health | 412,668 | 0.96% |
| Other Projected Revenue | 2,057,027 | 4.80% |
| Total Projected Revenue: | 42,865,618.52 | 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)

Workability (RES 6520) \$318,420, Transition Partnership Project (RES 3410): \$436,829 Preschool Professional Learning (RES 3345): \$1,778
SEMP Mental Health (RES 9092): \$1,300,000

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

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="43,419,345"/> | 30.91% |
| Object Code 2000—Classified Salaries | <input type="text" value="20,683,722"/> | 14.72% |
| Object Code 3000—Employee Benefits | <input type="text" value="35,820,966"/> | 25.50% |
| Object Code 4000—Supplies | <input type="text" value="971,740"/> | 0.69% |
| Object Code 5000—Services and Operations | <input type="text" value="35,920,620"/> | 25.57% |
| Object Code 6000—Capital Outlay | <input type="text" value=""/> | 0.00% |
| Object Code 7000—Other Outgo and Financing | <input type="text" value="3,666,679"/> | 2.61% |
| Total Projected Expenditures: | 140,483,072 | 100.00% |

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Object 7000 contributes to district operations associated with the development, maintenance and oversight of our budget, and critical central operations that support Special Education.

Section D: Annual Budget Plan

SELPA Oakland Unified School District

Fiscal Year 2023–24

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 | 39,389,710 | 28.04% |
| Projected Federal Revenue | 13,725,436 | 9.77% |
| Local Contribution | 87,367,926 | 62.19% |
| Total Revenue from all Sources: | 140,483,072 | 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).

As a single-district SELPA, OUSD is the AU for OUSD SELPA. We distribute funds in accordance with the purpose of each resource. Special Education positions are funded centrally and assigned to school sites to ensure a full continuum of Special Education and related services based on student enrollment and residence data. Funds are further allocated in collaboration with the SELPA Director and the district Chief Academic Officer to ensure sufficient support and materials for home-hospital instruction, privately-placed students, nonpublic school students, and students in independent study programs. Finally, the SELPA manages the distribution and maintenance of materials and equipment purchased with low incidence funds on behalf of students with disabilities.

- b. ☒ YES ☐ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section

Section D: Annual Budget Plan

SELPA

Fiscal Year

56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

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

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

| Accounting Categories and Codes | Amount | Percentage of Total |
|--|----------------------|---------------------|
| Object Code 1000—Certificated Salaries | <input type="text"/> | 0.00% |
| Object Code 2000—Classified Salaries | <input type="text"/> | 0.00% |
| Object Code 3000—Employee Benefits | <input type="text"/> | 0.00% |
| Object Code 4000—Supplies | <input type="text"/> | 0.00% |
| Object Code 5000—Services and Operations | <input type="text"/> | 0.00% |
| Object Code 6000—Capital Outlay | <input type="text"/> | 0.00% |
| Object Code 7000—Other Outgo and Financing | <input type="text"/> | 0.00% |
| Total Projected Operating Expenditures: | | 0.00% |

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.

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☒ YES ☐ NO

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

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

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

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

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

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

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

**INTENTIONALLY
LEFT
BLANK**

SELPA:

Oakland Unified School District

Fiscal Year:

2023–24

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA:

Oakland Unified School District

Fiscal Year:

2023–24

| Add or Delete Row | List | County Code xx | District Code xxxxx | School Code xxxxxxxx | 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 |
|-------------------------------------|------|----------------|---------------------|----------------------|-----------------------------------|--|---------------------------------------|--------------------------------------|----------------------|-----------------------------|--------------------------------|
| <div><div>+</div><div>-</div></div> | 1 | 1 | 61259 | 0 | 0 | Oakland Unified School District | Jennifer | Blake | 510-879-5003 | jennifer.blake@ou sd.org | <div>Previously Reported</div> |
| <div><div>+</div><div>-</div></div> | 2 | 1 | 61529 | 6117972 | 302 | North Oakland Community Charter | Jennifer | Blake | 510-879-5003 | jennifer.blake@ou sd.org | <div>Previously Reported</div> |

SELPA:

Oakland Unified School District

Fiscal Year:

2023–24

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.)

SELPA:

Oakland Unified School District

Fiscal Year:

2023–24

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 | Oakland Unified School District | 27,238,757 | 3,311,626 | 205,411 | 7,107,172 | 7,106 | 2,525,852 | 412,668 | 2,057,027 | 42,865,619 |
| 2 | North Oakland Community Charter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals: | | 27,238,757 | 3,311,626 | 205,411 | 7,107,172 | 7,106 | 2,525,852 | 412,668 | 2,057,027 | 42,865,619 |

Attachment III

SELPA:

Oakland Unified School District

Fiscal Year:

2023–24

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, <i>and</i> 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 | Oakland Unified School District | 43,419,345 | 20,683,722 | 35,820,966 | 971,740 | 35,920,620 | 0 | 3,666,679 | 140,483,072 |
| 2 | North Oakland Community Charter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals: | | 43,419,345 | 20,683,722 | 35,820,966 | 971,740 | 35,920,620 | 0 | 3,666,679 | 140,483,072 |

SELPA:

Oakland Unified School District

Fiscal Year:

2023–24

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

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

| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Federal Revenue | Percent of Total Federal Revenue | State Revenue | Percent of Total State Revenue | Local Revenue | Total Federal and State Funding |
|---------|--|--------------------|--|------------------|-----------------------------------|------------------|---------------------------------------|
| 1 | Oakland Unified School District | 13,725,436 | 100.00% | 39,389,710 | 100.00% | 87,367,926 | 53,115,146 |
| 2 | North Oakland Community Charter | 0 | 0.00% | 0 | 0.00% | 0 | 0 |
| Totals: | | 13,725,436 | 100.00% | 39,389,710 | 100.00% | 87,367,926 | 53,115,146 |

SELPA:

Oakland Unified School District

Fiscal Year:

2023–24

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, <i>and</i> SELPA) | Total Projected Expenditures by LEA SAS in the Regular Classroom | Total Projected Expenditures by LEA for LI |
|---------|---|--|---|
| 1 | Oakland Unified School District | 20,375,325 | 800,766 |
| 2 | North Oakland Community Charter | 0 | 0 |
| Totals: | | 20,375,325 | 800,766 |

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

Attachment VII

SELPA:

Fiscal Year:

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 | Impacted SELPA Name | Impacted District, Charter, or School Name | Initiating SELPA Notification Date | SELPA Governing Board Notification Date | COE Notification Date | CDE Notification Date | Agreed Upon Effective Fiscal Year |
|----------|-------------------------------------|------------|---------------------|--|------------------------------------|---|-----------------------|-----------------------|-----------------------------------|
| | <div><div>+</div><div>-</div></div> | | | | | | | | <div><div></div><div></div></div> |

DO NOT
DISTRIBUTE

