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Enactment Date	6/9/2021 If



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Jenn Blake, ED, Special Education

**Meeting Date** June 2, 2021

**Subject** 2021-2022 SELPA Annual Service and Budget Plan

**Ask of the Board** Adoption by the Board of Education of the Annual Service and Budget Plans for the Special Education Local Plan Area (SELPA) for the 2021-2022 Fiscal Year.

**Background** The California Department of Education requires that each Special Education Local Plan Area (SELPA) create, adopt and implement a Local Plan, Annual Budget Plan, and Annual Service plan. The Annual Budget Plan indicates the sources and amounts of funding that the SELPA has available to run our programs, and it details the expenditures for Special Education by category. The Annual Service Plan describes each of the Special Education and related services available within the SELPA and indicates where and how they are provided to eligible students.

**Discussion** We ask that the Board vote to adopt the proposed SELPA Annual Service and Budget Plans to be implemented in the coming school year. The plan will guide the services that students with Individual Education Programs receive within all OUSD schools and the charter schools within our SELPA network.

**Fiscal Impact** Will use existing Special Education allocated funds. Funds can be withheld by the California Department of Education (CDE) if the plan is not adopted in a timely manner.

**Attachment(s)**

- Annual Budget and Service Plans, Oakland SELPA
- Public Meeting Notice
- Presentation, Local Plan

# Special Education Local Plan Area (SELPA) Local Plan

SELPA Oakland Unified School District

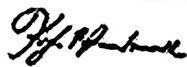
Fiscal Year 2021–22



6/9/2021

Shanthi Gonzales  
President, Board of Education

Legislative File Id. No. 21-1239  
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By:



6/9/2021

Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

## LOCAL PLAN

### Section D: Annual Budget Plan

### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

## Section D: Annual Budget Plan

SELPA 

Oakland Unified School District
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Fiscal Year 

2021–22
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### Local Plan Section D: Annual Budget Plan

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

**IMPORTANT:** Pursuant to California *Education Code (EC)* Section 56048, 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.

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

Fiscal Year

**Table 1: Special Education Revenue by Source**

D1. Using the fields below, identify the special education revenues by funding source. The total 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="21,866,504"/>	58.93%
AB 602 Property Taxes	<input type="text" value="3,478,026"/>	9.37%
Federal IDEA Part B	<input type="text" value="8,540,590"/>	23.02%
Federal IDEA Part C	<input type="text" value="205,411"/>	0.55%
State Infant/Toddler	<input type="text" value="0"/>	0.00%
State Mental Health	<input type="text" value="2,278,890"/>	6.14%
Federal Mental Health	<input type="text" value="412,668"/>	1.11%
Other Revenue*	<input type="text" value="320,876"/>	0.86%
<b>Total Revenue</b>	37,102,965	<b>100.00%</b>

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. \*Include a description of the revenue identified the "Other Revenue" category

6520- Workability I Grant: \$318,420  
3345- Preschool Professional Development- \$2,456

Section D: Annual Budget Plan

SELPA

Fiscal Year

**Table 2: Total Budget by Object Codes**

D4. 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="37,590,000"/>	31.84%
Object Code 2000—Classified Salaries	<input type="text" value="18,942,000"/>	16.04%
Object Code 3000—Employee Benefits	<input type="text" value="30,630,000"/>	25.94%
Object Code 4000—Supplies	<input type="text" value="2,832,500"/>	2.40%
Object Code 5000—Services and Operations	<input type="text" value="27,419,000"/>	23.22%
Object Code 6000—Capital Outlay	<input type="text" value="40,000"/>	0.03%
Object Code 7000—Other Outgo and Financing*	<input type="text" value="618,730"/>	0.52%
<b>Total Expenditures</b>	118,072,230	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. \*Include a description of the expenditures identified under object code 7000:

The expenditures in code 7000 are indirect expenses associated with running our program. They may include administrative and processing costs associated with implementation of district systems and personnel utilized by the SELPA to operate.

Indirect costs include the cost of personnel (salary and benefits) who manage the district's fiscal resources, as well.

## Section D: Annual Budget Plan

SELPA

Fiscal Year

**Table 3: Federal, State, and Local Revenue Summary**

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	<input type="text" value="27,623,420"/>	23.40%
Federal Revenue	<input type="text" value="9,158,669"/>	7.76%
Local Contribution	<input type="text" value="81,290,141"/>	68.85%
<b>Total Revenue From All Sources</b>	118,072,230	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

### Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

OUSD SELPA distributes funds in a manner that aligns to the intended purpose for such monies. Our Special Education leadership team, fiscal team and Chief Academic Officer meet to adopt the budget for the coming school year each Spring and allocate the dollars from each revenue source to school site personnel, services, materials and equipment on the basis of its intended purpose (e.g. ensuring preschool dollars are spent directly on early childhood educators serving our preschool-aged students). The team meets bimonthly throughout the school year to ensure constant monitoring of the expenditure of all Special Education funds in accordance with the funding restrictions.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

The SELPA distributes dollars to SELPAs on the basis of student enrollment and IEPs. For each LEA each year, we review the enrollment of students with disabilities and the service types and minutes indicated in their IEPs. From there, SELPA leadership assigns staff or funds to the LEA.

There are three service support models available to LEAs within the SELPA. The model selected by each LEA and agreed-upon by the SELPA is contained within a MOU approved by both parties, which can be revised annually. LEAs may receive all of their services directly from OUSD SELPA staff, in which case OUSD SELPA sources, hires, and assigns the staff based on caseload needs. Secondly, LEAs may be given funds to hire their own staff for certain positions and receive direct staffing support for other disciplines from the SELPA (e.g. hire their own Education Specialist but use OUSD related service providers). Finally, a LEA may be given funds to purchase all of their own

Section D: Annual Budget Plan

SELPA

Fiscal Year

required positions, with the understanding that such funds must be used as indicated to ensure compliant implementation of all IEPs within the LEA.

Section D: Annual Budget Plan

SELPA

Fiscal Year

**Table 4: Special Education Local Plan Area Operating Expenditures**

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

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%
<b>Total Operating Expenditures</b>		0.00%

D12. \*Include a description of the expenditures identified under object code 7000:



Section D: Annual Budget Plan

SELPA

Fiscal Year

**Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities**

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence 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.

D13. 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)?

The SELPA sets aside these funds and aligns them based on student need. Our low incidence staff and coordinator supervising low incidence meet with the Director to review students' personnel, materials and equipment needs for the coming year. From there, funds are distributed to objects and tracked based on invoices and personnel costs to ensure appropriate use for students with low incidence disabilities.

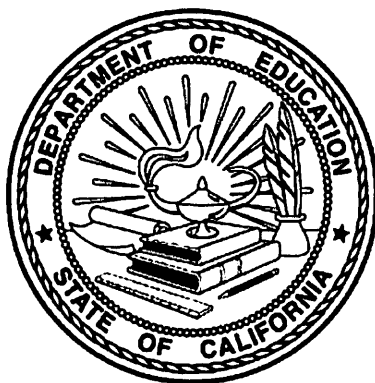
D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

Total Projected Expenditures for Students with LI Disabilities

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

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



California Department of Education

Special Education Division

January 2020

## Section E: Annual Service Plan

SELPA: Oakland Unified School District

Fiscal Year: 2021-22

### E. Annual Service Plan

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

The annual service plan shall be adopted at a public hearing held by the Special Education Local Plan Area (SELPA). Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process as established and specified in the local plan consistent with *EC* sections 56001(f) and 56195.9. The annual service plan shall include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location at which the services will be provided, regardless of whether the LEA is participating in the local plan.

#### Services Included in the Local Plan: 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 are listed in **Attachments VI**. Services provided by school sites are listed in **Attachment VII**.

**Include a description of the service provided and the physical location where the service is delivered:**

☒ 330—Specialized Academic Instruction

☐ Service is Not Currently Provided

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 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

Section E: Annual Service Plan

SELPA: Oakland Unified School District

Fiscal Year: 2021-22

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

Physical location(s) where the service is provided:

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☒ Nonpublic schools (NPSs)

☐ Other

☒ 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



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.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☐ Community day schools—LEA

☐ Other

☒ NPAs

☐ Other

☐ NPSs

☒ 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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 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.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                     |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="Homes"/> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>                          |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>                          |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>                          |
| <input type="checkbox"/> NPSs                                   |  |

☐ 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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 340—Intensive Individual Instruction

☐ Service is Not Currently Provided

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 demonstrates readiness to begin fading this highly restrictive service modality.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☒ NPAs

☐ Other

☒ NPSs



Section E: Annual Service Plan

SELPA: Oakland Unified School District

Fiscal Year: 2021-22

☒ 350—Individual and Small Group Instruction      ☐ *Service is Not Currently Provided*

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 preacademic 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 prosocial behaviors.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

☒ 415—Speech and Language (5 CCR 3051.1)      ☐ *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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 425—Adapted Physical Education  
(5 CCR 3051.5)

☐ *Service is Not Currently Provided*

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 435–Health and Nursing: Special Physical Health Care (5 CCR 3051.12) ☐ *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.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                  |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="Home and hospitals"/> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>                                       |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>                                       |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>                                       |
| <input checked="" type="checkbox"/> NPSs                        | <input type="checkbox"/> Other <input type="text"/>                                       |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 436—Health and Nursing: Other Services  
(5 CCR 3051.12)

☐ 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, asthma).

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA: Oakland Unified School District

Fiscal Year: 2021-22

☒ **445—Assistive Technology Services**  
(5 CCR 3051.19)

☐ *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.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☒ Other Homes and hospitals

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 450—Occupational Therapy (5 CCR 3051.6)      ☐ 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;
- 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.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                   |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="Homes and Hospitals"/> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>  |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>  |
| <input checked="" type="checkbox"/> NPSs                        |  |

Section E: Annual Service Plan

SELPA: Oakland Unified School District

Fiscal Year: 2021-22

☒ 460—Physical Therapy (5 CCR 3051.6)

☐ 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.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other Homes and hospitals

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs



Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 510—Individual Counseling (5 CCR 3051.9)      ☐ Service is Not Currently Provided

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 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).

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs



Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 515—Counseling and Guidance  
(5 CCR 3051.9)

☐ *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.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 520—Parent Counseling (5 CCR 3051.9)

☐ 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 family and provider and as indicated in the IEP.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☒ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 525—Social Worker (5 CCR 3051.13)

☒ *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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 530—Psychological Services (5 CCR 3051.10)    ☐ 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.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools         | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>      |
| <input checked="" type="checkbox"/> NPSs                        | <input type="checkbox"/> Other <input type="text"/>      |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 535—Behavior Intervention (5 CCR 3051.23)      ☐ 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.

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.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA: Oakland Unified School District

Fiscal Year: 2021-22

☒ 540–Day Treatment
 ☐ *Service is Not Currently Provided*

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).

Physical location(s) where the service is provided:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA<br><input type="checkbox"/> Alternative schools<br><input type="checkbox"/> Community schools—COE<br><input type="checkbox"/> Community day schools—LEA<br><input type="checkbox"/> NPAs<br><input checked="" type="checkbox"/> NPSs | <input type="checkbox"/> Opportunity schools and classes<br><input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 350px; height: 1.2em; vertical-align: middle;"></span><br><input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 350px; height: 1.2em; vertical-align: middle;"></span><br><input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 350px; height: 1.2em; vertical-align: middle;"></span><br><input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 350px; height: 1.2em; vertical-align: middle;"></span> |
|--|--|

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 545—Residential Treatment

☐ *Service is Not Currently Provided*

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.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 610—Specialized Service for Low Incidence Disabilities (5 CCR 3051.16) ☐ 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 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.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools                    | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPSs                                   | <input type="checkbox"/> Other <input type="text"/>      |



Section E: Annual Service Plan

SELPA: Oakland Unified School District

Fiscal Year: 2021-22

- ☒ 710—Specialized Deaf and Hard of Hearing  
(5 CCR 3051.18) ☐ *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.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 300px; height: 1.2em; vertical-align: middle;"></span> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 300px; height: 1.2em; vertical-align: middle;"></span> |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 300px; height: 1.2em; vertical-align: middle;"></span> |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 300px; height: 1.2em; vertical-align: middle;"></span> |
| <input checked="" type="checkbox"/> NPSs                        | <input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 300px; height: 1.2em; vertical-align: middle;"></span> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 720—Audiological (5 CCR 3051.2)

☐ 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.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 725—Specialized Vision (5 CCR 3051.7)

☐ 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.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 730—Orientation and Mobility (5 CCR 3051.3)    ☐ 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.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools                    | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>      |
| <input checked="" type="checkbox"/> NPSs                        |  |

☐ 735—Braille Transcription (5 CCR 3051.22)    ☒ 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 without OUSD 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.

Section E: Annual Service Plan

SELPA: **Oakland Unified School District**

Fiscal Year: **2021-22**

☐ 740—Specialized Orthopedic Service  
(5 CCR 3030(e) and 3051.16)

☒ *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 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 (5 CCR 3051.16)

☒ *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.

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 (5 CCR 3051.16)

☒ *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 support 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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☐ 755—Transcription Service (5 CCR 3051.16)      ☒ *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 (5 CCR 3051.15)      ☐ *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.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA: Oakland Unified School District

Fiscal Year: 2021-22

☒ **820—College Awareness**  
(34 CFR 300.39 and 300.43)

☐ *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.

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 post-secondary 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.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 830—Vocational Assessment, Counseling,  
☒ Guidance, and Career Assessment (5 CCR 3051.14) ☐ *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.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools         | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>      |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>      |
| <input checked="" type="checkbox"/> NPSS                        |  |



Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 840—Career Awareness (5 CCR 3051.14)      ☐ 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 readiness skills training. OUSD SELPA also provides Workability workshops led by career and transition services staff for students in middle and high schools focused on career exploration and pre-vocational skill development.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 850—Work Experience Education  
(5 CCR 3051.14)

☐ 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.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 855—Job Coaching (5 CCR 3051.14)

☐ *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.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

☐ 860—Mentoring (5 CCR 3051.14)

☒ *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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 865—Agency Linkages, Referral and Placement (30 EC Section 56341.5)

☐ *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).

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 870—Travel Training, Including Mobility Training (5 CCR 3051.3)

☐ Service is Not Currently Provided

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

Within OUSD SELPA, travel training is provided by our Orientation and Mobility Specialists for students with vision-related disabilities, and also by Special Educators within our Young Adult Program. Travel training is designed to help our students navigate the local community as independently as possible by utilizing public transit. Students practice identifying bus routes, planning their travel times, safely entering and exiting public transit, and orienting themselves within the community. When appropriate, consultation with families also takes place to ensure consistency in travel preparation and routines across home and school settings.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

☐ 890—Other Transition Services (5 CCR 3051 and 3051.24)

☒ 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's transition services are included within the other transition service codes listed above.

☐ 900—Other Related Service (5 CCR 3051 and 3051.24)

Qualified Service

☐ 900—Other Related Service (5 CCR 3051 and 3051.24)

Qualified Service

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 900—Other Related Service  
(5 CCR 3051 and 3051.24)

Qualified Service

- 900—Other Related Service  
(5 CCR 3051 and 3051.24)

Qualified Service