

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



California Department of Education

Special Education Division

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.

Specially Designed Instruction includes intervention and instructional services that are adapted, as necessary, to address the unique needs of an individual student with a disability. These adaptations may include accommodations/modifications to the content, methodology, or delivery of instruction to ensure the student can access and make progress in the general education curriculum.

Specially Designed Instruction is provided to support the student in making meaningful progress toward meeting the educational standards that apply to all students within the public agency, while taking into account the student's individual strengths, needs, and circumstances, and is delivered in accordance with the student's Individualized Education Program (IEP).(34 CFR 300.39(b)(3))

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☐ *Service is Not Currently Provided*

☒ 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.

Family Training includes services provided by qualified personnel, such as social workers, psychologists, and other appropriately credentialed staff, to support families in understanding their child's identified special needs and to strengthen the family's capacity to enhance the child's development within daily routines and natural environments. These services are designed to build family knowledge and skills related to their child's development, learning, and participation, and are provided in accordance with the child's Individualized Family Service Plan (IFSP).

Note: Services provided by specialists to address a specific therapeutic or medical function (including, but not limited to, medical services, nursing services, occupational therapy, or physical therapy) are documented and reported under the appropriate service category, even when delivered in the home.

☒ 220–Medical (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

Medical Services include services provided by a licensed physician for diagnostic or evaluation purposes to assist the family and the early intervention team in understanding the child's developmental status and the need for early intervention services. These services support informed decision-making related to eligibility, service planning, and coordination of early intervention supports, as documented in the child's Individualized Family Service Plan (IFSP).

Note: Services provided by other specialists to address a specific therapeutic or medical function, including nursing services, occupational therapy, or physical therapy, are reported under the appropriate service category, even when delivered in the home.

☒ 230–Nutrition (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

Nutrition services include assessment and consultation provided by qualified personnel to support the identification of a child's nutritional needs related to development. These services may include conducting assessments of:

Nutritional history and dietary intake

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Anthropometric, biochemical, and clinical variables
Feeding skills and feeding challenges
Food habits and food preferences

Nutrition services support informed decision-making and intervention planning related to the child's growth, development, and participation in daily routines and are provided in accordance with the child's Individualized Family Service Plan (IFSP).

☒ 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.

Service Coordination is a family-centered, continuous process provided by a qualified service coordinator who assists families in identifying, accessing, and coordinating the early intervention supports and services their child and family need. Service Coordination ensures that the child's IFSP is implemented, updated as needed, and that families are supported in navigating systems and transitions.

Primary activities include (examples):

Serving as the family's single point of contact for early intervention services and supports.

Coordinating evaluations and assessments used for IFSP development and review.

Convening, facilitating, and documenting IFSP meetings and follow-ups.

Identifying family priorities, resources, and natural supports and linking families to community resources (health, mental health, regional center, early learning, nutrition, housing, etc.).

Helping families understand assessment results, service options, and rights/procedural safeguards.

Coordinating service delivery across providers and settings (home, community, clinic) and monitoring IFSP implementation.

Developing, monitoring, and revising the IFSP outcomes and strategies with the family and team.

Conducting periodic contacts and visits as specified in the IFSP to ensure services are occurring and to address barriers.

Leading and documenting transition planning to Part B (preschool) or other community services, including timely referral and sharing of records, and ensuring child/family readiness supports are in place.

☒ 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 is an early intervention service provided by qualified personnel to support a child's development across one or more developmental domains. Special Instruction is designed to promote the child's acquisition and use of skills in natural environments and within

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daily routines and activities, consistent with the outcomes identified in the child's Individualized Family Service Plan (IFSP).

Special Instruction may include:

Designing and supporting natural learning environments and activities that promote development in areas such as cognitive, communication, social-emotional, adaptive, and early learning skills.

Planning and implementing developmentally appropriate strategies and activities that align with IFSP outcomes.

Coaching, modeling, and providing guidance to families and caregivers to support the child's learning and development throughout daily routines.

Direct interaction with the child, as appropriate, to support the development and practice of identified skills.

Collaborating with other early intervention providers to ensure coordinated service delivery.

Service delivery considerations: Services are provided in natural environments to the maximum extent appropriate, including the home and community-based settings (e.g., childcare or family childcare homes). The frequency, intensity, location, and method of service delivery are determined by the IFSP team based on the child's and family's needs.

☒ 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.

Paraprofessionals may provide instructional support under the supervision of a qualified early intervention provider as part of Special Instruction services. This support may include:

Assisting with the implementation of planned instructional activities and strategies aligned to IFSP outcomes.

Supporting the child's participation in routines and activities within natural environments, including regular developmental classes, childcare centers, or family childcare homes.

Reinforcing strategies modeled or directed by the supervising professional.

Paraprofessional services do not replace services provided by qualified personnel and must be clearly linked to IFSP outcomes and documented in accordance with local and state requirements.

☐ 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.

Respite care is not an early intervention service provided by the SELPA under IDEA Part C and is not included as a service on the Individualized Family Service Plan (IFSP). Families who

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may need respite support are informed of and referred to appropriate community resources or agencies, such as Regional Centers or other family support organizations, as available. Referrals to respite resources may occur through the IFSP process but are not funded, coordinated, or delivered as SELPA early intervention services.

☒ 340–Intensive Individual Service

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

Intensive Individual Instruction is provided when the IEP Team determines that a student requires intensive, additional instructional support for all or part of the school day in order to make meaningful progress toward meeting IEP goals. This service includes adapting, as appropriate, the content, methodology, and/or delivery of instruction to address the unique needs of the student with a disability and to ensure access to the general education curriculum. Intensive Individual Instruction is designed to support the student in meeting the educational standards that apply to all students within the jurisdiction of the public agency, consistent with the student's IEP. (34 CFR 300.39(b)(3))

☐ *Service is Not Currently Provided*

☒ 415–Speech and Language

☐ *Service is Not Currently Provided*

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

Speech and Language Services are provided to support a student's access to and participation in the educational program when the student demonstrates difficulty understanding or using spoken language that adversely affects educational performance. Difficulties may include, but are not limited to:

- challenges in the areas of: Articulation (excluding abnormal swallowing patterns when that is the sole identified area of concern)
- Voice quality, pitch, or loudness
- Fluency
- Hearing loss, and/or
- The acquisition, comprehension, or expression of oral language.

Speech and Language Services do not include language differences or speech patterns that result solely from unfamiliarity with the English language or from environmental, economic, or cultural factors.

Services include specialized intervention and may be provided through collaboration, consultation, and/or direct or indirect services delivered individually or in groups within the

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classroom, other educational settings, or the home, as appropriate.

Speech and Language Services are provided pursuant to an Individualized Education Program (IEP) by qualified personnel in accordance with state and federal requirements.

Is the SELPA's average SLP caseload >55?

☐

Yes

☒

No

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

SELPA Average SLP Caseload: 55

Reasons for greater than 55 average caseload

Due to varying caseload and workload demands across individual schools, school levels, grade levels, and unique program needs, CUSD SELPA maintains a districtwide average of 55:1 for all SLPs.

☒ 425–Adapted Physical Education

☐

Service is Not Currently Provided

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

Adapted Physical Education (APE) consists of direct physical education services provided by a credentialed Adapted Physical Education specialist to students whose needs cannot be adequately met in the general or modified physical education program, as determined through assessment and evaluation of motor skills performance and other identified areas of need.

APE may include individually designed developmental activities, games, sports, and rhythmic movement that support motor development, physical fitness, and strength development. Instruction is tailored to the capabilities, limitations, and interests of individual students with disabilities who may not be able to safely, successfully, or meaningfully participate in unrestricted vigorous activities within general or modified physical education programs.

Adapted Physical Education is provided pursuant to an Individualized Education Program (IEP) and in accordance with California Code of Regulations, Title 5, section 3051.5.

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐

Service is Not Currently Provided

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

Specialized Physical Health Care services are health services prescribed by a student's licensed physician and surgeon that require medically related training for the individual performing the services. These services are necessary during the school day to enable the

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student to attend and participate in the educational program.

Specialized Physical Health Care services include, but are not limited to:

Suctioning

Oxygen administration

Catheterization

Nebulizer treatments

Insulin administration

Blood glucose testing

Specialized Physical Health Care services are provided pursuant to an Individualized Education Program (IEP) and in accordance with California Code of Regulations, Title 5, section 3051.12(b), and California Education Code section 49423.5(d).

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

Health and Nursing Services – Other include nursing services provided to students with exceptional needs by a qualified individual pursuant to an Individualized Education Program (IEP) when the student has health needs that require nursing intervention beyond basic school health services.

These services may include:

Managing and monitoring the student's health condition during the school day

Consulting with school staff regarding health-related needs and accommodations

Providing group or individual health-related counseling

Making referrals to community or medical resources

Maintaining communication with families, agencies, and health care providers.

Health and Nursing Services – Other do not include physician-supervised services or Specialized Physical Health Care services. IEP required health and nursing services are intended to supplement, not replace, the district's regular school health services program.

Services are provided in accordance with federal and state requirements, including 34 CFR section 300.34 and California Code of Regulations, Title 5, section 3051.12(a).

☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

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

Assistive Technology includes both assistive technology devices and assistive technology services that are required to support a student's access to, participation in, and progress in the educational program.

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Assistive Technology services may include, but are not limited to:

Conducting a functional analysis of the student's assistive technology needs

Selecting, designing, fitting, customizing, adapting, maintaining, repairing, or replacing appropriate assistive technology devices

Coordinating and integrating assistive technology devices with other services and educational programs

Providing training or technical assistance for the student, the student's family, and individuals providing education or rehabilitation services.

Assistive Technology services are provided pursuant to an Individualized Education Program (IEP) and in accordance with federal requirements, including 34 CFR section 300.6 and related provisions.

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

Occupational Therapy services support a student's access to and participation in the educational program by improving functional skills related to educational performance.

These services may address areas including, but not limited to:

Postural stability

Self-help and daily living skills

Sensory processing and organization

Environmental adaptation and use of assistive devices

Motor planning and coordination

Visual perception and visual-motor integration

Social participation and play skills

Fine motor development.

Occupational Therapy services may be provided within the classroom, other educational settings, or the home, and may be delivered on an individual or group basis. Services may include therapeutic techniques to develop functional abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with school staff and families.

Occupational Therapy services are provided pursuant to an Individualized Education Program (IEP) and are delivered by a qualified occupational therapist in accordance with California Code of Regulations, Title 5, section 3051.6, and California Education Code section 56363.

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

Physical Therapy services are provided pursuant to an Individualized Education Program (IEP) when assessment indicates a need related to gross motor functioning that affects a student's access to and participation in the educational program. Services are provided based on the recommendation of the IEP Team by a qualified physical therapist or physical therapist assistant, in accordance with applicable supervision requirements.

Physical Therapy services may address areas including, but not limited to:

Motor control and coordination

Posture, balance, and strength

Functional mobility and movement

Self-help skills related to mobility

Accessibility within educational environments

Use of assistive and adaptive equipment.

Physical Therapy services may be provided within the classroom, other educational settings, or the home, and may be delivered individually or in groups. Services may include selected therapeutic techniques and activities, adaptations to the student's environment or curriculum, and consultation and collaborative interventions with school staff and families.

Physical Therapy services are provided in accordance with state and federal requirements, including Business and Professions Code, Chapter 5.7; California Code of Regulations, Title 5, section 3051.6; California Education Code section 56363; and Government Code, Inter-agency Agreements, Chapter 26.5, section 7575(a)(2).

■ 510–Individual Counseling

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

Individual Counseling consists of one-to-one, school-based counseling services provided by a qualified individual pursuant to an Individualized Education Program (IEP). These services are designed to support the student's access to and participation in the educational program and to assist the student in developing skills related to educational functioning.

Individual Counseling may address areas such as social-emotional development, behavior regulation, and educational adjustment, as appropriate to the student's needs. Services may also include consultation with parents and school staff to support student learning, behavior, and participation in school programs.

Individual Counseling is not intended to replace or duplicate clinical or therapeutic services provided in private or medical settings. Rather, these services are expected to supplement the district's regular guidance and counseling program and are focused on educational impact and

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school functioning.

Individual Counseling services are provided in accordance with federal and state requirements, including 34 CFR section 300.24(b)(2) and California Code of Regulations, Title 5, section 3051.9.

☐ *Service is Not Currently Provided*

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

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

Counseling and Guidance services consist of school-based counseling provided in a group or individual setting by a qualified individual. These services are designed to support students' access to and participation in the educational program by addressing social-emotional, behavioral, and interpersonal skills that impact learning and school functioning.

Counseling and Guidance services may include:

Group counseling focused on social skills development, self-regulation, and peer interaction, Educational, career, or school-related personal guidance, as appropriate to the student's needs,

Interpersonal, intra-personal, or family-focused interventions that support student participation in school programs

Consultation and collaboration with parents and school staff to address learning challenges and support student success

Counseling and Guidance services are educational in nature and are not intended to replace or duplicate clinical or therapeutic services provided in private or medical settings. These services are expected to supplement the district's regular guidance and counseling program.

Counseling and Guidance services are provided in accordance with federal and state requirements, including 34 CFR section 300.24(b)(2) and California Code of Regulations, Title 5, section 3051.9.

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

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

Parent Counseling consists of individual or group counseling services provided by a qualified individual pursuant to an Individualized Education Program (IEP) for a limited duration. The purpose of Parent Counseling is to assist parents and caregivers in understanding their child's

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educational needs and in developing strategies to support the student's access to, participation in, and success within the educational environment.

Parent Counseling may address topics such as:

Understanding the student's disability and its impact on learning and behavior

Supporting school attendance and engagement (e.g., routines related to getting the student to school)

Reinforcing strategies used at school to support learning, behavior, and regulation,

Strengthening collaboration between home and school.

Parent Counseling is educational in nature and is not intended to replace or duplicate ongoing family therapy or counseling services provided in private or medical settings. IEP required Parent Counseling is expected to supplement the district's regular guidance and counseling program and is provided only to the extent necessary to support the student's educational program.

Parent Counseling services are provided in accordance with federal and state requirements, including 34 CFR section 300.31(b)(7) and California Code of Regulations, Title 5, section 3051.11.

☒ 525–Social Worker Services

☐ *Service is Not Currently Provided*

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

Social Work Services are provided pursuant to an Individualized Education Program (IEP) by a qualified school social worker or other qualified provider, including contracted service providers, when a student demonstrates significant social, emotional, or behavioral needs that adversely affect access to and participation in the educational program.

Social Work Services may include, but are not limited to:

Preparing a social or developmental history related to the student's educational functioning

Providing individual or group interventions focused on social-emotional skills and school adjustment

Addressing factors within the student's home, school, or community environments that impact educational access and behavior

Coordinating and mobilizing school and community resources to support the student's ability to learn and participate effectively in the educational program.

Social Work Services are educational in nature and are typically provided for a specific, time-limited period, based on student need and access considerations, as determined by the IEP Team. These services are not intended to replace or duplicate long-term therapeutic or clinical services provided outside the school setting.

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Social Work Services are expected to supplement the district's regular guidance and counseling program and are provided in accordance with federal and state requirements, including 34 CFR section 300.24(b)(13) and California Code of Regulations, Title 5, section 3051.13.

☒ 530–Psychological Services

☐ *Service is Not Currently Provided*

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

Psychological Services are provided by a credentialed or licensed school psychologist pursuant to an Individualized Education Program (IEP) and are designed to support identification, assessment, planning, and coordination of services related to students' mental health, behavioral, and social-emotional needs that affect educational access and performance.

Psychological Services may include, but are not limited to:

Conducting and interpreting assessments related to Child Find, special education eligibility, and Educationally Related Mental Health Services (ERMHS),

Interpreting assessment results and collaborating with parents and staff to support IEP development and implementation

Obtaining and interpreting information related to student behavior, social-emotional functioning, and conditions that impact learning

Providing consultation to school staff regarding instructional, behavioral, and social-emotional supports

Participating in planning, monitoring, and case management related to mental health, behavioral, and social-emotional services identified in the IEP

Collaborating with school-based and community mental health providers, as appropriate, to support coordinated service delivery

Psychological Services primarily focus on assessment, consultation, and coordination. While school psychologists may contribute to the planning of counseling or guidance services, ongoing counseling or therapeutic intervention is typically provided through other IEP services, such as Counseling, Social Work Services, or ERMHS, as determined by the IEP Team.

Psychological Services are expected to supplement the district's regular guidance and counseling program and are provided in accordance with federal and state requirements, including 34 CFR section 300.24 and California Code of Regulations, Title 5, section 3051.10.

☒ 535–Behavior Intervention Services

☐ *Service is Not Currently Provided*

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

Behavior Intervention Services consist of the systematic implementation of evidence-based strategies and supports designed to promote positive, lasting changes in student behavior that improve access to instruction, participation in school activities, and placement in the least restrictive environment.

Behavior Intervention Services may include, but are not limited to:

Conducting Functional Behavior Assessments (FBA) or other behavior assessments, as appropriate

Developing, implementing, and monitoring behavior intervention plans and positive behavior support strategies

Teaching replacement behaviors and skills that support self-regulation, social interaction, and engagement in learning

Providing consultation, training, and coaching to school staff and families regarding behavior supports and implementation fidelity

Collecting and analyzing behavioral data to inform instructional and behavioral decision-making

Coordinating behavior supports across educational settings to ensure consistency.

Behavior Intervention Services are educational in nature and are designed to support the student's access to and participation in the educational program. Services are provided pursuant to an Individualized Education Program (IEP) and are aligned with state requirements, including California Code of Regulations, Title 5, section 3001(d).

■ 540–Day Treatment Services

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

Day Treatment services consist of structured, coordinated educational services and supports provided to students with significant mental health needs that adversely affect educational access and participation. These services are designed to support the student's ability to benefit from instruction, make progress toward IEP goals, and function successfully within the school environment. Day Treatment services are provided pursuant to an Individualized Education Program (IEP) and are typically delivered through collaboration between the school district and mental health agencies, consistent with applicable inter-agency agreements. Educational components of Day Treatment focus on supporting access to instruction, behavior regulation, social-emotional skill development, and school participation within the least restrictive environment appropriate to the student's needs.

While Day Treatment programs may include therapeutic or clinical components delivered by mental health agencies, the school district's responsibility is limited to the educational services and supports identified in the IEP. Day Treatment services provided through the SELPA are

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educational in nature and are not intended to replace or duplicate clinical treatment provided outside the school setting.

Day Treatment services are provided in accordance with applicable state requirements, including Health and Safety Code, Division 2, Chapter 3, Article 1, section 1502(a)(3).

☐ *Service is Not Currently Provided*

☒ 545–Residential Treatment

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

Residential Treatment is a highly restrictive, 24-hour out-of-home placement that provides intensive therapeutic and behavioral supports in conjunction with an educational program for students whose needs cannot be met in less restrictive educational settings, even with the provision of supplementary aids and services.

Residential Treatment is considered only when the IEP Team determines, based on comprehensive assessment and review of data, that the student's mental health, behavioral, or emotional needs are so significant that they require a residential setting in order for the student to receive a free appropriate public education (FAPE). Placement in Residential Treatment is made in accordance with the principles of the least restrictive environment (LRE) and is subject to ongoing review to ensure continued necessity.

Educational services provided in a residential treatment setting are delivered pursuant to the student's Individualized Education Program (IEP). While residential programs include intensive therapeutic or clinical services provided by non-educational agencies, the school district's responsibility is limited to the educational services required to provide FAPE and does not extend to the provision of clinical treatment beyond what is necessary for educational access.

Residential Treatment services are provided in accordance with applicable state requirements, including Welfare and Institutions Code, Part 2, Chapter 2.5, Article 1, section 5671.

☐ *Service is Not Currently Provided*

☒ 610–Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

Specialized Services for Low Incidence Disabilities are provided to students with disabilities

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that occur at a low frequency within the general student population, including orthopedic impairments (OI), visual impairments (VI), deafness, hard of hearing (HH), and deaf-blindness (DB). These services are designed to address the unique instructional and access needs associated with low incidence disabilities and are typically delivered in educational settings by appropriately credentialed itinerant teachers or specialists with expertise in the identified area of disability. Services may include direct instruction, specialized intervention, and consultation.

Specialized Services for Low Incidence Disabilities may include:

Direct instructional support tailored to the student's unique sensory, physical, or access needs
Consultation and collaboration with general education teachers, special education staff, and related service providers to support access to instruction and participation in school activities
Collaboration with families to support carryover of strategies and use of specialized equipment
Support related to the selection and use of specialized materials, equipment, or assistive technology associated with the low incidence disability.

All Low Incidence services must be clearly identified in the student's Individualized Education Program (IEP), including the frequency, duration, and location of services, and are provided in accordance with California Code of Regulations, Title 5, sections 3051.16 and 3051.18.

☒ 710—Specialized Deaf and Hard of Hearing Services

☐ *Service is Not Currently Provided*

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

Deaf and Hard of Hearing (DHH) Services are specialized services designed to support access to language, communication, instruction, and participation in the educational program for students who are deaf, hard of hearing, or deaf-blind.

DHH Services may include, but are not limited to:

Instruction and support in the student's identified mode(s) of communication

Speech therapy, speech reading, and auditory training, as appropriate

Educational and rehabilitative services to support communication, language development, and access to instruction

Adaptation of curriculum, instructional methods, and learning environments to ensure effective communication access

Consultation and collaboration with students, families, teachers, and other school personnel to support consistent implementation of communication strategies across settings.

DHH Services are provided by appropriately credentialed or qualified personnel and are

designed to support the student's language development, communication access, and educational progress, consistent with the student's Individualized Education Program (IEP).

Services reflect consideration of the student's unique communication needs and are aligned with state requirements emphasizing early, ongoing, and effective access to language.

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DHH Services are provided in accordance with California Code of Regulations, Title 5, sections 3051.16 and 3051.18.

☒ 715–Interpreter Services

☐ *Service is Not Currently Provided*

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

Interpreter Services consist of sign language interpretation or other appropriate communication support services provided to students who are deaf, hard of hearing, or deaf-blind when such services are necessary to support access to instruction, participation in school activities, and communication within the educational environment.

Interpreter Services are provided by qualified personnel and may include:
Interpretation of spoken language into the student’s identified mode of communication
Conveying instructional content, classroom discussion, and school-related information through the student’s communication system
Supporting the student’s understanding of academic content and participation in educational settings through interpretation services, as appropriate.

The need for Interpreter Services is determined by the IEP Team based on the student’s individual communication needs, language access requirements, and educational impact. In making this determination, the IEP Team considers the student’s preferred mode(s) of communication, functional communication skills, and the input of the student and family. Interpreter Services are not automatically required for all students who are deaf or hard of hearing and are provided only when necessary to ensure meaningful access to the educational program.

Interpreter Services are provided in accordance with California Code of Regulations, Title 5, section 3051.16.

☒ 720–Audiological Services

☐ *Service is Not Currently Provided*

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

Audiological Services include services provided by a qualified audiologist to support identification of hearing-related needs that affect a student’s access to and participation in the educational program.

Audiological Services may include, but are not limited to:
Measuring hearing acuity and auditory functioning
Monitoring, fitting, and managing amplification systems and assistive listening devices used in educational settings

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Assessing auditory processing and auditory functioning, including evaluations related to Central Auditory Processing Disorder (CAPD), when such assessment is necessary to inform educational planning and service determination

Planning, organizing, and implementing audiology programs and supports within the school environment

Providing consultation and collaboration with teachers, parents, speech-language pathologists, and other staff regarding hearing-related educational needs and accommodations.

Audiological Services, including consultation, must be clearly identified in the student's Individualized Education Program (IEP), including the purpose, frequency, and duration of services. Infrequent or informal contact that does not rise to the level of an IEP service is considered assistance and is not reported as Audiological Services.

Audiological Services are provided in accordance with California Code of Regulations, Title 5, section 3051.2.

☒ 725—Specialized Vision Services

☐ *Service is Not Currently Provided*

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

Specialized Vision Services are provided to students with visual impairments and are designed to support access to instruction, participation in school activities, and progress in the educational program.

Specialized Vision Services may include, but are not limited to:

Assessment of functional vision and learning media need

Curriculum modifications and instructional supports necessary to meet the student's educational needs, including Braille, large print, tactile, auditory, and other alternative media

Instruction in concept development and academic skills

Instruction in communication skills, including alternative modes of reading and writing

Instruction and support related to social-emotional development, career awareness, vocational skills, and independent living skills, as appropriate

Collaboration with general and special education staff to support implementation of instructional strategies and accommodations.

Specialized Vision Services may also include coordination with other personnel providing services to the student, such as transcribers, readers, counselors, orientation and mobility specialists, and career or vocational staff, to ensure integrated and consistent service delivery.

All Specialized Vision Services are provided pursuant to an Individualized Education Program (IEP) and in accordance with applicable state requirements, including California Code of

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Regulations, Title 5, section 3030(d), and California Education Code section 56364.1.

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

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

Orientation and Mobility (O&M) services are provided to students with visual impairments to support safe, efficient, and independent movement within the school environment and, as appropriate, the surrounding community.

Orientation and Mobility services may include:

Instruction in body awareness, spatial concepts, and environmental orientation

Training in safe and independent travel skills within school buildings, campuses, and community settings related to educational activities

Instruction in the use of mobility tools and techniques, as appropriate

Support for the development of independence and functional movement skills that enhance access to instruction and participation in school programs.

Orientation and Mobility services may also include consultation and collaboration with parents, teachers, and school staff to support consistent implementation of mobility strategies and to promote student safety and independence across settings.

Orientation and Mobility services are provided pursuant to an Individualized Education Program (IEP) by qualified personnel and in accordance with applicable state and federal requirements.

☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

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

Braille Transcription services consist of the transcription of instructional and educational materials from print into Braille to ensure timely and equitable access to the curriculum for students who require Braille.

Braille Transcription services may include, but are not limited to:

Transcription of textbooks, instructional materials, assessments, worksheets, and other materials necessary for participation in the educational program

Formatting and preparation of materials in accordance with the student's instructional needs and grade-level curriculum

Coordination with instructional staff and service providers to ensure materials are available in an appropriate and timely manner.

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Braille Transcription services are provided by qualified personnel who are proficient in English Braille and Nemeth Code (mathematics), and who hold certification from an appropriate certifying agency.

Braille Transcription services are provided pursuant to an Individualized Education Program (IEP) and are designed to support access to instruction and participation in educational activities.

☒ 740—Specialized Orthopedic Services

☐ *Service is Not Currently Provided*

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

Specialized Orthopedic Services consist of specially designed instruction and supports related to the unique educational needs of students with orthopedic disabilities. These services focus on supporting access to instruction, participation in school activities, and progress in the educational program.

Specialized Orthopedic Services may include, but are not limited to:

Instructional strategies and adaptations designed to address the educational impact of an orthopedic disability

Support related to the use of specialized materials, equipment, or positioning necessary for access to instruction

Consultation and collaboration with instructional staff regarding accommodations, environmental adaptations, and instructional planning.

Specialized Orthopedic Services are distinct from Physical Therapy. While Physical Therapy addresses motor functioning and mobility needs, Specialized Orthopedic Services focus on educational access and instructional supports related to the orthopedic disability. In many cases, these services may be delivered through consultation, collaboration, or integrated instructional supports rather than as a stand-alone service.

All Specialized Orthopedic Services are provided pursuant to an Individualized Education Program (IEP) and in accordance with California Code of Regulations, Title 5, sections 3030(e) and 3051.16.

☒ 745—Reader Services

☐ *Service is Not Currently Provided*

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

Reader Services consist of specialized assistance provided to students who are unable to access printed instructional materials due to a disability, including visual, physical, or other disabilities that significantly limit independent reading.

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Reader Services may include, but are not limited to:

Reading aloud instructional materials, assessments, or examinations when required to support access

Providing access to recorded or audio-based instructional materials

Supporting access to printed content as necessary to enable participation in the educational program.

In the Capistrano Unified SELPA, access to instructional materials for students with print disabilities is most commonly provided through instructional accommodations, assistive technology, alternative media, or Low Incidence services, rather than through stand-alone Reader Services. When Reader Services are required as a related service, they must be clearly identified in the student's Individualized Education Program (IEP), including the purpose, frequency, and duration of the service.

Reader Services provided solely as a testing accommodation or as an informal support are not reported as a related service.

☒ 750–Note Taking Services

☐ *Service is Not Currently Provided*

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

Note Taking Services consist of specialized assistance provided to a student who is unable to independently take notes due to a disability, when such assistance is necessary to support access to instruction and participation in the educational program.

Note Taking Services may include, but are not limited to:

Provision of copies of class notes from another student or instructional staff

Transcription of recorded instructional content

Support from designated personnel to assist with note taking during instructional activities

Note Taking Services do not include instruction in learning how to take notes.

In the Capistrano Unified SELPA, access to class notes is most commonly provided through instructional accommodations, assistive technology, or classroom supports, rather than as a stand-alone related service. When Note Taking Services are required as a related service, they must be clearly identified in the student's Individualized Education Program (IEP), including the purpose, frequency, and duration of the service.

☒ 755–Transcription Services

☐ *Service is Not Currently Provided*

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

Transcription Services consist of specialized assistance provided to convert instructional materials or student responses from print or another format into a mode of communication accessible to the student, when required due to a disability.

Transcription Services may include, but are not limited to:

Converting instructional materials, assessments, or classroom content into alternative formats suitable for the student's communication needs

Transcribing student responses through dictation or other supported methods to allow demonstration of knowledge and participation in instruction

Supporting access to instructional materials necessary for participation in the educational program.

In the Capistrano Unified SELPA, transcription needs are most commonly addressed through instructional accommodations, assistive technology, alternative media, or Low Incidence services, rather than as a stand-alone related service.

When Transcription Services are required as a related service, they must be clearly identified in the student's Individualized Education Program (IEP), including the purpose, frequency, and duration of the 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 consists of specialized activities and instructional supports designed to assist students with disabilities in developing skills for participation in leisure and recreational activities, with the goal of increasing independence and, when appropriate, facilitating participation in general recreation programs.

Therapeutic Recreation services may include structured activities that support the development of leisure skills, social interaction, self-advocacy, and appropriate use of recreation time, when such skills are necessary to support the student's educational program.

In the Capistrano Unified SELPA, Therapeutic Recreation is not typically provided as a stand-alone related service and is not routinely listed as a separate service on the IEP service grid. When recreational or leisure skill development is required to support educational access or participation, these supports are most often provided through specialized instructional programs, Adapted Physical Education, Behavior Intervention Services, or other appropriate IEP services, as determined by the IEP Team.

If Therapeutic Recreation is determined to be necessary as a related service for an individual

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student, it must be clearly identified in the student's Individualized Education Program (IEP), including the purpose, frequency, and duration of the service.

Therapeutic Recreation services are defined in accordance with California Code of Regulations, Title 5, section 3051.15, and applicable federal requirements.

☒ 820–College Awareness Preparation

☐ *Service is Not Currently Provided*

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

College Awareness Preparation consists of activities and supports that promote student understanding of postsecondary education options and pathways, as appropriate, to support planning for life after high school.

College Awareness Preparation may include information and instruction related to:
Career exploration and planning
Course requirements and prerequisites aligned to postsecondary goals
Admission eligibility and application processes
Financial aid and postsecondary support options.

In the Capistrano Unified SELPA, College Awareness Preparation is typically provided through instructional programs, counseling services, transition planning activities, and school-wide processes, including the development and implementation of the student's Individualized Transition Plan (ITP), rather than as a stand-alone related service listed on the IEP service grid.

When College Awareness Preparation is required to support a student's transition goals, it is addressed through coordinated instructional and transition activities documented in the IEP.

☒ 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.

Vocational Assessment, Counseling, Guidance, and Career Assessment consist of activities and supports designed to assist students in identifying interests, strengths, aptitudes, and skills related to postsecondary employment and career pathways.

These supports may include, but are not limited to:
Career exploration and career interest assessments
Vocational and situational assessments to inform postsecondary goals
Counseling and guidance to support realistic career planning and decision-making
Instruction and experiences related to work readiness, employability skills, and career

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development

Opportunities for work experience, job development, job coaching, or placement when appropriate and aligned with the student's transition goals.

In Capistrano Unified SELPA, Vocational Assessment, Counseling, Guidance, and Career Assessment are typically provided through instructional programs, counseling services, career pathways, work-based learning opportunities, and coordinated transition planning activities, rather than as a stand-alone related service listed on the IEP service grid.

When vocational assessment or career-related supports are necessary to support a student's postsecondary transition goals, these activities are documented within the student's Individualized Education Program (IEP), including the Individualized Transition Plan (ITP), in accordance with California Code of Regulations, Title 5, section 3051.14.

☒ 840—Career Awareness

☐ *Service is Not Currently Provided*

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

Career Awareness consists of developmentally appropriate activities and supports that help students explore interests, understand career options, and begin to connect learning to future work and postsecondary goals.

Career Awareness may include:

Instruction and activities focused on self-advocacy and self-determination

Exposure to a broad range of careers and career pathways

Early career exploration and planning activities

Guidance that helps students understand the relationship between education, training, and future employment.

In Capistrano Unified SELPA, Career Awareness is typically provided through instructional programs, counseling services, career education activities, and coordinated transition planning, beginning at the middle school level and continuing through high school. These activities are embedded within the educational program and are not typically provided as a stand-alone related service listed on the IEP service grid.

Career Awareness activities are documented in the student's Individualized Education Program (IEP), including the Individualized Transition Plan (ITP), and are coordinated with applicable state and federal programs, including career technical education pathways, to support access and participation for students with disabilities.

☒ 850—Work Experience Education

☐ *Service is Not Currently Provided*

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

Work Experience Programs consist of organized, educationally based activities designed to prepare students for paid or unpaid employment and to support the development of employability skills aligned with postsecondary goals.

Work Experience Programs may include:

Structured work-based learning experiences in school, community, or employment settings

Instruction and support related to workplace behaviors, job readiness, and employability skills

Supervised paid or unpaid work experiences, as appropriate

Coordination with instructional staff, employers, and community partners to support student success.

In Capistrano Unified SELPA, Work Experience Programs are typically provided through instructional programs, career pathways, special education programs, and coordinated transition planning activities, rather than as a stand-alone related service listed on the IEP service grid.

When participation in a Work Experience Program is necessary to support a student's postsecondary transition goals, the program and associated supports are documented in the student's Individualized Education Program (IEP), including the Individualized Transition Plan (ITP), in accordance with federal requirements.

☒ 855—Job Coaching

☐ *Service is Not Currently Provided*

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

Job Coaching consists of individualized support provided to students participating in work-based learning or employment experiences to assist with learning job tasks, developing appropriate workplace behaviors, and increasing independence in employment settings.

Job Coaching may include:

Direct support and modeling to assist students in learning job-specific tasks and routines

Instruction and feedback related to workplace expectations, communication, and social interaction

Development and implementation of strategies to improve job performance and independence

Gradual fading of support as the student demonstrates increased skill and independence, when appropriate.

In Capistrano Unified SELPA, Job Coaching is typically provided as part of Work Experience Programs, transition services, or supported employment activities, rather than as a stand-alone related service listed on the IEP service grid.

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When Job Coaching is necessary to support a student's postsecondary transition goals, the service and associated supports are documented within the student's Individualized Education Program (IEP), including the Individualized Transition Plan (ITP), in alignment with federal and state requirements.

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

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

Mentoring consists of structured, educationally focused support provided to students to promote skill development, goal attainment, and successful participation in school, work-based learning, or transition-related activities.

Mentoring may include:

Ongoing guidance and support to assist students in developing job-related, self-advocacy, or independent living skills

Encouragement and feedback to support student persistence, problem-solving, and confidence

Instructional support related to transition goals, including employment readiness and postsecondary planning

In Capistrano Unified SELPA, Mentoring is typically embedded within instructional programs, transition services, work experience programs, or school-based supports, rather than provided as a stand-alone related service listed on the IEP service grid. Mentoring relationships are structured, supervised, and aligned with educational and transition goals identified in the student's Individualized Education Program (IEP).

When mentoring supports are necessary to address a student's transition needs, they are documented within the IEP, including the Individualized Transition Plan (ITP), as appropriate.

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

Agency Linkages consist of service coordination and case management activities designed to facilitate the connection of a student's educational program with appropriate federal, state, and community agencies in support of transition planning and postsecondary goals.

Agency Linkages may include:

Coordinating and facilitating referrals to external agencies and programs that support education, employment, independent living, or adult services

Supporting alignment between Individualized Education Programs (IEPs), Individualized

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Family Service Plans (IFSPs), and individualized service plans developed by other agencies, as applicable
Collaborating with agencies such as vocational rehabilitation, regional centers, health and human services, and other public or private organizations, with appropriate consent
Assisting students and families in understanding available resources, eligibility processes, and transition timelines.

In Capistrano Unified SELPA, Agency Linkages are typically addressed through transition planning, service coordination, and case management activities, rather than as a stand-alone related service listed on the IEP service grid. These activities facilitate access to external supports but do not constitute the provision of services by outside agencies, nor do they guarantee eligibility or placement in those programs.

Agency Linkages are provided in accordance with federal requirements, including 34 CFR section 613, and are documented within the student's Individualized Education Program (IEP), including the Individualized Transition Plan (ITP), as appropriate.

☒ 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 consists of instruction and support designed to assist students with disabilities in developing the skills necessary for safe and independent travel within school and community environments.

Travel and Mobility Training may include:

Instruction in functional travel skills related to school, community, and work-based settings

Training in route planning, navigation, and use of transportation systems, including public transportation when appropriate

Instruction in safety skills, problem-solving, and decision-making related to independent travel

Support for increasing independence and participation in community-based instruction and transition activities.

In Capistrano Unified SELPA, Travel and Mobility Training is typically provided as part of transition services, community-based instruction, or work experience programs, rather than as a stand-alone related service listed on the IEP service grid.

Travel and Mobility Training services are provided pursuant to an Individualized Education Program (IEP) and are aligned with the student's transition goals and Individualized Transition Plan (ITP), as appropriate.

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☒ 890–Other Transition Services

☐ *Service is Not Currently Provided*

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

Other Transition Services consist of coordinated activities and supports designed to assist students with disabilities in preparing for postsecondary education, employment, independent living, and community participation, when such activities are not otherwise captured within a specific transition service category.

Other Transition Services may include, but are not limited to:

Program coordination and transition-focused case management activities

Planning, facilitating, and participating in transition-related meetings involving students, families, school staff, and external agencies

Supporting alignment and continuity between secondary education programs and postsecondary education, employment, training, or adult service systems

Facilitating communication and collaboration among school sites, programs, and service providers to support transition goals

Supporting individualized transition planning activities that address unique student needs not otherwise covered by specific transition services.

In Capistrano Unified SELPA, Other Transition Services are typically embedded within instructional programs, counseling services, and coordinated transition planning activities, rather than provided as a stand-alone related service listed on the IEP service grid.

When Other Transition Services are necessary to support a student's postsecondary transition goals, these activities are documented within the student's Individualized Education Program (IEP), including the Individualized Transition Plan (ITP), as appropriate.

☒ 900–Other Related Service

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

☐ *Service is Not Currently Provided*

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Description of the “Other Related Service”

Other Related Services is a limited-use category intended to address unique, student-specific related services that are required to support access to the educational program and are not otherwise identified in California Code of Regulations, Title 5, sections 3051.1 through 3051.23.

When Other Related Services are identified as necessary by the IEP Team, services must:

- Be directly related to the student’s educational needs and required to support access to or participation in the educational program
- Be clearly described in the student’s Individualized Education Program (IEP), including the purpose, frequency, duration, and provider

In Capistrano Unified SELPA, Code 900 is used infrequently and only when a related service necessary to provide a free appropriate public education (FAPE) cannot be appropriately categorized under an existing related service code. The use of this code does not expand the district’s obligation to provide medical, clinical, or non-educational services beyond those required under IDEA.

Other Related Services are provided in accordance with California Code of Regulations, Title 5, section 3051.24.

Qualifications of the Provider Delivering “Other Related Service”

When Other Related Services are identified as necessary by the IEP Team, services must:

- Be delivered only by personnel who hold an appropriate license issued by an entity within the California Department of Consumer Affairs or another state licensing authority, or a credential issued by the California Commission on Teacher Credentialing authorizing the provision of the service.