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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Jennifer Blake, Executive Director, Special Education Department

Meeting Date January 11, 2023

Subject Special Education Department and Special Education Local Plan Area (SELPA)
Annual Update

- Ask of the Board**
- Understand the state’s Special Education Local Plan Area (SELPA) structure and the roles and responsibilities of Board Directors of single-district SELPAs;
 - Be informed about the current priorities of the Special Education team and the individuals responsible for leading our programs;
 - Ensure OUSD remains accountable for implementing the Students with Disabilities Access Resolution (2021-0159);
 - Provide feedback to inform the future work of the SELPA and the District as a whole to build truly inclusive school communities.

Background Oakland Unified School District is of sufficient size and diversity to be its own Special Education Local Plan Area, or SELPA. Just under 6500 students are eligible to receive Special Education services across the SELPA, which includes all OUSD public schools, a participating charter, homes, hospitals, infant services, and private placements under Individual Service Plans.

Discussion This presentation will describe the SELPA structure and the roles of the school board in SELPA governance, in addition to providing an update on the Department’s core work, goals, and student data.

Fiscal Impact No Fiscal Impact

- Attachment(s)**
- Presentation

Update on OUSD Special Education Services and the Special Education Local Plan Area (SELPA)

Jenn Blake
Executive Director, Special Education and Health Services



**OAKLAND UNIFIED
SCHOOL DISTRICT**

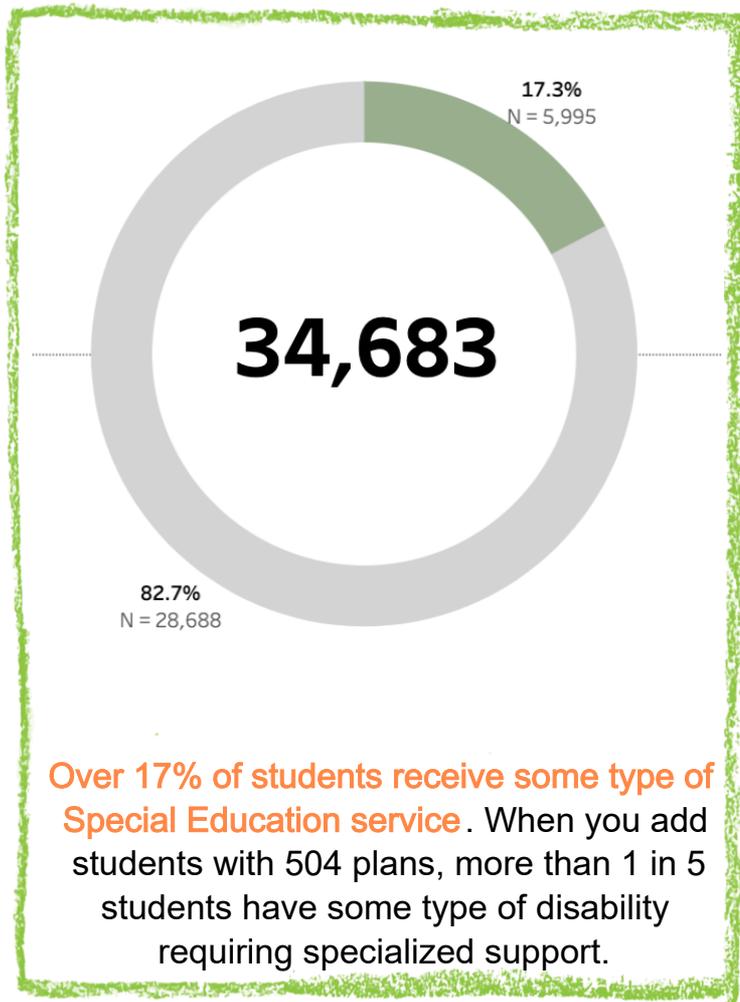
Community Schools, Thriving Students

Asks of the Board

- Understand the state's Special Education Local Plan Area (SELPA) structure and the roles and responsibilities of Board Directors of single-district SELPAs;
- Be informed about the current priorities of the Special Education team and the individuals responsible for leading our programs;
- Ensure OUSD remains accountable for implementing the Students with Disabilities Access Resolution (2021-0159);
- Provide feedback to inform the future work of the SELPA and the District as a whole to build truly inclusive school communities.



Our Students and Families



Our SELPA's students at a glance:

- About 6500 total eligible students
- 740 pending initial evaluations
 - About half early childhood aged and half school-aged
- Almost 6000 eligible students are in public day schools
- Highest-incidence disabilities include Speech-Language Impairment, Specific Learning Disability, and Autism Spectrum Disorder
- Most (77%) of public schools students spend half of their day or more in the general education setting
- Fewer than 110 students are placed in nonpublic settings pursuant to their IEPs.
- 21 students are infants with low incidence disabilities
- 140 students require designated individual staff (medical or behavioral)

CAC Priorities

Reducing suspensions
for middle school-aged
Black students with
disabilities

Linked Learning and
Work/Career
opportunities for
students with IEPs,
including Young Adult
Program access

Implementation of Board
Resolution 2021-0159-
*Ensuring Access to
Social-Emotional and
Academic Supports for
Students with
Disabilities*

The CAC is our Community Advisory Committee. This body of parents, students, and community members is required for each SELPA per California Ed Code. The CAC's established roles are to advise the SELPA Governing Board and Special Education Directors about implementation of the Local Plan, as well as to support parent/caregiver education and to ensure LEAs' annual priorities are representative of the needs of students receiving Special Education services.

Family Engagement Priorities

Supported by our Family
Engagement Liaison

Increase opportunities
for two-way
communication
between central
leaders and families of
students with
Individualized
Education Programs
(IEPs)

Initiate students with
disabilities
affinity/focus groups at
specific OUSD
campuses with high
enrollment of students
with IEPs

Ensure robust feedback
from families of students
in mental health
programs to influence
program redesign

The SELPA Structure



What is a SELPA?

- SELPA stands for **Special Education Local Plan Area**. This is an administrative structure unique to California. It administers programs for students with disabilities and ensures that Special Education funding is distributed properly.
- There are two main types of SELPAs: **single-district and multi-district**. Single-district SELPAs are in districts that are of sufficient size and diversity to manage a full continuum of programs. OUSD is a single-district SELPA.
 - Some joint or solo COE and charter SELPAs also exist.

Key SELPA Functions...

Participate in activities designed to improve services and therefore outcomes for students with IEPs

Ensure a full continuum of services for students who require Special Education, articulated in the Least Restrictive Environment

Develop Local Plans (including budget and service plans) and Compliance Monitoring plans aligned to state and federal requirements

Ensure family and community voice is a key part of SELPA operations through a Community Advisory Committee



Main Roles and Responsibilities of Board Directors of Single- District SELPAs...

Empower the superintendent/designee to act as your agent in developing and refining program policies and procedures

Review, understand and approve the SELPA Annual Plans and Local Plan

Appoint official members of our Community Advisory Committee (CAC) after nomination by their peers

Create and adopt LEA policies that are consistent with the Local Plan and support compliant implementation of IEPs



Special Education Funding





Special Education funding comes from a variety of sources, with many resources tied to specific populations of students with IEPs:

Federal Funding - We receive federal funding specific to IDEA Part C (infants), IDEA part B (ages 3-22), and Federal Mental Health grants. We also have a very small federal ADR resource.

AB 602 and Other State Funding - Our largest source of SpEd-specific funding is our AB602 money. Beyond that, we receive state funding for mental health and much smaller amounts for preschool professional learning and transition-aged youth services.

Local Contribution - The majority of our program is possible because of LEA contributions from general purpose dollars. It would not be possible to meet our state and federal mandates for students with IEPs without these dollars.

Our 2022 Annual Budget Plan

- About \$87m of our budget is projected to go to salaries and benefits for OUSD staff (about 70% of total budget).
- 27% of our budget goes to nonpublic schools and specialty staff provided by nonpublic agencies.
- We employ over 1000 people in direct-hire SpEd positions. About 1.8% of our budget goes to compensation for leadership.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	28,099,052	22.53%
Projected Federal Revenue	7,776,817	6.24%
Local Contribution	88,844,923	71.24%
Total Revenue from all Sources:	124,720,792	100.00%

How does OUSD compare to other California school districts?

- Our total cost of program is commensurate with our neighbors, with very similar overall state/federal funding percentages.
- We have similar costs for nonpublic agencies and nonpublic school enrollment.
- We have higher certificated labor costs and more teachers per student than our neighbors (Avg. SpEd Teacher: Eligible Student ratio = about 1:15)

WCCUSD: \$97m sped program in 2021-22, w/ \$7.2 m from Federal resources (7.4%) and ~\$69m from LEA contribution (71%).

SFUSD: \$209m sped program in 2022, w/ \$17m in Federal resources (8%) and \$134m local contribution (64%).

Despite the Federal Government's original promise to fund 40% of the cost of Special Education, in 2015, **only 9%** of CA districts' special education costs were funded by Federal resources.





Our Work and Our Team

Our Department's Big Rocks:

Flexible, differentiated
professional development

Academic equity through
high-quality Special
Education services

Compliant,
comprehensive IEPs for
every eligible student

Robust post-secondary
readiness preparation



Some of our work toward our goals:

- More students are receiving the benefits of multisensory reading intervention;
- Graduation rates for students with IEPs are increasing;
- More students with IEPs are being served in inclusive summer programs, and fewer students are being served in nonpublic, separate settings.



Transition Services:

We're expanding transition plans to middle school grades, partnering w/ Linked Learning, and we've secured substantial additional funding for student employment experiences.

Academic Equity: We've adopted and trained on a multisensory literacy intervention for TK-8, CCSS-aligned ELA and math curricula for students with Extensive Support Needs, and new investments in tools to support social/pragmatic and behavioral needs related to disabilities.

Compliant, Comprehensive IEPs:

We have a new system that provides a full educational benefit review for about 65 IEPs each month, are providing detailed feedback for educators, have a comprehensive set of online training modules and offer tailored compliance-oriented PD at central office and at sites.

Our central office team is responsible for...

- placement of students, program design and placement, curriculum selection, and staffing articulation for all Special Education programs across the SELPA
- provision of technical assistance to sites;
- direct recruitment, supervision, development and evaluation of over 300 hired and contracted service providers;
- provide staffing for over 120 students who require dedicated individual behavioral or functional/health personnel;
- all SELPA governance and reporting functions;
- case management of all students placed in private or nonpublic schools;
- conducting annual site visits across the state and country for nonpublic and residential schools;
- ensuring our participating charter offers compliant and comprehensive services;
- leading all IEP compliance monitoring activities;
- leading IEPs with legal involvement or following significant disciplinary action;
- professional development for Special Education and General Education staff;
- management of the Special Education budget;
- management and settlement of Special Education legal matters;
- central purchasing and distribution of supplemental curricula, IEP-specific tools and materials, assessment materials and SpEd-specific technology;
- child find and initial assessment of any Oakland resident aged 3-22 with a suspected disability, including a diagnostic center that evaluates over 800 students each year;
- offering extended school year services for eligible students;
- running two school sites to support students aged 0-5 and 18-22.



Our Special Education Central Team includes:

Operations Personnel - We have four clerical staff, one fiscal operations analyst, and one SELPA information systems management technician, and one data analyst.
Big Rock Alignment: Compliant IEPs

Instructional Coaches - These teachers on special assignment provide direct coaching to teachers, ensure implementation of our curricula and evidence-based practices, support IEPs, and lead professional learning. They are staffed ~ 1:30 coach/teachers.

Big Rock Alignment: All Big Rocks

Case Managers- We have four nonpublic school case managers, two private school case managers, and four staff who support IEP evaluation and development during teaching leaves or vacancies. About 380 students in the SELPA attend private schools or nonpublic schools.

Big Rock Alignment: Academic Equity, Compliant IEPs

Special Education Administrators - Lead our 300+ centrally-managed staff, provide direct support to school leaders, collaborate with personnel across departments, manage our legal and fiscal processes. We have five school-facing staff and five related services and operations staff.
Big Rock Alignment: All Big Rocks

2021-0159: Disability Access Resolution

In June of 2021, OUSD's School Board passed *Ensuring Access to Social Emotional and Academic Supports for Students with Disabilities*. This resolution acknowledged that students with disabilities may require additional supports to participate in important activities and programs, such as after-school programming, special events, arts and music courses, and other enrichment. It called for funding and the development of a plan to develop long-term solutions to access barriers.

In Fall of 2021, we presented a plan to the Board, including the following foci:

- **After-School Programming:** Increasing training, supplemental materials and behavioral and functional care
- **Oakland Athletic League:** Increasing the number of students with IEPs participating in sports and building a partnership with Special Olympics
- **Peer-Assisted Learning Programs:** Launching PALS in select elementary schools
- **Inclusive Enrollment Practices:** Enabling students with inclusive services to enroll through the general process at any OUSD campus
- **Professional Learning Investments:** Ensuring all staff have training in Universal Design for Learning, disability acceptance, mental health first aid, and function-based behavior supports

Asks of the Board

- We would love your questions and feedback as we seek to improve services and outcomes for our students with Individualized Education Programs (IEPs)!
- Please ensure OUSD remains accountable for full implementation of Resolution 2021-0159 - Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities.
- As time permits:
 - Please consider attending the CAC to better understand the feedback, concerns, and priority areas of our parents and caregivers
 - Visit our Special Education programs to get to know our amazing students and staff!

Thank you!

For more information, please reach out:

jennifer.blake@ousd.org

Executive Director

jorge.wahner@ousd.org

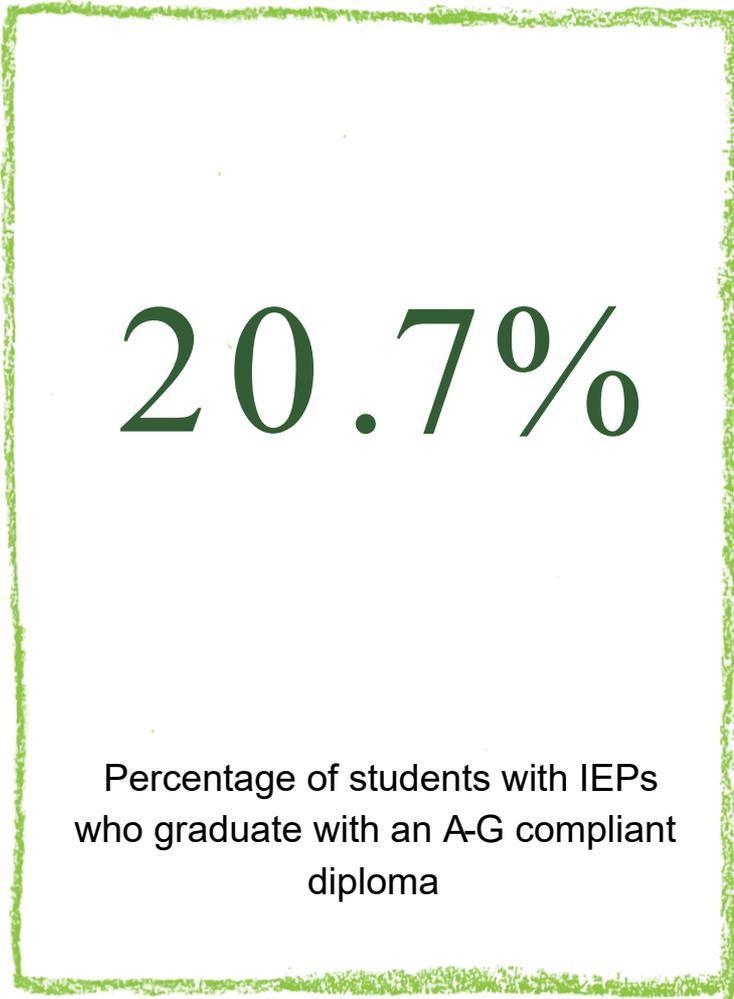
SELPA Director

Additional Slides

Not part of presentation
For additional information and/or in
response to Board member questions



Data Set: Students with IEPs



20.7%

Percentage of students with IEPs
who graduate with an A-G compliant
diploma

GRADUATION DATA

→The number of with IEPs graduating with an A-G diploma has increased from 11.9% in 2017 to 20.7% in 2022.

→This is compared to 48.7% of students without IEPs in 2022.

→Proportionately, fewer students with IEPs drop out than students without.

→About 10% of students with IEPs complete high school with a Certificate of Completion (may decrease in future years with new alternative diploma option).

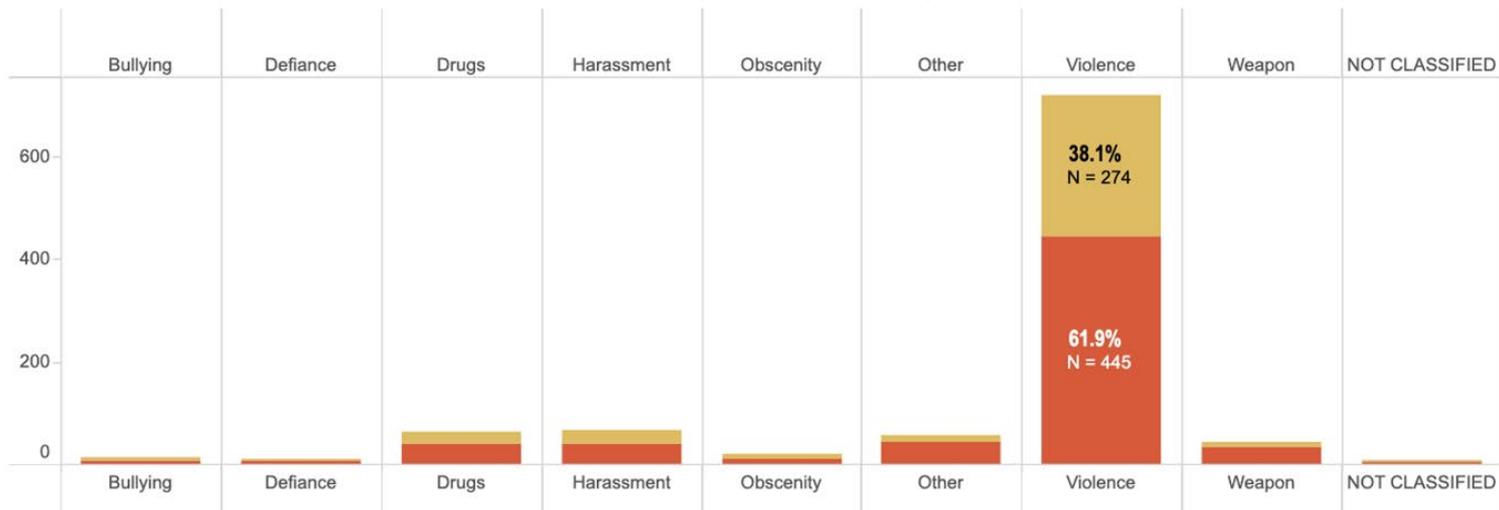
Suspension of Students with IEPs - 2022

OSS at All Schools for All Grades: Percent and Number of Incidents by 'Special Ed' Subgroup

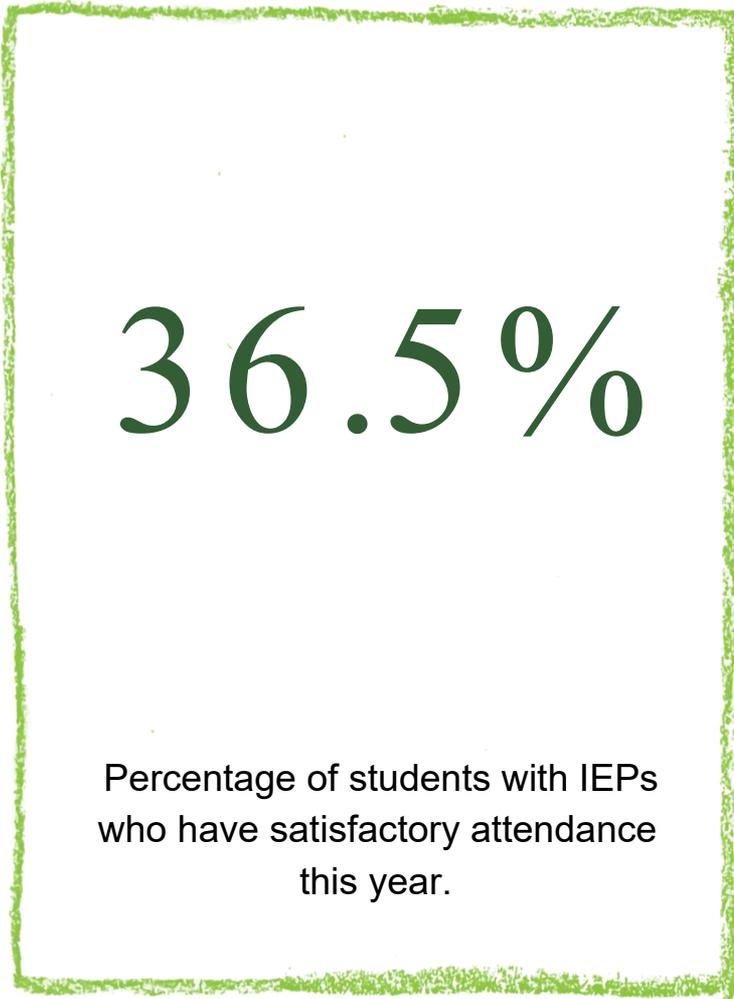
Special Ed	Not Special Ed	Grand Total
367	628	995
36.9%	63.1%	100.0%

995

OSS at All Schools for All Grades: Percent and Number of Incidents by Offense Class



Total Days
2,041



36.5%

Percentage of students with IEPs
who have satisfactory attendance
this year.

ATTENDANCE DATA

→42.1% of all public school students with IEPs have moderate or severe chronic absence.

→This is compared with 32.6% for students without IEPs.

→Chronic absenteeism reached a peak in 2021-22, with over half of all students moderately or severely chronically absent.

→Pre-pandemic, in 2019-20, 25.6% of students with IEPs were chronically absent (15.9% general population).

Literacy Data, 2022 -23 School Year

71.5%
&
51.3%

Percent of 1st and second graders with IEPs who have had a SIPPS Mastery Test. This is almost identical to participation rates of students without IEPs.

62.8%

Percentage of Kinder-aged students who can name 20 or more uppercase letters, compared with general population rate of 70.7%.

56.8%

Percentage of secondary students with IEPs who tested multiple years behind grade level on the Scholastic Reading Inventory, compared with general population rate of 34.9%.

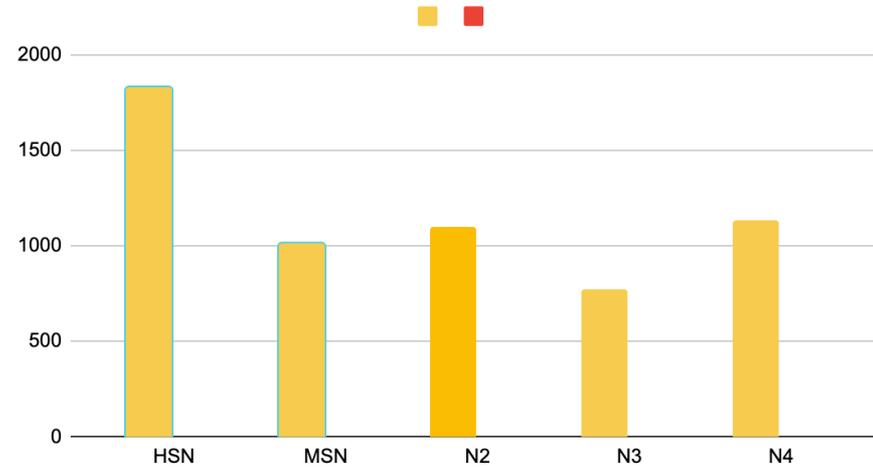
Enrollment Data

Enrollment of students with disabilities varies considerably across the district, from 7 students with IEPs at Oakland International and 8 at Ralph Bunche to over 270 each at Skyline and Oakland Tech. Our large comprehensive high schools have the most special education programs and staff.

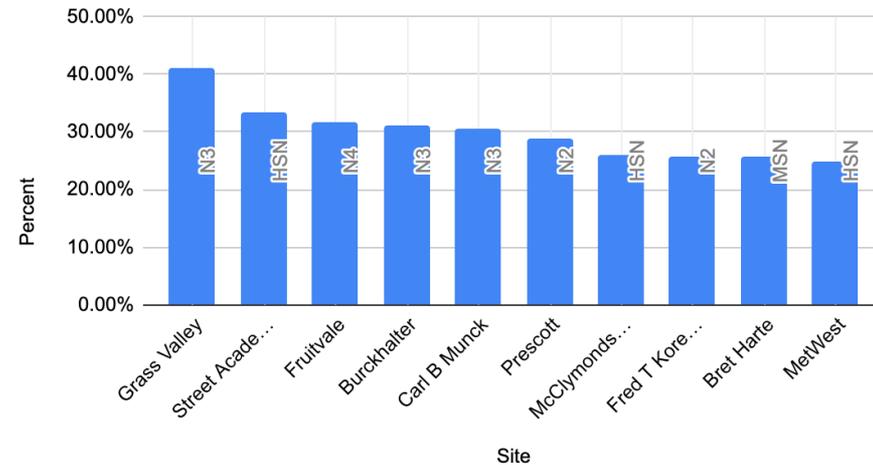
Campuses with a small general student population are more likely to have a higher percentage of students with IEPs, as shown in the bar graph at the lower right.

So far this year, 57 students who require a self-contained or specialized program have entered OUSD after the first day of school (about 4.5 classrooms).

Students w/ IEPs by Network



Percent of Students w/ IEPs by Site





Useful SELPA Information



Jenn Blake
Executive Director

Angelica Lopez
Program Manager,
Operations

JOINTLY SUPERVISED Teams



Theresa Lozach
Site Administrator,
Early Childhood

Alison Burke
Program Specialist, ECE

Courtney Woolverton,
ECE Coach

Geri Baskind
Legal Assistant

Eman Al-Taher
Data Analyst

Vacant
Staff Attorney

Roxanne De La Rocha
Staff Attorney



Paris Pryor
Program Manager,
Health Services



Justin Anderson
Health Services Director

TBD
Program Manager,
Nursing

Department Org Chart



ELEMENTARY COACHES	MIDDLE SCHOOL COACHES	HIGH SCHOOL COACHES
Aruna Sokol, Kristen Hynes, Liana Nelson, Christina Anderson, Elena Rivera, James 'Jake' Hall	Carmen Gomez, Kristen Murakoshi, Yoav 'Yo' Helfman	Gregvin Lewis, Stephanie Jemilo, May Chaltiel, Mary Gomez

RELATED SERVICES

Libby Faltis, Lead SLP; Pam Lellis, Lead OT/PT; Kaitlyn Anderson, Lead Psych

All SLP, OT, PT, APE, AT, AAC and LI Services

PSYCH/MH SERVICES

Kate Kosmos, Lead Psych; Kelly Lo, Lead Social Worker

All Psychologists and ERMHS Clinicians

Vikie Gilbert
Admin I

PRIVATE AND NONPUBLIC TSAs

NPS: Amy Arroyo, Kamila Flores, Lisa Cannaday, Sara Heller

Private: Barbara Kass, Tucker Pentz

TRANSITION SERVICES

Tracey Tashiro, YAP/CTS Coach

All CTS Case Managers and Young Adult Program Staff

DEPARTMENT Operations

Alina Chow Financial Operations Analyst	Taylor Jerrels Records and TPP Processing	Whitney Harding Adm III
Kim Saechao Legal Assistant	Raul Nunez MIS Technician	Melisha Linzie Engagement Specialist

IEP Compliance

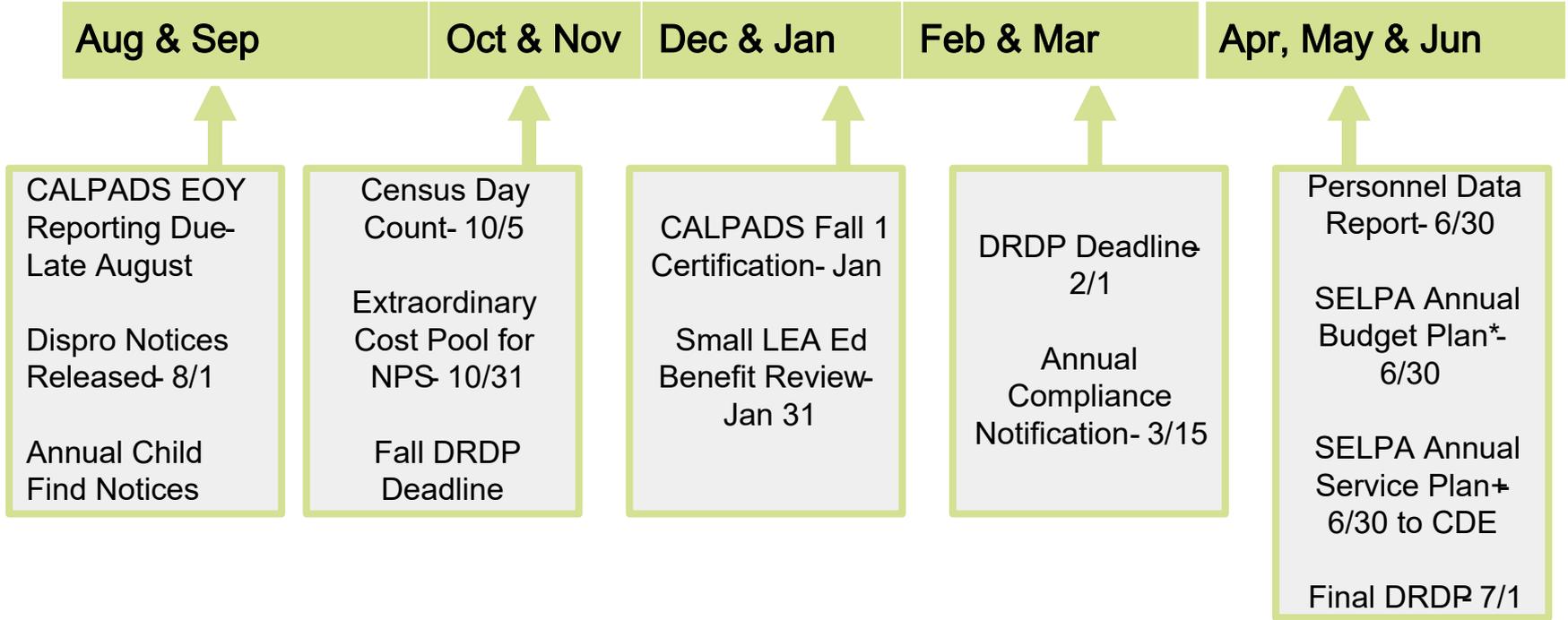
Rain Johnson Coordinator	Peggy Forbes Program Manager
Mariano Gonzalez Compliance TSA	

HEALTH Services



Justin Anderson
Health Services Director

SELPA Submissions Timeline



+ Requires Board approval

* Requires Board review



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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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