

Oakland Unified Special Education Local Plan Area (SELPA)

Governance and Administration, Annual Service Plan, and Annual Budget Plan

Highlights of the documents that guide our work within Special Education in SY 24-27



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(Revised/Corrected Presentation @ BOE 6/26/2024)

Ask of the Board

We ask that the Board approve the 2024-27 Local Plan, including the Annual Budget Plan and Annual Service Plan, so we may submit our completed local plan to the California Department of Education.

What is a SELPA?

- A SELPA is a Special Education Local Plan Area. It is an administrative arrangement for the provision of Special Education services across the state for California.
- There are single-district and multi-district SELPAs. Oakland has a sufficient size and number of students with IEPs to be a single-district SELPA. This means the SELPA board is the OUSD School Board, as OUSD is the administrative unit (AU) for the SELPA.
- The SELPA oversees the distribution of Special Education monies, ensures compliance with Federal and state Special Education law and regulations, and ensures data maintenance and transmission in accordance with CDE requirements.

How do the annual service and budget plans connect to the local plan?

- The Local Plan must be completed once every three years. OUSD's local plan is being presented to the board this year to guide our SELPA from 2024-2027.
- The Local Plan informs the Annual Service and Budget Plans, which are due annually prior to June 30.
- The service plan provides the specific types of services within the Oakland SELPA's continuum, and the budget plan tells the story of how we utilize our resources to implement services.

Part B: Governance and Administration

Part B: Governance and Administration

- Submitted every three years
- Describe how the district meets the local plan requirements
- Identifies policies, procedures, and programs related to Special Education
- Describes administration of regionalized operations and services
- Describes special education local plan area services

The Annual Budget Plan

The Annual Budget Plan

- Identifies our Special Education-specific resources
- Delineates how we intend to expend our resources by object (e.g. salaries, benefits, services)
- Explains the process for allocation of funds across participating LEAs
- Sets forth the cost of the SELPA and OUSD's Special Education program

Our Resources

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	28,201,017	60.71%
AB 602 Property Taxes	4,337,072	9.34%
Federal IDEA Part B	9,427,456	20.29%
Federal IDEA Part C	205,411	0.44%
State Infant/Toddler	7,151	0.02%
State Mental Health	2,614,088	5.63%
Federal Mental Health	412,668	0.89%
Other Projected Revenue	1,249,855	2.69%
Total Projected Revenue:	46,454,718.69	100.00%

Special Education funds come from federal, state and local sources.

Our largest source of funding is our AB602 state aid, which increased a bit this year to just over \$28m.

Our “other revenue” includes smaller grants for specific populations, such as transition-aged youth, alternative dispute resolution, and preschool professional development.

Our Expenses

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	56,838,609	32.25%
Object Code 2000—Classified Salaries	27,170,181	15.41%
Object Code 3000—Employee Benefits	47,837,573	27.14%
Object Code 4000—Supplies	1,044,160	0.59%
Object Code 5000—Services and Operations	36,387,243	20.64%
Object Code 6000—Capital Outlay	15,000	0.01%
Object Code 7000—Other Outgo and Financing	6,967,489	3.95%
Total Projected Expenditures:	176,260,254.65	100.00%

About 70% of our overall expenses are salaries and benefits for OUSD employees who provide Special Education services.

Our 5000s- Services can be subdivided into approximately 52% in specialty labor (such as behavior technicians, specialists, speech-language pathologists) and about 25% in nonpublic school tuition and related service costs, and 5% for disability access work. The remainder is professional services and independent contractors (e.g. IEP system, individual related services providers).

OUSD Special Education Staff by Job Classification

Job Class	FTE 24-25	Key Functions
Resource Specialist	123.2	Leads initial evaluation (child find) process, case manages IEPs, provides direct Specialized Academic Instruction, consults to ensure implementation of accommodations and supplementary aids, monitors progress data
Self-Contained Teacher, MM	111	Case manages IEPs, provides direct gen ed replacement Specialized Academic Instruction, completes re-evaluations, monitors progress data
Self-Contained Teacher, ESN	91	Case manages IEPs, provides direct gen ed replacement Specialized Academic Instruction, completes re-evaluations, monitors progress data
Classroom TSA	22.5	See teacher functions above- at high schools where all teachers are TSAs
Paraeducator	353 at .8 FTE	Provides individual or small-group instructional and physical/custodial support at the direction of a Special Education teacher
ISS	151 at .8 FTE	Provides individual or small-group instructional support at the direction of a Special Education teacher
Psychologist	41.4 OUSD 10 Contracted	Evaluates students to determine eligibility, provides short-term counseling, consults to support psychological needs
Speech-Language Pathologist	58 OUSD 44 Contracted	Evaluates students to determine eligibility, provides direct speech and language services and consultative services
Occupational Therapist	12.8	Evaluates students to determine eligibility, provides motor and sensory services, trains staff on use of specialized tools and equipment
Social Worker	24.8	Provides individual and group therapy, milieu classroom support, and treatment planning

Our Revenue by Source to Cover Expenses

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	34,230,080	19.42%
Projected Federal Revenue	10,563,454	5.99%
Local Contribution	131,466,721	74.59%
Total Revenue from all Sources:	176,260,254.65	100.00%

As has been the case in past years, Federal revenue covers less than 10% of the SELPA's overall costs of program. This is consistent with most school districts throughout the region (e.g. 7.4% for SFUSD, 7.6% for WCCUSD in 2022). State and federal revenue are expected to increase next year, which may increase the anticipated percentage of the budget coming from SpEd-specific resources and reduce the anticipated general fund contribution.

Specialized Services and One-Time Funds

Low Incidence: The SELPA receives funds earmarked for specific, specialized services, which have shifted since 2021. Our low incidence funds increased to approximately \$800,000 and are projected to be similar next year. These dollars fund salaries and benefits for specialists who work with students with hearing impairments, vision impairments, and/or orthopedic impairments, as well as low incidence equipment and materials.

Transition: Our SELPA is working through the process to increase funds available for student wages for transition-aged students through the Transition Partnership Project (TPP), and a Paid Internship Program (PIP) in partnership with RCEB, which can provide \$6-8k in reimbursement for wages for employed youth. For at least the next 3 years we are receiving additional funding to support students who are transition-aged with IEPs.

Disability Access: Our SELPA has received Supplemental and Concentration Carryover funds in relation to Board Resolution 2021-0159. This has enabled the Department to provide specialized materials for Expanded Learning, invest in additional professional development for Expanded Learning, CTE and Athletics staff, and to provide additional staffing to implement direct, tier III reading intervention to reduce literacy barriers that may contribute to restrictive student placement.

The Annual Service Plan

The Annual Service Plan

- Ensures that OUSD and Oakland Unified SELPA have a full continuum of Special Education and related services available to eligible students;
- Describes how each type of service is provided in accordance with CA Education Code service descriptors;
- Documents what services can be provided at each OUSD school and in our participating charter schools.

What services does the Oakland Unified SELPA offer?

CDE Official Local Educational Agency Name	330	210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	
Oakland Unified School District	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	
	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X
	850	855	860	865	870	890	900														
	X	X	X	X	X	X															

Services are organized by 3-digit service code, with the 200s being early childhood services, the 300s being academic, the 400s-600s being related services, the 700s being low incidence-specific, and the 800s being transition-specific. The 900s are blank “other” categories to be used as needed.

Oakland provides a very broad range of services, including Specialized Academic Instruction, speech-language services, occupational and physical therapy, assistive technology, intensive individual services, college, career and vocational services, travel training, and specialized services for the deaf and blind.

Feedback from our Community Advisory Committee

CAC Local Plan Feedback:

The CAC convened a subcommittee that completed a very thorough review of the drafted Local Plan. CAC representatives expressed a preference to include greater specificity in each answer as well as to create overlap with other district departments, processes, and plans in the extensive feedback they provided. The CAC would like to see an improvement and expansion of district programs serving students with special needs. Staff met with the CAC and were able to include many, but not all, of their suggested revisions.

The CAC suggested the following changes to the Local Plan, including:

- Language that more appropriately affirms neurodiversity
- More explicit guidance for foster youth
- Updated language around access for parents who use non-written language or who have other communication needs
- An expanded process around the creation and approval of the local plan, including increased frequency of board meeting implementation review and potential mid-cycle updates or amendments to the Plan
- Clarity on job titles and individual staff roles and responsibilities
- Increased Child Find activities
- A general increase in the details provided for each answers, including descriptions of specific processes undertaken by the district and the Special Education department

What do services provide for our students?

Our Literacy Intervention Work

Goal: Increase students' access to effective, evidence-based, targeted reading intervention

Curriculum, Materials + Training

- Updated SPIRE & Sounds Sensible materials to the latest editions; Distributed materials
- Trained new & returning K-8 Resource & Mild-Mod program teachers on updated curriculum
- Targeted coaching & training from SpEd TSAs
- Introductory implementation phase of SPIRE STAR, a digital teacher companion
- Spring pilot of SPIRE's Reading Assistant (Amira) software

Data Collection + Reporting

- SPIRE data reporting periods are aligned with general education benchmark assessment periods & included on the [Elementary Assessment Calendar](#)
- [SPIRE Data Wall](#) is live, and now includes 2-3 data points for most students. Spring/EOY data reporting window is open 5/1 - 5/24.
- SPIRE Data Wall allows for comparison of student progress through SPIRE + iReady performance
- Collaboration with Middle School Literacy team to plan aligned 24-25 data collection & reporting

Our Literacy Intervention Work

Elementary SPIRE Data Reporting, 2023-24 School Year		End of T1	End of T2	End of T3
	Sounds Sensible	58	108	
	SPIRE 1	286	365	
	SPIRE 2	107	118	
	SPIRE 3	50	98	
	SPIRE 4	7	17	
	SPIRE 5	15	20	
	SPIRE 6	8	16	
	Total	531	742	

Of the 110 Elementary Resource & Mild-Moderate Program Teachers:

- Average of 90% teachers reporting
- Increase from 63% to 76% of programs consistently using SPIRE, from T1 to T2

**adequate materials + responsive training/coaching + data accountability
= increased teacher implementation
= increased student access to effective intervention**

Our Literacy Intervention Work

According to SPIRE, it typically takes about half a year (~18 weeks) to complete one level in SPIRE. We can expect that, with consistent instruction, most students complete 2 levels within one school year.

Over a period of 8-10 instructional weeks, end of T1 reporting window to end of T2 reporting window:

- 25% of students were already working 1-2 levels higher!
- 60% of students completed expected/sufficient lessons within the same level
- 15% students demonstrated progress that was stalled or two slow

Learning + Next Steps:

1. With funding changes for 24-25, need to ensure mild-moderate self-contained classroom teachers & paras are prepared to continue strong instruction without literacy tutor support.
2. Need to promote and support deeper use of SPIRE STAR (digital companion) for easier teacher day-to-day lesson prep & facilitation, ongoing assessment & progress monitoring.
3. Continued collaboration with elementary & middle school academic departments to align and coordinate reading interventions and student progress monitoring within a multi-tiered system of supports

Extensive Support Needs Programming

We are completing our first year of adoption of a new core replacement curriculum for our extensive support needs settings. Throughout the year, the number of lessons mastered each week increased consistently for all age bands, with each participating student mastering an average of 27.4 objectives so far in the year.

Curriculum	Active Facilitators (Teachers, Paras..etc.)	Active Students / Facilitators	Average Growth from Pre-Test to Post-Test
enCORE Elem	44	223	68%
enCORE Middle	20	49	65%
enCORE High	16	76	67%
Basics	32	105	71%
Transition	11	77	87%

This exciting new curriculum will be followed by more direct materials to support transition and vocational skill building and daily living skills instruction in the coming year.

Related Services and Transition Support

- Our agreement with the Department of Rehabilitation has been renewed with a new three-year term and nearly doubles the number of students supported and funding received by the District to support students with disabilities in secondary programs across the spectrum of need.
- Our Career Transition Services team has grown to eight (8) Case Managers increasing our impact for students with disabilities as they find the link between what they are doing now and what will be happening for them after they exit the District.
- Our partnerships with other District offices are growing and we will be supporting students in ECCCO/ Linked Learning summer offerings, Summer School (Bridge and Credit Recovery), and Extended School Year programs over the summer.
- Our Young Adult Program has developed into a school and our work to engage with families/ guardians/ support networks, students, and YAP Team Members has led to a greater sense of community, opportunities to access additional funding and resources, and wonderful events like our first ever prom, Transition Olympics, and a rededication to developing access to continuing education and work experience opportunities

Our Special Education Staff Roles

Special Education Central Office personnel are responsible for many daily operations to help ensure IEP implementation, which includes:

- Placement of students and monitoring of caseloads
- Materials purchasing and distribution
- Professional development and training
- Participation in over 1500 IEP meetings each year
- Facilitation of processes around student discipline and behavior response
- Completion of mandated IEP compliance monitoring activities
- Processing contracts, payments and reimbursements for over 1100 staff and over 50 different vendors
- Development of procedures and protocols to ensure adherence with best practices
- Direct 1:1 weekly coaching for just over 100 special education teachers
- Consultation and recurring support for site leaders
- Liaising with community agencies providing support for students with IEPs beyond the school day
- Ensuring appropriate staffing ratios based on IEP needs and student enrollment
- Managing due process, compliance complaint, and alternative dispute processes
- And much more!

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EVERY STUDENT THRIVES!



**OAKLAND UNIFIED
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Community Schools, Thriving Students

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