

# 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**

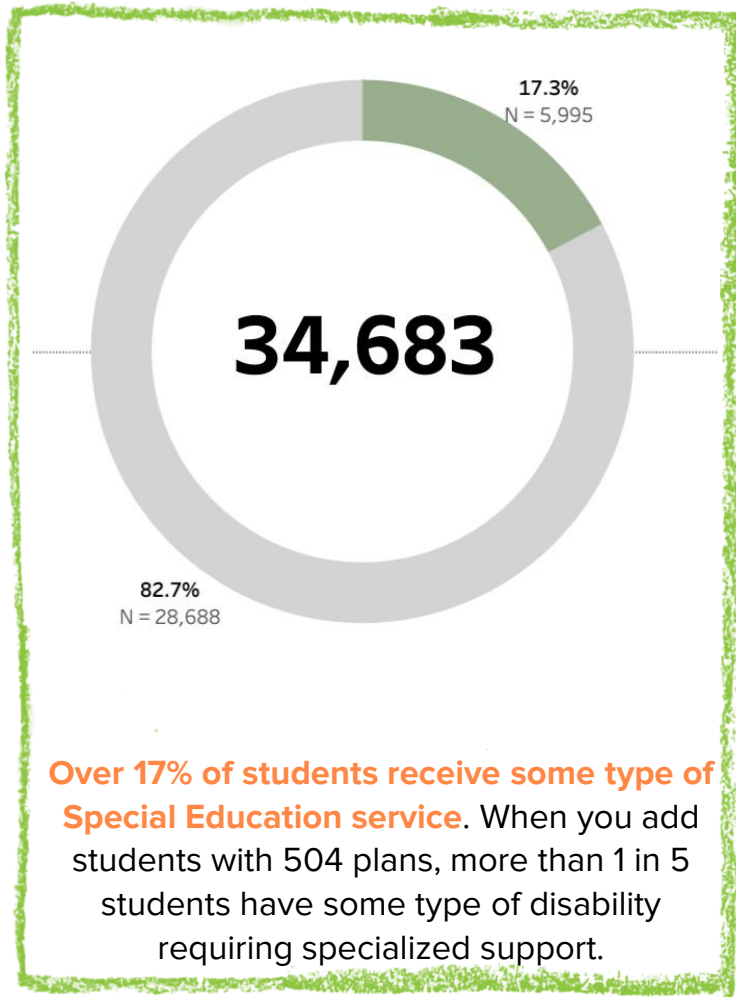
*Community Schools, Thriving Students*

# 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

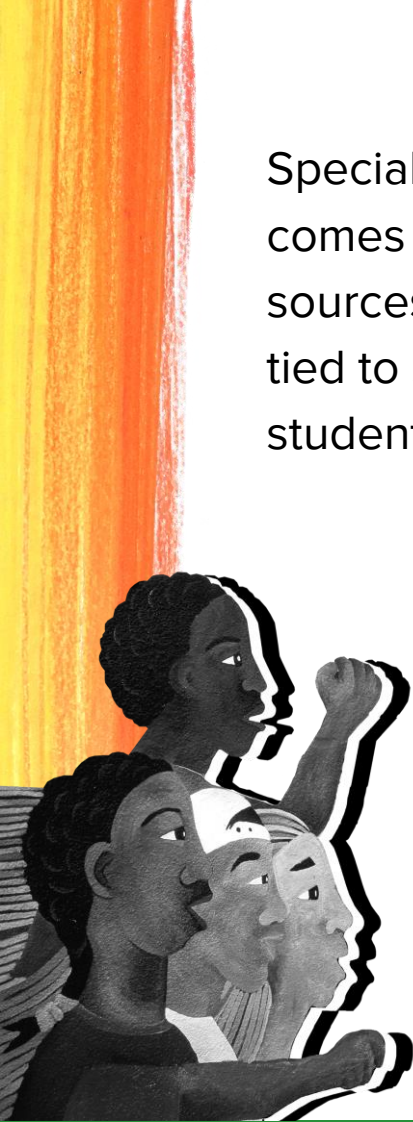
Appoint official members of our Community Advisory Committee (CAC) after nomination by their peers

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%
<b>Total Revenue from all Sources:</b>	<b>124,720,792</b>	<b>100.00%</b>

## 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.

**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.

**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.



# 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](mailto:jennifer.blake@ousd.org)

Executive Director

[jorge.wahner@ousd.org](mailto: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).

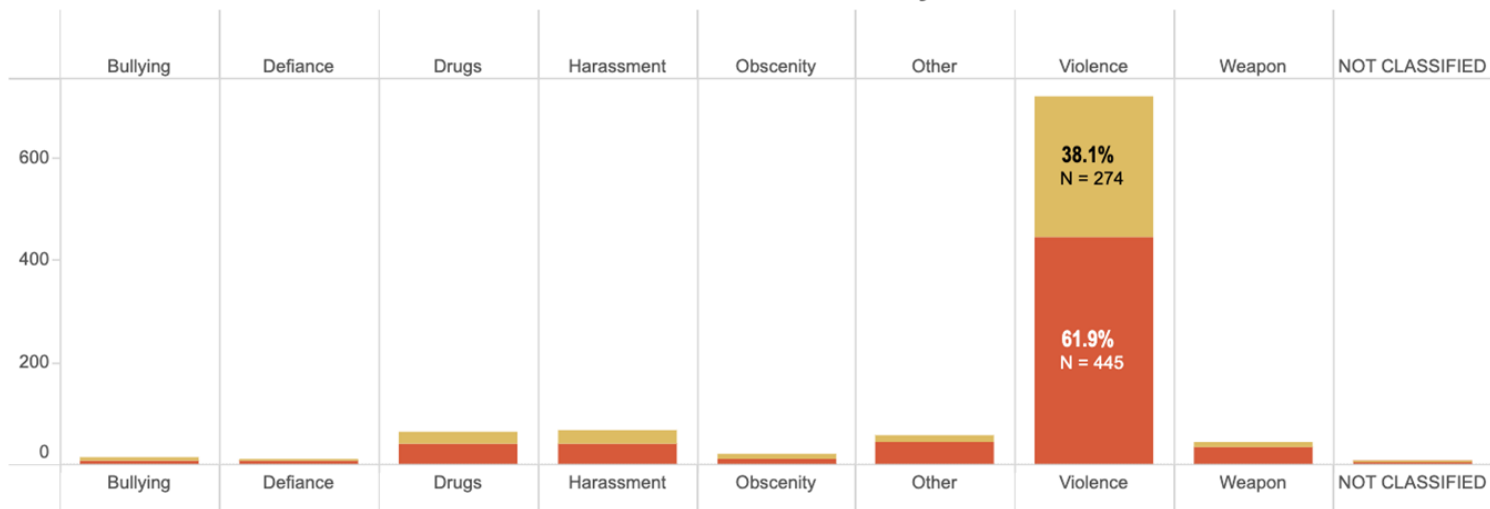
# Suspension of Students with IEPs- 2022

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

Subgroup  
■ Special Ed  
■ Not Special Ed



# 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%.

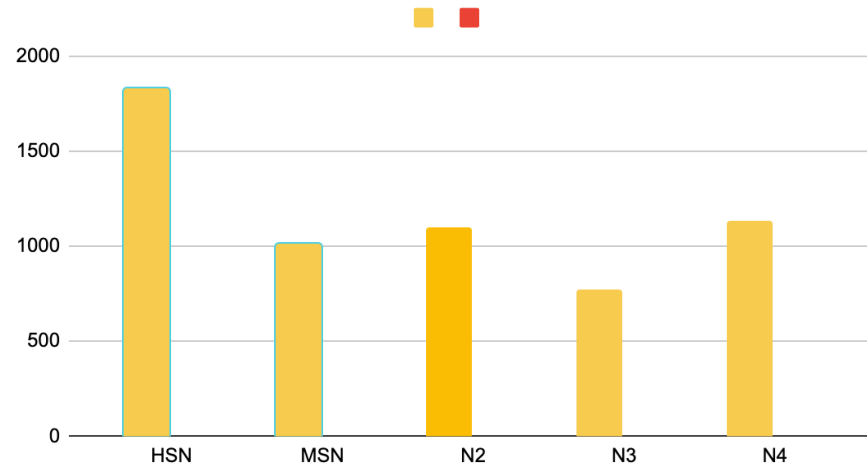
# Enrollment Data

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.

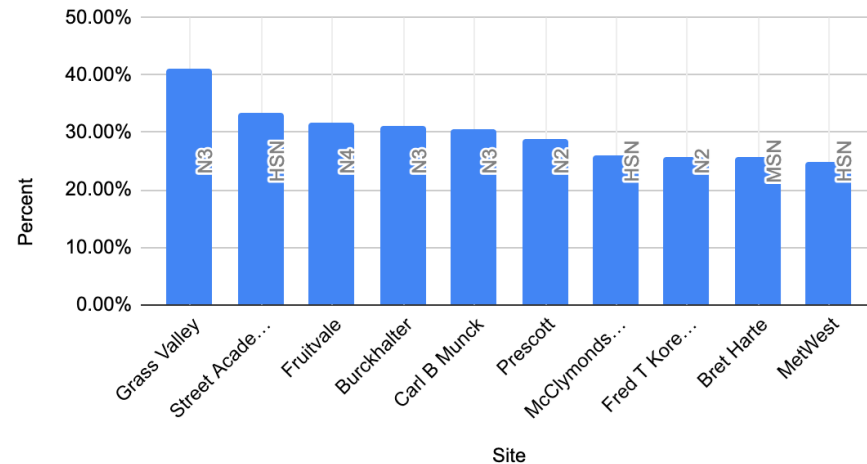
Campuses with a small general student population are more likely to have a higher percentage of students with IEPs, as shown in the bar graph at the lower right.

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

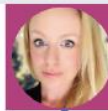


Percent of Students w/ IEPs by Site





# 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



Bonnie Levin  
Coordinator,  
Elementary



Stephen Raser,  
Coordinator,  
Secondary

**ELEMENTARY COACHES**  
Aruna Sokol, Kristen Hynes, Liana Nelson, Christina Anderson, Elena Rivera, James 'Jake' Hall

**MIDDLE SCHOOL COACHES**  
Carmen Gomez, Kristen Murakoshi, Yoav 'Yo' Helfman

**HIGH SCHOOL COACHES**  
Grevin 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

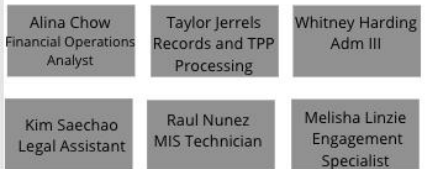
**PSYCH/MH SERVICES**  
Kate Kosmos, Lead Psych; Kelly Lo, Lead Social Worker  
  
All Psychologists and ERMHS Clinicians

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



IEP Compliance

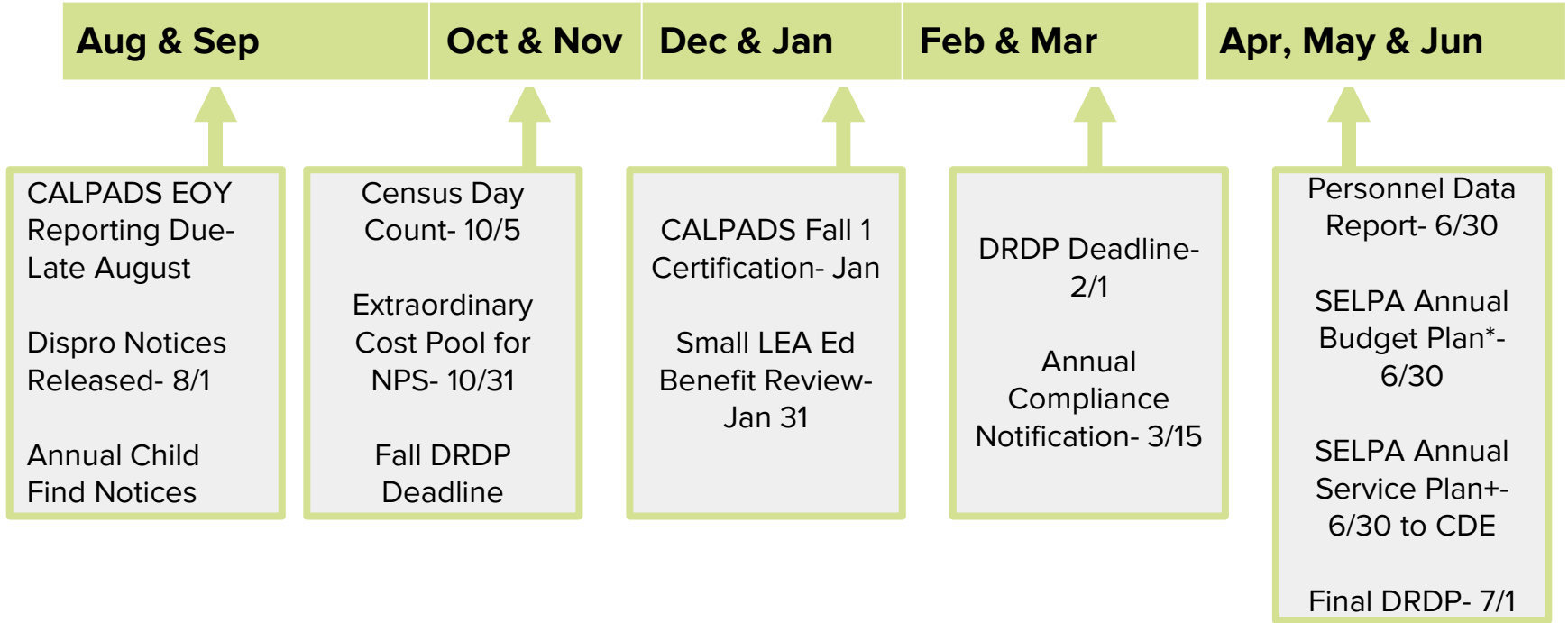


HEALTH Services



Justin Anderson  
Health Services  
Director

# SELPA Submissions Timeline



+ Requires Board approval

\* Requires Board review





# Community Schools, Thriving Students



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SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

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