

Oakland Unified Special Education Local Plan Area (SELPA)

Local Plan, Annual Service Plan, and Annual Budget Plan

Highlights of the documents that guide our work within Special Education from 2020-2023



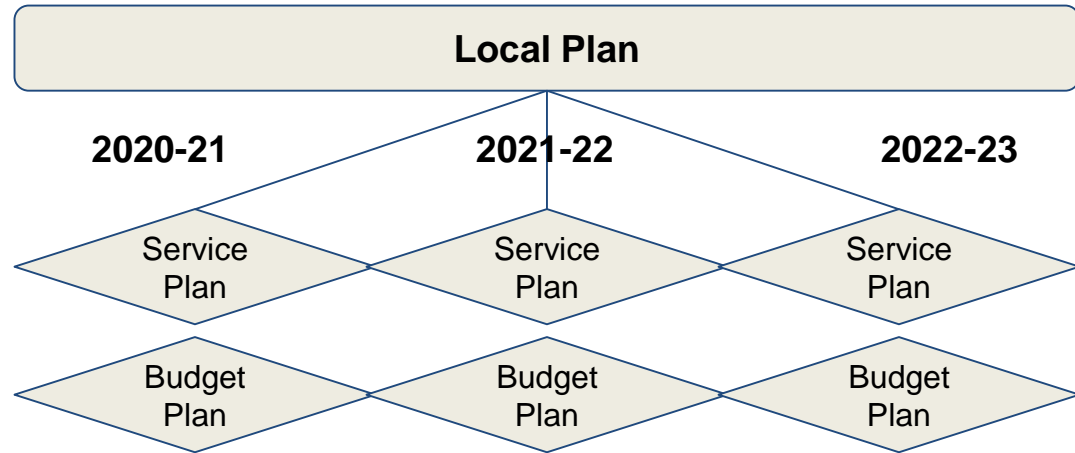
Presented by: Jenn Blake, Executive Director/SELPA Director, Special Education v2

What is the Local Plan?

- The Local Plan is a CDE-required document that describes the governance, policy, structure, and services provided by Oakland Unified School District's SELPA.
- **The Plan contains sections specific to:**
 - Governance and Administration
 - Required Policies
 - Regionalized Operations
 - Services within the SELPA

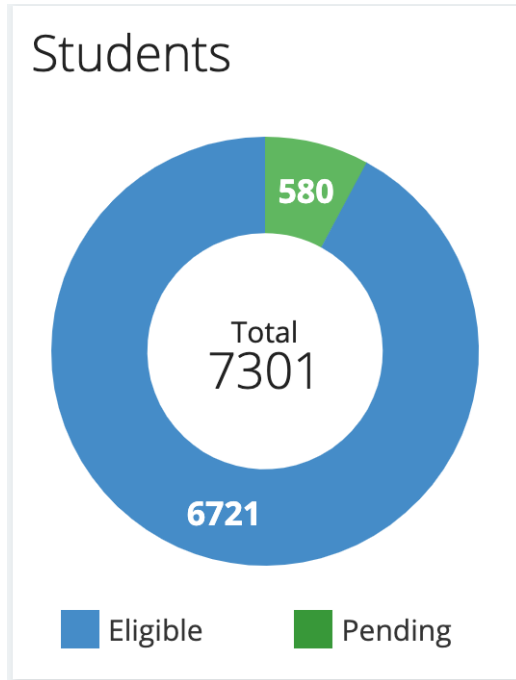
What is the Local Plan?

- The Local Plan must be completed once every three years (or earlier, if substantive changes become necessary). The Local Plan informs the Annual Service and Budget Plans, which are due annually prior to June 30.



Who Are We?

Who is served under our Local Plan?



→ OUSD SELPA serves students at every OUSD public school, a young adult program, a dedicated preschool center, nonpublic schools and residential facilities throughout the country, homes, private schools across the Bay Area, and hospital settings.

→ This is an increase of just under 400 students over the last year.

→ Of the 580 pending cases, about 520 are actual initials with signed assessment plans.

Our Team



Executive Director/SELPA Director:

Jenn Blake

Coordinators (direct support to school leaders, related/specialized service personnel, and families):

Allison Guilfoil- Elementary Networks 2 and 3

Anne Zarnowiecki- Related Services and Nonpublic Schools

Cary Kaufman- Network 4 and Middle Schools

Neku Pogue- High Schools and Alt Ed

David Cammarata- Career Transition Services and Young Adult Program

Theresa Lozach- Early Childhood/Burbank Principal

Stacey Lindsay- Psychological and Mental Health Services

Instructional Coaches/TSAs (direct support to teachers and families):

Elementary-Focused- Aruna Sokol, James Hall, Micaela Reinstein, Bonnie Levin, Kristen Hynes

Secondary-Focused- Samuel Offenber, May Chaltiel, Tracey Tashiro, Stephanie Jemilo, Kristen Murakoshi

Compliance-Focused- Peggy Forbes

Program Highlights & Impacts

Some things about
which we're excited...

- For the first time, OUSD will be offering **Special Education TK placements** across several campuses. This allows some of our youngest learners to engage with typical peers and access a curriculum more aligned to their developmental level.
- We have TK classes opening at:
 - Melrose Leadership (Dual Language)
 - Madison Park Lower
 - Allendale
 - Bridges
 - Franklin
 - Glenview
 - Montclair

Some things about which we're excited...

- In 2019-20, the Department trained and distributed materials for **multisensory literacy instruction** across all Mild-Moderate K-8 programming and self-contained 9-12 classrooms. We selected SPIRE for K-8 and Language Live! for 9-12, both of which align to AB1369.
- Over 170 instructors have utilized these materials with their students, which are also available in virtual formats during distance learning.

Some things about which we're excited...

- We have continued to make progress toward graduation rate increases and high school pathways participation for students with disabilities, with 11% of students in SDCs participating in CTE programs and growing. In partnership with the Linked Learning office, our Young Adult Program students are now able to access Peralta Community College programming as Concurrently Enrolled students which means they will be able to access courses of their choice fee free. Last semester, we had about 60 students in the program enjoy this opportunity.
- We have reduced our students placed in nonpublic schools for three years, resulting in being removed from CDE monitoring for this indicator in 2019-20.

Some things about which we're excited...

- We have **decreased our placements into self-contained mental health programs** through the use of intensive outpatient services and targeted behavioral interventions, allowing us to eliminate one 3-5 mental health SDC and phase out one 6-8 mental health SDC.
- For the self-contained programs that remain, we are rolling out a consistent level-based positive behavior system to ensure common language, expectations, family engagement and incentives across our continuum.

Some things about
which we're excited...

- We are **welcoming back all of our instructional coaches and coordinators**, making this the first year in at least the last five years without any turnover or changes to our central office supports to schools.

Our Special Education Goals

Multisensory Literacy Instruction for All:

- Implementation fidelity process for use of SPIRE curriculum in K-8 mild-moderate;
- Expand use of Sounds Sensible to some moderate-intensive programs;
- Invest in literacy PD for mod-intensive Ed Specialists

Full Continuum of High School Program Options:

- Expand services available to students in Alt Ed programs;
- Continue integration of students in SDCs into pathways;
- Offer online credit recovery options targeting rising 10/11th grade students who are behind in credits;
- Continue expansion of separate setting high school options for students who require it

Commitment to a FAPE for Every Student:

- Roll out “Ed Specialist Excellence” onboarding training and refresher series r.e. the IEP process
- Introduce monitoring system for progress on goals;
- Track and celebrate movements to LRE and student exits from Special Education

Robust Professional Learning Experiences:

- Continue job-alike professional learning communities;
- Instructional Coach inquiry cycles;
- Creation and distribution of a library of asynchronous PD experiences across a variety of topics
- Introduction of a structured observation and feedback tool for instructional visits

The Annual Service Plan

The Annual Service Plan: The Basics

Annual Plan Due Dates

EC Section 56205 requires the submission of Annual Budget and Service Plans adopted at public hearings held by the SELPA. After the initial submission of the local plan, each SELPA is required to submit an Annual Budget Plan and an Annual Service Plan by June 30th of each year.

On, or before June 30th of each fiscal year, including an initial submission, SELPAs must complete and submit an Annual Budget Plan and Annual Service Plan to the California Department of Education for consideration of approval. Annual Plans must also include applicable Attachments and Certifications.

The Annual Service Plan: Requirements and Content

Annual Plan Requirements

The Annual Service Plan must identify a full continuum of service options provided within the SELPA at the time of submission, assuring access to appropriate instruction and services for all students with disabilities from birth to 22 years of age, including children with low-incidence disabilities.

SELPA's may adopt service descriptions described in special education law. However, if service provisions differ from those defined in law, SELPA's must describe the specific related services provided.

The Annual Service Plan: What We Offer Our Students

OUSD offers a full continuum of direct and related services. These are described in detail in the Service Plan and identified by CDE Service Code and applicable state or federal law citations.

In OUSD, we offer dozens of Special Education services. The most common are:

- 330- Specialized Academic Instruction
- 415- Speech and Language Services
- 350- Individual and Small Group Instruction
- 435/6- Nursing Services
- 445- Assistive Technology
- 450- Occupational Therapy
- 510- Counseling
- 820/30- College and Career Awareness

The Annual Service Plan: What We Offer Our Students

Oakland Unified School District

330	210	220	230	240	250	260	270	340	350	360	370	415
425	435	436	445	450	460	510	515	520	525	530	535	540
545	610	710	715	720	725	730	735	740	745	750	755	760
820	830	840	850	855	860	865	870	890	900	900	900	900

In Oakland, we offer the vast majority of possible services. The image above shows the service codes currently being provided within our SELPA. Where there are blanks, the service is generally already being provided but logged under a different code. For example, we do not use code 750- notetaking because we choose to denote any note-taking support needed as an accommodation/supplementary aid within students' IEPs.

The Annual Budget Plan

The Annual Budget Plan: The Basics

The Annual Budget Plan of a local plan must identify projected revenues and expenditures as allowed by IDEA for the provision of specially designed instruction and related services to students with disabilities. The responsible local agency, or administrative unit is the legal entity that receives the funds and is responsible for seeing that every eligible child receives appropriate services as determined by Individualized Education Plan teams. Projected revenue and expenditures must be identified at the SELPA level and for each participating LEA using CDE-approved templates.

The Plan is due to CDE by no later than June 30, 2020.

The Annual Budget Plan

OUSD SELPA receives funds from a variety of sources, including:

- Federal grants (IDEA)
- State grants
- Local funding
- Mental Health funding
- Early Childhood grants
- Alternative Dispute Resolution grants
- Transition-aged student services funds

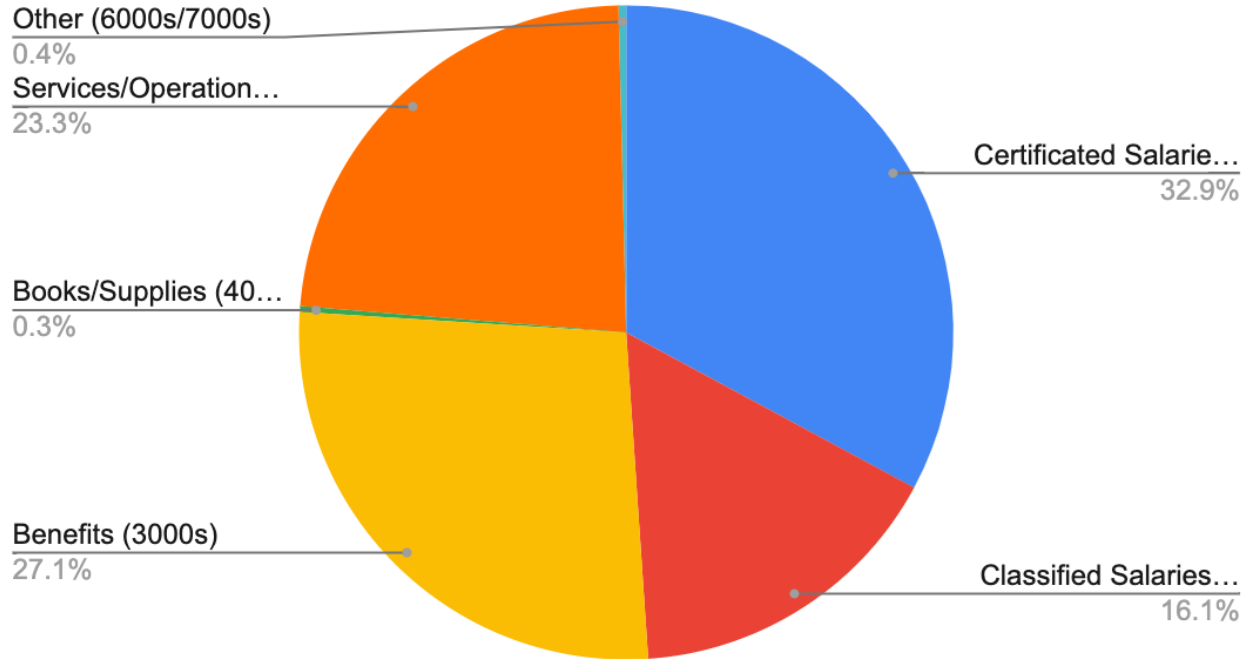
Each of these resources has an object code that is used for fiscal purposes. Our state/federal funds are restricted, meaning we must only spend them on certain things.

The Annual Budget Plan

Resource Type	Revenue
Basic Grant	7,193,194
Private School	107,177
Preschool	206,857
Alternate Dispute Resolution	14,513
Property Taxes (AB 602)	3,213,706
State Aid (AB 602)	20,581,542
Federal Mental Health	398,203
State Mental Health	2,226,253

The Annual Budget Plan: Expenses by Category

How We Spend Our Money



The Annual Budget Plan: Charter Partners

- The Budget Plan requires that the SELPA reports expenses and revenue specific to Special Education for each participating charter LEA, as well.

- The Charter must sign assurances that the funding provided by state and federal sources is utilized in accordance with the restrictions for the funding.

Changes to the Local Plan

What's Different This Year...

- New resolutions are required specific to infant to school-aged transition, students placed in private schools, nonpublic schools and the LRE, and addressing disproportionality.
- We must address and describe the supports we provide to transition-aged youth, including career and college readiness services.
- The Local Plan highlights our services for students who are foster youths or who temporarily reside in hospital settings.
- Districts must indicate their plan to identify and serve eligible adults in the county jail system.



EVERY STUDENT THRIVES!



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

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