

Special Education Update

Jennifer Blake

Executive Director, Special Education and Health Services

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Ask of the Board

- Receive information about the district's Special Education program;
- Understand the manner in which Special Education is funded and how funds are utilized;
- Understand the impact of investments to support greater access for students with disabilities pursuant to Board Resolution 2021-0159;
- Provide feedback about the priorities and progress of the Department.



Enrollment and Eligibility

Special Education Enrollment Snapshot



OUSD's SELPA has 6800 students with IEPs across ages 3-22.

We have an additional 575 pending records- students undergoing initial evaluation to determine eligibility.

Our highest incidence disabilities are Specific Learning Disabilities (processing disorders such as dyslexia), Speech Language Impairments, and Autism.

6335 students with IEPs are served in our public schools, including public ECE programs and the Young Adult Program.

Special Education Eligibility Over Time

Our Special Education Program has grown and changed over the last decade. We have more eligible students, but the needs of our students are changing, too.

Month/Year	Eligible Students
December, 2013	5085
December, 2017	5802
December, 2023	6789

Date	Students Eligible Under Autism (AUT)	Students Eligible Under Other Health Impairment (OHI)
December, 2013	591	389
December, 2016	814	580
December, 2019	997	665
December, 2022	1196	673

Spotlight on Autism Spectrum Disorders

National Context

1 in **36** kids identified with autism



241%

higher than baseline stats in 2000

Although autism can be diagnosed before a child reaches the age of two, most kids are diagnosed only after the age of

4



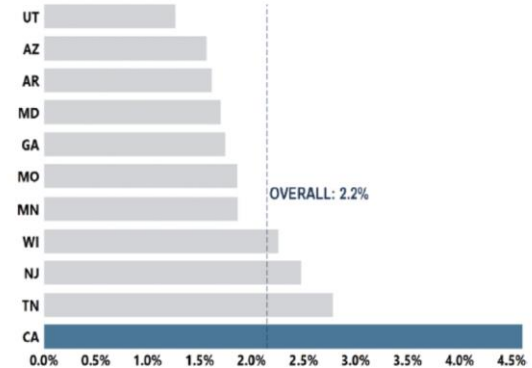
BOYS are **4X** more likely to be diagnosed than **GIRLS**

40% are nonverbal
44% Have average or above average intellectual ability
31% have an intellectual disability

California Data

About 1 in 22

or 4.6% of 4-year-old children were identified with ASD by the CA-ADDM program in 2020.



The median age of diagnosis for 8-year-old children in California **was 36 months**. The median age of diagnosis was younger in CA-ADDM than the average median age of diagnosis in all communities in the US where CDC tracked ASD in 2020 (49months).

Initial Referrals for Special Education

- Currently 574 pending initials
- Already completed 491 so far this year
- Typical eligibility rate of about 87%; current year's rate is 85.5% eligible.
- Just over 50% of all pending initials are in elementary schools- particular increase in referrals in grades K-2
- 30% of open initials are Diagnostic Center cases for students aged 3-5. We only see about 50% of those referrals choose to enroll in OUSD ECE programs.



Staffing and Placement

Our Continuum

Resource Specialist Program (RSP): These students have mild-moderate disability impacts and spend most or all of their day in a general education setting receiving some Special Education accommodations or services.

Mild-Moderate Self-Contained Program (MM SCP), Moderate Self-Contained Program (MOD SCP), and Extensive Support Needs Self-Contained Program (ESN SCP): Our self-contained programs support students with more significant needs who require small-group, intensive instruction to make progress toward goals. MM SCPs work on grade level common core standards, while moderate and ESN settings address functional and daily living skills and modified academics.

Mental Health Program (MH SCP): Our mental health programs support students who have emotional and behavioral needs that are the primary impact of their disability on their educational access and progress. These settings include embedded mental health personnel.

Program Capacity and Enrollment

Like other school districts, most students with IEPs spend most or all of their school day in a general education classroom, but we do need a full continuum of self-contained placement options.

Early Childhood (ECE)

Currently, we have 16 MM SCPs (160 students max), 18 ESN SCPs (144 students max), and one Moderate SCP (10 students max).

K-5

We have 14 MM SCPs split across grade levels (364 students max), 14 ESN SCPs (280 students max), 2 Mental Health SCPs (48 students max), and 3 MOD SCPs (78 students max).

6-8

We have 15 MM SCPs (195 students max), 8 ESN SCPs (80 students max), 4 Mental Health SCPs moving to 3 in 2024-25 (36 students max), and 4 Moderate SCPs (52 students max)

9-12

We have 22 MM SCPs (286 students max), 8 ESN SCPs (104 students max), 8 Moderate SCPs (104 students max), and 7 Mental Health programs (91 students max).



Spotlight on Nonpublic Programs

Currently, only 90 students from our SELPA attend nonpublic placements, three of whom are placed residentially.

This is a decrease of almost 90 students from our peak NPS enrollment in 2016-17, or a 50% decrease.

While our number of students placed in nonpublic settings has declined, the costs of educating each student in a NPS has risen substantially over the last five years.

OUSD Special Education Staffing

- **Resource Specialists: 157 positions**
- **Self-Contained Program Teacher: 200 positions**
- **Classroom TSAs at McClymonds, Castlemont and Fremont: 27 positions**
- **ParaEducator: 410 positions**
- **Instructional Support Specialists: 142 Positions**

Including our Related Services Specialists, we have over **1100** professionals supporting our students with IEPs.



Instruction and Curriculum

New, High-Quality Curriculum:

**Kimochis for ECE-2
Social Emotional
Learning**

**TeachTown for
Moderate and
Extensive Support
Needs settings**

**TouchMath for RSP K-8
and Self-Contained
Programs in grades K-2**

**V-Math for Self-
Contained Programs in
grades 3-8**



Student Academic Data Highlights:

More kindergartners with IEPs are on grade level in iReady in 23-24 when compared to 22-23 (19% vs 15%). Small but consistent increases across grades 2-5, as well (2-4% increases)

LITERACY

The number of students with IEPs who can name their uppercase letters increased from 25% to 32% from August to October, and lowercase letters increased by almost 7%, as well.

LETTER ID

We have continued to increase the number of students with IEPs graduating and graduating A-G compliant (~20% of graduates A-G in 2023 compared with 14.9% in 2018). Total grade rate has increased 6.4%.

GRADUATION

Student Academic Focal Areas:

Interim assessment and iReady data show that math achievement rates have been flat over the last two years, and low rates of achievement persist (e.g. only 11% of students 'basic' or 'proficient' in the math interim assessment by grade eight).

MATH

Ds and Fs for students with IEPs were about 10% higher than students without IEPs last year, with 53% of students with IEPs having at least one D or F on a report card.

**D & F
TRACKING**

The absence rate for students with IEPs is 9.9%, compared to 7.3% for students without IEPs, and SwDs have higher rates of unverified absences, as well.

ATTENDANCE

What's in the Works Here...

→ We are preparing to launch a dashboard for implementation and student progress using Spire, our multisensory reading intervention. This will use 'dipstick' data to take snapshots of progress three times each year.

→ We are providing in-class modeling and coaching in TeachTown to move from our current 33% implementation rate since our August launch to 80% by October, 2024.

→ We are collaborating with the secondary academics team to accommodate and adapt general education curriculum for use in our mild-moderate settings.



Disability Access Work

Progress toward BR 2021-0159

After-School Programming:

- **4 out of 5 networks** increased the number of students from self-contained programs participating in after-school programs, when compared to last year;
- **19 schools now have students from ESN SCPs attending** their after-school program (of 27 schools with ESN programs);
- All after-school program leaders have participated in **professional development focused on access** for students with disabilities;
- a system for **ASP staff to request specialized materials, training and staffing** is fully operational.

Summer Learning:

- **14.5%** of all students who had summer internships this past summer were students with IEPs;
- Summer learning saw an 11% increase in enrollment **of students with IEPs into general education summer programs**. We served 1848 students with IEPs in the summer and placed all students who have inclusive services during the school year into inclusive summer programs, including after-care.
- All students with inclusive services during the school year received inclusive summer programming last summer, which will continue.

Progress toward BR 2021-0159

Course Integration:

- VAPA Educators have chosen a year-long theme centered around the question, **“How can we design for access, belonging, and engagement?”** They have received two PD sessions focused on UDL and disability access led by Special Education staff and have more planned monthly Nov-Apr
- Linked Learning course instructors are receiving **professional development focused on Universal Design for Learning.**

Athletics:

- **Unified sports field days** are planned at five different campuses in partnership with SpEd and OAL;
- OAL has funded **additional coaching support** for schools that have students with moderate or extensive support needs on their rosters, and we have four inclusive sports field days planned this year;
- **Special Olympics presented** to athletics directors in August, 2023 to discuss ways to increase access to inclusive athletics.

Progress toward BR 2021-0159

Community Engagement:

- About 40 families attended our September kickoff event, with mural painting, food, raffle prizes, and games;
- We hosted a successful Fall **transition fair**, with another one planned for Spring '24;
- End of the year **celebration** planned for April, 2024;
- Partnerships with **BORP and Inclusive Arts** to help connect families with fun community activities.

Fun and Social Experiences:

- We launched **FLIP, Friends Learning through Inclusive Play**, which provides structured arts, games, and physical activities for students with and without disabilities on Saturdays;
- We have **movie and game nights** for students with disabilities who are pre-teens and teens to come together and have fun;
- We're providing **free access to local sports activities and community events** to encourage participation of families of students with IEPs.

FAMILY NAVIGATOR

FAMILY NAVIGATORS is a group of dedicated OUSD parents/caregivers who are committed to empowering other families to become active participants in their child's IEP meetings and overall education.



DAISY DOMINGUEZ
Montclair Parent
ENGLISH /SPANISH
(510) 921-9355.
daisyd1191@yahoo.com



JOE MANEKIN
Bella Vista Parent
ENGLISH/SPANISH
(510) 838-0025
jmanekin@gmail.com



DOMINIC WHITTEN
Manzanita Comm. Parent
ENGLISH
(510) 302-9332
dommega73@gmail.com



YIXIAN TAN
Lincoln Parent
ENGLISH/CHINESE
(510) 939-4282
rqhope@gmail.com



TARA DOUGLAS
Claremont Parent
ENGLISH
(510) 940-6999
tddouglasallen@gmail.com



TIFFANY STEWART
Edna Brewer Parent
ENGLISH
(916) 712-4807
tiffany.mcdermott@ousd.org



TAMIKA JOHNSON
Oakland Tech Parent
ENGLISH
(510) 407-3708
mikalashun@gmail.com



LAURIE CALLAGHAN
Young Adult Parent
ENGLISH/FRENCH
(510) 282-4374
laurieb0317@gmail.com

Melisha Linzie - Family Engagement Specialist
melisha.linzie@ousd.org
(510) 879-5003 ext. 3938013

What's in the Works Here...

- Creating a disability access dashboard for community transparency around our efforts, district-wide and site-by-site;
- Developing school access indicators for site staff to self-assess their site's conditions for inclusion of people with disabilities;
- Greater emphasis on Linked Learning, modified pathways experiences, and work experiences for students with disabilities;
- Increased professional development for Career Technical Education (CTE) teachers



Funding and Budget

Sources of Funding to Support Students with IEPs

→ It was **always** the intention of the Individuals with Disabilities Education Act (IDEA) for districts to fund Special Education with local dollars (LCFF) then supplement costs with state and federal grants.

State Aid- This is designed to supplement local dollars and was \$24m in 2022-23, after local tax adjustments

IDEA- We receive basic grants for school-aged (Part B) and early childhood (Part C) services, expected to be \$8.8m and \$240k this year.

LCFF- All students are general education students first, and our students generate LCFF revenue through their enrollment and attendance.

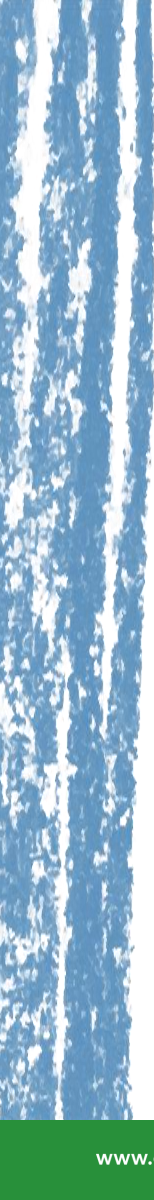


Changing the Conversation: Special Education Revenues and Costs

At ~ \$10,000 base funding rate per pupil, students with IEPs generate potential LCFF dollars of about:	\$68,000,000.00
State funding specifically designated for students with IEPs (AB602) provides:	\$24,000,000.00
Federal base IDEA funds provide:	\$9,000,000.00
Federal Mental Health grants provide:	\$2,900,000.00
Transition-aged grades for students aged 16-22 with IEPs provide	\$800,000.00

- Students in Special Education generate ~\$68 million in LCFF.
- Special Education State and Federal Funds provide \$36.7 million.
- ~Total= \$104.7 million
- Anticipated Program Cost: ~\$135,000,000.00





It costs more to educate each student with an IEP, and that should be expected, because these students need more from our system to experience success.

For us to live our goal of **EVERY** student thriving, we need to maintain adequate investment in Special Education to implement appropriate IEPs.

Ask of the Board

- Receive information about the district's Special Education program;
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- Provide feedback about the priorities and progress of the Department.



Thank you

For more information, please reach out:

jennifer.blake@ousd.org or
specialeducation@ousd.org



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@OUSDnews

1000 Broadway, Suite 300, Oakland, CA 94607