

Oakland Unified Special Education Local Plan Area (SELPA)

Annual Service Plan and Annual Budget Plan

Highlights of the documents that support SELPA work within Special Education in SY 26-27



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Ask of the Board



We ask that the Board approve the 2026-27 Local Plan, including the Annual Budget Plan and Annual Service Plan, so we may submit our Local Plan to the California Department of Education.

What is a SELPA?



Administrative Arrangement

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.



Oakland's Single-District SELPA

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.



Key Responsibilities

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?



Local Plan (3-Year Cycle)

Completed once every three years.

OUSD's board approved the 2024-2027 Local Plan two years ago.

Informs Annual Plans (Due Annually by June 30)



Annual Service Plan

Provides specific types of services within the Oakland SELPA's continuum.



Annual Budget Plan

Tells the story of how we utilize our resources to implement services.

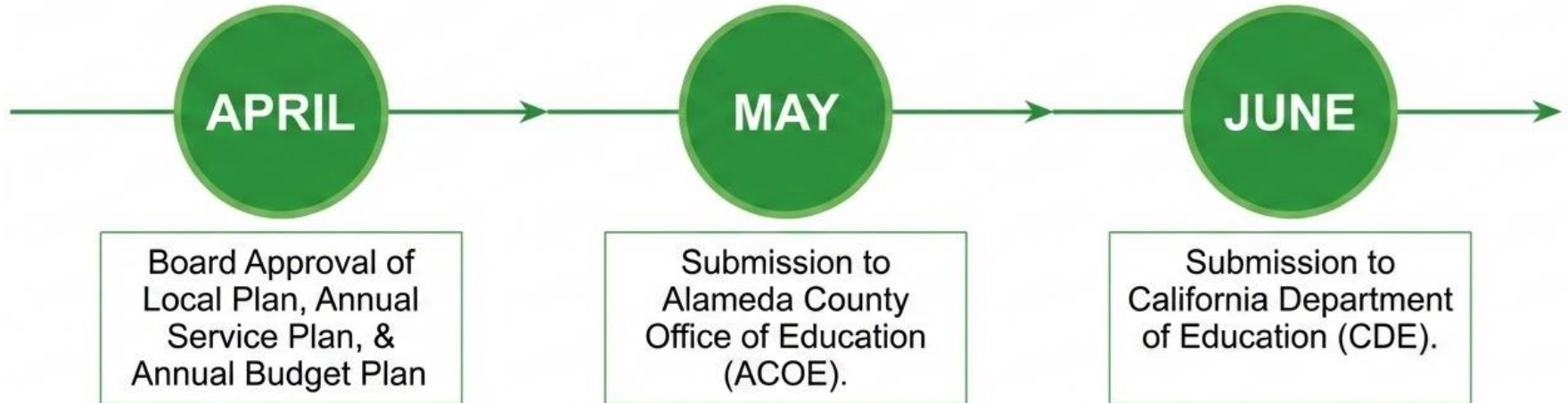


Current Status (SY 25-26)

Only Annual Documents Due.

Next full Local Plan revision in SY 26-27 for SY 27-28.

Timeline for Approval and Submission



The Annual Budget Plan

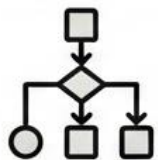
The Annual Budget Plan



Identifies our Special Education-specific resources



Explains the process for allocation of funds across participating LEAs



Delineates how we intend to expend our resources by object (e.g. salaries, benefits, services)



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	28,576,663	59.12%
AB 602 Property Taxes	4,829,684	9.99%
Federal IDEA Part B	7,189,176	14.87%
Federal IDEA Part C	205,411	0.42%
State Infant/Toddler	6,646	0.01%
State Mental Health	2,578,948	5.34%
Federal Mental Health	383,512	0.79%
Other Projected Revenue	4,569,585	9.45%
Total Projected Revenue:	48,339,625.44	100.00%

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

Our largest source of funding is our AB602 state aid, which this year is just over \$28m. Given the governor’s budget proposal, we’re anticipating a slight increase in state revenue for next year.

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	48,868,104	24.77%
Object Code 2000—Classified Salaries	22,016,188	11.16%
Object Code 3000—Employee Benefits	38,598,696	19.57%
Object Code 4000—Supplies	800,085	0.41%
Object Code 5000—Services and Operations	80,477,866	40.80%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	6,494,381	3.29%
Total Projected Expenditures:	197,255,319.73	100.00%

About 56% of our overall expenses are salaries and benefits for OUSD employees who provide Special Education services.

Our 5000s- Services cover specialty labor (such as behavior technicians, specialists, speech-language pathologists), nonpublic school tuition and related service costs, transportation, disability access work, and professional services and independent contractors (e.g. IEP system, individual related services providers).

OUSD Special Education Staff by Job Classification

Job Class	FTE Change for 26-27	Key Functions
Resource Specialist	+0	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	+0	Case manages IEPs, provides direct gen ed replacement Specialized Academic Instruction, completes re-evaluations, monitors progress data
Self-Contained Teacher, ESN	+1	Case manages IEPs, provides direct gen ed replacement Specialized Academic Instruction, completes re-evaluations, monitors progress data
Paraeducator	+9	Provides individual or small-group instructional and physical/custodial support at the direction of a Special Education teacher
ISS	+0	Provides individual or small-group instructional support at the direction of a Special Education teacher
Psychologist	+0	Evaluates students to determine eligibility, provides short-term counseling, consults to support psychological needs
Speech-Language Pathologist	+0	Evaluates students to determine eligibility, provides direct speech and language services and consultative services
Occupational Therapist	+1	Evaluates students to determine eligibility, provides motor and sensory services, trains staff on use of specialized tools and equipment
Social Worker	+2	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	39,836,853	20.20%
Projected Federal Revenue	8,502,772	4.31%
Local Contribution	148,915,694	75.49%
Total Revenue from all Sources:	197,255,319.73	100.00%

As has been the case in past years, Federal revenue covers less than 5% of the SELPA's overall costs of program. This is consistent with most school districts throughout the region (e.g. 5% for North Region, 5.6% for SFUSD in 25/26).

Specialized Services

Low Incidence



The SELPA receives funds earmarked for specific, specialized services, which have shifted since 2021. Our low incidence to remained at approximately \$800,000 for the last few years. 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



Transition: This year we received a WorkAbility I grant of \$361,890. This funding will allow us to provide services to 756 high school students and 206 middle school students with IEPs. We provide transition support services that will prepare these students for post-secondary education, employment, and independent living that is appropriate for them.

Disability Access



Disability Access: Our SELPA will no longer receive funding in the 26-27 school year to support initiatives related to Board Resolution 2021-0159. This has enabled the Department in the past several years to provide specialized materials and training for Expanded Learning, to support Saturday inclusive play opportunities through YES! Sports, to launch peer-assisted learning programming, and to provide additional staffing to implement direct, tier III reading intervention to reduce literacy barriers that may contribute to restrictive student placement. Some of these initiatives will be sunsetted, preserving the positions through Expanded Learning with ELOP funding.

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.

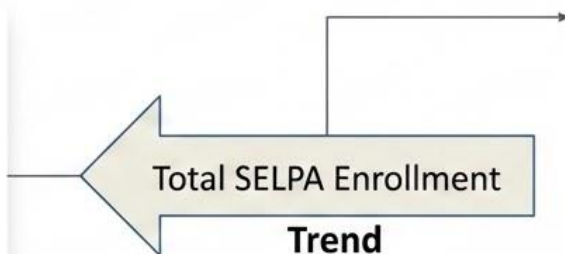
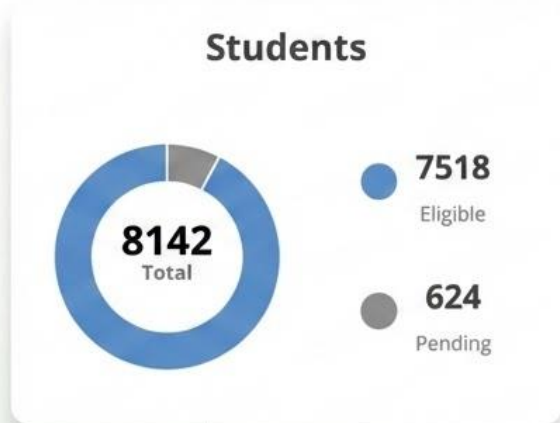
What services does the Oakland Unified SELPA offer?

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 infant/toddler 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.

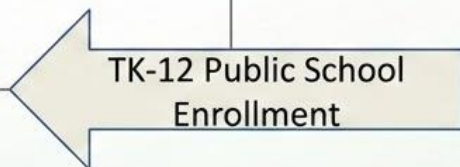
Enrollment and Trends



- The number of students eligible for Special Education due to **Autism** has
- climbed from 326 in 2009, to 645 in
- 2014, 1138 in 2019, 1671 at the close
- of 2023-24, to 1890 in 2025, to 2217
- now.

19.7%

Total SELPA Enrollment as % of
TK-12 Public School Enrollment













- **OHI (mostly ADHD) Enrollment Trend**
- **OHI (mostly due to ADHD)** has
- climbed sharply, too, from 193 in 2009,
- to 458 in 2014, to 847 in 2019, to 879
- at the close of 2023-24, to 960 in 2025,
- and 1064 now.

Services by Incidence Rate

Trends in Related Services:



-  The number of students who require speech and language services and occupational therapy services continue to increase.
-  Behavioral services continue to increase, including BCBA consultation and requests for full-time individual behavior aides.
- 

Related Service	Students Receiving
 Speech	4600 direct, 900 consult
 Mental Health Svcs	900
 Nursing Svcs	221
 Occupational and Physical Therapy	OT: 480, PT: 50
 Transition Services	1737
 Behavior Intervention and Aide Services	282 direct, 80 consult
 Low Incidence Services	132

What are the student- and staff- level impacts of our services?

Spotlight on Behavioral Support

Between October 1 and Mar 1, the Department provided the following behavioral supports:



1,480 instances of individual behavior planning across 361 unique students



468 Special Education teacher behavior coaching sessions



41 group professional development sessions



Students with IEPs who received individualized behavior supports had a reduction in suspension, from 14.5% of the group having 1+ days of suspension before behavior intervention to 8.4% of the group having any more days of suspension after behavior intervention was provided.

Professional Learning Investments



We have trained 105 more new support staff during our week-long orientation program. This PD experience prepares folks to implement curriculum, understand related services and common accommodations, to support students' physical care needs, and to intervene safely in a behavioral emergency.



We have increased self-reported retention of new Special Education teachers. In a New Teacher Development survey this year, 94% of Special Education teachers in their first year indicated that they intend to return to OUSD to teach Special Education (with all but two indicating a desire to return to their current position).



Over 96% of new Special Education teachers reported satisfaction and high application value from PD this school year.

Graduation and Linked Learning Access



A-G Graduation & Alternative Diploma

19.8%
to
27.3%

Increase in A-G graduation for students with IEPs over last three years.



Alternative Diploma: 95+ students with IEP teams agreed on completion option, with **full suite of compliant courses.**



Work-Based Learning & Internships

27% increase in career awareness activities (25-26 vs. 24-25).

Summer 2025 ECCCO Internships



Resource:
59 Enrolled /
49 Completed



SCPs:
14 Enrolled /
9 Completed

Total: 73 Enrolled, 58 Completed



Young Adult Program Employment

29 students in paid, supported employment this year

100+ students supported since program began

Work experiences at integrated sites & Entrepreneurship Makerspace.

IEP Quality Investments

Our staff provide a variety of IEP development and quality supports, which includes:



IEP 'camps' with release time to receive direct support



drop-in office hours



small group and individual IEP coaching



monthly foundational PD focused on the IEP cycle for new teachers



IEP quality audits and individualized feedback sessions

Educator Use of IEP Quality Supports:

40% ↑

Participation in drop-in office hours has increased by 40% compared to the same time last year

87



87 teachers have attended one or more IEP camps

376



Our team has audited 376 IEPs so far this year in alignment with a standard quality rubric, which includes individual educator feedback, clear next steps, and aligned videos and guides for each IEP form.

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 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!

Improvement Focal Areas

IEP Timeliness

While we celebrate improvements in IEP quality achieved this school year, OUSD needs to improve timeliness of IEP annual reviews, reevaluations, and initial evaluations.



As of March 15, 2026, the number of past-due IEPs was 23% higher than it was on March 15, 2025, and that was 32% higher than the same date in 2024. Currently, OUSD is nearing completion of a CDE audit of our IEP timeliness, which will include mandatory next steps to improve compliance with federal and state requirements in this area.

CDE Annual Performance Notification and Coordinated Comprehensive Early Intervening Services (CCEIS)

Key Weaknesses & The Path to Inclusion



- Preschool LRE



- School-aged LRE (over-reliance on MM self-contained)



- CAASPP achievement for Math and ELA



OUSD runs one of the most segregated Special Education programs and research is clear that almost all students achieve accelerated growth when they are included in Tier I instructional spaces. **It is critical that OUSD make bold moves toward greater inclusive access for students with disabilities.**

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Significant Disproportionality & CCEIS Action



Significant Disproportionality Status, which means that a portion of federal Special Education funds must be set aside to create a CCEIS plan to address the root causes of the disproportionality.

Disproportionate Areas

- **African American/Black students** eligible under **Emotional Disability**
- **Suspension** of students with IEPs

While our system has made some progress in these areas in recent years, we continue to require intervention to reduce over-referral and over-suspension.

Ask of the Board



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