



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Superintendent's Workplan #3 Board Study Session

April 13, 2016



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www.ousd.org



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Superintendent Workplan Deliverables

Improve the Quality of Service of OUSD's Current Special Education Programs

- 1. Implement Special Education Roadmap and increase program efficiency -3A**
 - a. Co-Create With Teaching & Learning the 2016-17 Professional Development Calendar for Teachers and ParaEducators & Instructional Support Specialists
 - b. Improve Customer Service
 - c. Decentralization of PEC teacher & para support positions (PEC, HR, Fiscal)
 - d. Regionalization of Programs including Reading Clinic
 - e. Improved IEP Compliance

- 1. Identify schools in most need and develop an intensive support strategy to improve outcomes for students enrolled in special education programs -3B**
 - a. 10 Sites determined their inclusive models, and updated their Site Plans
 - b. Inclusion Task Force weekly meetings concluded March 24th
 - c. Review Current Staffing Models at the 2015-16 Inclusion schools
 - d. Qualitative and Quantitative Program Review

PROGRAMS FOR EXCEPTIONAL CHILDREN 3 YEAR ROADMAP 2014-2017

Goal #1



**IMPROVED
STUDENT
PERFORMANCE**

Goal #2



**GENERAL
EDUCATION COLLABORATION**

Goal #3



**SAFE
LEARNING
ENVIRONMENTS**

Goal #4



**DATA
SYSTEMS**

Goal #5



**STAFFING
AND
RESOURCES**

Goal #6



**IMPROVED
COMPLIANCE**

Timeline for Implementation

PHASE 1 (Oct-Jan)

- Create 2016 Roadmap Action Plan
- Convene Inclusion Task Force (Jan. 7, 2015 Kick Off)
- Host Listening Campaign & Engagements
- Identify Research-Based Practices for Inclusion Models
- Hold Budget Study Session
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PHASE 2 (Jan-Mar)

- Develop Inclusion Implementation Framework
- Collect qualitative and quantitative analysis of current programs
- Develop readiness criteria for identify **10 sites** for 2016-17 Implementation
- Conduct Professional Development on Inclusive Models and Practices

PHASE 3 (Mar-Aug)

- Develop Specific Site Plans for Inclusion Models at 10 target sites
- Create Conditions for 2016-17 Implementation (class size, staffing, funding, materials, etc.) for 10 target sites
- Ongoing Professional Development on Inclusion

Teacher Professional Development 2016-17 Next Steps

Teaching & Learning / PEC Collaboration Completed

- Provide additional Teaching & Learning training on Universal Design Learning (UDL)
- Provide Teaching & Learning content teams with a training on inclusion
- Continue preparations to align special education and general education teacher professional development

Outstanding

- By May, PEC teachers will be included in all content specific communications from Teaching & Learning
- Create a training module for the 10 new inclusion schools for use in the spring to prepare for fall 2016-17 inclusion implementation

Inclusion Task Force Work - Highlights

- Current and new inclusion schools received a two-day training on Inclusive Practices from Stetson & Associates
- The 10 new inclusion schools are undertaking a student-by-student needs analysis process provided by Stetson & Associates
- Current and new inclusion schools will become part of the PBIS cohort in 2016-17
- Current inclusion programs received learning walks from Stetson & Associates
- Task Force members created a parent information letter about inclusion

Next Steps - After Conclusion of the Task Force

- IEPs meetings will be held for families based on site-based analysis of student needs
- Parent information letter about inclusion translated and ready for district wide release in early April
- Sites will hold inclusion parent engagements by the end of April
- Sites will receive one day each of technical assistance from Stetson & Associates, and staffing plans will be analyzed for gaps
- An OUSD Inclusion Handbook will be drafted by June

Next Steps - After Conclusion of the Task Force

- Fiscal department will receive final details regarding staff needs
- Current Inclusion programs will be reviewed for budget equity
- Stetson & Associates will conduct a training with PEC
- Stetson & Associates conducted a 1-day training with Teaching & Learning
- By June, Teaching & Learning will develop the first 2 of 4 inclusion training modules for the 10 schools

Customer Service

Effective customer service organization through the development of new systems and practices that will meet current and future customer needs

- Increase response to all phone calls and emails in 24 hours: Google Sheets log
-collect data to share with staff and parents
- Respond to customer's inquiry by referring to the appropriate staff and be sure the task has been addressed and completed
- Update website with detailed information for customers (correct phone numbers and locations of leaders, staff, schools, programs, etc.)
- Install Voice Mail system for improved responsiveness
- Research the creation of a Call Center for real time communication
- Complete Parent/Staff Handbook (translated) by April, 2016

Decentralization Project

Collaboration with strategic partners (Talent, Budget & Student Assignment Center) to create opportunity for school autonomy in the staffing process

- Held meetings with HR on UPC Codes to reconcile reports
- Corrected and update PC 201, 202 to ensure accurate personnel data
- Handed over to budget all teacher and support staff for decentralizing positions to school sites
- Analyzed Resource Specialist Program staffing allocations and needs
- Completed Final Analysis and Determination of Appropriate Staffing Formula (Based on Recent Collaboration Meetings)
- Co-create a Decentralization Manual for Site and Central Leaders, April, 2016

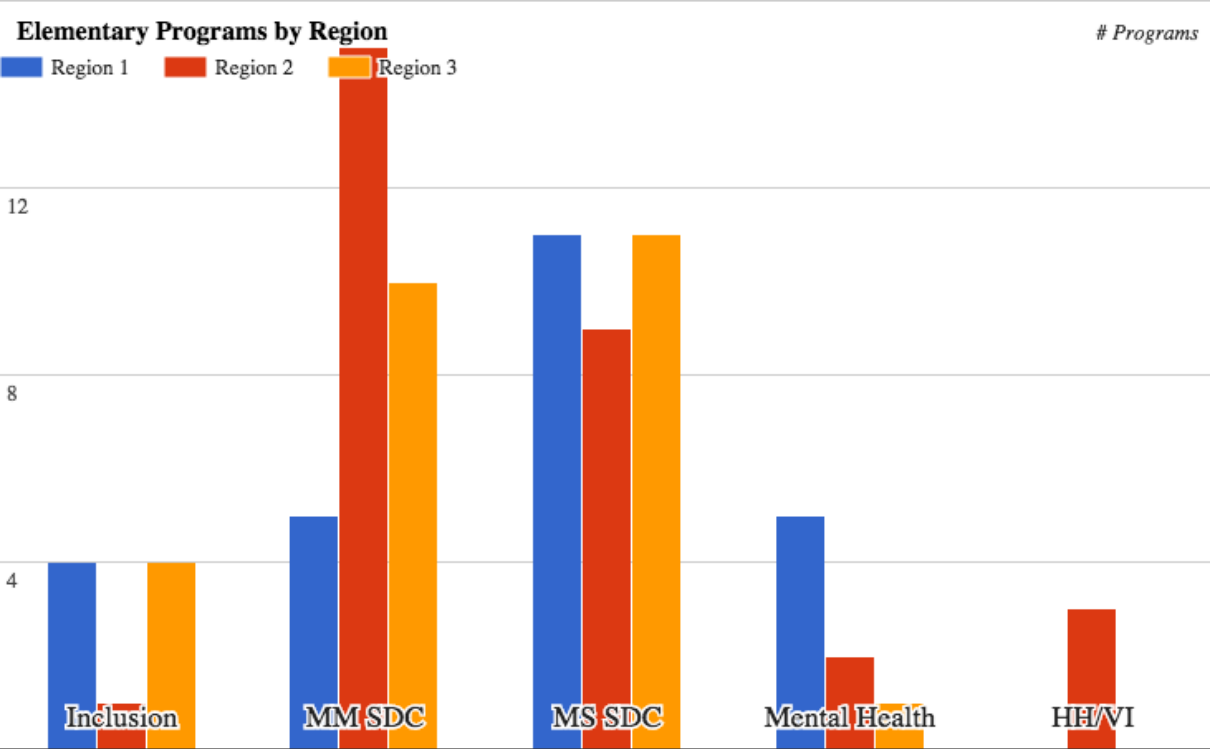
Program Regionalization

Create equitable continuums of service and programs amongst all regions

- All Projections for each program have been finalized for the 2016/17 school year
- PEC met with Site Administration and Network Superintendents to discuss changes to/additions of programs on February 18, 2016
- Neena and Network Superintendents conducted site visits to confirm space at all sites
- Inclusion sites and PEC will review all Least Restrictive Environment (LRE) packets to determine Mild/Moderate students who will be moving toward more inclusive settings. *IEPs will be revised as needed.*
- Reading Clinic services to be allocated regionally in order to provide more streamlined supports for students closest to their home schools.

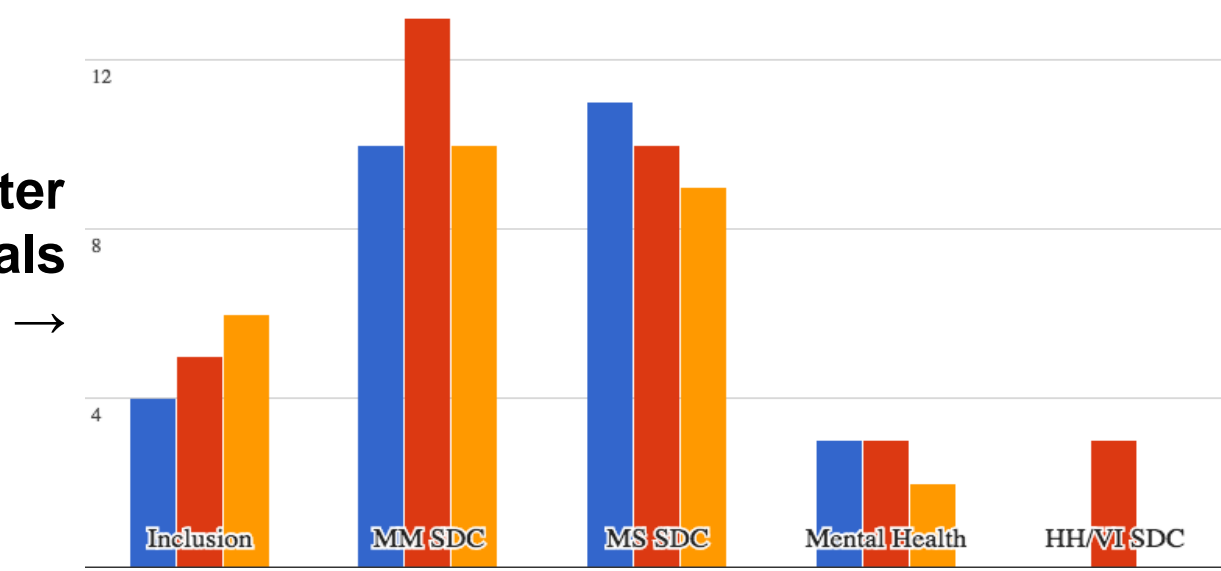
Updates On Regionalization

Counseling Enriched/Intensive Counseling Enriched	Elementary	Middle	High
<p>CE Hoover move to Howard to create continuum K-5</p> <p>Current Discrepancies: Region 1 has too many mental health programs and Region 3 only has one.</p>	<p>Moderate/Severe K-2 Howard move to MLK to start K-5 Continuum</p> <p>Current Discrepancies: Need to establish K-5 continuum in Region 1</p>	<p>Moderate 6-8 Brewer move to Alliance</p> <p>Current Discrepancies: There is no moderate option in Region 3, and there are too many Mod-Sev SDCs in Region 1</p>	<p>Moderate at Life Academy (New Program) 9-12</p> <p>Current Discrepancies: Incoming 9th graders need a continuum at Highschool</p>
<p>ICE Lafayette move to Bridges to create a K-5 continuum</p>	<p>Moderate K-2 MLK to Grass Valley to create K-5 continuum</p>		
<p>CE at WOMS (New Program) 6-8</p> <ul style="list-style-type: none"> • Confirmed • Space identified 			

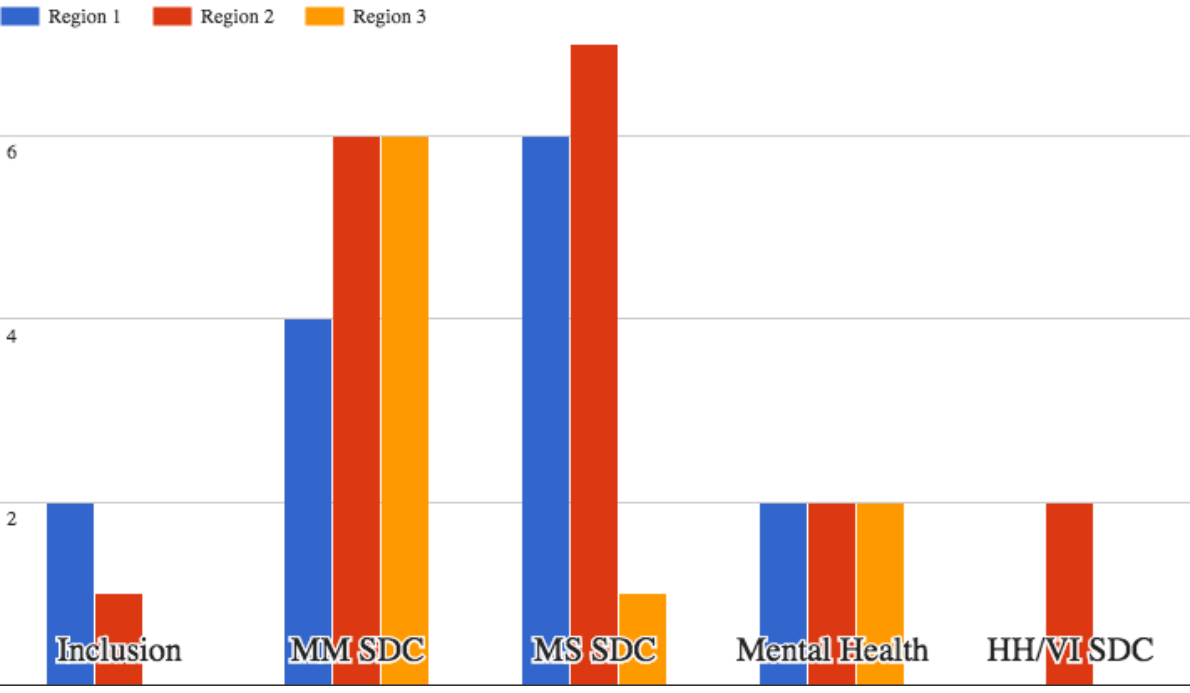


← **Elementary Programs Before Regionalization Proposals**

Elementary Programs After Regionalization Proposals

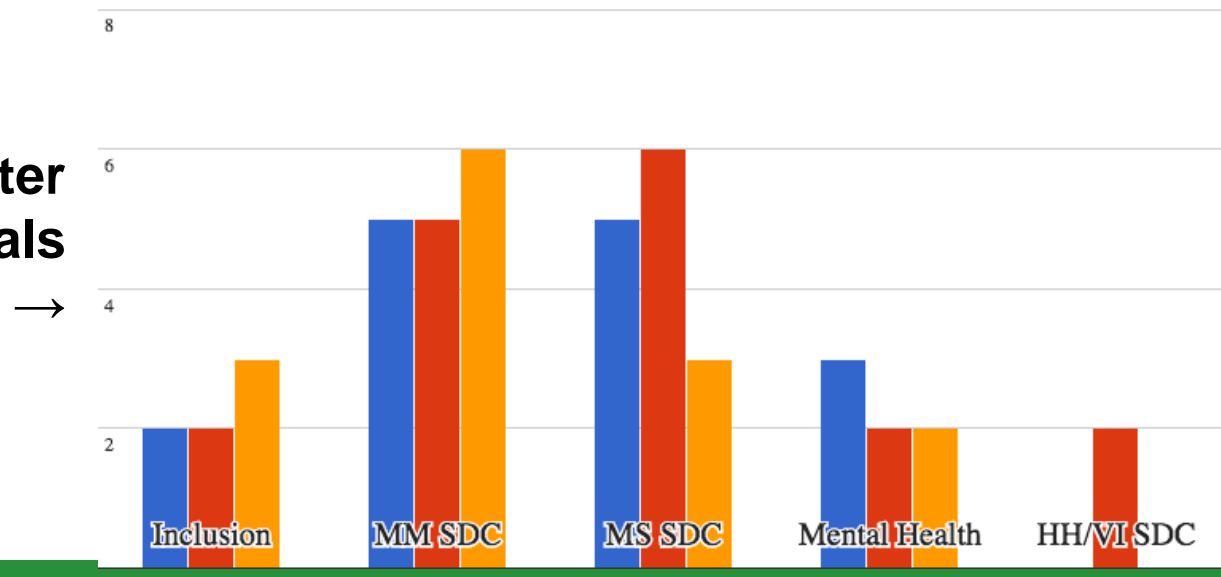


Middle Programs by Region



← **Middle Programs Before Regionalization Proposals**

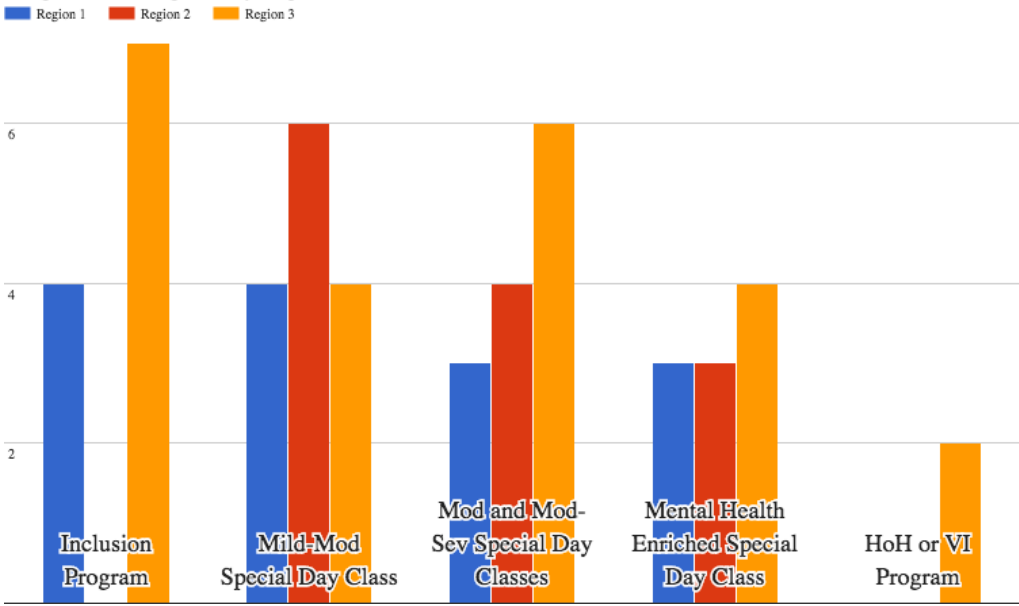
Middle Programs After Regionalization Proposals



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High School Programs by Region

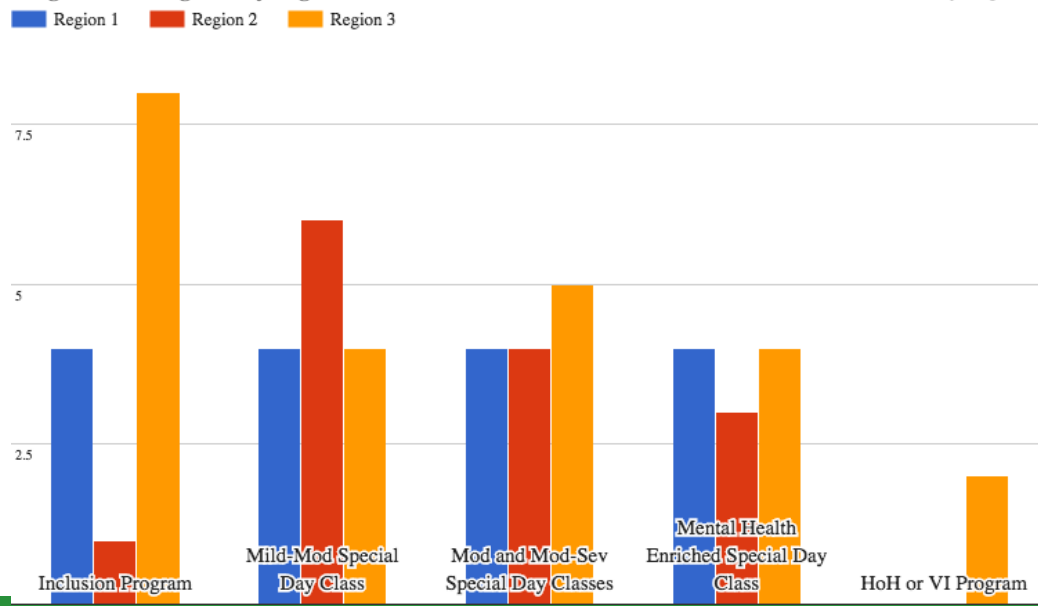
of Programs



← High Programs Before Regionalization Proposals

High School Programs by Region

of Programs



High Programs After Regionalization Proposals

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Reading Clinic Regionalization

Goal: To have a balanced number of Reading Clinic Specialists and Instructional Support Specialists across each of the district's regions which offers our families appropriate options that are closer to their home schools.

- **5 Sites have been identified as Hub Sites from each region in OUSD**
- **Sites have been identified based on highest # of referrals and student need**
- **Transportation will be provided for students to the closest hub site**
- **Reading Clinic Specialists will provide professional development for staff and establish school partnerships**
- **The Reading Clinic model will continue to be fully funded and remains vital to the success of our goal of 85% of students reading on grade level by 2020**

ONE SYSTEM: Reforming Education to Serve All Students

In a coherent system of education, all children are considered general education students first

-Statewide Task Force on Special Education (2015)

Early Learning	Evidence Based Practices	Educator Prep	Assessment	Accountability	Family and Student Engagement	Special Education Financing
Funding Access	Multi Tiered Systems of Support Universal Design for Learning (UDL) Access	Common Trunk for General and Special Educators UDL	Goals Aligned to Common Core State Standards Parental Involvement Access	Integrated Data System Using LCAP Results Driven Accountability Framework Access	Fund Family Empowerment Centers Family Resource Centers Cross Agency Coordination Access	Equalize Across CA Early Childhood Increase state funding Mental Health Out of Home

Annual Performance Report

Least Restrictive Environment

Early Childhood
Met Target: YES

K-12
Met Target: NO

Graduation Rate for Students With Disabilities:

OUSD 46.4

Target: 69.3

Met Target: NO

Significant Disproportionality:

African Americans in Emotional Disability
Met Target: NO



Coordinated Early Intervention Services CEIS Plan



Significant Disproportionality

Programmatic
Improvement Process

Applying a Cultural Lens

Phase I:
Getting Started

Phase II:
Data and Root
Cause Analysis

Phase III:
Plan for
Improvement

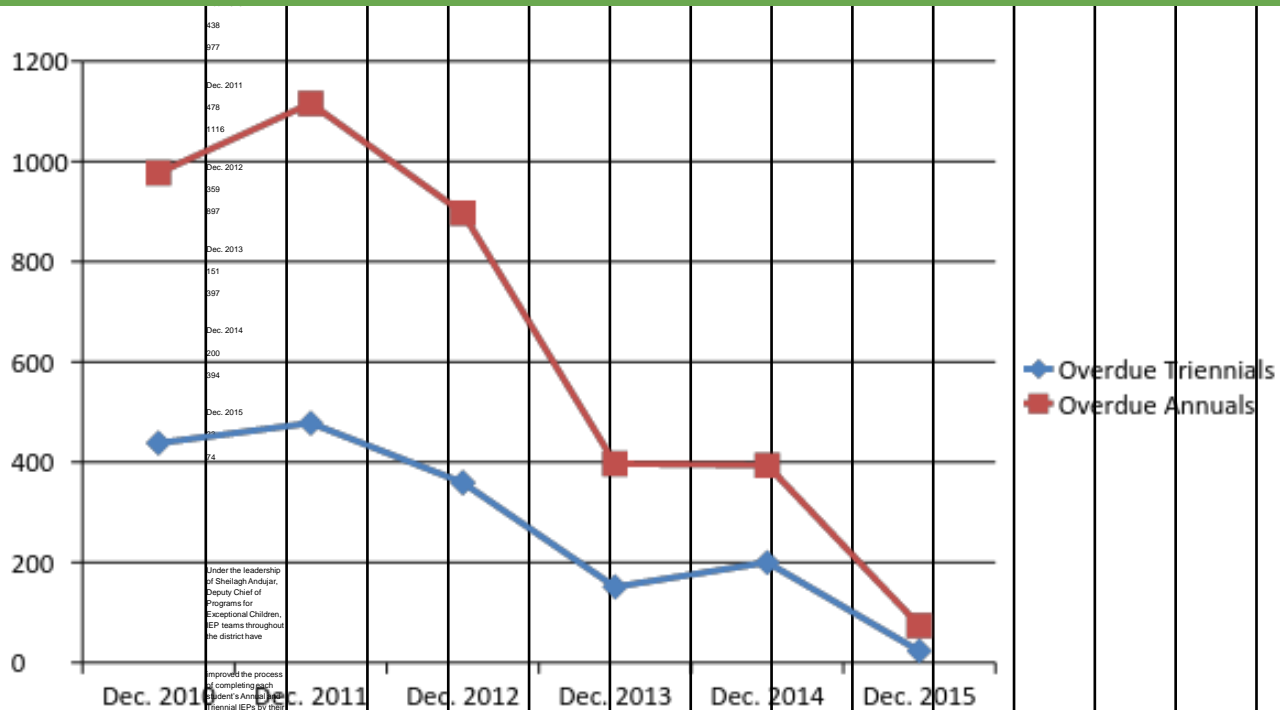
Phase IV:
Implementing,
Evaluating and
Sustaining



Compliance: Continuous Cycle of Improvement

Precursors	CDE Response	Requirements	Actions	Next Steps
<p>Continuous Data Identified Non-Compliance (DINC) from CDE</p> <p>Various Compliance Complaints</p> <p>Transportation Compliance Complaints</p> <p>Regular DINCs</p> <p>Verification Review</p>	<p>Sept 24 Letter to Districts</p> <p>Correction of Continuous DINCs or fiscal sanctions (Revocation of Part B funds)</p>	<p>VR Training All Site Admin All Service Providers (7 total PDs)</p> <p>Monthly Meetings with CDE Memos Procedures Actions</p> <p>Monthly Reporting to CDE DINCs Upcoming IEPs</p>	<p>Collaboration with IT</p> <p>Monthly Tables Sent to Each:</p> <p>Case Manager</p> <p>Program Specialist</p> <p>Principal</p> <p>Network Superintendents</p> <p>Responses Required From Each Site</p>	<p>Support Case Managers (>1 overdue)</p> <p>Memos of Concern for up to 24 Case Managers</p> <p>Continuous DINCS</p> <p>Prong 2 Due April 22</p> <p>CDE Verification Review Report Expected Soon</p>

Decreased Overdue IEPs



Overdue Triennials Overdue Annuals

Dec. 2010
Dec. 2011
Dec. 2012
Dec. 2013
Dec. 2014
Dec. 2015

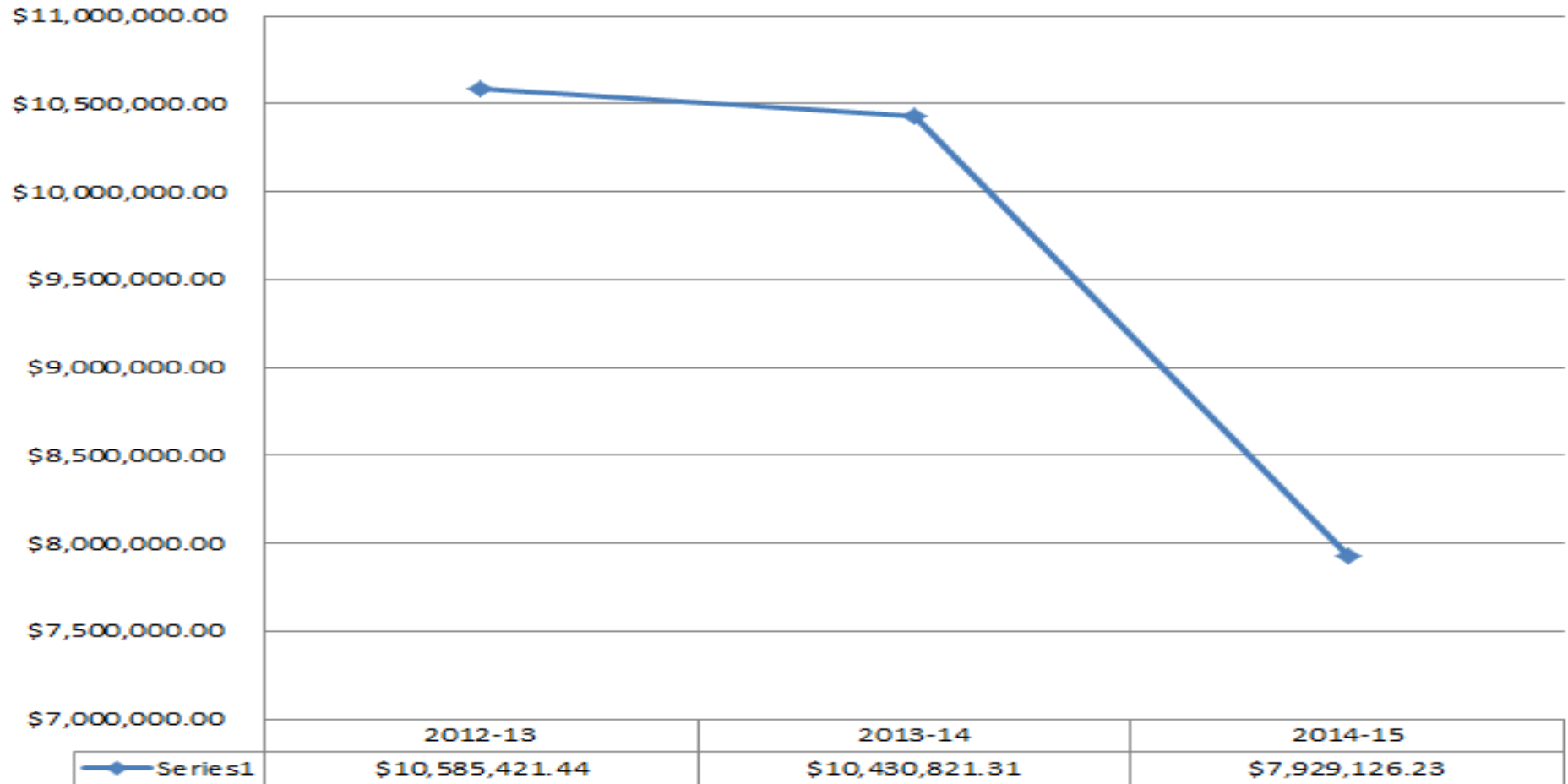
438 **977**
478 **1116**
359 **897**
151 **397**
200 **394**
23 **74**



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OUSD NPS Expenditures



Many students move in to Oakland's Licensed Care Institutes, Group Homes, and Foster Homes with NPS on their IEPs.

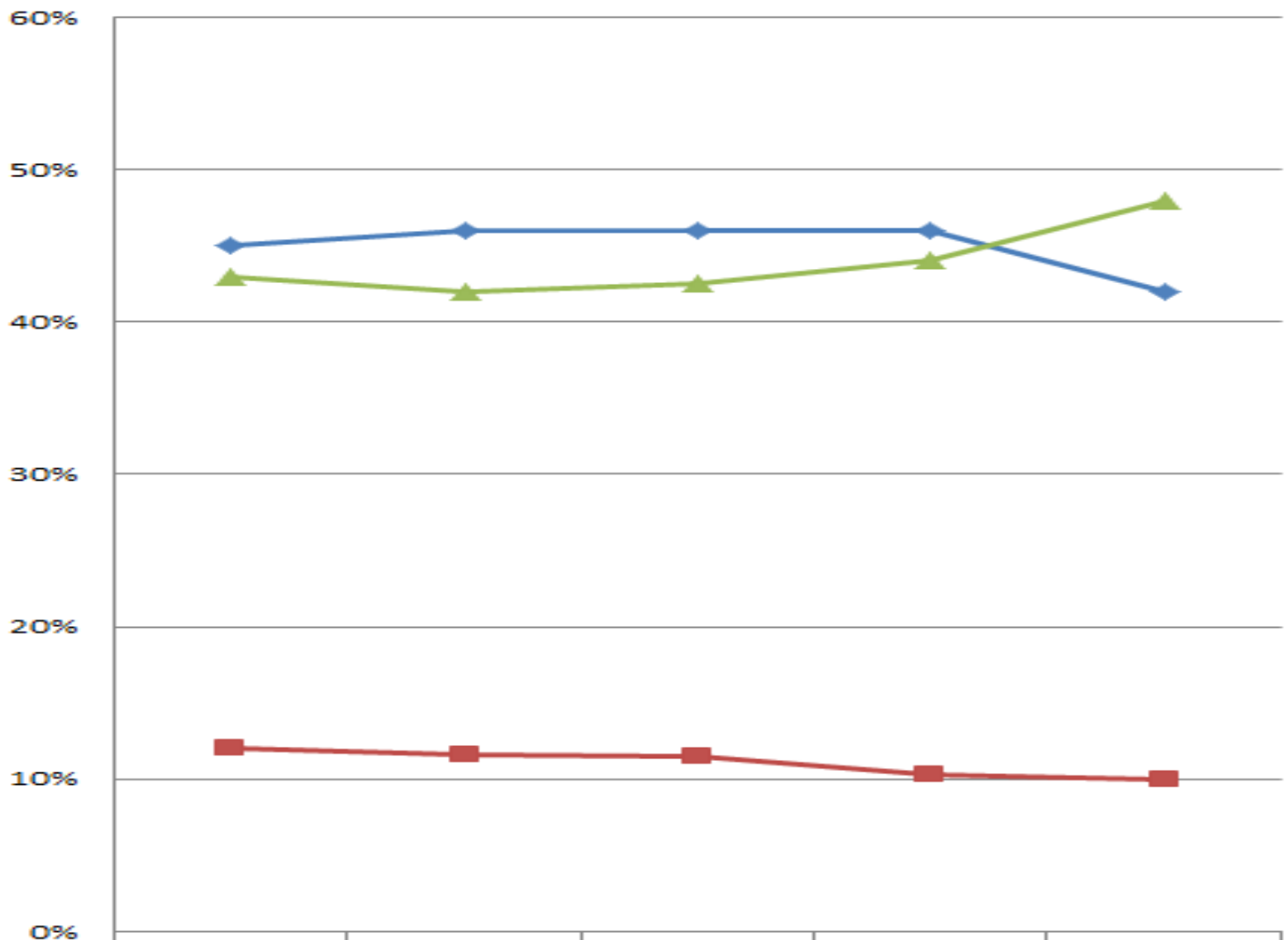
- 2014-15, 39 of these students entered OUSD
- 2015-16, 31 of these students entered OUSD

OUSD NPS team returned 25 students to District in 2014-15 and expects the same in 2015-16.

OUSD receives out of home care funding for these students.

- 2015-16, the funding is \$2,800,00.00

Special Education Expenditures in California



	2010-11	2011-12	2012-13	2013-14	2014-15
State Percentage	45%	46%	46%	46%	42%
Federal Percentage	12%	11.60%	11.50%	10%	10%
Local Percentage	43%	42%	42.50%	44%	48%

Quick Facts on Current PEC Enrollment

Enrollment Update

July-February 2015

Total Initial Evaluations: 651 Students

Students Found Eligible: 477 Students

Students Exited from OUSD: 163 Students

Students Return to General Education: 52 Students

30 Day Placements: 138 New Students

Next Steps

Review and Implement Recommendations:

- The Council of Great City Schools Review and Report
- Education Resource Strategies (ERS) Report
- California Department of Education (Verification Review)

Alignment with District Initiatives and Policies:

- Equity Board Policy
- Equity Pledge Committee for Special Education

Every Student Thrives!

The Pathway to Excellence!

