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

Memo

To: Board of Education

From: Sondra Aguilera, Chief Academic Officer
Neena Bawa, Executive Director, Special Education

Board Memo Date: November 13, 2019

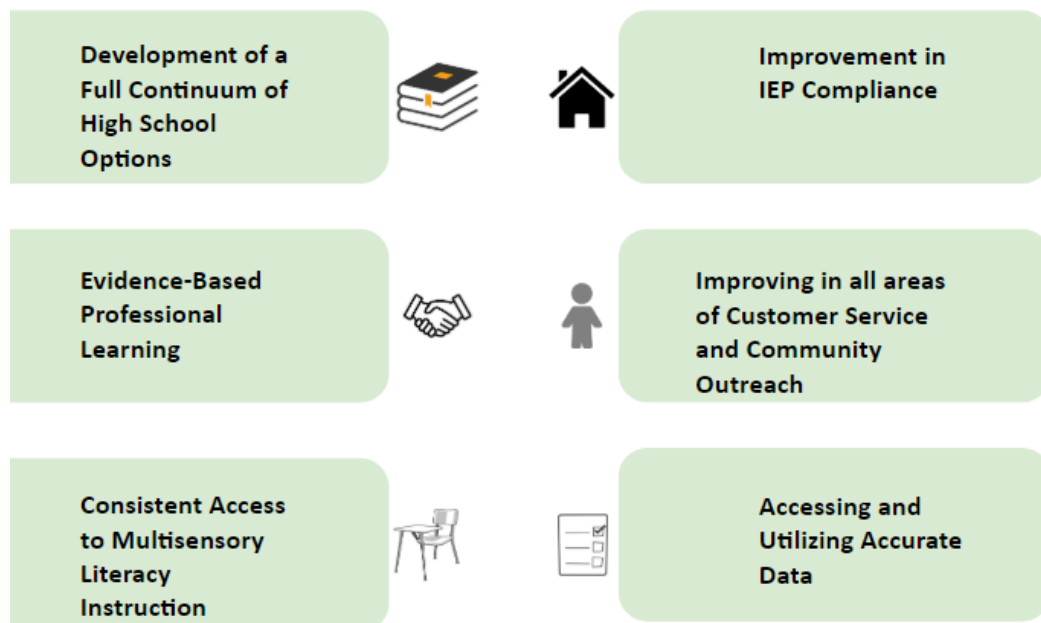
Subject: Special Education Updates and Priority Areas

Action: To provide an update on Special Education Priority Areas

Background: OUSD currently serves 6,341 students who are eligible for special education services. The number of students with special needs have increased from previous years and the primary disability of Autism has increased significantly. As a result of this increase, we added more Special Day Classrooms to support our students with Severe/Profound disabilities. Please see the incidence table below which captures the incidence rates for the last two years:

Primary Disability Category	2018/19 Incidence	2019/20 Incidence
Speech Language Impairment (SLI)	1318	1316
Specific Learning Disability (SLD)	2239	2256
Autism (AUT)	886	1122
Other Health Impairment (OHI)	723	761
Intellectual Disability (ID)	495	554
Emotional Disturbance (ED)	299	310

The Special Education Department is working on six priority areas which define the structure of programs for students with disabilities in order that they may access standard-align content, high quality learning environments, individualized support and resources in the least restrictive environment with priority placed on meaningful student involvement. The six priorities are composed of student and adult learning and are the backbone of a highly effective special education program. Each priority has a central goal that is aligned to Oakland’s Local Control and Accountability Plan (LCAP), and contains specific steps/tasks to ensure each goal is implemented in a specific and consistent manner.



Discussion: Oakland Unified School District provides a full continuum of services to each and every student in Special Education so each student is prepared and able to achieve their goals and build independence in each transition phase. We provide the necessary support to all staff so they are informed both of student needs and of evidence-based ways to address and support those needs. As we are successfully expanding inclusion in our schools, we are also focusing on areas on how to train our teachers to meet the academic and behavioral needs of all of our students.

Priority #1

Development of a Full Continuum of High School Options

The District will provide appropriate resources and training to all High Schools and develop a Life Skills course as a vehicle towards providing transition services to students with IEPs. These services coordinate partnerships with job training programs, increase student college and career awareness, and facilitate connections to colleges for our students with disabilities. All of the high schools are supporting many (85%) of our students at their home school and a continuum is being established at each site so students continue to receive the services they need at their home schools.

LCAP Priority Area: College and Career Readiness

Action Step #1	Action Step #2	Action Step #3
<p>Additional staffing has been provided at our comprehensive high schools to support students in separate settings. These sites have received training on how to support students with accommodations/modifications throughout the school day.</p>	<p>The Special Education Department has established a guide regarding alternative education options for students with IEPs and distributed to all leaders and teachers. This allows for educators to have meaningful and individualized conversations at IEP meetings.</p>	<p>The Workability and Transition Partnership Program services have been streamlined to be provided at High Schools and Middle Schools. The Special Education Department is collaborating with Linked Learning, Dual Enrollment, and Career Technical Education departments to better include/serve students with disabilities.</p>

Priority #2

Evidence-Based Professional Learning

The Special Education department has been providing monthly professional development to all Special Education teachers and all Support Staff. As we continue targeting our new teachers, we are also continuing to build on job-alike PLCs to build collaborative, collegial learning structures. The trainings are targeted in areas identified by teacher feedback. There has been an increase in moderate/severe students transitioning to kindergarten. As such, our Instructional Coaches have been working on Intentional transition supports for all students attending new schools. This includes holding transition meetings with families, providing transition training to all teachers, and sending out consistent and vital information to all students & families.

LCAP Priority Area: Student Achievement

Action Step #1	Action Step #2	Action Step #3
<p>To ensure that teachers have access to meaningful, timely and relevant professional development that translates to classroom and student needs, the department surveyed teachers and school staff on their needs for professional development and a comprehensive PD Catalog was designed to target professional learning for all teachers and support staff. These trainings are offered monthly.</p>	<p>Site leadership will work with Special Education teachers to best utilize their Professional Learning Community (PLC) time and identify resources to collaborate with one another on expected student learning outcomes, student assessments, support and intervention strategies, curriculum and instruction, and best practices across the district. Job Alike PLCs are taking place bi-weekly and are led by Special Education instructional coaches.</p>	<p>The Special Education Team is implementing Cycles of Inquiry with all SpEd team members to target and evaluate growth and outcomes of coaching all SpE Teachers. The team will complete their first cycle on November 8th.</p>

Priority #3

Accessing and Utilizing Accurate Data

The Special Education Department has partnered with PSAC and CAC by reviewing data by subgroup and targets have been established as indicated by the LCAP and Performance Indicator Review (PIR) process. The Special Education Department is working on a Performance Indicator Review which will allow for all stakeholders to provide data and progress on each indicator as mandated by the California Department of Education. Our department is continuing to work with RAD in improving data quality as measured by creation of Special Education data quality dashboards to try to identify places where data quality issues exist.

LCAP Priority Area: Student Achievement

Action Step #1	Action Step #2	Action Step #3
<p>The Special Education Department and Research & Data Assessment (RAD) Team is developing an internal dashboard to confirm student program type in both SEIS and Aeries which will allow for accurate student count by program type and case manager.</p>	<p>The Special Education Department is working closely with ELLMA & RAD to begin cross-departmental discussion and trainings highlighting data of ELLs with IEPs. The first training took place on November 5, 2019 and 45 families attended.</p>	<p>The Performance Indicator (PIR) Plan was submitted to CDE which captured a full implementation plan on how to improve on the following indicators:</p> <ul style="list-style-type: none">● Graduation Rates for Students with IEPs● ELA Participation● Math Participation● Overall Discipline● Increase student participation in the Least Restrictive Environment● Higher Education● Competitive Employment

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Priority #4

Consistent Access to Multisensory Literacy Instruction

The Special Education Department is focusing on improving academic outcomes for all students. SpEd programs within the district will develop and implement specific, evidence-based instructional materials and strategies, appropriate to support each Special Education service, on an ongoing basis, driven by students' IEPs/individual transition plans (post-secondary education, employment, and independent living skills.) The District will allocate the necessary resources and provide staffing to support the delivery of each service, on an ongoing basis. In addition to SIPPs, each Special Education teacher will be provided with research based curriculum to support students using a Multi-Sensory Reading intervention approach.

LCAP Priority Area: Student Achievement

Action Step #1	Action Step #2	Action Step #3
<p>For students placed in our Moderate/Severe programs, our goal is to ensure access to the California State Standards, the District will explore opportunities to appropriately follow the aligned curriculum, implementing a standardized curriculum to be used districtwide for the continuum of special education services. The curriculum that has been adopted for our</p>	<p>All K-8 Mild/Moderate teachers have received training and have access to multisensory literacy instruction which focuses on supporting struggling readers who have dyslexia or related processing disorders through daily intervention with embedded progress monitoring. The SPIRE curriculum and training has been rolled out in our K-8 M/M and Inclusion programs. The Special Education Department has</p>	<p>The Special Education Department has also shifted central supports by providing instructional coaches who provide more direct coaching and instructional support to our special educators. The Instructional Coaches meeting with their teachers on a weekly basis to review lesson plans, behavior plans, and to guide teachers on implementation of curriculum that aligns with IEP goals.</p>

<p>Moderate/Severe programs is Unique/News-2-You and teachers have been implementing this program throughout the K-12 grade span. This curriculum is paired with activities and lesson plans focusing on daily living and functional skills.</p>	<p>created a comprehensive implementation and monitoring plan to collect data on student progress throughout the school year.</p>	
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Priority #5

Improvement In Individualized Education Program (IEP) Compliance

The Special Education Compliance Team has been meeting with all case managers with common IEP errors on a bi-weekly basis. The California Department of Education made a public announcement indicating OUSD was the only district who has completed all of their corrective actions and Data Identified Non Compliant Errors (DINCs) on time and with accuracy. There is a decrease in DINCS this school year due consistent progress monitoring by following up case managers and site administrators.

Action Step #1	Action Step #2	Action Step #3
<p>The SpEd Instructional Coaches are implementing monthly IEP audits so teachers receive consistent feedback on a complaint and meaningful IEP. This has resulted in many of our teachers returning IEPs on time and with all of the</p>	<p>The Special Education Administrators presented on IEP implementation and Compliance to all principals during Principal Professional Learning Time. All Site Administrators were engaged and have access</p>	<p>The California Department of Education conducted two comprehensive reviews in OUSD (July & October 2019). The comprehensive review concluded that all district wide corrective actions were completed in a timely manner. CDE highlighted the</p>

<p>mandatory components embedded in each section of the IEP.</p>	<p>to SEIS accounts to ensure monitoring of teacher caseloads and overdue IEPs.</p>	<p>district’s improvement in compliance and continuum of services that is being offered to our students. We are currently focusing on the implementation plan for each PIR indicator with the support of all teachers and site administrators.</p>
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Priority #6

Improving all areas of Customer Service & Community Outreach

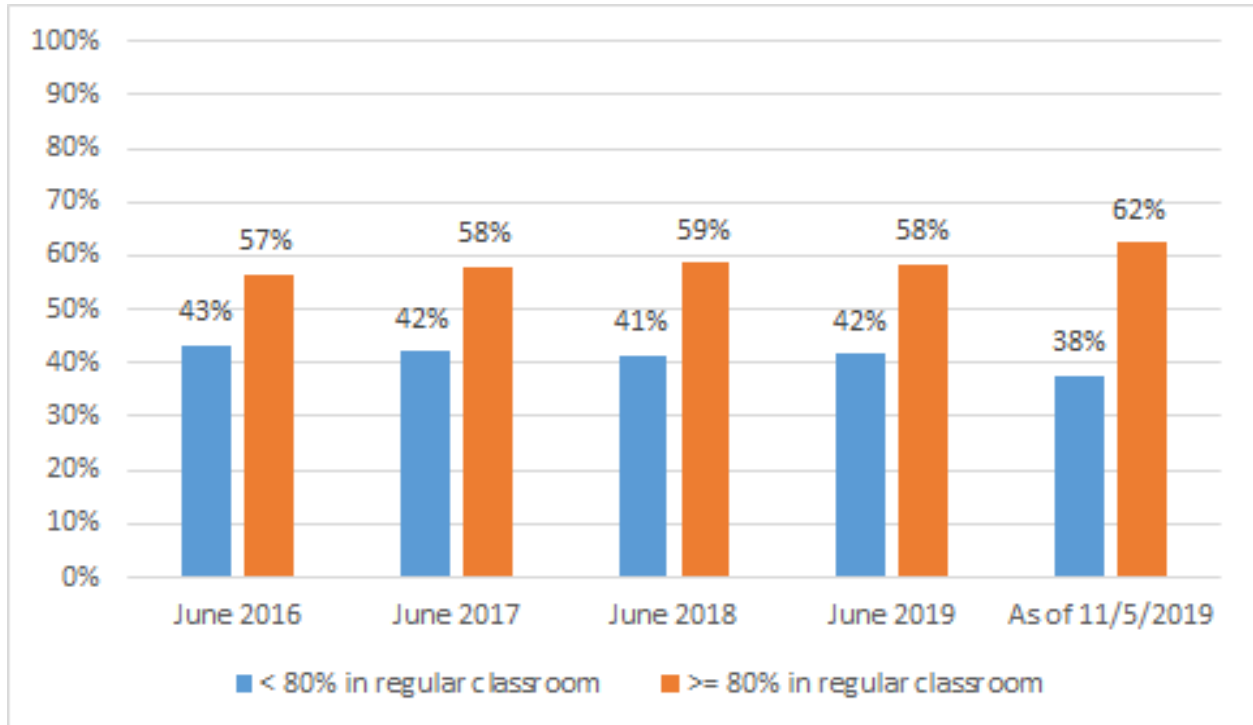
The Special Education Team has been working closely with our Office of Equity, ELLMA, and the Communications Department to reach all of our families and provide the resources and venues that are required for communities to learn about Special Education. Parent and Student participation has increased at our Community Advisory Committee (CAC) meetings and our department has set up resource fairs to connect our students and families to agencies and support they can receive in their home and community setting.

LCAP Priority Area: Family Engagement

Action Step #1	Action Step #2	Action Step #3
<p>The CAC calendar has been distributed to all SpEd families and attendance in the monthly CAC meetings has increased. This is also a venue for parents to meet with SpEd administrators to discuss concerns and get the 1:1 support that is needed to address many of the sensitive</p>	<p>The SpEd department is working closely with the District’s Omsbudperson to establish trends on the Level 1 Complaints relative to Special Education. We work together to provide responses to families and this has helped with addressing systemic issues</p>	<p>The SpEd team has been working closely with ELLMA team members to present to families on support we offer our ELL students with IEPs. The first Family Event/Professional Learning took place on November 6th and 45 participants attended to learn about the</p>

cases for our families	that come up at school sites.	reclassification process and supports the district provides through the IEP process.
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Highlight on Inclusion



Inclusive practices have increased throughout the district. All of our schools will continue to support and provide accessible and integrated opportunities for all of our students. The snapshot above shows how our students with disabilities have increased participation in the General Education setting for more than 80% of their day. Special Education administration and Instructional Coaches are continuing to provide school-wide professional development so all educators know how to implement IEPs and support students with their accommodations/modifications. To ensure appropriate inclusion opportunities for students in Special Day classes, IEP teams' annual discussions will include the opportunity to discuss access, participation, and support of each individual student with disabilities according to their specific needs. Our goal is to establish a continuum of service models in each region, focused on inclusive teaching practices, which results in keeping our students at their home schools.