



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

**Together, We Are Building**

a full-service community school district that serves the whole child,  
eliminates inequity and provides each child with an excellent teacher, every day.

# OAKLAND UNIFIED SCHOOL DISTRICT

## Community Advisory Committee for Special Education (CAC)

**Presentation to the OUSD Board of Education**  
**May 16, 2012**

## MISSION of the COMMITTEE

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To serve as a forum and a resource for parents and guardians, students, teachers, and community members who work with, live with or advocate on behalf of students with special needs.



To advise the District regarding special education programs and services as well as issues and activities that may impact students with special needs.



To function as a liaison between the district's office of Programs for Exceptional Children and parents, students, and community members.

# MISSION of the COMMITTEE

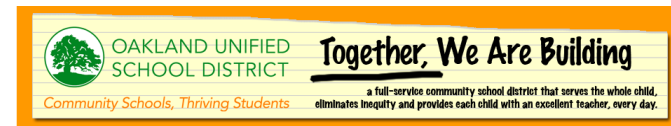
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## The CAC:

“...Shall have the authority and fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:

- (a) Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee;
- (b) Recommending annual priorities to be addressed by the plan;
- (c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan
- (d) Encouraging community involvement in the development and review of the local plan
- (e) Supporting activities on behalf of individuals with exceptional needs
- (f) Assisting in parent awareness of the importance of regular school attendance.”

*Source: California Ed Code Section 30 EC 56194*



# Who We Are

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Many of our members say, “ ***the CAC is the only OUSD group they attend.***”

We are:

***Parents***

***Guardians***

***Special Educators***

***General Educators***

***Students***

***Administrators***

***Members of CBOs***

***Community Members***

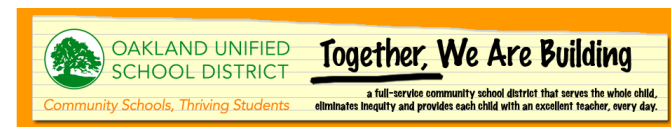
*10-11% of OUSD students are enrolled for Special Education services*

*State mandates:*

- Majority of CAC must be composed of parents*
- Group must represent all 11 disability categories*

*Our membership goal is for group to also represent:*

- All Special Education programs*
- All ages of special needs students from birth to age 22*
- All racial, ethnic and socio-economic groups*
- Public and private community organizations serving students with special needs*



# How the CAC fulfills its responsibilities

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- Information and resources about special education/special needs
  - Written brochures/handouts, Family Handbook, mailings, reports
  - CAC Wiki <http://oaklandcac.pbworks.com> has all of above and a ton more
  - Site outreach, teachers outreach, conferences (CAC, other), FSCP Partnership
- Monthly meetings across OUSD regions and community organizations
  - Educational topics, community concerns, PEC Director's report
  - 2011- 2012 was Burbank Center, Sankofa, Family Resource Network, Melrose Leadership Academy, Manzanita Campus
- Advisory Letters to Superintendent and Board
  - Topics include: Emergency Preparedness, Speech/Language Services, Hiring/Support/Retention of High Quality Special Education Teachers
- Strategic Plan and Local Plan for Special Education
  - Creation, revision and implementation of Local Plan, policies and procedures
  - Outreach/partnerships with OUSD Departments
- Resource pointers to community-based organizations
  - Speakers, members, resources

# Priority Areas for the CAC in the Past Few Years

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- 2006** Lack of Disaster Plans for OUSD Students with Special Needs
- 2007** Shortage of Speech and Language Services at OUSD
- 2009** Lack of Visibility of the CAC Parent Handbook to the Special Education Process
- 2010** Need for Hiring, Training, and Support to Ensure Highly Qualified Special Education Teachers

The lists in this page and the following page reflect the areas/topics that have been the subject of ongoing committee work and/or advisory letters to the School Board and District Administration. For a full list of the topics discussed in meetings and/or connected to the overall resource function of the CAC, please see the calendar included in the appendix.

# Current CAC Priority Areas (Active Committees)

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## **Implications of Site-Based Management for Students with Special Needs'**

*based on invitation from Special Committee Chair*

Related to all Strategic Plan (SP) Goal Areas

## **Improving OUSD Engagement with Families/ Staff/ Community of Students with Special Needs—including equitable and effective support for the CAC and its mission**

Particularly Related to SP Goal Areas 4 and 5

## **Continuing Participation in District Emergency/Disaster Planning**

Particularly Related to SP Goal Area 1

## **Review and Feedback for the PEC Policies and Procedures Manual as part of the Local Plan Process**

Related to all SP Goal Areas, particularly to Goal Area 2C.6

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## Areas of Focus in the Local Plan Review Process

- 1) Clarifying distinctions and interface between general education study and intervention processes (e.g. SST's and RTI) and Special Education/Special Needs referrals, assessment, and support
- 2) Clarifying the new designation of “specialized academic instruction” and its programmatic implications
- 3) Highlighting the need for model practices to collaborate effectively with families in all areas related to the Local Plan—beyond minimal legal mandates
- 4) Align educational goals with OUSD’s Mission and the goals of the Strategic Plan

# Our Process for Community Input—Local Plan

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- On-line feedback
- Team review sessions (invitations to participate made at all general meetings and through distribution list)
- Small break-out groups at general meetings
- Private and anonymous data collection

# Key Initiatives Related to Special Education in the Strategic Plan

## Goal Area 2C.6

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- Focused analysis of Special Education Programs in the district
- Coherent and continuous Special Education offerings in each region
- Comprehensive training for principals to be the leaders of Special Education on their campuses.
- Special Education instruction aligned to the Common Core Standards
- Mainstreaming logs for all Special Education students
- Special Education programs placed at schools with an equitable representation of students with and without disabilities
- Systems for positive communication and relationships with parents, community, and agencies to reduce litigious and non-compliant cases
- Re-organization of Programs for Exceptional Children (PEC) into 3 regions
- Increased collaboration between PEC staff and General Education staff to reduce disproportionate identification and placement of students.

# CAC Support for the OUSD Strategic Plan

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- The CAC needs to be present in all aspects of planning and implementation
- Representing our community means:
  - Participation in strategic and local plan development and implementation
  - Participation in discussions about curriculum development, instruction, and other student support
  - Consideration as full partners in the transition to Full Service Community Schools

## TO BE MORE EFFECTIVE & CREATE BETTER OUTCOMES WE NEED

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- Recognition that the CAC membership spans the entire range of our community -We're all working toward the same goal.
- Better OUSD-wide understanding of special needs & how to serve
  - Inclusion in planning and implementation of all aspects of Strategic Plan
  - Creation of Special Education/Special Needs Task Force
  - Hold Board and Departmental “Study Sessions” with CAC
  - Support CAC outreach and engagement efforts to all sites
- Increased expectations/support for students
  - Higher quality instruction & accessible curriculum in general and special education classrooms
  - Required PD for all teachers/principals throughout year to expand “toolbox”
  - Pathways to college and career readiness
  - Improved access to resources for staff and students
  - Increased accountability embedded into site plans, evaluations, quality review processes, etc.
- Measurable goals, access to data
  - Provide data upon request in response to community concerns, CAC Advisory Letters
  - Create measurable goals for PEC/Special Education students and report progress

# Final Thoughts

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- Crucial to include the CAC at all planning and implementation functions
  - Strategic Plan
  - Local Site Plans
  - Curriculum/Instructional Development
- Help us be a full community resource to those with identified needs and beyond
  - Outreach and Engagement
  - Partnerships and Collaborations
  - Educational Development

# Appendix

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# STRATEGIC PLAN Initiatives and Focus Areas • At-a-Glance

## GOAL AREA 1: SAFE HEALTHY and SUPPORTIVE SCHOOLS

### Initiative 1: Building Oakland's Full Service Community Schools

## GOAL AREA 2: PREPARED FOR SUCCESS IN COLLEGE & CAREERS

### Initiative 2A: Core Curriculum

- Focus 2A.1: Literacy
- Focus 2A.2: STEM

### Initiative 2B: Pathways from Pre-K to Graduation (Schooling)

- Focus 2B.1: Early Childhood Education
- Focus 2B.2: Kindergarten to 8th Grade
- Focus 2B.3: Secondary Education (High Schools)
- Focus 2B.4: Corridors
- Focus 2B.5: Transformation

### Initiative 2C: Accelerating Students through Targeted Approaches

- Focus 2C.1: Collaborative Innovations
- Focus 2C.2: Academic Language & Literacy Development
- Focus 2C.3: Focal 15 Students
- Focus 2C.4: AAMA
- Focus 2C.5: English Learners
- Focus 2C.6: Students with Disability & Programs for Exceptional Children

## GOAL AREA 3: HIGH QUALITY & EFFECTIVE INSTRUCTION

### Initiative 3A: Effective Teaching – Framework & Practices

### Initiative 3B: Effective Principal Leadership – Framework & Practices

### Initiative 3C: Supporting Leadership & Talent Development

## GOAL AREA 4: BUILDING THE FULL SERVICE COMMUNITY DISTRICT

### Initiative 4A: Central Organization “In Service Of...”

### Initiative 4B: Processes for Greater Equity

- Focus 4B.1: RBB
- Focus 4B.2: Options & School Choice

### Initiative 4C: Serving the Whole Child

- Focus 4C.1: HKHO
- Focus 4C.2: Regional Zone Approach – Assets & Facilities Management (Masterplan)

### Initiative 4D: Regional Governance – Coordinating, Aligning, and Leveraging our Resources

## GOAL AREA 5: ACCOUNTABLE FOR QUALITY

### Initiative 5A: Ensuring, Reviewing, and Building High Quality Schools & District

### Initiative 5B: Balanced Scorecard & Performance Management

### Initiative 5C: School Portfolio Management



## Special Education and the Strategic Plan--Fall 2011

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“Implementing a research-based intervention process in response to the over-identification of African American students as *Seriously Emotionally Disturbed* (Brookfield, Emerson, Far West/Oakland Tech, MLK, East Oakland Pride, Futures, Bella Vista, Frick, Brewer, and West Lake (12).”