

Board Office Use: Legislative File Info.	
File ID Number	21-3076
Introduction Date	12/15/2021
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Shanthi Gonzales, Board President

Meeting Date December 15, 2021

Subject Resolution No. 2122-0027 - Budget Allocation for Expanding Access for Students with Disabilities

Ask of the Board Introduction of Resolution No. 2122-0027 - Budget Allocation for Expanding Access for Students with Disabilities as a new legislative matter

Background The District has a large percentage of students in special day classes, and these students and their families are often unaware of, and can be unintentionally left out of, the full range of academic supports and extracurricular activities available to students in less restrictive environments in their school communities.

On June 16, 2021, the Board of Education (“Board”) adopted Resolution No. 2021-0159 - Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities (File ID #: 21-1489), which directed the Superintendent or her designee to “research the root causes of any barriers to access of students with disabilities from social-emotional and academic support services and . . . create a phased plan . . . with potential solutions and required investments to address any such barriers. Resolution No. 2021-0159 directed that the plan be presented to the Board in November 2021, and should incorporate input from the Community Advisory Committee for Special Education (“CAC”). On November 3, 2021, staff presented the attached research and the plan as directed pursuant to Resolution No. 2021-0159.

The plan included the following recommendations:

- Enable students with inclusive services to enroll in school using the general education options process;
- Increase school-to-home communication and ensure direct outreach to families of students with IEPs at every school site;
- Include strategies to support students with disabilities in the SPSA for all schools;
- Require that all contracts for student services address how needs of learners with disabilities will be addressed;
- Continue professional development for afterschool staff and provide appropriate materials;

- Increase professional development days for OUSD educators to focus on UDL and disability awareness;
- Build career pathways specific to students with disabilities through Linked Learning.

Discussion The proposed Resolution would direct the Superintendent to include the necessary funding in the proposed 2022-23 annual budget to implement these recommendations. In addition, the Resolution would direct the Superintendent to include the necessary funding in the proposed 2022-23 annual budget to (i) fund paraprofessional staff to increase access to middle school electives (e.g., music, arts, leadership, shop, languages) and (ii) fund certificated staff to support the inclusion of students with disabilities in transitional activities between grades (e.g., summer bridge, camping trips).

Fiscal Impact The proposed Resolution is estimated to cost \$3.705 million annually starting in 2022-23, with \$150,000 in one-time costs for training and specialized materials for 2022-23. Revenue source to be determined. Additional information may be forthcoming when this item comes back to the Board.

Attachment

- Resolution No. 2122-0027 - Budget Allocation for Expanding Access for Students with Disabilities
- 21-2630 Update to Board on Special Education Resolution No. 2021-0159 (Memo, Report, Presentation)

**RESOLUTION OF THE
BOARD OF EDUCATION OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 2122-0027

Budget Allocation for Expanding Access for Students with Disabilities

WHEREAS, the Board of Education believes that all students deserve access to academic and social-emotional support and extracurricular activities;

WHEREAS, students with disabilities in special day classes are less likely to participate in electives or campus-wide activities;

WHEREAS, a recent survey of the families of students with disabilities found that many families of students with disabilities are unaware of the range of academic and social-emotional supports and extracurricular activities available at their schools;

WHEREAS, families of students with disabilities also expressed interest in accessing to the arts, athletics and field trips for their students;

WHEREAS, students with IEPs comprise only 10% of OUSD's student athletes, while comprising 16% of all students; and

WHEREAS, students with disabilities have consistently higher dropout rates, lower graduation and pathway participation rates, and lower rates of high school readiness.

NOW, THEREFORE, BE IT RESOLVED, the Board hereby directs the Superintendent or designee to include, in the District's proposed 2022-23 annual budget, \$3.705 million in ongoing funding and \$150,000 in one-time funding for the 2022-23 fiscal year to:

- implement the staff recommendations described in November 3, 2021 "Update to Board on Special Education Resolution No. 2021-0159" (File ID #: 21-2630),
- provide sufficient paraprofessional staff to increase access to middle school electives (e.g., music, arts, leadership, shop, languages), and
- provide sufficient certificated staff to support the inclusion of students with disabilities in transitional activities between grades (e.g., summer bridge, camping trips); and

BE IT FURTHER RESOLVED, the Board directs the Superintendent or designee to (i) provide the Board with a regular report (at least quarterly) on the progress implementing the above strategies and (ii) provide a public presentation a Board meeting in Fall 2022 on the same so that the Board can monitor progress and timely evaluate the impact of these strategies.

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this ____ day of _____, 2022, by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSED:

ABSENT:

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on _____, 2022.

Legislative File	
File ID Number:	21-3076
Introduction Date:	12/15/2021
Enactment Number:	
Enactment Date:	
By:	

OAKLAND UNIFIED SCHOOL DISTRICT

Shanthi Gonzales
President, Board of Education

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

Board Office Use: Legislative File Info.	
File ID Number	21-2630
Introduction Date	11/3/21
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date November 3, 2021

Subject Update to Board on Special Education Resolution No. 2021-0159

Ask of the Board Receive an update on the progress made towards implementation of the Resolution to support students with disabilities. Provide feedback on the findings and the proposed plans to support inclusive access for students with disabilities.

Background In June 2021, the Board of Education passed a resolution to support students with disabilities in increasing access to extracurricular activities. The resolution directed staff to assess the way in which students with disabilities are included in extracurricular activities and make recommendations to increase awareness of opportunities and access to participation.

Discussion The board will receive an update from staff on current steps towards implementing the elements of resolution including a report to the board and an overall response to key questions:

- What are the barriers to participation in school activities for Students With Disabilities?
- What activities do families want to participate in that they can't participate in now?
- What could the board do to increase access for students?

Fiscal Impact A budget was included as part of the original resolution. N/A for this item.

Attachment(s)

- Presentation
- Report

Students with Disabilities Access Resolution Report

<p>Purpose: Provide update to the Board of Education on Resolution 2021-0159 - Ensuring Access to Social Emotional and Academic Supports for Students with Disabilities. This report:</p> <ul style="list-style-type: none"> ● Provides data and root cause analysis relative to barriers for students with disabilities accessing enrichment and extracurricular activities; ● Summarizes our progress implementing strategies aligned to some of the barriers; ● Provides additional recommendations for further investment and prioritization related to this work 	<p>Date: 11/3/2021</p>
<p>Prepared by:</p> <p>Andrea Bustamante, Executive Director, Community Schools Jenn Blake, Executive Director, Special Education and Health Services</p>	<p>Prepared for:</p> <p>OUSD School Board Directors and Community</p>

Context

Oakland Unified School District participates in a single-district Special Education Local Plan Area, or SELPA. Currently, the SELPA provides direct services pursuant to Individualized Education Programs (IEPs) for students in all OUSD public schools, a dedicated early childhood center, a community-based young adult program, homes, local hospitals, private schools, and participating charter schools.

OUSD’s SELPA has approximately 6,100 eligible students and about 700 students with pending initial referrals to determine eligibility for services. Our public school TK-12 population is about 5,500 eligible students, which is approximately 16% of the student body. OUSD’s students receiving Special Education services exemplify the rich diversity of our overall student population. The vast majority of our students are eligible due to mild-moderate disabilities such as Specific Learning Disabilities or Speech-Language Impairments. Just under 10% of students with IEPs have disabilities formerly classified as ‘severe,’ which OUSD SELPA refers to as having Extensive Support Needs (ESN).

OUSD SELPA has an active Community Advisory Committee (CAC), which is composed of parents, guardians, community members, and educators. The CAC acts as an advisory body for the SELPA, and in 2021, it raised concerns to the OUSD School Board (which is the governing body for the SELPA) specific to potential barriers and access gaps for students with disabilities related to several areas of campus enrichment and extracurricular activities. Specifically, CAC members named that they would like to investigate the extent to which students with IEPs participate in activities such as electives, field trips, organized sports, district supplemental programs (e.g. tutoring, restorative justice) and afterschool programs, and they proposed the

Students with Disabilities Access Resolution Report

development of a plan to address any access barriers present across the system. This report seeks to synthesize data regarding present levels of participation in these types of activities and programs and to recommend steps OUSD can take to ensure greater access.

Data around Access and Barriers

Survey Response Data

In preparation for this report, we created a survey that was shared with all families of students with IEPs who attend ECE-Young Adult OUSD public school programs. To date, we have received 353 responses. Given that this represents only 5.8% of all families of students with disabilities, drawing broad conclusions from the responses should be considered with some caution, but the survey yielded valuable information to inform our planning.

Families were asked about their current level of access to afterschool programming, sports, enrichment programs, and special events, to assess their interest in having their child participate in these activities, and to surface barriers and supports to facilitate greater participation. Most questions were Likert-scale questions (1 = no access or interest, 5= full access or interest), with two optional, open-ended questions at the close of the survey.

Family responses indicate:

- Most OUSD students with IEPs have quite a bit of access to or full access to experiences like arts, music and drama at school (66% of responses);
- Many students with IEPs have no access to field trips and special events, with 36% of respondents selecting the “no access at all” response;
- Most students with IEPs do not participate in the afterschool programs at their site (46% of respondents);
- Most families indicating that transportation was *not* a barrier to their child’s participation in activities (64%);
- Most families reported high levels of interest in all of these experiences or programs.
- Cultural affinity groups and restorative justice had the lowest interest of the available options.

General trends based on the amount of time a student receives Special Education service include:

- Students receiving Specialized Academic Instruction (SAI) from Special Education personnel for 1-2 hours per day or fewer were more likely to have access to afterschool programs and field trips and events than students in self-contained classrooms;
- Families of students with full-day SAI were more likely to indicate an adult aide or staff member would be required for their child to participate in afterschool programs, athletics or special events;

Asian-American and White students’ families reported feeling better informed about events and activities happening at school than Black and LatinX families, overall.

Trends based on grade level or school of attendance were unable to be analyzed due to the response rate.

Oakland Athletic League (OAL) Data

Students with Disabilities Access Resolution Report

In 2018-19, which was the last full year of data available, the Oakland Athletic League had 121 participants with IEPs, of a total participation rate of 1249 students, which is about 10% of all student participants. This is below the district's disability incidence rate of just over 16% across all grades. The majority of students with IEPs who participated in organized athletics attended Oakland Tech, Skyline and McClymonds. The vast majority of students with IEPs are eligible for Special Education due to a Specific Learning Disability or Health Impairment (83%). Only three student participants had extensive support needs.

The sports in which these students participated were diverse, with students playing football, basketball, baseball, tennis, track, volleyball, cheerleading, soccer, swim, cross country and badminton.

Afterschool Participation Data

Currently, about 14% of students in OUSD afterschool programs have Individualized Education Programs (IEPs), which is only slightly below the district-wide average incidence rate of students with disabilities who have IEPs, which currently sits at just over 16%.

Within ASP enrollment, there is variance on the total number of students served and the number of students with disabilities served. By number of students enrolled, sites with a higher than average percentage of enrollment of students with IEPs include CCPA, Life Academy, McClymonds, Lincoln Elementary, Frick, West Oakland Middle and Westlake Middle, while schools with below-average enrollment include Reach, RISE, Parker, Madison Park TK-5, Grass Valley, Garfield, Elmhurst United, and Brookfield.

Our data show that most students with IEPs who participate in ASPs have mild-moderate learning disabilities or speech-language impairments (about 70% of all participants with IEPs). This largely reflects the district's overall disability incidence rates. About 9% of all students with IEPs in ASPs have Autism as their primary disability category, and another 16% have Other Health Impairments. Less represented disabilities include Emotional Disturbance and Intellectual Disabilities, though they are participating in ASPs at rates that roughly reflect their percentage of the overall population of students with disabilities.

Least Restrictive Environment (LRE) Data

Currently, Oakland Unified School District is under monitoring by the California Department of Education related to students' access to the general education instructional setting. OUSD places almost 27% of all students with disabilities into separate setting classes for 60% of their school day or more. Our 2021-22 target for improvement relative to this element is just over 21%. The district must address this and other priority elements through the implementation of our Special Education Plan, or SEP.

Our LRE data show that students with mild-moderate disabilities are more likely to participate in general education content classes and electives than students with extensive support needs, and students in secondary grades are more likely to be included for electives like art, music and drama than students in self-contained elementary programs.

Qualitative Data

Incidental feedback from OUSD families collected during IEP meetings and CAC meetings was also used to inform this report.

Findings and Root Causes of Barriers

Our analysis of available data surfaced several hypothesized root causes to the barriers present in our system that prevent more complete and meaningful participation of students with disabilities in enrichment and extracurricular activities. These include the following:

- **Information and Communication Needs:**
 - The communication from individual school site teams to families of students with disabilities is inconsistent. Some school sites ensure equitable communication, while families at some other sites report receiving little or inadequate communication about campus-wide activities and events;
 - Qualitative data collected from CAC meetings indicates that some families of students with IEPs feel isolated from the community in which their child attends school.
- **Training and Specialized Materials Needs:**
 - Athletic staff lack training and specialized equipment to ensure the inclusion of students with disabilities in organized sports;
 - Afterschool program staff lack training and specialized instructional materials to proactively plan for the inclusion of students with diverse disabilities and learning needs;
 - General Educators have not yet participated in any foundational professional development specific to Universal Design for Learning (UDL) or disability awareness.
- **Faculty and Operational Support Needs:**
 - Currently, professional learning and planning time at school sites are often focused on the general education program and most Special Educators do not have dedicated planning time with general education colleagues to ensure a consistent time to plan for meaningful inclusion of students with special needs;
 - At some secondary campuses, students receiving primarily self-contained Specialized Academic Instruction (SAI) face operational barriers related to general education seat capacity in elective courses.

Students with Disabilities Access Resolution Report

Current Action Items Relative to the Resolution

In the current 2021-22 school year, we have undertaken or plan to undertake the following action items to address the root causes named above.

Afterschool Programming

One area raised by the Community Advisory Committee (CAC) relative to this work was the barriers some students face attending afterschool programs (ASPs). To date, we have:

- Completed a program assessment of afterschool program enrollment relative to school day enrollment of students with IEPs;
- Built partnerships with two nonpublic agencies to provide augmented staffing to supplement afterschool programs;
- Developed a system to prioritize distribution of augmented staffing across ASPs;
- Deployed three additional support staff to afterschool programs.

This November, ASP staff will begin to receive professional development focused on Universal Design for Learning from CAST, a leader in this work. Staff will complete three asynchronous modules, followed by a live culminating experience with CAST facilitators to ask questions and apply their learning to the after school context.

The final step in our plans for afterschool programming access this year is to launch a targeted communication campaign to encourage families of students with disabilities to join ASPs with enrollment capacity remaining.

Oakland Athletic League

To address the discrepancy between OUSD's enrollment of students with IEPs and their participation in organized athletics, we intend to focus on access to middle school sports in the 2021-22 school year. This work will include:

- Communication campaign specific to middle school-aged students with disabilities to encourage attendance and participation in organized sports;
- Partnership with Adapted Physical Education (APE) specialists and athletic coaches to build skills in adapting and modifying athletics for diverse learners;
- Providing adapted sports equipment to reduce barriers to participation for students with physical or sensory disabilities.

We aim to increase the number of students with disabilities participating in organized athletics by 15% by June, 2022.

Students with Disabilities Access Resolution Report

Peer-Assisted Learning

A final strategy we will plan to implement this school year is Peer Assisted Learning Strategies, or PALS. PALS is a research-validated strategy that can be used to provide peer-based support for students with disabilities in reading, structured play, and structured communication domains. For many students, this is a less restrictive and more naturalistic way to receive support.

The work will include:

- Providing compensation and paid training in PALS for participating adult trainers;
- Selecting students to participate as peer mentors;
- Training students;
- Providing reinforcers to motivate and recognize students for their work.

This year, we will begin with a pilot of PALS across three elementary school campuses that are currently being determined. We will collect feedback from participating educators and students to determine program efficacy and impact and hope to expand this work in future years.

SwD Affinity/Community Groups

Special Education's Family Engagement Specialist will lead work centered in increasing families' feelings of connection to their school campuses by building affinity groups for students with disabilities at target campuses across our continuum. These spaces will include opportunities to build community and meet other families, strengthen relationships with site leaders, and engage in parent/caregiver learning. We aim to establish six groups this year and expand to 20 campuses by 2023.

Recommendations for Continued Work and Investment

Based on the areas of need raised through our data analysis and in alignment with the ongoing improvement plans related to students with disabilities (i.e. Special Education Plan (SEP) and Comprehensive Coordinated Early Intervening Services (CCEIS)), we recommend the following actions be considered by the Board for future work in this area:

Site Planning and Enrollment

The equitable and proactive inclusion of students with disabilities must begin in our assignment and enrollment practices by ensuring that as many students with disabilities as possible have the same school options as non-disabled peers. Reliance on siloed “inclusion” programs at specific campuses that require students be removed from their schools of origin to access additional support--coupled with OUSD’s historical use of highly restrictive Special Day Class settings--sets a tone that students are not full members of their school campuses. The CDE-approved Special Education Plan (SEP) calls for the enrollment process to be modified to address this issue, and ***we recommend that all students with primarily inclusive services participate in the general education enrollment process by the 2023-24 school year.***

Another step related to site planning that could support the inclusion of students with disabilities would be to ***adapt the currently-adopted School Plan for Student Achievement (SPSA) process*** to feature a section specific to the ways in which the campus will address academic growth and extracurricular inclusion for students with diverse learning needs, including those with disabilities.

Finally, through the family survey and qualitative data collected through IEP meetings, families of students with IEPs report that they do not consistently receive information from their school site about activities and opportunities like athletics, afterschool programming, field trips, or enrichment opportunities. ***There should be an expectation that families of students in primarily self contained Special Education classrooms receive the same information and communication as families of typically-developing peers.***

Strategic Partnerships

OUSD relies on the partnership of local organizations and agencies to support our work. These partnerships can be reviewed to ensure that they are prepared to meet the needs of diverse learners. We recommend that the Board ***consider a requirement for all new or renewed contracts and service agreements providing direct service to students to address the ways in which the organization/agency is prepared to adapt its work to meet the needs of students with disabilities.***

Finally, OUSD should continue investment in the training and support of afterschool program personnel to ***ensure all staff receive professional development specific to Universal Design for Learning, Crisis Deescalation, and Mental Health First Aid.*** Afterschool programs should also receive adapted materials and curricula so they are prepared to accommodate for students with IEPs.

Students with Disabilities Access Resolution Report

Professional Learning and Program Investments

In order to appropriately support the needs of students with a broad spectrum of disability impacts, educators must be equipped with appropriate tools and materials. Data from the family survey indicated that the vast majority of families were interested in their child participating in electives, sports, music programs, or other supplemental activities, but some students will require specialized approaches or materials to do so. The current time held for teachers and support staff to participate in professional learning is extremely limited, with many competing priorities.

We recommend that the Board consider partnering with our labor leaders and labor unions to *expand the number of professional learning days to allow for universal training in disability awareness/disability justice, Universal Design for Learning, function-based behavior interventions, and mental health first aid*. Moreover, *we recommend that all site administrators receive training in inclusive planning principles* so they are equipped to lead master scheduling and instructional design from a lens of disability access.

Finally, while work has been done to include more students with IEPs in high school pathways, our students with disabilities remain far less likely to participate in pathways or experience a high school internship than typically-developing students. We recommend that OUSD leverage the power of Linked Learning Pathways to *build intentional career pipelines that connect OUSD students with disabilities to paid internships and career opportunities within OUSD*. Examples include skilled trades, culinary arts, Licensed Vocational Nurse certification, and warehouse and custodial roles. This could be a ‘win-win’ for OUSD and our students by facilitating employment for young adults with disabilities while building a sustainable labor base for harder-to-fill positions within our system.

Recommended Future Priorities and Investments Summarized

- ★ Enable students with inclusive services to enroll in school using the general education options process;
 - ★ Increase school-to-home communication;
 - ★ Include strategies to support students with disabilities in the SPSA;
 - ★ Require that all contracts for student services address how needs of learners with disabilities will be addressed;
 - ★ Continue professional development for afterschool staff and provide appropriate materials;
 - ★ Increase professional development days for OUSD educators to focus on UDL and disability awareness; and
 - ★ Build career pathways specific to students with disabilities through Linked Learning.
-

Students with Disabilities Access Resolution Report

We greatly appreciate the attention and care of the OUSD School Board Directors and the Community Advisory Committee (CAC) for continuing to advocate for the needs of students with disabilities. We welcome the opportunity to discuss this in more detail or answer any questions readers may have.

In Partnership,



Jenn Blake
Executive Director, Special Education



Andrea Bustamante
Executive Director, Community Schools



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Special Education Resolution Update November 3, 2021



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Ask of the Board

- This item is presented for the purpose of providing the Board an Update on the progress towards the items in the adopted Resolution.
- We ask that the Board provide feedback on the findings and the proposed plans to support inclusive access for students with disabilities.

Outline

- Overview of the Resolution
- Update on Progress Made towards resolution areas of interest
 - What are the barriers to participation in school activities for Students with Disabilities?
 - What are the activities in which families want their child to participate?
 - What could the Board do to increase access for these students?
- Recommendations for Next Steps / Adjustments

Data Snapshot - Present Access

Sources of Data

- Least Restrictive Environment (LRE) Placement Data
- Afterschool Program Participation Data
- Oakland Athletic League Participation Data
- Qualitative Data from Families of Students with Disabilities
- Likert-style Survey Sent to Families of Students with Disabilities

Data Snapshot - Present Access

Afterschool

Students with IEPs comprise **14% of all ASP enrollment.**

- Compared to 16% average across school-day programs

About 70% of all students with IEPs in ASPs have mild language impairments or learning disabilities, which aligns with district-wide incidence rates..

Placements

About 27% of students with IEPs spend 60% or more of their school day in a separate classroom. This exceeds the California Department of Education target of 21% for our district.

Students receiving separate instruction are less likely to participate in electives or campus-wide events and activities.

Athletics

Students with IEPs comprised **10% of OAL athletics participants in 2018-19**, compared with our 16% district-wide incidence rate.

Over 80% of all student athletes were eligible under SLD or OHI.

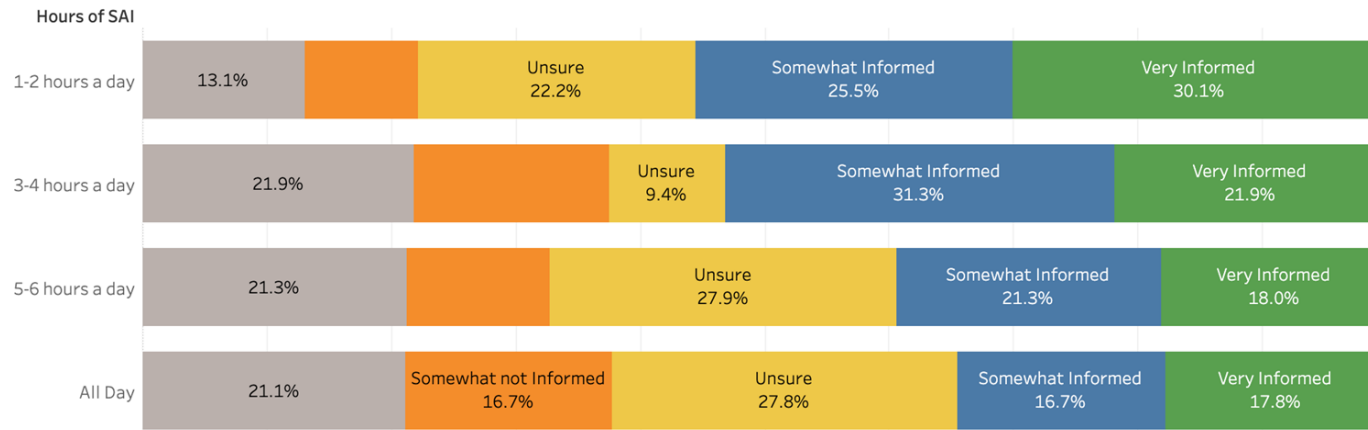
Only **three students with extensive support needs** participated.

Data Snapshot - Survey Results

Key Takeaways

- Students with **more significant special needs like Autism and multiple disabilities** are **least likely to have access** to any sports, afterschool programming, electives, and campus-wide learning enrichment experiences.
- Most families of students with Autism and Intellectual Disabilities reported having no or very little access to field trips and afterschool programs.
- Families of students who spend little time receiving Specialized Academic Instruction are more likely to feel well-informed about events and activities than those whose students receive SAI for most or all of the day.
- Many families reported that their children had interests related to music or sports and would love to see more access through their child's school.

How informed do you feel about the activities and events available at your school?



Data Snapshot - Survey Results

Key Takeaways from Desired Access and Support Needs

→ **Interest in art/music/drama and field trips and special events was highest** across all respondents. Interest in Restorative Justice and affinity groups was lowest.

→ **Interest in Afterschool Programming was highest for students with mild-moderate disabilities** and lower for students with more extensive needs.

→ **Most families reported that their child would need support from a peer or aide** to fully participate in these types of activities.

→ The majority of respondents reported that they **prefer to receive updates through Parent Square**.

School Support and Communication

Question	Response	Count
What type of school-provided support your child would need to participate in these types of activities?	Adapted Equipment	28.0
	Adult Aide	161.0
	Assistant from trained peer	77.0
	Other	82.0
What types of communication do you prefer to receive around these types of activities?	Flyers	71.0
	Parent Square	310.0
	Phone calls	80.0
	Teacher Direct Outreach	175.0

Findings and Root Causes

- **Continued Information and Communication Gaps**
 - Families of students with IEPs often receive less frequent school communication
 - Special Education classes may not be included in planning of events and trips
- **Training and Specialized Materials Needed**
 - Athletic and ASP staff have not received any training specific to supporting students with disabilities
 - Some students require adapted materials and equipment to participate in activities outside of the school day
- **Faculty and Operational Support**
 - Dedicated staff planning time is too low to ensure consistent opportunities for collaboration
 - Access to general education seats has been a barrier to more elective access

Learning from our Site Leaders

Brianne Zika, Melrose Leadership Academy

Jessica Cannon, Chabot Elementary

Initial Actions: Grant funded After School Programs

Goal: Increase participation of students with disabilities by 10% across targeted campuses by June 2022.

- Assessed current enrollment in after school programs.
- Established staffing partnerships with two non-public agencies. Identified 3 additional After School Program aides. Recruiting for additional staff.
- Continuing to capture referral data from schools to after school program to prioritize placement.
- Providing professional development to after school staff. Staff will receive training in Universal Design for Learning (UDL) from CAST.

Initial Actions: Oakland Athletic League & Extracurriculars

Goal: Increase the number of students with disabilities participating in organized athletics by 15% by June 2022.

- Assessed current participation in Oakland Athletic League activities.
- Planning for a communication campaign specific to Middle Schools students with disabilities to increase awareness of opportunity to participate in organized sports.
- Developing partnership with Adapted Physical Education specialists and athletic coaches to build skills to adapt athletic sessions for diverse learners.
- Planning to provide adapted sports equipment for students to reduce barriers to participation.

Capacity Building & Continued Support

- Implement Peer Assisted Learning Strategies (PALS) at 3 elementary school campuses with support from adult trainers and peer mentors.
- Reserve general education seats for students with IEPs to access the least restrictive environment as they are ready.
- Continue to build out Affinity / Community Groups to increase family connections to their school campuses.
- Explore opportunities for career development opportunities for students with disabilities within OUSD / Linked Learning connections.

Recommendations for Future Work

- ★ Enable students with inclusive services to **enroll in school using the general education options** process;
- ★ **Increase school-to-home communication** and ensure direct outreach to families of students with IEPs at every school site;
- ★ Include **strategies to support students with disabilities in the SPSA** for all schools;
- ★ Require that all contracts for student services address how needs of learners with disabilities will be addressed;
- ★ Continue professional development for afterschool staff and provide appropriate materials;
- ★ **Increase professional development days for OUSD educators** to focus on UDL and disability awareness;
- ★ **Build career pathways specific to students with disabilities** through Linked Learning;
- ★ Ensure all OUSD adopted policies and regulations specific to equity include **equity based on disability**.

Ask of the Board

- Consider the findings and recommendations of the report and presentation;
- Provide your recommendations and feedback to incorporate in our planning





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