



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Special Education Updates

*2019/20 Progress & Updates*



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# Our Students

## STUDENT ENROLLMENT

### We serve students in:

- Public schools
- Homes
- Hospitals
- Nonpublic schools
- Community-based instruction

6,341 eligible students

700 pending records, which include students being assessed, new enrollees from other districts, and proposed assessments.

16.5% of all students in OUSD have an IEP

# Our Students 2013-2019

YEAR	TOTAL # OF STUDENTS
DECEMBER 2013	5,085
DECEMBER 2014	5,288
DECEMBER 2015	5,315
DECEMBER 2016	5,458
DECEMBER 2017	5,974
NOVEMBER 2018	6,200
NOVEMBER 2019	6,341

# SPECIAL EDUCATION PRIORITY AREAS & BIG ROCKS

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**Development of a Full Continuum of High School Options**



**Improvement in IEP Compliance**

**Evidence-Based Professional Learning**



**Improving in all areas of Customer Service and Community Outreach**

**Consistent Access to Multisensory Literacy Instruction**



**Accessing and Utilizing Accurate Data**



# PRIORITY AREA ONE

## ***Development of a Full Continuum of High School Options***

***Expansion of services across  
alternative education campuses***

***Develop online and blended learning  
options for students who need a  
personalized approach in order to  
graduate.***

***Establishment of continuum of  
separate and regular setting  
instruction at comprehensive high  
schools***

***Measured by increase in graduation  
rates/decrease in drop-outs and  
increase in student attendance***



## PRIORITY AREA TWO

### ***Evidence-Based Professional Learning***

***Initiation of job-alike PLCs to build collaborative, collegial learning structures***

***Targeted, flexible professional learning for all support staff, teachers, and Teachers on Special Assignment***

***Intentional transition supports (e.g. PK → K, 5 → 6) so teachers are prepared and have knowledge of all the incoming students prior to the start of the new school year.***

***Measured by teacher feedback surveys, attendance at PDs, improvement***



## PRIORITY AREA THREE

### **Accessing and Utilizing Accurate Data**

*Develop system to ensure accuracy in student enrollment, program type and caseloads. We have a SpEd Data Analyst who is supporting with Forecasting and Data Needs*

*Implementation of inquiry cycles and informal observations to collect and utilize low-inference data r.e. coaching practice*

*Monthly meetings with RAD to review data dashboards and SEIS to determine data trends and highlight areas of growth*

*Measured by auditing of internal data*



## PRIORITY AREA FOUR

### **Consistent Access to Multisensory Literacy Instruction**

**Ensure all Mild/Moderate K-8 Staff are trained in Multi-Sensory literacy instruction and 9-12 Mild/Moderate staff are trained in maintaining these practices.**

**In September 2019, the District Adopted AB-1369 compliant curriculum to support our students with dyslexia and all struggling readers. This has now been implemented in our K-8 Mild/Moderate Programs**

**Measured by progress on goals reporting data, observations, PD attendance and curriculum system usage**





## PRIORITY AREA FIVE

### ***Improvement in IEP Compliance***

***Ensure greater consistency across case managers with common IEP errors by providing ongoing individualized training.***

***Greater use of data in present levels and goal baselines which will allow for complaint and more meaningful IEP goals.***

***SpEd leadership meeting monthly with the California Department of Education to work on student and District level corrective errors.***

***Measured by SEIS data and reporting to CDE***



## PRIORITY AREA SIX

### **Improving in all areas of Customer Service and Community Outreach**

***Working with the District's  
Ombudsperson to identify trends and  
supports for families***

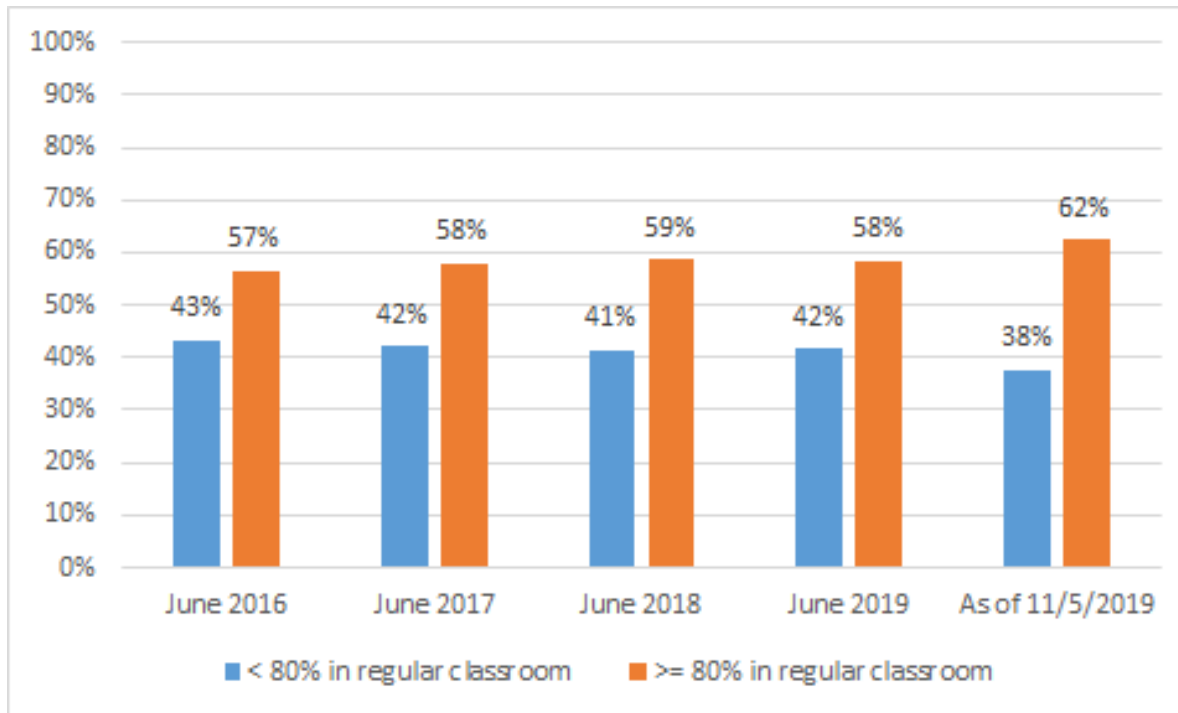
***Increase community outreach by  
using various methods of  
communication by our Community  
Advisory Committee***

***Families have participated in Special  
Education events that focus on  
resources and trainings that support  
students with Special Needs***

***Measured by customer service  
surveys and participation in SpEd  
community meetings***

HIGHLIGHT ON INCLUSION

# INCREASING STUDENTS INCLUSION IN REGULAR CLASSROOM



Sources: June 2016, June 2017, June 2018 from June CASEMIS Submission; June 2019, 11/5/2019 from SEIS



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