OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Programs for Exceptional Children

3 Year Strategic Plan

Submitted by:

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Executive Summary
3-Year Strategic Plan

Aspirations

The plan that follows consists of 6 high level goals that emerged from a series of focus groups, family engagement and workgroups that have taken place over the past two years. These sessions included representation from each of the OUSD central office departments, families, community members, educational specialists, teachers and paraprofessionals. The plan to achieve these goals is described with specific objective and action steps, and a timeline for implementation. Underlying the plan is a set of aspirations for the improvement of special education in Oakland Unified School District:

1. **Establish a shared mindset throughout the school district whereby all school communities and central office departments embrace students with disabilities and provide support and resources that ensure educational benefit.**
   Rationale: Working collaboratively with all central office departments will allow students with IEP's to provide optimal access and while raising the district standards for all students. Current processes, such as placement of programs, student placement, master scheduling and access to the common core will all be drastically improved and streamlined to support all students getting the services and supports they need.

2. **Improve educational outcomes and develop pre-referral intervention for both academic and social emotional functioning for all students.**
   Rationale: The development of both academic and social emotional continuums will allow students to get what they need, regardless of eligibility in special education. This preventative approach will allow school sites to utilize a large variety of tier 1 and tier 2 interventions and identifies students who require special education services.

3. **Create inclusive environments in schools and the community to enhance family engagement, communication and trust between stakeholders.**
   Rationale: Increasing communication and stakeholder engagements will generate continuous planning and goal setting to ensure that OUSD continues to make progress towards the strategic plan goals. It will create a level of checks and balances to allow ongoing assessment and progress monitoring to inform decision-making.

4. **Develop district positions to significantly reduce contractors and increase the capacity of current PEC staff through professional development to improve services to children.**
   Rationale: As the district builds its internal capacity the quality of services will improve for all students. The reduction in contracted staff will result in more money allocated directly to students in a more equitable way.

5. **Utilize improved data management and communication systems to increase accuracy, efficiency and compliance.**
   Rationale: As PEC makes the transition to SEIS, the data management will become increasingly accurate and easily accessible. As a department, we will now have the ability to provide important information to school sites and stakeholders which will allow us to meet state compliance requirements and allow transparency with the community.

6. **Increase special education participation in the least restrictive environment**
   Rationale: Students with disabilities will be better served in their neighborhood schools, closer to home, where they will have more opportunities to interact with their typically developing peers. Progress toward this

aspiration will impact a reduction in non-public schools enrollment. Early identification and intervention will ensure that students with disabilities have the tools and resources to overcome barriers to academic achievement when given the appropriate level of services at the appropriate time in the appropriate setting. Progress toward this aspiration will impact reduction in the identification of special education students. Special education students should receive supports and services that will help them to succeed alongside their peers in the least restrictive environment. Additionally, progress toward this aspiration will impact an increase in participation in General Education.

Mild to Moderate Disabilities
Increase the number of mild to moderate special education students who graduate with a diploma and are academically prepared for college, career and community
- Reading at or above grade level as measured by curriculum based measures and standardized assessment
- Proficient or advanced on standards based assessment and increase pass rates in core academics
- Decrease chronic absence and suspensions
- All students will have high quality and effective transition plans for transitions between grades and school sites with monitoring and support to ensure success in college, career, or independent living skills, as appropriate.

Moderate to Severe Disabilities
Increase the number of moderate to severe special education students who attain independent living, functional and self-help skills by providing curriculum and lesson planning tools.
- Increase number of students receiving certificates of completion
- All students will have high quality and effective transition plan for transitions from elementary to middle, middle to high, and high school to postsecondary options, with monitoring and support to ensure success in employment and/or independent living.
- Increased access to the community and school site to allow meaningful engagement and integration

Examples of Cost Savings

Additional Positions/Changes	Impact on Current Budget
4 Board Certified Behavior Analysts	Decrease Non-Public Agency (NPA) costs for behavioral costs by 75%
15 Licensed Vocational Nurse (LVN) and DIASTAT training	Decrease current NPA costs by more than 50%
Expansion of the Reading Clinic to 15 Resource Programs	Decrease NPA costs to fund curriculum and training for teachers
Addition of executive officer and associate superintendent (2013-2014)	Elimination of independent consultants

Goal # 1: Demonstrate three consecutive years of improved performance for students with IEPs.

Objective 1: Ensure that all mild/moderate students have access to the Common Core curriculum and participate in the statewide and district-benchmark testing

Objective 2: Develop moderate/severe programs by including consistent curriculum and instruction while providing access to the community, functional living skills, and a positive social-emotional climate

Objective 3: Provide necessary technology and training to all teachers and students to support access to curriculum and needed resources

Objective 1: Ensure that all mild/moderate students have access to the Common Core curriculum and participate in the statewide and district-benchmark

GOAL 1, OBJECTIVE 1, Y E A R O N E				
Focus	**Actions**	Responsibility P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Build staff capacity at Programs for Exceptional Children (PEC) in academic content areas to align work with content coaches in the Department for Leadership, Curriculum, and Instruction (LCI) *Why?* Content specialists will ensure that all mild/moderate students have access to the Common Core curriculum in order to develop the problem solving and critical thinking skills associated with success after high school; and be able to participate in the statewide and district-benchmark testing	**Elementary Alignment to Common Core State Standards (CCSS): Create 3 FTE Mild/Moderate (M/M) Content Specialist TSA positions:** • Content Specialist will design and adapt grade-level OUSD Common Core units (math, ELA, & Science) for elementary students with special needs in multi-grade SDC classroom—with a focus on project-based learning. • Project-based units promote the principles of Universal Design Learning (multiple means for student engagement, expression of knowledge, and positive social-emotional development), which are also the foundation of Linked Learning--cross-content instruction. • Content Specialists will identify and create a cadre of Elementary PEC Teacher-Leaders to support on-site coaching. • Content Specialists will support Summer Institute training of Teacher-Leaders starting in 2014. • Content Specialists work with teachers to fully implement mild/moderate SDC participation in Benchmark testing • Content Specialists work with all Resource teachers to implement and align with the Common Core • Content Specialists and Reading Clinic staff will work with 15 elementary Resource	*P* *P*	*S* *C*	*100% of elementary M/M SDCs teachers will adopt CCSS aligned curriculum and instruction with 60% reaching a "Satisfactory" level of implementation* *The number of referrals to SDCs from the pilot*

1

GOAL 1, OBJECTIVE 1, YEAR ONE				
Focus	**Actions**	**Responsibility**		**Benchmark**
	teachers to pilot Reading Clinic style intervention curriculum with a goal of creating "Learning Center" models to reduce referrals to a more restrictive environment (MRE). Use of identical intervention curriculum will facilitate a re-entry for SDC students to Resource and General Ed			*resource teachers will be reduced by 25%; and the number of students re-entering Resource from more restrictive placements at the pilot schools will increase 10%*
Create a designated secondary position to ensure that the scope and continuum of CCSS alignment will be consistent **Why?** The purposed degree of general education inclusion requires revising, creating, and managing multiple programs in many departments So that the most impacted students who have relied on an IEP implementation of the state minimum graduation requirement can move towards the district 230 credit standard	**Secondary Alignment: Create 1 Mild/Moderate FTE Secondary Specialist TSA position who will:** At High Schools- • Facilitate the transition of students college, career, and community readiness by collaborating with Gen. Ed at the larger high schools, to include all RSP students and SDC-M/M , ASIP and VI Inclusion students--whose disabilities are not a significant barrier—in A-G courses through Linked Learning Pathways. • Expand designated seats in general education classrooms to increase access to Common Core and peer socialization • Discontinue remaining core RSP pull-out classes at high school level for 2014-15 school year • Reconcile student choice with special ed cohort support needs in presenting available pathway options • The replacement curriculum (Voyager) which has been used in SDCs will be phased out. • The Secondary Specialists and Content Specialists will collaborate to create the adapted material and student schedules —to facilitate participation in grade-level district benchmarks. • Begin planning for a "Learning Center Model" (LCM) at Continuation schools, as well as SDCs that only have one teacher at the site.	*P* *P/C* *P* *P*	*C* *P* *S* *C*	*10th and 11th grade SDC-Inclusion students at Skyline will be in Academies, and all SDC-Inclusion students there will have full A-G access. The percentage of M/M students included in Linked Learning Pathways will increase by 50% District-wide* *Voyager will only be used in 50% of the classes* *25% of remaining High School SDCs will have the caseload divided by grade, and by period* *Two pilot sites will be designated for (LCM) implementation in 2015-16*

2

GOAL 1, OBJECTIVE 1, Y E A R O N E			
Focus	**Actions**	**Responsibility**	**Benchmark**
Why? Middle school students need to prepare for Linked Learning	At Middle School- • Increase mainstreaming of SDC M/M students in Middle School • Collaborate with Middle Schools site principals to develop a plan to expand designated seats in general education classrooms to increase access to Common Core and peer socialization • Increase mainstreaming of SDC M/M students in Middle School • Create the adapted material; and divide the caseload by grade and by period to facilitate participation in grade-level district benchmarks • Full RS M/M and SDC M/M Teacher participation with General Educators in Common Core Professional Development starting with Summer 2014	*P/C* *P*	*50% more M/M student Middle School Students will be prepared for High School inclusion, and Linked Learning*
Coordination of Individualized Transitions Plans (ITPs) with general education will require more PEC teacher training-- and lead to more success for special education students after graduation	**Build Special Education capacity to write and implement meaningful Individual Transition Plans (ITPs)** • Expand access to school-wide activities including study tours and extra-curricula's. • The Secondary Specialists will assist in integrating ITP and SEIS training • Build in Case Manager collaboration-time with Career Transition Specialists	*P/C* *P*	*Post high school tracking data will show a 25% increase of OUSD M/M student participation in college/work*

3

Focus	Actions	Responsibility		Benchmark

Focus	Actions	Responsibility		Benchmark
	Align ITP with graduation plan for general education students. • Develop common document for graduation planning consistent with special education mandates • Shared planning time and professional development for career transition specialists with their gen ed and agency counterparts • As general ed graduation planning moves into middle schools, consider starting ITP process in 8th grade	*P/C*	*P*	
PEC will ensure that all M/M special education student participate in district-wide bench mark assessment **Why?** Data reflecting academic progress of M/M students needs to be compared longitudinally with their general education peers	**Liaison with the District Assessment Office** • PEC course code will be reviewed for redundancy, out-dated language; and be updated with codes relevant to the Common Core alignment • Collaborating to ensure test materials are provided for all M/M SDC students • Collaborate on training PEC staff on District Benchmark, Common Core, and State Level (SBAC) exams • Collaborate on training PEC staff on Common Core State Level (SBAC) testing	*P*	*C*	*100% of Special Ed. Course codes will be updated* *100% of Elementary M/M students will take district benchmarks* *The SBAC Field test— with 100% of accommodations correctly implemented*

Objective 1: Ensure that all mild/moderate students have access to the Common Core curriculum and participate in the statewide and district-benchmark testing

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Continue collaboration between (PEC) academic content specialist, and (LCI) content specialists	**Elementary Alignment to CCSS--the 3 Mild/Moderate Content Specialist TSAs:** • Will continue training, and coaching elementary SDC teacher's on Project-based units to promote the principles of Universal Design Learning (multiple means for student engagement, expression of knowledge, and positive social-emotional development),	*P/C*	*P*	*85% of Elementary M/M SDCs will reach a "Satisfactory" level of adapted CCSS implementation* *The number of referrals to a more*

4

Focus	Actions	Responsibility		Benchmark
Why? Continuation will ensure M/M students students have access to the Common Core curriculum and continue to participate in the statewide and district-benchmark testing	which are also the foundation of Linked Learning cross-content instruction • Will continue training, and coaching elementary Resource teacher's on Common Core • Will increase the Resource Reading Intervention pilot to 30 teachers	*P*	*S*	*restrictive environment (MRE) from the pilot resource teachers will be reduced by 40%. The number of students reentering Resource will increase to 20%*
Why? Continuing the designated Specialist will ensure that the scope of CCSS alignment will be consistent Expanded general education inclusion requires revising, creating, and managing multiple programs More students will move towards the district 230 unit graduation standard	**Secondary Alignment--the Mild/Moderate Secondary Specialist TSA position:** • Will continue with the expansion of the CCSS adapted curriculum and grade-level taught by period in these SDCs • Will continue to work with Pathways, Linked Learning, principals, and counselors to increase inclusion of students who fit the criteria • Two schools will implement the pilot of the "Learning Center Model." One Continuation schools, and one-room (single teacher) SDC Middle Schools Will Continue to: • Increase mainstreaming of SDC M/M students • Expand collaboration with Middle Schools site principals to designate seats in general education classrooms to increase access to Common Core and peer socialization • Increase use of adapted material, and division of caseload by grade and by period at sites with multiple SDC teachers • Full RS M/M and SDC M/M Teacher participation with General Educators in Common Core Professional Development in Summer 2015 • Will continue to work on the improvement of	P P P/C P P P/C P P	P S C P S C	*Voyager will be used in 25% of classes* *The percentage of the identified group of M/M students included in Linked Learning Pathways will increase to 75%* *25% reduction in the use of State Minimum graduation requirement at those schools* *75% more M/M Middle School Students will be prepared for High School inclusion, and Linked Learning*

5

GOAL 1, OBJECTIVE 1, Y E A R TWO				
Focus	Actions	Responsibility		Benchmark
	ITPs			*Post high school tracking data will show a 50% increase of OUSD M/M student participation in college/work*
PEC will ensure that all M/M special education students participate in district-wide bench mark assessment *Why?* Data reflecting academic progress of M/M students needs to be compared with their general education peers longitudinally	**Liaison with the district assessment office** • Continue with collaboration on district-wide benchmarks • Continue to collaborate on district-wide SBAC	P/C	P	*100% of data on M/M performance the benchmarks will be analyzed for progress* *75% of accommodations will be correctly implemented*

Objective 1: Ensure that all mild/moderate students have access to the Common Core curriculum and participate in the statewide and district-benchmark testing

GOAL 1, OBJECTIVE 1, Y E A R T H R E E				
		Responsibility		
		P=primary S=supporting C=collaborating		Benchmark Achievement
Focus	Actions	Dist/PEC	Site	
Continue (PEC) and (LCI) collaboration **Why**? Continuing the content specialists positions will ensure M/M students have access to the Common Core curriculum, and statewide & benchmark testing	**Elementary Alignment to CCSS--the 3 Mild/Moderate Content Specialist TSAs:** • Will continue training and coaching elementary SDC teachers on the CCSS project-based model to increase effectiveness • Will continue working with Resource teachers to expand the Reading Intervention pilot and CCSS curriculum to all schools	P/C	P	*100% of Elementary M/M SDCs will reach a "Satisfactory" level of implementation of the CCSS alignment described above.* *Referrals to (MRE) will be reduced by 75% at The number of students reentering Resource from MREs the pilot schools will increase 35%*

6

GOAL 1, OBJECTIVE 1, Y E A R T H R E E				
Focus	Actions	Responsibility		Benchmark
Close gaps, and expand alignment to the maximum extent **Why?** Momentum for these deep changes must be sustained by consistent personnel	**Secondary Alignment with--the Mild/Moderate Secondary Specialist TSA position:** • Will continue with the expansion of the adapted CCSS—grade aligned SDCs • Will continue to work with Pathways and Linked Learning to increase inclusion of students who fit the criteria • Will continue to work on the improvement of ITPs • Two additional schools will be selected for the pilot of the "Learning Center Model"			*100% of Secondary SDCs will be the adapted CCSS—grade aligned SDCs* *The percentage of The identified group of M/M students included in Linked Learning Pathways would increase to 100%* *Post high school tracking data will show a 75% increase of OUSD M/M student participation in college/work* *50% increase in the 230 credit graduation requirement*
More students will move towards the district 230 unit graduation standard	**Liaison with the district assessment office** • Continue with collaborate on district benchmarks, and SBAC			*100% of Elementary M/M students will take district benchmarks, and the SBAC Field test—with 100% of accommodations correctly implemented*

7

Objective 2: Develop moderate/severe programs to include consistent curriculum and instruction while providing access to the community, functional living skills, and a positive social-emotional climate.

		GOAL 1, OBJECTIVE 2, YEAR ONE			
Focus	Actions	**Responsibility**			Benchmark Achievement
		P=primary S=supporting C=collaborating			
		Dist/PEC	Site		
Create a Blended-Learning model for instruction ***Why?*** Web-based curriculum provides hard data, and differentiation of CCSS. Project-based instruction promotes self-determination, provides tangible pathway for transition planning for adulthood; and engages students with research based nuero-scientific methods that increase social-emotional domains The new test is a Blended-Model	**Create 1 Moderate/Severe FTE Specialist TSA who will:** • Ensure that consistent curriculum is procured and maintained for all Mod/Sev teachers that includes modified CCSS. • Train teachers in both web-based curriculum • Train teachers in project based instruction, which promotes the principles of Universal Design Learning (UDL) **New Moderate/Severe State Assessment:** Moderate/Severe Specialist will: • Spear-head the training of teachers on the new Common Core aligned Moderate/Severe State test, which will replace the California Alternate Program Assessment (CAPA)	P P	P P		*100% of Elementary M/M SDCs will have licenses for web-based Common Core aligned curriculum—which has been modified for the Mod/Sev population* *50% of K-12 teachers will reach a "Satisfactory" level of implementation of the Blended-Learning CCSS alignment* *100% of Moderate/Severe students will participate in the Field Test State test 2015*

8

Objective 2: Develop moderate/severe programs to include consistent curriculum and instruction while providing access to the community, functional living skills, and a positive social-emotional climate.

	GOAL 1, OBJECTIVE 2, Y E A R TWO			
Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Continue with Blended-Learning curriculum and instruction **Why?** Web-based curriculum provides data and differentiated lessons. Project based instruction promotes self-determination, provides tangible pathway for transition planning for adulthood; and engage students with research based nuero-scientific methods that increase social-emotional domains The new test is a Blended Model	**Moderate/Severe Specialist TSA will:** • Ensure that consistent curriculum is procured and maintained for all Mod/Sev teachers by renewing the annual licenses in a timely manner (by August 1st of 2015-16) • Continue training teachers in web-based curriculum • Continue training teachers in project based instruction, which promotes the principles of Universal Design Learning (UDL)	*P*	*P*	*Renew 100% of Elementary M/M SDCs licenses for web-based Common Core aligned curriculum—which has been modified for the Mod/Sev population* *75 % of K-12 teachers will reach a "Satisfactory" level of implementation of the CCSS alignment* 100% of Moderate/Severe students will participate in the adopted State test in 2016
	State Assessment: Moderate/Severe Specialist will: • Spear-head the annual training teachers on the new Common Core aligned Moderate/Severe State test	*P*	*P*	

9

Objective 2: Develop moderate/severe programs to include consistent curriculum and instruction while providing access to the community, functional living skills, and a positive social-emotional climate.

		GOAL 1, OBJECTIVE 2, Y E A R T H R E E		
Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Continue Blended-Learning Model. **Why?** Web based curriculum provides data and differentiated CCSS lessons. Project based instruction promotes self-determination, provides tangible pathway for transition planning for adulthood; and engage students with research based nuero-scientific methods that increase social-emotional domains	**Moderate/Severe Specialist TSA will:** • Continue ensuring that consistent curriculum is procured and maintained for all Mod/Sev teachers by renewing the annual licenses in a timely manner (prior to the start of the 2016-17 school year) • Continue training teachers in both web-based curriculum • Continue training teachers in project based instruction, which promotes the principles of Universal Design Learning (UDL)	P	P	Renew 100% of SDCs licenses for web-based Common Core aligned curriculum— which has been modified for the Mod/Sev population. 100 % of K-12 teachers would reach a "Satisfactory" level of implementation of the CCSS alignment.
The new assessment is a Blended-Model	**State Assessment:** Moderate/Severe Specialist will: • Spear-head the annual training teachers on the new Common Core aligned Moderate/Severe State test			100% of Moderate/Severe students will participate in the adopted State test in 2017

10

Objective 3: Provide necessary technology and training to all teachers and students to support access to curriculum and needed resource

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Students and staff will demonstrate three consecutive years of improved technological skills **Why?** in order for both students and staff to access web-based curriculum and assessments, every classroom requires internet access and the appropriate equipment	**Partner with district Technology Services department in order to have PEC needs included in all technology services:** • PEC and Tech Services will designate a liaison for purposes of collaboration • PEC and Tech Services will collaborate to train teachers on computers and other technology required to perform their duties • Liaison will work with both departments to create a list of schools lacking full internet service, and provide it to the Tech Services department • PEC will share the results of their technology survey regarding needs for equipment • Tech Services department will collaborate with PEC on the procurement of devices, including Chromebooks accessories (headphones, microphones, mice), and Assistive Technology needs	*P/C*	*P/C*	All SPED classroom will be connected to the internet by June of 2015, and have all of the required computers and equipment for instruction. 75% of students who require Assistive technology will have the equipment they require for their education at school

Above the table: **GOAL 1, OBJECTIVE 3, Y E A R   O N E**

11

Objective 3: Provide necessary technology and training to all teachers and students to support access to curriculum and needed resource

		GOAL 1, OBJECTIVE 3, YEAR TWO		
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	**Site**	
Students and staff will demonstrate three consecutive years of improved technological skills **Why?** in order for both students and staff to access web-based curriculum and assessments, every classroom requires internet access and the appropriate equipment	Strengthen the relationship with district technology department in order to have PEC needs included in all technology services: - Tech department will track gaps in internet service - PEC and Tech dept will continue collaborating to train teachers on computers and other technology required to perform their duties. - The liaison will work with both departments trouble-shoot any barriers to full implementation - PEC will share the results of their technology needs survey regarding needs for equipment - Tech department will collaborate with PEC on the procurement of devices, including Chromebooks accessories (headphones, microphones, mice), and Assistive Technology need	*P/C*	*P/C*	Any new SPED classrooms will start out connected to the internet, and supplied with the computers and equipment required for instruction. 100% of students who require Assistive technology will have the equipment they require for their education at school, and to complete homework

12

Objective 3: Provide necessary technology and training to all teachers and students to support access to curriculum and needed resource

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Students and staff will demonstrate three consecutive years of improved technological skills **Why?** In order for both students and staff to access web-based curriculum and assessments, every classroom requires internet access and the appropriate equipment	**Partner with district technology department in order to have PEC needs included in all technology services:** • Tech Services will continue to track gaps in internet service • PEC and Tech Services will continue collaborating to train teachers on computers and other technology required to perform their duties • The liaison will continue to work with both departments to trouble-shoot barriers to full implementation • PEC will share the results of the technology survey regarding equipment needs • Tech Services will collaborate with PEC on the procurement of devices, including Chromebooks accessories (headphones, microphones, mice), and Assistive Technology need	*P*	*S/C* *S*	Any new SPED classrooms will start out connected to the internet, and supplied with the computers and equipment required for instruction. 100% of students who require Assistive technology will have the equipment they require for their education at school, and to complete homework

13

Goal 1: Demonstrate three consecutive years of improved performance for students with IEPs.

Objective 4: Increase Internal capacity by increasing staffing and providing sufficient training, ongoing PD, and coaching

GOAL 1, OBJECTIVE 4, Y E A R O N E				
Focus	Actions	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievements**
		Dist/PEC	**Site**	
Build sufficient staffing to provide effective internal mental health assessments, services, and programs to students with IEPs **Why?** Reduce Non-public Agency (NPA) costs and reliance on contractors	**Hire staff to support Mental Health Programs/Designated Instructional Service (DIS) Counseling** • Increase School Psychologist staffing by 7 FTE • Increase Counseling Enriched-Special Day Class (CE-SDC) and Site-based Day Treatment teachers by 2-4 FTE • Increase CE-SDC Social Workers by 2-4 FTE	*P*	*S*	*Identified program staff approved and hired* *NPA costs reduced by 10%*
Create a source of qualified prospective employees with knowledge of OUSD **Why?** Sufficient staff for future	**Create a School Psychology Internship training Program** • Structure program • Define supervisory roles and responsibilities • Collaborate with stakeholders to include program in Coordinating Early Intervention Service (CEIS) Plan	*P*	*S*	*Internship program plan approved and integrated into CEIS plan; funding secured*
Build a culture of continuous improvement **Why?** Knowledgeable, skilled, and competent staff to improve programs and effectively serve students with IEPS	**Professional Learning Communities (PLC)** • Institute *job-alike* Professional Learning Communities (PLC) for Teachers and DIS staff in monthly PD meetings	*P*	*C*	*Job-alike* PLCs established in monthly PD

14

Objective 4: Increase Internal capacity by increasing staffing and providing sufficient training, ongoing PD, and coaching

GOAL 1, OBJECTIVE 4, YEAR TWO				
Focus	Actions	**Responsibility** **P=primary** **S=supporting** **C=collaboratin**		**Benchmark Achievements**
		Dist/PEC	**Site**	
Build sufficient staffing to provide effective internal mental health assessments, services, and SEL programs to students with IEPs **Why?** Cut NPA costs	**Continue to Build Mental Health Program/DIS Counseling Services staff** • Add 7 School Psychologists • Add 2-4 Special Day Class Counseling Enriched (SDC-CE) and Site-based Day Treatment teachers • Add 2-4 SDC CE Social Worker FTEs	*P*	*S*	Identified Staff hired NPA costs reduced 15% Reduced Referrals for Emotional Disturbance (ED) and Educationally Related Mental Health Services (ERMHS) for Special Education students
Grow source of qualified candidates ***Why?*** Ensure sufficiently trained Psychologists for future years	**School Psychology Internship Program** • Advertise and recruit interns from local Universities • Hire 4 interns • Evaluate quality of Internship Program	*P*	*C*	School Psychology interns hired Internship Program modifications implemented
Increase capacity ***Why?*** Generalization of PD learning into practice	**Professional Learning Communities** • Develop data-driven achievement goals and strategies for differentiated instruction	*P*	*S*	PLC using data to inform instruction and intervention
	Coaching • Staff-led PLCs develop coaching models (e.g., peer, video-modeling) appropriate to a variety of professional teaching and service practices in collaboration with site/dept. administrator	*P*	*C*	Coaching models developed

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Objective 4: Increase Internal capacity by increasing staffing and providing sufficient training, ongoing PD, and coaching

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievements
	GOAL 1, OBJECTIVE 4, Y E A R THREE			
		Dist/PEC	Site	
Build sufficient staffing to provide effective internal mental health assessments, services, and programs to students with IEPs *Why?* Reduce Non-public Agency (NPA) costs by eliminating reliance on contractors	**Staffing** • Increase School Psychologist staffing by 7 FTE • Increase CE-SDC and Day Treatment teaching staff by 2-4 (8-12 more in total) • Increase SDC CE Social Worker by 2-4	*P*	*S*	Psychologist FTE approaches NASP recommended ratio Sufficient staff to support projected school Mental Health Program/Services NPA costs reduced by 15%
Grow source of qualified candidates *Why?* Ensure sufficiently trained Psychologists for future years	**School Psychology Internship Program** • Expand number of interns based on program review	*P*	*C*	4 + School Psychology interns hired
Continued training, ongoing PD, and coaching **Why?** Increase capacity and generalize PD learning into practice	**Coaching** • Coaching models implemented • Strategies for Differentiated Instruction implemented	*P*	*S*	Peer coaching and PLCs integrated into culture of PEC. PLCS make evidenced-based programming recommendations

16

Objective 5: Improve programs and services to support social-emotional learning of Special Education students' in the least restrictive environment

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
GOAL 1, OBJECTIVE 5, Y E A R ONE				
		Dist/PEC	Site	
Provide in-house mental health services and behavioral interventions *Why?* Maintain students in the least restrictive environment	**Mental Health Services** • Shift proportion of School Psychologist's activities to mental health services and SEL commensurate with increase in FTE • Social workers provide consistent DIS counseling services in Counseling-Enriched Special Day Classes	*P*	*S*	*33% of School Psychologists and all Social Workers conduct DIS counseling or 1 skills group for students with IEP related mental health services*
Reduce Special Education referrals of SPED students for Educationally Related Mental Health Services, discipline, and attendance *Why?* Ensure access to educational curriculum	**Behavior Consultation** • School Psychologists expand Collaborative Proactive Solutions (CPS) Program to more sites • Develop coordinated system for referring students with behavioral challenges to Behavior Analysts/School Psychologists • Increase support to PEC teachers by School Psychologists, Social Workers, Insights to Behavior & PEC Behavior Analysts for managing challenging student behavior • Utilize *Insights to Behavior Tool* to develop and monitor student Behavior Support Plans • Establish communication between School Psychologists, BCBAs, and principals related to monitoring Behavior Support Plans	*P*	*P*	*CPS implemented in 4 additional Counseling Enriched-SDC classes* *Behavioral Referral system implemented* *Classroom Contingency management and behavior support plans consistently developed and monitored*
Professional Development and training in SEL *Why?* Develop PEC staff/teacher skills and competencies related to SEL	**Train staff in Evidenced-informed SEL** • STEPS-A Dialectical Behavioral Therapy (DBT) curriculum/training provided to PEC mental health Staff and teachers • Collaborate with University partner to implement STEPS-A DBT groups and coaching • Train PEC staff in Collaborative Proactive Solutions at 4 new sites	*P*	*S*	*50% of CE-SDC/day treatment staff trained in DBT or CPS*

Objective 5: Improve programs and services to support social-emotional learning of Special Education students' in the least restrictive environment

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		GOAL 1, OBJECTIVE 5, Y E A R TWO		
		Dist/PEC	Site	
Provide in-house mental health services and behavioral interventions

Why?
Maintain SPED students in Least Restrictive Environment
Reduce Special Education referrals for ED and ERMHS, as well as attendance and discipline (suspensions, expulsion) | **Mental Health Services and Supervision**
• Psychologists prioritize direct mental health services to IEP students

Behavior Consultation
• Collaborative Proactive Solutions (CPS) expanded by School Psychologists

• Increase School Psychologists' participation in Coordination of Services (COST) and Student Success Teams (SST) meetings proportionate to increase in allocated FTE | P

p | C

C | *66% of School Psychologists provide 1 skills group or DIS counseling to students with IEPs*

Increased # of students with IEPs containing educationally related mental health service receive in-house counseling

Collaborative Proactive Solutions expanded to 4 more school sites w/ SDC CE programs

Increased # of Psychologists participating in COST/SSTs |
| Professional Development and training in SEL

Why?
Address staff and teacher gaps in skills and competencies related to promotion of SEL | **Evidenced-informed SEL Training**
• STEPS-A DBT curriculum/training provided to PEC mental health Staff and SDC teachers
• Train PEC staff in Collaborative Proactive Solutions at 4 new sites
• PEC liaison collaborates with LCI and BTSA to plan for incorporation of SEL training in summer institute for new PEC teachers
• School Psychologists and Behavior Analysts provide in-class coaching to PEC staff in implementation behavior management strategies | P | C | *90% of SDC CE/day treatment staff trained in SEL instruction (either DBT and/or CPS)*

SEL training plan developed for summer institute |

Objective 5: Improve programs and services to support social-emotional learning of Special Education students' in the least restrictive environment

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	**Site**	
GOAL 1, OBJECTIVE , Y E A R THREE				
Provide in-house mental health services and behavioral interventions to students qualified for ERMHS *Why?* Maintain SPED students in Least Restrictive Environment by	**Mental Health Services and Supervision** - Proportion of School Psychologists activities increased to 30% mental health 4+ Psychologists supervise 4+ interns providing counseling, counseling, and assessment **Behavior Consultation** - Collaborative Proactive Solutions (CPS) expanded - Increase School Psychologists' participation in Coordination of Services (COST) and Student Success Teams (SST) meetings proportionate to increase in FTE - School Psychologists increase collaboration with Behavior Analysts to develop and monitor student behavior support plans	P P	S C	*90% psychologists provide either 1 social skills group or DIS counseling for students with IEPs* *Increased # of IEP students with educationally related mental health needs receive in-house counseling* *School Psychologists provide CPS consultation at 4 additional CE-SDC classes for a total of 13* *Reduction in number IEP student referrals for higher levels of mental health services*
Professional Development and training in SEL *Why?* Develop staff skills and competencies related to SEL	**Evidenced-informed SEL Training** - STEPS-A DBT curriculum/training provided to new PEC mental health staff and RSP teachers - Train CE-SDC staff in Collaborative Proactive Solutions at 4 new sites - Psychologists and Behavior Analysts provide ongoing in-class coaching regarding differentiated behavior management and SEL strategies - SEL training included in LCI summer institute	P	C	*90% of SDC CE/day treatment staff trained in SEL instruction (either DBT and/or CPS)* *SPED teachers self-selecting to participate in SEL training in summer institute (STEPS-A DBT & CPS)*

19

Goal 2: Collaborate with General Education to establish effective intervention models and services that support General Education students' social-emotional learning in order for them to benefit from their educational program

Objective 1: Reduction of referrals for assessment of Emotional Disturbance (ED) and Educationally Related Mental Health Services to address disproportionality of ED in OUSD as well as African American students

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	**Site**	
Improved prevention and SEL interventions in general education **Why?** Eliminate disproportionality Maintain access to the educational curriculum	**Pre-referral Prevention Services** • 30% of school psychologist allocated ½ day per site to provide pre-referral SEL education and support to Gen Ed students with challenging behaviors (see Goal 1 Objective 4) • Collaborative Proactive Solutions (CPS)-Certified School Psychologist each train Gen Ed staff at 1 new site	P		*30% of psychologists assigned ½ day of prevention service and consultation per site* *CPS implemented at 4-6 new sites* *Students demonstrate symptom reduction on standardized measures; Improved teachers efficacy on standard measures* *Monthly meeting occur*
Initiate joint task-force to align services **Why?** Coordination of Resources to effectively serve General Ed students	**Social Emotional Learning Task-Force** • Solicit participation of Leadership Curriculum, and Instruction (LCI) and Family, School, and Community (FSCP) • PEC liaison attends monthly meetings • Identify, review, and evaluate SEL and Positive Behavioral Intervention Services (PBIS) • Develop criteria for evaluating SEL program efficacy • Recommend classroom management training program • Create recommendations regarding adoption of district-wide PBIS program	C	S	*PEC Task-force Liaison identified* *Menu of SEL/PBIS services identified*

The table header "GOAL 2, OBJECTIVE 1, Y E A R   ONE" spans across the top of the table.

Objective 1: Reduction of referrals for Emotional Disturbance and Educationally Related Mental Health Services to address disproportionality of ED in OUSD as well as African American students identified w/ ED

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		GOAL 2, OBJECTIVE 1, Y E A R TWO		
		Dist/PEC	Site	
Improved prevention and SEL in general education **Why**: to address disproportionality of ED in OUSD as well as African American students	**Gen Ed Pre-Referral Interventions** • Expand Collaborative Proactive Solutions (CPS): CPS-certified psychologists work with 1 new school to train other psychologists • Additional 30% of school psychologist allocated ½ day per site to provide pre-referral SEL education and support to Gen Ed students with challenging behaviors (see Goal 1 Objective 4)Interns provide pre-referral counseling • Behavior Analysts and School Psychologists collaborate to provide Behavioral Consultation to Gen Ed staff	P P	C S	*Reduction of initial referrals for assessment for Emotional Disturbance and qualification for Emotional Disturbance* *60% of psychologists conducting prevention service, counseling, and teacher consultation ½ at each of their school sites*
Initiate joint task-force to align services **Why?** Coordination of resources to reduce disproportionate discipline and qualification of African-American students as ED	**Social Emotional Learning Task-Force** • Departments coordinate and align SEL services within an R-T-I context • Collaborate to seek support for district – wide Behavioral R-T-I	C C	S S	*Established Procedure for schools to select & adopt behavioral intervention programs* *Behavioral R-T-I adopted and supported*

21

Objective 1: Reduction of referrals for Emotional Disturbance and Educationally Related Mental Health Services to address disproportionality of ED in OUSD as well as African American students identified w/ ED

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	**Site**	
Increase prevention and SEL Interventions for students with conduct disorders under 504 regulations *Why:* Increase student access to education	**504 Plans** • Collaborate with FSCP and LCI to develop Gen Ed 504 support services to students with conduct disorders at pre-special education (SPED) referral and post-SPED assessment levels to ensure educational access • Identify Gen Ed funding streams to support students qualifying for 504 accommodations	C	S	*504 services, program options and interventions are in place* *Dedicated General Education 504 Funding stream identified*
Reduce disproportionality in discipline and ED qualification	**Prevention** • Additional 30% of school psychologist allocated ½ day per site to provide pre-referral SEL education and support to Gen Ed students with challenging behaviors (see Goal 1 Objective 4) • Expand Collaborative Proactive Solutions by having CPS-certified psychologists work with 1 new school each to train other psychologists and roll out the program			*90% of psychologists conducting prevention counseling and teacher consultation ½ day at each site* *Special Education qualifications for ED and Educationally-related services reduced*

Table header: **GOAL 2, OBJECTIVE 1, Y E A R   T H R E E**

22

Goal 3: Provide access to optimal, safe, learning environments

Objective 1: Establish effective inclusive models for students with IEP's
Objective 2: Transition students college, career, and community ready.

		Responsibility		Benchmark Achievement
GOAL 3, OBJECTIVE 1, Y E A R ONE				
		P=primary S=supporting C=collaborating		
Focus	**Actions**	Dist/PEC	Site	
A: Create a safe and operable learning environment for all special education students. **Why?** Increase safe and positive teaching and learning environments so meaningful teaching and learning can occur	**Develop facilities standards for all school sites** • Collaborate with MK Think to develop standards for all SDCs, office and learning spaces • Review standards in other program/district and new construction development	P	S	*All standards will be reviewed for new programs and construction development in collaboration with Facilities, PEC and School Administrators*
	Gather Current Data • Create and distribute a survey to all PEC staff to determine needed improvements and technology needs for sites. • Complete walkthroughs of classrooms with needed updates. • Work with Facilities to determine timeline for required needs • Determine budget impact	P	S	
	Improvements to Classrooms and Ongoing Data • Create a Facilities checklist with highest needs for Year One • Distribute a facility checklist to all PEC staff at the beginning of each school year • Complete facility walkthroughs on a yearly basis to ensure current classroom room and office space standards are achieved.	P	S	
B: All PEC programs will be placed throughout the district in an equitable way **Why**? Balance the regions so students have access to programs located or close to their	**Create a standard for placing and moving programs into school sites** • Create a standard for how new programs are placed and how current programs are moved. • Analyze clusters of continuums throughout the district and review types of services needed at each site. **School Site Impact** • Create a task force with Principals, PEC teachers and PEC staff to shift current programs and map out movements and placements for 15/16 school year. • Determine budget impact for moves and opening new programs. (FTEs)	P	S	*Programs will be equally distributed amongst all regions* *Create the least amount of needed movements for students from one program to another due to lack of*

23

GOAL 3, OBJECTIVE 1, Y E A R ONE				
Focus	**Actions**	**Responsibility**		**Benchmark**
home school.				*continuum*
C: Expansion of seats in general education classrooms Why: Integrate students in the general education setting in a meaningful way	**Expand designated seats in general education classrooms to increase access to Common Core and peer socialization.** • Work with the student assignment office to ensure general education seats for students prior to the start of the school year • Designate time for special education and general education teachers to collaborate with one another and to develop a PLC. • Provide training to site leaders and staff on meaningful and appropriate peer socialization.	P	S	*There will be collaboration amongst SAO, PEC, and school sites to provide a meaningful inclusion model*

Objective 2: Transition students college, career, and community ready.

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		GOAL 3, OBJECTIVE 2, Y E A R ONE		
		Dist/PEC	**Site**	
A: Support diploma-track students in meeting A-G graduation requirements in total or in part. **Why?** To enhance learning opportunities and mainstream students in A-G coursework with full Linked Learning Pathway participation.	**Program all RSP students and SDC-NSH , ASIP and VI Inclusion students in A-G coursework with full Linked Learning pathway participation** • Discontinue remaining core academic RSP classes at high school level for 2014-15 school year • Explore starting SDC-NSH Inclusion programs at Middle School, and expanding high school sites for 2015-16 school year. • Full RS/NSH Inclusion Teacher participation with General Educators in Common Core Professional Development starting with Summer '14 and 2014-15 school year. **Increase mainstreaming of SDC-NSH students as High Schools adopt 4 x 2 block scheduling with enhanced course offerings** • 9th and 12th grade seminars and Advisory/SEL components • A-G Science and Social Science Mainstreaming, including Linked Learning Pathway coursework • Full SDC-NSH Teacher participation with General Educators in Common Core Professional Development starting with Summer '14 and 2014-15 school year	*P*	*S*	*10th and 11th grade SDC-Inclusion students at Skyline are all in Academies, and all SDC-Inclusion students there have full A-G access. Most HS RSP programs provide push-in support and Study Skills pull-out.* *Oakland High, CCPA, and Oakland International mainstream students for A-G social science and science courses.*
B: Successfully align special education student cohorts with Linked Learning pathways throughout the District. *Why?* Enhance learning opportunities for special education students and explore possibilities for student access to Linked Learning Pathways.	**Prepare for full RSP/NSH Inclusion Linked Learning pathway participation for 2015-16 school year.** • Reconcile student choice with Special Education cohort support needs in presenting available pathway options. • Assign special educators to one Linked Learning pathway. (Possibly as grade-level cohort at larger schools). • Shared conference periods and professional development for collaborative pathway teams, inclusive of assigned special educators.	*C*	*C*	*10th and 11th grade SDC-Inclusion students at Skyline are all in Academies, two choices out of three per grade level.*

25

Focus	Actions	Responsibility		Benchmark
	Explore possibilities for partial Linked Learning pathway participation for students requiring separate SDC classes as determined by their IEPs. • Contextualize within differentiation of coursework for other students requiring ELL, remediation, enrichment or credit recovery. • Align Special Ed cohorts with specific pathways, maximizing pathway course participation amidst directed mainstream support. • Shared planning time and professional development for collaborative pathway teams, inclusive of assigned special educators.	*C*	*C*	*Oakland High increasing SDC-NSH student access to Linked Learning pathways.*
C: Develop successful transition plans for students, whether receiving a certificate of completion, or graduating with a high school diploma. *Why?* Successful transition plans will effectively provide families and students with a long term plan after high school.	**Build Special Education capacity to write and implement meaningful Individual Transition Plans.** • Recognize centrality of ITP for IEP development for high school students and young adults. • Integrate ITP training with teacher training for new SEIS system • Case Manager collaboration with Career Transition Specialists assigned to six original high schools with other schools in SELPA supported by PEC central office. **Align ITP with graduation plan in hand for general education students.** • Develop common document for graduation planning consistent with special education mandates. • Shared planning time and professional development for career transition specialists with their gen ed and agency counterparts. • As general ed graduation planning moves into middle schools, consider starting ITP process in 8th grade.	*P* *P*	*S* *C*	Teachers being trained in SEIS system for IEP development. Dialogue with LCI and High School Tactical Team for closer alignment of special education mandates with district procedures.

26

Goal 4: Build accountability for quality in Special Education by creating systems and structures to engage the community and use data in planning for and measuring desired outcomes.

Objective 1: Create structures for meaningful family and community engagement
In order to create a culture of shared purpose and relational accountability to raise SPED student achievement, we must intentionally create spaces and structures for on-going family and community engagement among families and PEC district and site based staff. We must be in "Right Relationship" with each other, prioritizing trusting relationships that empower families to advocate and support their children's education and are based on student needs.

Objective 2: Develop systems for data informed decision making and accountability for outcomes
We must build a comprehensive data management system that integrates all Special Education technologies and processes, supported by a strong data culture. Meaningful, accurate, and accessible data creates opportunities for authentic engagement, and is a cornerstone of effective strategies and accountability for continuous improvements. Our data management system must be able to expose issues, identify trends, and support special education programs and services that:

- Meet the goals and objectives of students' IEPs
- Raise overall student achievement
- Promote inclusion in general education
- Improve ability to meet A-G requirements
- Increase access to post-secondary and career opportunities

Goal 4, Objective 1: Create structures for meaningful family and community engagement

GOAL 4, OBJECTIVE 1, Y E A R O N E				
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Build trust, mutual accountability, and shared responsibility *Why?* *Establish foundation of shared purpose and relational accountability to collaboratively realize quality improvements*	**SPED Family Engagement Specialists** • Create Special Education Family Engagement Specialist job description; create and fill position **Direct Support for Families** • Develop and disseminate parent friendly special education handbook in multiple languages that explains in plain language, procedures, parent rights, how parents can get help, how placements are made, etc. • Develop and conduct parent workshops on IEP basics, providing step-by-step orientation • Provide consistent and effective logistical communication and data/info support to the CAC so that it can fulfill all of it's mandated functions **Build District Wide Capacity** • Develop and provide professional learning opportunities for site and PEC staff about the District-wide Family Engagement Standards and how to engage and build relationships with SPED	P P O	 S S	*Family Engagement Specialist position has been created and filled. Family & Community Engagement strategies and listed priority actions are in place, and a workplan for their implementation has been approved by Associate Superintendent of PEC.*

27

GOAL 4, OBJECTIVE 1, Y E A R O N E				
Focus	**Actions**	**Responsibility**		**Benchmark**
	families			
Establish structures to support family involvement *Why?* *Centrally provided structures and supports facilitate consistency, efficiency and equity*	**Home Language Translation and Interpreting** • Provide translation and interpreting for all families that need it • Create and fill two special education Translation Specialist positions. Hire one Spanish translator and one Chinese translator (Cantonese speaking). **Site Based SPED Parent Community Groups that Engage with Teachers and Staff** Design and pilot site-based structures and support for parents to participate in peer support, to engage with teachers and staff, to learn from workshops and speakers, and to advocate for special education improvements. The increased need is for parent-focused spaces, and conversations that will benefit teachers as well **Options Brochure** • Include SPED program information and available site specific PEC supports in Options Schools Guide	*P* *C* *P*	*C*	*Two Translation Specialist positions will have been created and filled. Capacity to translate IEPs, interpret at meetings with families, and translate relevant PEC parent materials has improved.*

28

Goal 4, Objective 1: Create structures for meaningful family and community engagement

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement

<table>
<tr><td colspan="5" align="center">GOAL 4, OBJECTIVE 1, Y E A R T W O</td></tr>
<tr><td rowspan="2">Focus</td><td rowspan="2">Actions</td><td colspan="2" align="center">Responsibility
P=primary
S=supporting
C=collaborating</td><td rowspan="2">Benchmark Achievement</td></tr>
<tr><td align="center">Dist/PEC</td><td align="center">Site</td></tr>
<tr>
<td>Build trust, mutual accountability, and shared responsibility

<i>Why?</i>
<i>Establish foundation of shared purpose and relational accountability to collaboratively realize quality improvements</i></td>
<td>Build District Wide Capacity
• Conduct Train the Trainer workshops where site based family engagement staff and/or other key site staff learn to lead IEP parent orientation workshops from curriculum developed in Year One.
• Provide professional learning for site based family engagement staff across the district to become knowledgeable about special education and how to support families of students with IEPs
• Site based family engagement staff provide support for individual students' issues and needs with support from District SPED Family Engagement Specialist</td>
<td align="center"><i>P</i>

<i>P</i>

<i>S</i></td>
<td align="center"><i>C</i>

<i>C</i>

<i>P</i></td>
<td>30% of site based family engagement personnel in the district participate in at least one professional learning workshop</td>
</tr>
<tr>
<td>Establish structures to support family involvement

<i>Why?</i>
<i>Centrally provided structures and supports facilitate consistency, efficiency and equity</i></td>
<td>Home Language Translation and Interpreting
• Create 1 additional Translation Specialist position. Hire one Spanish translator.
Site Based SPED Parent Community Groups
• Assess pilot conducted in Year One; develop and implement plan to scale-up increasing number of participating schools
Inquiry Based Family Engagement
• Assess baseline special education family engagement practice, set goals for development and monitor progress. Use standardized school/ agency based survey that addresses topics such as information, communication and relationship building, individual advocacy for student achievement, equity and participation in decision making, and academics
Develop CAC
• Expand CAC into a site based representation model where every school has a consistent liaison with the CAC.</td>
<td align="center"><i>P</i>

<i>C</i>

<i>P</i>

<i>P</i></td>
<td align="center">

<i>C</i>

<i>S</i>

<i>S</i></td>
<td>25% of schools have convened a SPED Parent Community Groups</td>
</tr>
</table>

29

Goal 4, Objective 1: Create structures for meaningful family and community engagement

	GOAL 4, OBJECTIVE 1, YEAR THREE			
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	Site	
Build trust, mutual accountability, and shared responsibility *Why?* *Establish foundation of shared purpose and relational accountability to collaboratively realize quality improvements*	**Site Based SPED Parent Community Groups** • Provide topical workshops for families of special education students. For example, a topic might be student transitions from pre-K to K, elementary school to middle school, and middle school to high school. • SPED Family Engagement Specialist collaborates with site Parent Community Groups to develop workshop curricula and train site based family engagement personnel to present workshops and provide technical assistance in service of group goals and needs **Expand participation of special education families in existing structures** • Increase the number of special education families participating in regional family engagement summits and district wide parent conferences and site based common core workshops. • Provide information and learning opportunities on topics of particular interest to parents of students with disabilities at regional and district SpEd specific parent summits and conferences	*S* *P* *C* *P*	*P* *S* *C*	*System is in place to track participation of parents of students with disability in district wide conferences and summits*
Establish structures to support family involvement *Why?* *Centrally provided structures and supports facilitate consistency, efficiency and equity*	**Dispute Resolution** • Articulate and communicate the system to handle and resolve disputes related to provision of special education program and services and document the rate and success of its use **Inquiry Based Family Engagement** • Continue to assess special education family engagement practices, follow-up on goals, and continue with cycle of inquiry. Through a cycle of inquiry, PEC and CAC will consider all assessment data during SELPA development. Continue to use standardized school based survey. **Develop CAC** • Develop informational materials and topical workshops for families of special education students that CAC representatives can replicate and share back at their school sites.	*P* *P* *C*	*S* *C*	*Findings from Cycle of Inquiry have informed family engagement strategies*

Goal 4, Objective 2: Develop systems for data informed decision making and accountability for outcomes.

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
	GOAL 4, OBJECTIVE 2, Y E A R O N E			
		Dist/PEC	Site	
Fully implement SEIS as the technology for centralized management and storage of IEPs and Special Education **Why?** *Ensuring that all technologies are set up to provide accurate, complete, consistent and timely data is critical to effective SPED management*	**Assess transition from DA to SEIS** • Review deployment of SEIS • Plan and implement any needed adjustments and corrections **Train New Teachers & Specialists in SEIS** **Fully Implement 2-Way Integration between SEIS and Aeries**	*P* *P* *P*	*S* *C*	*Successful transition to SEIS*
Build effective and comprehensive SPED data management system **Why?** *Data across related technologies must be synchronized to inform strategic questions and influence practice*	**SPED Analytics and Research Specialist** • Create Special Education Analytics and Research Specialist job description; create and fill position **Comprehensive Understanding of Special Education data and data technologies** • The Special Education Analytics and Research Specialist will develop a detailed understanding of SEIS, AERIES, CASEMIS, the data contained, how systems are related, and how information is translated and synchronized • Describe a comprehensive, integrated overarching special education data management system • Assess data quality and identify causes of compromised quality • Articulate steps necessary to build the system and identify extant and potential obstacles **Shared Vision for Data That Influences and Informs Practice** • Work with PEC Leadership Team to create a shared vision for data use, along with the values, goals and practices that reflect that vision	*P* *P* *P*		*Special Education Analytics and Research Specialist position has been created and filled. Project plan for building Special Education Data Management System is in place, and has been approved by Associate Superintendent of PEC.*

31

GOAL 4, OBJECTIVE 2, Y E A R O N E				
Focus	**Actions**	**Responsibility**		**Benchmark**
	Develop Project Plan and Timeline			
	• Describe a comprehensive, integrated overarching special education data management system			
	• Identify steps to build the system, including	*P*		
	– Defining and documenting business rules for data governance			
	– Systematizing streamlined and efficient data entry and consumption processes			
	– Procedures to ensure accuracy, completeness, and consistency of data (including for data cleanup, if necessary)			
	– Planning to manage change			
	Implement System	*P*		
	• Engage stakeholders to develop a strong data culture			
	• Communicate changes; provide training for staff to effectively execute changes			
Accountable for Quality ***Why?*** *We must be accountable for multifaceted student success and accept shared responsibility to prepare all students for college and careers, including those currently outside the sphere of success*	**Targeted Balanced Score Card**			*A Special Education Balanced Score Card aligned with the District Balanced Score Card has been developed*
	• Create a Special Education Balanced Score Card that is aligned with the District Balanced Score Card with metrics and goals that consider the unique experiences and needs of Students with Disabilities and are meaningful for that population.	*P*	*S*	
	• Conduct study drawing on research, current and trend data, and district and PEC priorities to establish SMART Goals specific to Special Education that do not compromise rigor and high expectations.			
	Special Education Alignment with School Quality Review (SQR)			
	• Collaborate with School Quality Review Team of QAA to elaborate an approach to evaluate how schools are living up to School Quality Standards through the lens of Special Education.	*C*	*C*	

32

Goal 4, Objective 2: Develop systems for data informed decision making and accountability for outcomes.

		GOAL 4, OBJECTIVE 2, Y E A R T W O			
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**	
		Dist/PEC	Site		
Build effective and comprehensive SPED data management system *Why?* *Data across related technologies must be synchronized to inform strategic questions and influence practice*	**Execute Project Plan for Data Management System** - Evaluate progress to date - Continue with Roll-Out with course corrections and process improvements - Continue to engage with stakeholders with ongoing training and support	*P*		*Year 2 project plan for building comprehensive SPED data management will incorporate findings from evaluation*	
Accountable for Quality *Why?* *We must be accountable for multifaceted student success and accept shared responsibility to prepare all students for college and careers, including those currently outside the sphere of success*	**Identify priority questions** - What are the burning questions that must be answered in order to improve outcomes for Students with Disability? - Incorporate data related to priority questions into a Special Education Data Dashboard **Reporting** - Maintain distinction between compliance reporting and data analytics and research tasks - Clarify groups of students for whom reports will be generated: students in district schools, all students in SELPA, etc. - Generate meaningful and accurate standard reports and analyses to answer strategic questions and make data-informed decisions that drive continuous improvements in Special Education **Research** - Conduct studies to answer more complex questions - Review performance and achievement data to identify effective special education practices and strategies in OUSD, and analyze potential for replication and scalability.	*P* *P* *P*	*C* *C* *C*	*A Special Education Data Dashboard has been designed and disseminated, with routines in place for ongoing production*	

33

Goal 4, Objective 2: Develop systems for data informed decision making and accountability for outcomes.

	GOAL 4, OBJECTIVE 2, Y E A R T H R E E			
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Continually improve SPED data management system ***Why?*** *Data must be usable across related systems to inform strategic questions and influence practice*	**Assess Development of Data Management System** • Evaluate progress toward achieving data vision, including assessment of integration of data from multiple technologies, growth of data culture, and effectiveness of processes. • Identify Year 3 priorities for improving SPED data management system • Continue to engage with stakeholders on using data to inform instruction, programs and services	*P*		*Year 3 priorities for improving SPED data management will incorporate findings from evaluation*
Accountable for Quality ***Why?*** *We must be accountable for multifaceted student success and accept shared responsibility to prepare all students for college and careers, including those who currently outside the sphere of success*	**Identify priority questions** • What are the burning questions that must be answered in order to improve outcomes for Students with Disability? **Reporting** • Maintain distinction between compliance reporting and data analytics and research tasks • Generate meaningful and accurate standard reports and analyses to answer strategic questions and make data-informed decisions that drive continuous improvements in Special Education **Research** • Conduct studies to answer more complex questions	*P* *P* *P*	*C* *C* *C*	*Data is routinely used to make strategic decisions.*

34

Goal #: 5 Hiring and retaining highly qualified staff while increasing central office support

Objective 1: Support effective and timely evaluations by collaborating with other departments to increase accountability, quality instruction and accurately document staff performance

Objective 2: Provide ongoing professional development and opportunities for career advancement

Objective 3: Identify and maintain appropriate staffing ratios in varied programs

Objective 4: Improved recruitment and screening process to ensure qualified and capable staff are placed in each position

Objective 5: Create positions currently filled with non-public agency staff

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Objective 1: Support effective and timely evaluations by collaborating with other departments to increase accountability, quality instruction and accurately document staff performance

		GOAL 5, OBJECTIVE 1, Y E A R O N E		
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Develop effective evaluation and coaching tools for site administration *Why?* *To enable site administrators and PEC to maintain high standards of staff performance*	**Collaboration between departments** • Work with Human Resource Department to develop the Framework for Effective Teaching tool and support the piloting of Bloom Board • Work with Labor Relationships and OEA to change the teacher contract language to allow PEC administrators to share the evaluation process with site administrators	*P*	*S*	*A task force will finalize Framework for Effective Teaching Tool for PEC* *PEC administration participate in contract negotiations*

35

Objective 1: Support effective and timely evaluations by collaborating with other departments to increase accountability, quality instruction and accurately document staff performance

		Responsibility		Benchmark Achievement
		P=primary S=supporting C=collaborating		
Focus	**Actions**	Dist/PEC	Site	
Complete evaluations on PEC staff consistently and in a timely manner *Why?* *Ensure quality staff and increase accountability*	**Timely Evaluations** • Share evaluation responsibilities with site administrators • Evaluate all PEC administrators and teachers on special assignment	*P*	*C*	*Evaluations on 35% of PEC staff at all levels*

GOAL 5, OBJECTIVE 1, Y E A R   TWO

Objective 1: Support effective and timely evaluations by collaborating with other departments to increase accountability, quality instruction and accurately document staff performance

		Responsibility		Benchmark Achievement
		P=primary S=supporting C=collaborating		
Focus	**Actions**	Dist/PEC	Site	
Complete evaluations on PEC staff consistently and in a timely manner *Why?* *Ensure quality staff and increase accountability*	**Consistent Evaluations** • Timely, quality evaluations completed consistently with all staff: administrators, teachers and paraprofessionals	*P*	*C*	*75% of all PEC staff have been evaluated*

GOAL 5, OBJECTIVE 1, Y E A R   T H R E E

Objective 2: Provide ongoing professional development and opportunities for career advancement

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Provide stipends for medical procedures, additional training and certifications *Why?* Develop current staff to begin eliminating contracted staff	**Training and Certifications** • Develop a plan to train Aides to Special Education to administer DIASTAT by student and school site and train staff • Contract non-public agency to train district staff to be Crisis Prevention Intervention (CPI) trainers **Professional Learning Community** • Support job-alike teachers in developing a Professional Learning Community (PLC) by providing monthly Professional Development (PD) for all teachers	*P*	*S*	*Plan complete and ready to implement* *PEC will have 12 CPI trainers* *PLC initiated with monthly PD*

The GOAL 5, OBJECTIVE 2, Y E A R O N E header spans above the table.

Objective 2: Provide ongoing professional development and opportunities for career advancement

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Training and professional development *Why?* *Develop the capacity of current district staff at all levels*	**Career advancement opportunities** • Work with labor relations and employee unions to develop a behavioral aide training and stipend • Get union and board approval for behavioral aide stipend • Monitor training and progress of DIASTAT and evaluate staff • Train district employees in CPI, targeting moderate/severe **Coaching models** • Develop a peer-coaching model for special education teachers in collaboration with site administrators.	*P*	*C*	*Stipends created for behavioral aide* *Staff trained in DIASTAT and CPI resulting in reduced NPA costs* *Peer-coaching model successfully created*

The GOAL 5, OBJECTIVE 2, Y E A R TWO header spans above the table.

37

Objective 2: Provide ongoing professional development and opportunities for career advancement

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	**Site**	

Generalize skills learned in PD to classroom and site
 	
Why?
To improve the quality of PEC teachers
	Peer coaching
	• Train staff on a peer-coaching model for special education teachers in collaboration with site administrators.
	Training
	   • Develop a plan and train staff to become behavioral aides, beginning with sites/students who currently are supported with non-public agency
	   • Continue to monitor DIASTAT
	   • Train school safety officers, site administrators and mild/moderate staff where needed in CPI
		P
		
		P
			C
			
			C
				Teacher trained in peer-coaching
				
				NPA costs are reduced by 25%

The table title row reads: **GOAL 5, OBJECTIVE 2, Y E A R   T H R E E**

Objective 3: Identify and maintain appropriate staffing ratios in varied programs

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
	GOAL 5, OBJECTIVE 3, Y E A R O N E			
		Dist/PEC	Site	
Develop and utilize assessment tools to determine individual student and program staffing needs *Why?* Develop current staff to reduce contracted staff **Work with site administrators to ensure that programs are supported and substitutes provided when necessary** **Develop a collaborative model that supports site staff in providing authentic inclusive experiences for all students**	**Assessment** • Train additional staff to complete the Temporary Additional Adult Support (TAAS) Assessment • Audit current 1:1 aides and student need **Class Size** • Establish hard and soft caps for mild/moderate, moderate/severe and inclusion programs **Student Projections** • Complete student projections prior to budgeting to ensure that needed staff are included **Improved Substitute Coverage** • Budget and create replacement teacher UPC codes (4-5 positions) to cover long-term leave of absences • Develop a contingency plan with teachers and site administrators in the event that a substitute is not available • Support teachers to develop a substitute binder, which will include items such as class list, seating arrangements, schedules, individual IEP goals and behavior support plan, rules and routines. **Release Time and Professional Development** • Provide release time to inclusion teachers and general education teachers to allow for collaboration and planning • Develop participation plans for individual students to communicate the purpose of their inclusive experiences and track progress on IEP goals • Conduct monthly professional development among inclusion staff to allow for collaboration between school sites and grade levels • Meet with site administrators at monthly regional meetings to strategize inclusion opportunities at their individual sites	*P*	*S*	*Staff trained on TAAS* *Class sizes determined by program* *Student projections completed by January* *Replacement teachers hired (4-5 positions)* *Consistent substitute plans in every special education classrooms* *Organization key created for release time* *Participation plan created and utilized by all special education teachers* *Professional development created and implemented* *PEC staff attend regional meetings regularly*

39

Objective 3: Identify and maintain appropriate staffing ratios in varied programs

	GOAL 5, OBJECTIVE 3, Y E A R TWO			
		Responsibility		**Benchmark Achievement**
		P=primary S=supporting C=collaborating		
Focus	**Actions**	**Dist/PEC**	**Site**	
Assessment and ongoing monitoring of student needs *Why?* *Provide staffing in accordance with student needs* *Provide training and a system of monitoring implementation and develop standards of communication* *Social skills curriculum to support students generalize skills their general education settings*	**Assessment** • Provide a coaching model for the TAAS, which includes taking inter-observer data to determine consistency of assessment results • Conduct TAAS on students who currently have a 1:1 aide assigned to determine ongoing need **Training and Communication** • Behavioral team develops a plan of support for classrooms in the event of staffing difficulties for long-term leaves • Provide training to substitute teachers and support staff (boot camp) on ongoing basis • Develop and maintain a communication system to keep all parties informed of progress and needs **Curriculum and Instruction** • Determine and purchase curriculum (social skills and executive functioning) for students in full-inclusion settings to be used consistently between programs • Develop and provide school-wide professional development at school sites with mild/moderate inclusion programs	*P*	*C*	*TAAS assessments are conducted consistently* *Students served in the Least Restrictive Environment (LRE)* *Training and support model created and implemented* *Communication system established* *Curriculum purchased* *Professional development occurs on monthly basis*

40

Objective 4: Improved recruitment and screening process to ensure qualified and capable staff are placed in each position

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Improve recruitment, candidate screening and onboarding processes *Why?* Improve recruitment and expand candidate pools Development of well defined roles and responsibilities Recruit special education teachers to encourage new applicants to Oakland	**Policies and Procedures** • Meet with HR to review OUSD recruitment procedures and policies, and brainstorm innovative recruitment techniques • Create internship program between Transition Partnership Program and Human Resources; select appropriate OUSD students to participate as interns and complete yearly internship program • Develop procedures between Human Resources and Programs for Exceptional Children to check candidate references, EAF completion and submission of selected candidates to HR for on-boarding process.	*P*	*S*	*Creation of protocols for HR functions*
	Refine Job Descriptions • Review current job descriptions, updating with clear, specific duties and responsibilities **Recruitment** • Utilize Transition Partnership Program to assist in recruitment techniques and practices; allowing Special Education students internship opportunities • Special educators attend and help to man tables/booths at employment fairs/hiring events	*P* *P*	*S* *S*	*Accurate and specific job descriptions* *Increased participation by PEC staff in the recruitment efforts*
Provide opportunities for special educators to regularly network	**Recognition** • Develop an opportunity to recognize the achievement of individuals or groups in a manner that is public and celebratory • Actively participate in district recognition programs such as "Honoring Our Own" and Teacher of the Year	*P*	*S*	*PEC Awards for Excellence* *Increased participation by PEC staff*

41

Objective 4: Improved recruitment and screening process to ensure qualified and capable staff are placed in each position

		Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
Focus	**Actions**	**Dist/PEC**	**Site**	
Increased scope of recruitment efforts	**Recruitment** • Partner with local colleges to encourage internships and field studies • Create an OUSD special education brochure prominently featuring OUSD special educators • Provide each candidate with a copy of the salary schedule as well as a description of the benefits provided by OUSD			*Internship agreement and selection rubric* *Brochure created*
Why? Refine policies and procedures to be effective and efficient	**Protocols and Procedures** • Review and refine (as needed) procedure between Human Resources and Programs for Exceptional Children to complete on-boarding process.			*Written procedure for on-boarding candidates*
Provide opportunities for special educators to network	**Networking** • Start and monitor a Blog to encourage educators, specialists, and therapists to share experience and to address issues			*Teacher blog*

Objective 4: Improved recruitment and screening process to ensure qualified and capable staff are placed in each position

		Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
Focus	**Actions**	**Dist/PEC**	**Site**	
Transparency with candidates	**Recruitment** • Supply each candidate with a schedule of planned professional development for the school year			Recruitment materials
Develop Intern program	• Create application for college partnership recruitment program, distribute to colleges, interview and select interns	*P*	*S*	Application created
Provide mentoring and training opportunities	**Networking** • Establish a mentoring program to link new employees with experienced employees • Create an OUSD Special Education panel to serve as an advisory board regarding educational materials, policies, and procedures			Mentoring program and panel initiated

The title row for the first table reads: **GOAL 5, OBJECTIVE 4, YEAR TWO**

The title row for the second table reads: **GOAL 5, OBJECTIVE 4, YEAR THREE**

Objective 5: Create positions currently filled with non-public agency staff

GOAL 5, OBJECTIVE 5, YEAR ONE				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Develop positions by collaborating with other central office departments **Why?** Replacing NPA staff with district staff will be more cost efficient while providing a higher level of service and accountability	**Job Descriptions** • Work collaboratively with HR to develop job descriptions for a Board Certified Behavior Analyst (BCBA), Licensed Vocational Nurse (LVN) and Registered Nurse (RN) • Vet job descriptions with Labor Relations and Unions • Gain Board approval for the job descriptions **Budget** • Develop plan to replace NPA staff with district staff for year 2 • Budget for 3 BCBA's, 25 LVNs and 2 RNs.	*P*	*S*	*Job descriptions complete* *Budget complete with new positions*

Objective 5: Create positions currently filled with non-public agency staff

GOAL 5, OBJECTIVE 5, YEAR TWO				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Select candidates	**Recruitment/Hire** • Post positions, recruit and identify chosen candidates	*P*	*S*	*Candidates hired for positions*

DRAFT

Goal #6: Improve district compliance by 40% as measured by reduced settlement costs and compensatory awards for: Office of Administrative Hearing due process requests, California Dept. of Education compliance complaints and OCR special education complaints.

Objective 1: Improve district special education compliance through a more efficient response to complaints by 40%

Objective 2: Utilize both prevention and intervention strategies to address identified compliance deficiencies.

Objective 3: Create systems and procedures that support compliance across the district for all special education stake-holders

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Objective 1: Improve district special education compliance through a more efficient response to complaints by 40%.

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	**Site**	
Develop a professional learning community of special education administrators and support staff that informs sites on compliance issues *Why?* Reducing the cost of resolving special education legal issues	**Site Communication System for Special Ed Complaints** • Create communication between Special Education Compliance Department and sites • Sites and Compliance Unit meet to review compliance process, timelines and due process expectations **Annual Cost Tracking of Settlements and Complaints** • Develop detailed spreadsheet of costs and exposures per case • Examine trends to determine patterns of non-compliance and settlement costs • Hypothesize possible litigation strategies to reduce costs and exposures that lead to complaints **Legal Round-Table to Review Pending Litigation** • Discuss possible root causes for non-compliance and educate staff on issues related to procedural violations	*P* *P* *P*	*C*	*PEC and sites will have met to discuss cases as complaints are file* *Data collection system will be developed reflecting an analysis of costs* *Minutes from the Legal Round Table will reflect decisions regarding special education Cases.*

(Table header: GOAL 6, OBJECTIVE 1, YEAR ONE)

GOAL 6, OBJECTIVE 1, Y E A R O N E				
Focus	**Actions**	**Responsibility**		**Benchmark**
Why? PEC administrator roles and responsibilities require refinement for handling legal issues	**Establish a Point of Contact for Special Education Legal Issues** • Create communication protocol for Special Education Administrators regarding contacting outside legal counsel	*P*		*Established internal policy to present legal issues to Executive Directors*
	Define PEC Administrator Legal Roles and Responsibility • Develop a professional learning community that supports compliance among PEC leadership	*P*		*Leadership meetings that reinforce compliance education and collaboration with district and PEC legal teams*

Objective 1: Improve district special education compliance through a more efficient response to complaints by 40%

GOAL 6, OBJECTIVE 1, Y E A R TWO				
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Develop a professional learning community of special education administrators and support staff that informs sites on compliance issues *Why?* Reducing the cost of resolving special education legal issues	**Realign Legal Representation for PEC** • Conduct a cost benefit analysis of the merits of special education legal costs	*P*		*Cost analysis of reduction in cost using district funded legal support vs. private legal firms.*
	Independent Mediator to Resolve Complaints • Contract with an independent mediator proficient with alternative dispute resolution techniques	*P*		
	Professional Development for PEC Administrators • Fund attendance at symposia that address current changes in the law and legal compliance issues • Explore attendance at LRP Legal Conference	*P* *P*		
	Facilitated IEP Trainings • New PEC administrators and program specialists			

45

GOAL 6, OBJECTIVE 1, Y E A R TWO			
Focus	**Actions**	**Responsibility**	**Benchmark**
PEC administrator roles and responsibilities require refinement for handling legal issues	receive training on conducting Facilitated IEPs • PEC administrators / program specialists apply Facilitated IEP knowledge manage difficult cases with specific sites **Trainer of Trainers Model to Manage Compliance** • Assign designated leadership staff to conduct trainings for program specialists	*P*	*PEC Administration attendance at legal symposiums, conferences and trainings.*

Objective 1: Improve district special education compliance through a more efficient response to complaints by 40%.

GOAL 6, OBJECTIVE 1, Y E A R T H R E E				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Develop a professional learning community of special education administrators and support staff that informs sites on compliance issues *Why?* The district has experienced many legal challenges over the past few years that have resulted in increased costs to resolve the compliance issues	**Explore ways to decrease district special education attorney fees** • Identify steps to build a systemic process to settle cases with fewer resources **Contract with independent mediation firm** • Review proposals of mediation firms • Select firm and develop an annual contract **PEC administrators address systemic compliance deficits with site administrators** • Corrective action site training conducted with support from PEC administrators	P P P	C C	*Mediation firm contract is in place, and has been approved by Associate Superintendent of PEC.*

46

Objective 2: Utilize both prevention and intervention strategies to address identified compliance deficiencies.

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	**Site**	
GOAL 6, OBJECTIVE 2, Y E A R O N E				
Professional development for teachers to address compliance standards *Why?* To improve monitoring of IEP compliance, and rectify areas of concern as it applies to IEP development, service delivery and quality instruction.	**Professional development** • New teacher Summer Institute focused on compliance and SEIS trainings reviews • Increase monthly professional development that address compliance related issues **Build capacity to monitor IEP compliance** • Develop detailed spreadsheet of non-compliant IEPs • Examine individual teacher data to determine patterns of non-compliance and procedural errors. • Institute mandatory PD for IEP completion rates of 85% or lower **Release time for Resource Specialists and Speech and Language pathologists with caseloads that exceed limits.** • Provide substitutes or extra duty to teachers who assist RS and SLPs with over caseload IEPs or assessments	*P* *P* *P* *P* *P*	 C C S	*Documented new teacher attendance at Summer Institute and SEIS trainings.* *Detailed system of monitoring compliance. Compliance Unit training sessions.* *Initial referral timelines met by 100%*
Increase capacity of focus team to support compliance efforts *Why?* To establish protocols and support processes to meet all compliance requirements using qualified focus staff personnel.	**Utilize focus team members to address compliance situations** • Use focus team members to augment the capacity of the department to address workload overages	*P*	S	*Noncompliance due to absence and leave reduced by 40%*

47

Objective 2: Utilize both prevention and intervention strategies to address identified compliance deficiencies.

Focus	Actions	Responsibility P=primary S=supporting C=collaborating Dist/PEC	Site	Benchmark Achievement
Professional development for teachers to address compliance standards	**Trainers of Trainee Model to support SEIS and IEP Compliance**			*Documentation of professional development activities addressing compliance standards*
	• District program specialist and teachers trained to support teachers displaying challenges in meeting compliance indicators	*P*	*C*	
Why? To improve monitoring of IEP compliance, rectifying areas of concern as it applies to IEP development, service delivery and quality instruction	• Oakland Education Association collaboration with PEC on the feasibility of special education staff release days	*C*		
Increase capacity of focus team to support compliance standards	**Increase focus team support staff**			*Noncompliance due to absence and leave reduced by 80%*
	• Recruit, hire and train additional focus team members			
	• Explore use of focus team members to monitor caseloads and provide case management for vacancies, extended absences and/or leaves	*P*	*C*	
Why? To establish protocols and support processes to meet all compliance requirements using qualified focus staff personnel			*C*	
	Evaluation of focus team process	*P*		
	• Evaluate effectiveness of focus team support for IEP development and assessments			
	• Investigate the costs and benefits of the focus team process			

<p style="text-align:center">GOAL 6, OBJECTIVE 2, Y E A R TWO</p>

48

Objective 3: Create systems and procedures that support compliance across the district for all special education stakeholders

		GOAL 6, OBJECTIVE 3, Y E A R ONE		
		Responsibility		
Focus	**Actions**	**P=primary S=supporting C=collaborating**		**Benchmark Achievement**
		Dist/PEC	Site	
Bolster the capacity of PEC central office to ensure quality digitized records *Why?* To create a digitized records system that will support the maintenance and management of special education records.	**Digital Records System** • PEC will digitize all special education records, including the psychological files, ERMHS assessment reports and other pertinent records • Efficient maintenance and management of these records is required up to 7 years after a child exits or graduates from a special education program • Due to inaccuracy and non-compliance of files and records, digitized records will support a reduction in costly legal proceedings and settlements **Recruit, hire and train additional temporary records room clerk** • Select and hire an additional temporary clerk to organize, review and prepare records for digitization	*P* *P* *P*	*C*	*Complete and accurate records maintained with 97% accuracy*
Special Education Procedures Manual *Why?* Increasing access to knowledge about special education programs, services and compliance issues	**Direct Support for non-compliance** • Publish and promulgate the use of a special education procedures manual • Provide staff development on the use of the procedures manual **Maintain and Revise on Procedures Manual** • PEC Staff will update and revise the Procedures Manual	*P* *P*	*P* *P*	*Procedures Manual published and placed on the PEC website*

49

Appendices
Evidence Based Goals and Objectives for Strategic Plan
Examples of Input that Led to these Priorities

GOAL 1

Goal 1: Demonstrate three consecutive years of improved performance for students with IEPs.
Objective 1: Ensure that all mild/moderate students have access to the Common Core curriculum and participate in the statewide and district-benchmark testing

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
• The special education curriculum is not consistently implemented in all classrooms and programs throughout OUSD. There is no accountability for implementation of the approved curriculum. • Instructional materials are lacking for both the common core and other specialized curriculum for the classroom teachers and students. • Professional learning is virtually non-existent for the PEC staff regarding classroom instruction and student interventions. • Professional learning regarding student instruction and support is also needed for designated instructional staff, paraprofessionals and other PEC staff. • Mild to Moderate students do not have access to the Common Core State Standards and the General Education curriculum. • Identify instructional strategies for supporting EL students to access the CCSS and provide training and support • Have a consistent implementation of curriculum in SPED classrooms and programs. • Classrooms need to be more engaging to support students achieving at a higher	• Ensure that teachers have more support regarding curriculum. Provide PD on the CCSS. • Identify several curriculum supplement options and provide training and support • Provide SPED teachers with coaches, curriculum, collaboration time, meaningful evaluations and accountability. • Develop and distribute instructional expectations for SPED programs. • Identify instructional strategies to support the implementation of the CCSS with mild to moderate students. • Identify instructional strategies for supporting EL students with disabilities to access the CCSS and provide training and support • Evaluate current programs being utilized such as READ 180, Achieve 3000, Voyager, etc. and review performance data related to the program. Determine which programs OUSD wants to support SPED teachers implementing. • Identify and utilize strategies to improve literacy for both gen Ed and SPED students to access the CCSS

rate.
- Identify successful classroom strategies and increase on-going PD for SPED teachers regarding instructional strategies and engagement
- SPED students need to be prepared for a technological work world

Goal 1: Demonstrate three consecutive years of improved performance for students with IEPs.
Objective 2: Develop moderate/severe programs by including consistent curriculum and instruction while providing access to the community, functional living skills, and a positive social-emotional climate.

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
- Need to prepare teachers for the unique challenges of working with students with special needs. - There is a lack of collaboration and coordination between LCI, PEC, QAA and Technology to conduct PD - Professional development in classroom management and behavior intervention is lacking - There is a need for professional learning for all site leaders on special education - Some General Ed teachers need PD to learn how to differentiate and scaffold instruction - Both General Education and SPED teachers need to develop skills in effective co-teaching. - Site Leaders do not always know how to support SPED teachers and students with special needs. - There is a need to educate all regular and special education teachers about special needs, how to support students with special needs and how to communicate and be friendly with parents so they can work together to support students.	- Identify successful classroom strategies and increase on-going PD for SPED teachers regarding instructional strategies and engagement - Form a joint Curriculum and Assessment committee comprised of LCI, PEC, QAA, and Technology to develop, implement, and monitor professional development for SPED staff. - Provide intensive training and coaching to increase co-teaching with SPED and General Education teachers in order to maximize the inclusion of SPED students in general education classrooms and equitable access to the CCSS. - Ensure that teachers have more support regarding curriculum. Provide PD on the CCSS. - Provide PD for all Mild to Moderate Special Education Teachers on the CCSS, Core Literacy Standards and Next Generation Science Standards. - Include SPED teachers in PD and PLCs provided for General Education Teachers. - Develop a plan to provide PLC opportunities for SPED teachers both at

	the district level and on site. Identify teacher leaders by site and disability.
	• Integrate SPED staff into site level PDs, PLCs including classified staff; de-centralize PD and move away from compliance and focus on instruction. Provide curriculum and help modify the general education curriculum.
	• Build a diverse team of teachers (SPED, Gen Ed and LCI) to articulate the SPED modifications and adaptations on all PD. Develop sample units that are aligned with the CCSS and make the units available to all SPED teachers.

Goal 1: Demonstrate three consecutive years of improved performance for students with IEPs.
Objective 3: Provide necessary technology and training to all teachers and students to support access to curriculum and needed resources

| EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community ||
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
• There is a need for staff to have a better understanding of SEL skills • SPED teachers and staff need to develop skills related to SEL. • Beginning at the elementary level, there is a need to empower students to help them build student efficacy around their disability and to be able to take responsibility for their learning. • There is a disproportionate number of SPED students who are suspended, expelled and have poor attendance • There is an over referral of behavior problems for SPED • Need strategies to provide students with additional behaviors supports including: tools to develop appropriate and effective behavior and plans including data collection • Need strategies to ensure that all students who would require behavioral support have a written behavior plan	• Develop a PD plan to provide on-going SEL Training for General Ed and SPED Staff • Beginning at the elementary level, there is a need to empower students to help them build student efficacy around their disability and to be able to take responsibility for their learning. • Work on a Response to Intervention model for academics and SEL (including Behavior Plans) • Provide professional learning and coaching for SPED teachers and staff so that they can develop skills and competencies to utilize SEL skills in working with their students and to teach SEL skills to the students. • Professional development in classroom management and behavior intervention • Have departments increase collaboration in order to improve instruction and SEL for SPED students. • Ensure PEC representation with structures

	implemented around district-approach is related to SEL i.e. Design Team, Practitioner Team, All City Council Youth Inquiry, Standards Institute, Field Work Strands and Inquiry Cohorts. • Provide professional learning on SEL, student engagement • Analyze the data and develop a plan to support teachers, principals and sites to implement a strong Restorative Justice Program. Look at exemplary models in the district by level and identify sites that would benefit by participating in PD. • Establish closer collaboration of behavioral health and PEC mental health services

Goal 1: Demonstrate three consecutive years of improved performance for students with IEPs.
Objective 4: Increase Internal capacity by increasing staffing and providing sufficient training, ongoing PD, and coaching
(See also Goal 5, Objective 2: Provide ongoing professional development and opportunities for career advancement)

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
• Current labor expenditures are insufficient to provide the supports and services to the special education students and staff in OUSD. • The school psychologists in OUSD spend a great deal of time assessing students with little time on interventions and support. • Parents feel that IEPs are sometimes pushed aside especially for services from speech therapists, school psychologists, etc. • Uneven deep knowledge and capacity to support high risk students and students with disabilities	• Review current FTE for school psychologists and work to increase to meet recommended ratio and assessment needs. Increase FTE to provide focused school psychologist services to Diagnostic Ctr. • Identify experienced and highly skilled SPED teachers to provide mentoring and coaching for new SPED teachers. • Provide SPED teachers with coaches, curriculum, collaboration time, meaningful evaluations and accountability. • Develop and retain well-trained district

• The recommended ratio of school psychologists to students is 1:1000. OUSD exceeds the average by nearly 70 per FTE not including preschool, charter schools and private school assessments.	staff • Last year psychologists produced an average of 67 psychological reports per year. We need to increase psychologist time in providing consultation and prevention support at sites. • Conduct a thorough analysis and report of findings regarding the effectiveness of our Mental Health Classes. Develop an action plan to improve the classes and programs based on the findings. • Develop a multi-year professional learning plan for all PEC staff and identify funding sources to build the capacity of the PEC staff. This too will support the vision to reduce need to have contracted, trained staff.

Goal 1: Demonstrate three consecutive years of improved performance for students with IEPs.
Objective 5: Improve programs and services to support social-emotional learning of Special Education students' in the least restrictive environment

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
• There is a need for staff to have a better understanding of SEL skills • The Mental Health Programs need to be revamped to build and support staff capacity at sites. • There is an over referral of behavior problems for SPED	• Develop a PD plan to provide on-going SEL Training for General Ed and SPED Staff so they can explicitly teach SEL skills to students • Develop a strong collaboration and a shared plan to effectively serve all children including FSCP, LCI and PEC • Hire trained Behavior Analysts to provide professional learning for site and district staff. Provide professional learning on SEL, student engagement, CCSS, etc. • Have departments increase collaboration in order to improve instruction and SEL for SPED students. • Work on a Response to Intervention model for academics and SEL (including Behavior Plans) • Ensure PEC representation with structures implemented around district-approach is related to SEL i.e. Design Team, Practitioner Teac, ACC Youth Inquiry, Standards Institute, Field Work Strands and Inquiry Cohorts. • Develop skills of SPED teachers and staff related to SEL skills. • Ensure special education teachers receive the essential professional learning and instructional materials for district approved curriculum including the common core, K-12 literacy, social emotional learning and special

GOAL 2

Goal 2: Collaborate with Gen Ed to establish effective intervention models and services that support Gen Ed students' social-emotional learning in order for them to benefit from their educational program.

Objective 1: Reduction of referrals for Emotional Disturbance and Educationally Related Mental Health Services to address disproportionality of ED in OUSD as well as African American students identified w/ ED.

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
- Staff do not know how to manage high risk students and they manage by suspending. They do not know how to manage students who manifest severe conduct disorder. - Student behavior plans lack appropriate interventions and data collection - A disproportionate number of African American students identified as special education - Need to address 80% representation of African American males in mental health classes - Lack of behavioral and academic interventions prior to referrals for special education assessment/eligibility - Lack of program alternatives for general education students with behavior issues - A need for staff to understand the social emotional learning needs of students and to be culturally competent - Large numbers of students are in Non-Public Schools - Because there are limited general education educational options, referrals for special education eligibility is on the rise and there are some students that do not qualify but are placed in special education program. An example is the high number of students placed in mental health programs, particularly in non-public schools due to the limited in district	- Re-establish a Response to Intervention (RTI) Committee comprised of representatives from LCI, FSCP, PEC, QAA, Technology and to further refine strategies previously identified and to develop a District wide RTI structure that integrates the work of the departments. - Consider creating a PEC school psychologists' task force to clearly define the criteria for diagnosis and eligibility as "emotionally disturbed". - Include in the RTI model more direct and immediate supports to sites in order to address student needs earlier. - Develop and distribute a list of all of the interventions possible prior to referring a student to SPED. - Coordinate general education support services utilizing a Response to Intervention (RTI) model. - Develop stronger prevention and intervention strategies utilizing RTI prior to SST referral to SPED - Provide more opportunities for SPED students to participate in general education classrooms - Develop and provide PD for both General Ed and SPED teachers on effective co-teaching. Include parallel instruction; collaborative planning and shared material, integration across grade levels, subject areas and houses for planning; structure whole group to job alike; develop common language; build

special education programs for mental health and behavior • There is not a system in place to manage and review student placements	differentiated instruction (i.e. graphic organizer, visuals, mixed reading levels, etc.). • Shift funding into prevention. Learning Centers are one way. Implement blended teaching (inclusionary models). • Develop a plan to support integration of SPED students through co-teaching at all three levels • Develop alternative programs to address student behavioral needs that do not qualify for special education services • Clearly define the criteria for diagnosis and eligibility as "emotionally disturbed". Review the district-wide RTI plan and ensure that there are strategies and methods that provide documented academic and behavior interventions to general education students • Develop indicators for staff and parents to identify when a child is "ready" to be included in a general ed classroom.

GOAL 3

Goal 3: Provide access to optimal, safe, learning environments.
Objective 1: Establish effective inclusive models for students with IEP's.

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
- There is not a strategic plan for placement of special education programs and services in OUSD schools and facilities. - In a number of situations, learning and educational environments for special education students are not appropriate or equitable to the general education students. This includes the lack of appropriate furniture and equipment. - There is an inequitable assignment of SPED classes at school sites. - Program placements are not equitable now. Schools that are already struggling the most, have layers of added programs like counseling enrichment classrooms. The schools that are strongest, have a lot of stuff that's not so disruptive. - PEC has not been included consistently in Program Placement decisions. - Classroom facilities of some special education classes, programs, and support services are not equitable or appropriate - Some of the SPED facilities need renovation and/or relocation - SPED classes are not distributed equitably across the district	- Develop a strategic plan for on-going placement of SPED programs. - Align resources for a unified and coherent program and equitable placement of programs. Develop standards on how SPED classrooms are placed. Look at the types of programs in the regions. When enrollment is up, sites do not have classrooms for SDCs. Analyze the data. - SED classrooms should have resources to support the students. There needs to be discipline parameters before placing a classroom at a site. If you have an SED classroom, then you should not place DHP transfer students too. - Develop district-wide indicators about each school to help identify what's going on in a school, who the students are, what the culture is, what the theory of action and what pedagogical approach is. - Look at the regions and determine how there can be equitable assignment of programs. - Include PEC leadership current and ongoing program placement meeting in OUSD. - Develop criteria for placement of special education programs and services that includes: – Consideration of the disabilities of the students to be served – Sustainability of general education student relationships – Equitable placement of programs and services in OUSD – Equitable facilities – Matriculation patterns of general

9

	education students
	– Accessibility for families and community
	– Transportation costs
	• Develop specific standards for special education classrooms and support staff work space to be included in OUSD's Master Facilities Plan and referenced during the Facilities Department's program placement meetings, including PEC department staff.
	• Analyze what programs could be established or strengthened to support students remaining in the Least Restrictive Environment based on IEPs

Goal 3: Provide access to optimal, safe, learning environments.
Objective 2: Transition students college, career, and community ready.

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
• Quality of Special Education program is inconsistent throughout the district • Transition plans are not always meaningful. They need to link students to a career, post-secondary program or college. • It's too easy to pass them along. We need to raise the bar. We need to find ways to make learning accessible to all students. • SPED students need support for Post-Secondary Transitions	• Provide intensive training and coaching to increase co-teaching with SPED and General Education teachers in order to maximize the inclusion of SPED students in general education classrooms and equitable access to the CCSS. • Develop a plan of action for all special education programs and services in OUSD and their impact on ability to meet A-G requirements and access to post-secondary and career opportunities • All adults in the school—principals, teachers, counselors, and aides—need to embrace a culture and belief system that students with disabilities are capable of high-level work and can complete a high school diploma, succeed in postsecondary education, and establish meaningful careers and independent lives. • We need someone to really think about curriculum and how to better modify the general education curriculum to help our

	students gain access to a rigorous program.
	• Help students set goals based on their "personal bests" - goals that reflect the realities of students' disabilities without holding them back because of lowered expectations. Goals should be personalized to include student strengths, abilities, and aspirations while pushing them to maximize achievement based on these abilities.
	• Hold students to high expectations and provide needed learning supports so students with disabilities can succeed in A-G and become college, career and community ready.
	• Develop protocol for transition planning
	• Identify a Task Force of representatives from College and Career Readiness, sites, PEC and LCI to develop a plan to support preparing students for Post-Secondary alternatives and their transition into those
	• Research special education program designs that provide options for students who are on the Certificate of Completion track, the opportunity to successfully prepare for career and post-secondary choices

GOAL 4

Goal 4: Build accountability for quality in Special Education by creating systems and structures to use engage the community and use data in planning for and measuring desired outcomes.
Objective 1: Create structures for meaningful family and community engagement

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
- All parents need to be more fully engaged, involved, supported, better communicated with (two-way) and informed regarding the development of the IEP processes and program placement and options. - Some parents feel that when they have a concern and/or question regarding services for their child, the question remains unanswered or does not meet their child's need. - There is a lack of interpreters available to support family engagement with parents of students with disability. - There is inadequate staffing to translate IEPs and interpret at meetings with families. - Parents would like to participate in workshops related to SPED instruction, services and Requirements .	- Provide support to parents to assist them in navigating the IEP process and being a contributing member of the IEP process. - Create parent friendly tools and resources across languages. - Provide interpreting services and translated materials for parents - Hire additional interpreters based on the language needs of Special Education parents. - Build capacity of site Family Resource Centers to provide information on the rights and processes around IEPs. Create a space at each school site where parents can get together to support each other. - Build capacity of teachers and site/PEC administrators to communicate and be friendly with parents so we can work together to support our kids. - Establish on-going parent engagement opportunities and support systems. - Develop a parent resource guide describing programs available at sites. - Conduct informational meetings and workshops for parents regarding programs, services and resources and other topics of their choice - Develop protocols for implementing good two-way communication with parents, clarify roles and responsibilities and build shared vision of all stakeholders, address parents feelings of isolation, provide documents in native languages, develop welcoming protocols for family visits to sites

	• Develop protocols between families-sites-PEC. Align the work with the Family and School Community Engagement Standards and the Special Education Parent Focus Group Findings and Parent Surveys.
	• Hire a Special Education Central Parent Liaison that starting at the age of 3 will support parents in getting their questions answered, coordinate support groups for parents by disability, and coordinate trainings for parents
	• Develop and maintain a list of affordable resources to give to parents to supplement learning at home., Create a list of agencies and resources to support families. Maintain updated resources on the SPED website.

Goal 4: Build accountability for quality in Special Education by creating systems and structures to use data and engage the community in planning for and measuring desired outcomes.
Objective 2: Develop systems for data informed decision making and accountability for outcomes

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)

• Need data tools to support development of appropriate and effective behavior plans. Student behavior plans lack appropriate interventions and data collection.
• Need granular understanding of disproportionate number of SPED students who are suspended, expelled and have poor attendance
• There is a lack of data available regarding SPED. There is a lack of systems in place to manage data related to staff assignments, student placements, IEP and Triennial Assessment due dates, etc.
• There is a need to develop systems to manage, monitor and evaluate various
	• Analyze SPED achievement data to develop strategies and priorities for PD
	• Have QAA develop a system to make it easy to run data reports on SPED students.
	• Utilizing all available data sources, conduct study of special education programs and services, including
	  – Meeting the goals and objectives of students' IEPs
	  – Overall student achievement
	  – Inclusion in general education
	  – Ability to meet A-G requirements
	  – Access to post-secondary and career opportunities
	• Give sites timely updated information and

PEC Department data • We need ongoing data on where we stand with students with disabilities.	data. Utilize a more reliable data system. • Develop dashboard for Special Education student achievement and performance • Provide data for on-going Cycles of Inquiry to support continuous improvement in special education • Provide data so that special ed and general ed teachers can collaborate in making data driven decisions • Use data to track performance and measure progress toward achievement targets and goals • Use data to inform allocation of SPED resources • Analyze attendance, suspension and expulsion data and develop a plan to support teachers, principals and sites to implement a strong Restorative Justice Program. Review performance data and evaluate effectiveness of current programs being utilized for students with disabilities

GOAL 5

Goal 5: Hiring and retaining highly qualified staff while increasing central office support.
Objective 1: Support effective and timely evaluations by collaborating with other departments to increase accountability, quality instruction and accurately document staff performance

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
- Evaluation procedures for SPED staff does not consistently include site administrators. - Principals need tools to better evaluate their SPED teachers. - The speech therapists did not report to anyone last year and they were probably not being evaluated. - Classified support staff are not always highly trained and skilled to support classroom instruction. Some have not been evaluated for a length of time. - Historically, there has been a lack of recruitment, development, retention and evaluation of high quality special education staff. - There is a need to develop systems to manage, monitor and evaluate various PEC Department data	- Ensure that all SPED staff members are evaluated. - Provide SPED teachers with coaches, curriculum, collaboration time, meaningful evaluations and accountability. - Principals need tools to better evaluate their SPED teachers. - Provide principals with a list of all staff they are to evaluate in a timely manner including itinerant staff. - Clarify forms to be used in evaluation of certificated and classified staff. Develop forms that are focused on instruction and not just compliance. Provide training on what to look for in the various types of classrooms by disability. - Support principals so they have a better understanding from PEC on teacher performance expectations. Develop a rubric that gives specific behavioral descriptors for each rating by the type of disability, how to evaluate aides when teachers supervise them. - Identify a supervisor for speech therapists and ensure that they are evaluated. - Form a Task Force comprised of HR, PEC, LCI and site teachers and leaders to design an implementation plan to address SPED teacher recruiting, hiring, on-boarding, job descriptions, and evaluation and retention for all SPED certificated and classified staff.

Goal 5: Hiring and retaining highly qualified staff while increasing central office support.
Objective 2: Provide ongoing professional development and opportunities for career advancement

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
- Professional development in classroom management and behavior intervention is lacking - Some SPED staff have an immediate need for professional learning regarding classroom instruction. - There is a need for professional learning for all site leaders. - There is a lack of collaboration and coordination between LCI, PEC, QAA and Technology to conduct PD for SPED teachers aligned with General Education.	- Develop a professional learning plan regarding the OUSD processes for compliance for all new SPED teachers. - Provide professional learning on SEL, student engagement, CCSS, etc. - Provide professional learning and coaching for SPED teachers and staff so that they can develop skills and competencies to utilize SEL skills in working with their students and to teach SEL skills to the students. - Provide both general education and special education teachers and staff with on-going professional learning opportunities to address behavior problems. - Provide PD on the CCSS and ongoing curricular support. - Form a joint Curriculum and Assessment committee comprised of LCI, PEC, QAA, Technology to develop, implement, and monitor professional development for SPED staff. - Develop a District administrator professional learning plan beginning implementation at the beginning of the 2013-14 school year. - Develop a plan to provide PLC opportunities for SPED teachers both at the district level and on site. Identify teacher leaders by site and disability. - Develop a Trainer of Trainers Model. - Integrate SPED staff into site level PDs, PLCs including classified staff; de-centralize PD and move away from compliance and focus on instruction. Provide curriculum and help modify the

	general education curriculum. • Engage teachers in succession planning to ensure longevity and professional growth opportunities. • Develop a PD plan to provide on-going SEL Training for General Ed and SPED Staff so they can explicitly teach SEL skills to students

Goal 5: Hiring and retaining highly qualified staff while increasing central office support.

Objective 3: Identify and maintain appropriate staffing ratios in varied programs

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
- Teachers indicate that some of their classes have too many students (implications for Negotiations - Systemically, people are not recognized for the large caseloads and workloads, which impacts retention - Staff are sometime out for an extended period and students do not get served properly. - RSP caseloads are sometimes overenrolled; RSP assignments have been in the SAO department - Managing of RSP caseloads has been taken out of the hands of the PEC Department as the Student Assignment Office enrolls and places students into schools without knowledge of available special education services. There is no communication with PEC regarding placement of students requiring RSP services prior to placement. Caseloads are not able to be monitored by PEC to stay within the 1:28 required caseload. Placement by SAO is determined solely on the availability of general education seats. - The Options process for school choice creates issues with caseload management and staffing for special education. The PEC Department is not given the opportunity to identify the number of spaces available at a site for special education services before families are allowed to select a site for their child's placement. Accurate and up to date class lists were not available within the PEC Department. - PEC is put into a position of reacting versus proactively planning for student placements and are unable to monitor to	- Caseloads, class sizes and staffing are areas that would require formal bargaining with unions as appropriate - Develop structures and systems for the Student Assignment Office and PEC to communicate prior to student placement to ensure class sizes and caseloads are closely monitored and students are placed appropriately. - Provide substitutes to support schools who have to conduct a large number of IEPs. - Research and develop consistent class size standards with rationale to guide the staffing and student placement process for all programs. - Improve the communication between SAO and PEC so as not to over-enroll classrooms. - Establish a structure for monitoring projected increases to class sizes or caseloads that would exceed the current guidelines. - Provide sites with appropriate funding to allow for available student spaces to make sure that students are able to be fully included per their IEP. - Adjust site budget as needed for inclusion of SPED students when Gen Ed classes are running a high enrollment.

GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
ensure that the guidelines for class size and the legal caseload limits for RSP are not exceeded. • Currently, there is no monitoring of projected increases in class sizes and caseloads that may result in current guidelines being exceeded • Sites are sometimes overenrolled in classes and do not receive additional funding for full inclusion of all students.	

Goal 5: Hiring and retaining highly qualified staff while increasing central office support.
Objective 4: Improved recruitment and screening process to ensure qualified and capable staff are placed in each position

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
• Historically there has been a lack of recruitment, development, retention and evaluation of high quality special education staff. • Some site leaders stated that they are still not completely able to hire all of their SPED staff. • Sites are not always fully staffed prior to the opening of school including itinerant staff. • Last year some RSP teachers did not have a para allocation, some SDC classrooms did not have paras assigned and some positions remained vacant. Applicants are highly qualified but the position has a low salary schedule. • Vacant positions at all levels in PEC severely impacts classroom instruction and student achievement • PEC Department staff lack clear direction regarding their role in Human Resources issues.	• Ensure • Develop a recruitment and hiring plan to ensure that all para positions are filled with appropriate staff. • Increase the hiring and retention of high quality teachers and reduce teacher turnover. • Form a Task Force comprised of HR, PEC, LCI and site teachers and leaders to design an implementation plan to address SPED teacher recruiting, hiring, on-boarding, job descriptions, and evaluation and retention for all SPED certificated and classified staff. • Continue to develop procedures for principals to hire their own SPED teachers and staff. Inform principals of the timelines, procedures and protocols.

Goal 5: Hiring and retaining highly qualified staff while increasing central office support.
Objective 4: Create positions currently filled with non-public agency staff

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community

GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
• Due to the lack of staffing the PEC Department contracted with non-public agencies to provide the necessary staff • There is a lack of alignment between RNs in -public Health Services and RNs/LVNs from non-public agencies	• Develop a long-term plan to significantly reduce the use of outside contractors.

GOAL 6

Goal 6: Improve district compliance by 40% as measured by reduced settlement costs and compensatory awards for: Office of Administrative Hearing due process requests, California Dept. of Education compliance complaints and OCR special education complaints.

Objective 1: Improve district special education compliance through a more efficient response to complaints by 40%

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
• The SELPA is responsible for ensuring the District is compliance in all state and federal mandates. OUSD has been found out of compliance, and CDE is closely monitoring the District's efforts to resolve the issues. • The District has faced many legal challenges due to a variety of issues. The costs for resolving the special education legal issues have been high over the years. • The District has been targeted by aggressive legal firms that are poised to take advantage of compliance weaknesses. Additional resources are needed to build quality programs. • PEC administrator roles and responsibilities are not clearly defined in terms of handling legal issues and contacting of legal counsel.	• Develop a long-range professional learning plan for PEC and District leadership regarding legal requirements of special education and the role of OUSD staff. • Develop a professional learning plan regarding the OUSD processes and compliance for all new sped teachers. • Establish required policies and procedures related to special education and ensure that the policies and procedures are readily accessible to all PEC stakeholders.

Goal 6: Improve district compliance by 40% as measured by reduced settlement costs and compensatory awards for: Office of Administrative Hearing due process requests, California Dept. of Education compliance complaints and OCR special education complaints.

Objective 2: Utilize both prevention and intervention strategies to address identified compliance deficiencies.

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
• The SELPA is responsible for ensuring the District is compliance in all state and federal mandates. OUSD has been found out of compliance, and CDE is closely monitoring the District's efforts to resolve the issues.	• The district must correct student level non-compliance and identify systemic issues that contribute to the continued noncompliance. Once root causes are determined, the district must develop a corrective action to address them.

	- Review and project staffing needs to ensure compliance including translator positions for PEC. - Provide sites with consistent training related to compliance. Build a trainer of trainers model to manage compliance in the field. - Improve monitoring of IEP compliance - Identify, address, and rectify all areas of concern; provide sites with accurate lists of overdue IEPs monthly, implement a process to ensure sites receive IEPs prior to arrival of the students, establish efficiently conducted PD and support for staff on IEP compliance and quality, develop and distribute protocols and exemplars for IEP process and writing, provide compliance and quality, develop and distribute protocols and exemplars for IEP process and writing, provide sub $ to support sites with a large number of IEPs, align/integrate SST/COST/IEP teams, provide PD and resource support efficiently and as needed. - Establish protocols to meet all compliance requirements.

Goal 6: Improve district compliance by 40% as measured by reduced complaints, compensatory education and violations.

Objective 3: Create systems and procedures that support compliance across the district for all special education stake-holders

EVIDENCE: Examples of Input from Parents, Teachers, Administrators, Staff and Community	
GAPS (in no particular order)	RECOMMENDATIONS (in no particular order)
- There is a high number of students placed in mental health programs, particularly in non-public schools due to the limited in district special education programs for mental health and behavior - Due to the lack staffing, non-public agencies are contracted to provide the necessary staff	- Analyze what programs could be established or strengthened to support students remaining in the Least Restrictive Environment based on IEPs - Review instructional programs that serve students with special needs and develop a menu of researched based supplementary programs for school sites and special education staff to implement. - Create a professional learning plan with

| | appropriate resources to effectively implement the identified programs. |
| | • Develop a program matrix that represents the various programs offering from least to most restrictive. |