

Developed by CAC Study Group Members:

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Adopted by the CAC for Special Education on

A) About the Stated Purpose of the LCAP as it relates to Students with Dis/abilities

Quote from Action 2.2 in the 2021-24 LCAP

In addition to the programs and services described in the LCAP, OUSD also makes strategic decisions around the use of LCFF base dollars and other "base" resources such as state and federal funding for required Special Education services. While these basic expenditures are not reflected in the LCAP, the District will provide summaries of base-funded investments that support focal student groups to provide a more comprehensive picture of the services provided to these students.

OUSD has long declared that "Special Education" is a base program that is not to be fully integrated into the LCAP. This is a technical response that can circumvent the purpose of the LCAP as the driving plan for equity in OUSD and the State. Actions to improve outcomes for Students with Dis/abilities could be better represented and integrated within the LCAP.

The CAC believes that the LCAP must show how OUSD is increasing and/or improving disability-related services to support the unique needs of students with dis/abilities, one of the focal groups within the LCAP. Goal 2: Section 2 mentions that "strategic decisions" were made using base dollars but that, as "base," they need not be included in the LCAP. The CAC believes that those "strategic decisions" are key to demonstrating how OUSD is working to improve outcomes for students with disabilities, regardless of how those actions are funded. Those decisions must be described in the LCAP.

The LCAP must also pay special attention to how actions, services, and investments are benefiting those students with disabilities who are also identified under the LCFF categories of Low Income, English Language Learner, and/or Foster Youth.

Finally, the LCAP's focus on racial equity requires that attention be devoted within the plan to students of color with disabilities, both as it relates to their disability-related needs and their needs as students of color.

The CAC reviewed the "State Performance Plan Indicator Guide: A Resource for Understanding the California State Performance Plan Indicators." The guide has the stated purpose of "supporting school leaders in analyzing the wide range of valuable data within the APR [Annual Performance Report] in order to improve the quality of education for all students, with an emphasis on students with disabilities. (4)"

Link to the Guide:

<https://systemimprovement.org/uploads/resources/State-Performance-Plan-Indicator-Guide.pdf>

The guide is a resource for districts to understand how to integrate into the LCAP their Annual Performance Report (APR) and their Special Education Plans (SEPs), along with all related indicators and actions. As stated within the guide,

Analysis of State Performance Plan indicator data may support identifying areas of need or growth during the planning stages of LCAP development. Therefore, when applicable, potential connections between a specific indicator and a related LCAP priority will be provided within the Making Connections section of each indicator handout. (5)

The guide clearly and unquestionably asserts the urgency of making those connections, and so do we. That urgency is especially great for OUSD. Attention to OUSD disabled students with overlapping experiences of race, income, English Learner status, etc. will not only improve indicators for disabled students as a whole, it will also improve the overall indicators for other student groups.

- 1) We request that all Special Education Plan (SEP) indicators be integrated within the LCAP in the sections where they are most applicable along with actions and investments related to that indicator. If increasing or improving how we provide a so-called “base” Special Education service clearly relates to improvements in that indicator, that service must also figure in the LCAP.**
- 2) We also request that the LCAP clearly identify how we are seeking to increase and improve *disability-related* support for disabled students.** For example, tracking the recruitment and retention of particular Special Education positions (e.g. low incidence teachers, teachers in Mild/Mod SDCs, case managers in Counseling Enriched classrooms, etc.) is essential for improving the outcomes of particular students with disabilities, especially those who are also LCFF unduplicated students. All of OUSD must know if services are increasing/decreasing in relationship to the number of students identified as needing different types of Special Education support.
- 3) We ask that the LCAP clearly demonstrate how students with disabilities who are also Low Income (LI, English Language Learners (ELL), and/or Foster Youth (FY) are receiving increased or improved services for their needs that relate to being LI, ELL, and/or FY.** Are they benefiting from LCFF S&C investments for those specific needs? We ask that you clarify how we monitor that access. An explanation of this must also be included in the LCAP budget overview.
- 4) We also request that the addendum mentioned in Goal 2: Action 2 be made available to the CAC and all stakeholders so that we can easily track and monitor staffing, resources, and expenditures related to providing disability-related supports to students, and so that we can engage in meaningful discussions related to our LCAP, student access, and improved outcomes. The addendum must include staffing, resources, and expenditures for our 504 program, which also benefits students with dis/abilities.**

We request that OUSD set up contracted support dedicated to integrating our Special Education indicators, actions, and expenditures from the Special Education Plan into the LCAP and to guiding staff about how to sustain that integration. The LCAP must model disability inclusive practices, showcase district-wide equity efforts to improve outcomes for disabled students, and demonstrate a clear understanding of the intersecting experiences and needs of students.

B) Changes to the LCAP Summary and Related LCAP Goals/Areas

1) We request that you include the following information about in the description of the students we serve:

- Percentage/number of students with dis/abilities who are supported by 504 plans
- Percentage/number of students with dis/abilities who are also Latino, African-American, Asian, White, Multi-Ethnic, Pacific Islander, Filipino, English Language Learners, Foster, etc.
- A statement that that students 0-22 are also served in non-school placements (e.g. Infant Program, Home & Hospital, Nonpublic Schools). Our SELPA and our district are the same. We are a one-district SELPA. All of these students are OUSD students.

2) COLLEGE AND CAREER READINESS: Describe current work to provide linked-learning and other career-based opportunities to more students with disabilities in the LCAP Summary and under Goal 1. College-Career readiness is named as an area of need for students with dis/abilities but the summary does not describe what work is supporting this need.

3) TEACHER RETENTION: The following quote is included in this section, "these average retention rates mean that we replace hundreds of teachers every year districtwide, and the turnover and vacancy rates are even higher at some schools in our communities with the most need, and in some content areas such as Special Education, secondary math and science, and bilingual education."

Despite the fact that Special Education is specifically called out as an area of higher need, data related to teacher retention for Special Education teachers, who specifically support students with disabilities, is not provided. It is provided for other areas of need (e.g. by region, by grade span, by race/ethnicity.)

- **We request that you add specific data related to the retention of Special Education teachers and paraeducators.**

Similarly, the impact on students with disabilities is neither mentioned nor described though the impact of low teacher retention is highlighted for other student group experiences, "The need to hold onto and develop our teachers is greatest in our schools with the highest concentrations of low-income students, English Language Learners, and foster youth. The majority of students in these groups also identify as Black, Latino, or Black Indigenous, People of Color (BIPOC)." This type of quote also avoids the reality that the great majority of disabled students are also in these student groups and that, because they are, they face compounded challenges.

- **Please add information related to the impact of low retention of Special Education teachers of students with disabilities.**
- **The percentage of Special Education teachers on emergency credential must also be included,** especially since Special Education is named as an area where this data is especially important.

Finally, actions focused on recruiting and retaining Special Education teachers are not described in this section.

- **Please add descriptions of actions to recruit and retain Special Education teachers so that we can be aware of them and so that we can monitor their implementation and impact.**

- 4) **SUSPENSION RATES: Under the subsection "Reducing Disproportionality in Suspensions for African-American Students, include actions from the CAC/USD plan to reduce suspensions for Black disabled students in middle school with reasons for those actions and related indicators.**

C) Changes to Goal 2: Action 1

All actions directed at addressing the specific and unique needs of focal racial and ethnic groups must include description of how students with disabilities that are members of those racial and ethnic groups are accessing and benefiting from those actions. The CAC has a sustained focus on the needs and experiences of Black disabled students who are being suspended at 9 times the rate of other USD students.

D) Changes to Goal 2: Action 2

- 1) Change the title of the section to "Students with Disabilities" instead of "Special Education."
- 2) Include all actions and investments to increase access for students with disabilities (not just Special Education) per adopted Board resolution (add access indicators).
- 3) Include description of 504 program with any actions to improve it (add indicators for students supported by 504s)
- 4) Provide a link to the full inventory of positions and expenditures as promised in 2.2 so that it can be reviewed.
- 5) Better explain why certain Special Education positions are highlighted in Action 2.2
Because of the source of funding? Tied to specific improvement areas? Spell out CTS; clarify itinerant teacher position.

E) Changes to Remaining Actions under Goal 2

All actions directed at addressing the specific and unique needs of specific focal groups must include description of how students with disabilities that are members of those focal groups are accessing and benefiting from those actions.

F) Changes to Goal 3

- 1) **All actions directed at reducing suspensions must highlight how they are being implemented to reduce suspensions for Black disabled students.**

Include actions related to the CAC/USD plan to reduce suspensions for Black disabled students in middle school with reasons and related indicators.

- 2) **Add a stability indicator for disabled students as a whole and for Black disabled students specifically. "How many school changes have disabled students experienced before they enter middle school?** CAC believes that this is a driver for student engagement (or lack of it) and for suspensions. The outcome of actions directed at that indicator would be to provide school stability for students with disabilities as a precondition for consistent and effective support.

G) Changes to Goal 4

- 1) Include actions and investments to increase Special Education teacher and paraeducator retention as described in the section about the LCAP Summary.