OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Superintendent's Work Plan 2c.

Oct. 13, 2016

Joshua Kim, Executive Director of Special Education

Sondra Aguilera, Deputy Chief of Student Services

Sub-Goal 2c.

Support all schools in implementation of the District's Equity Policy & programs, specifically as it relates to outcomes for African American and Latino students, English Language Learners, and **Students with Special Needs.**

2c. Cross Functional Workstreams

African American Students

English Language Learners
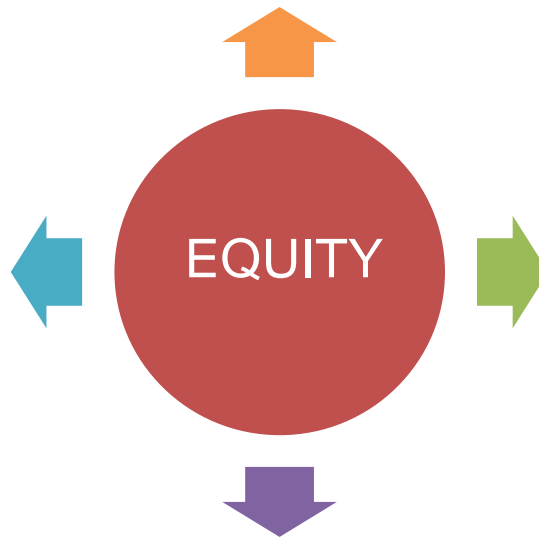
Latino Students

Students with Special Needs

Central Policies and Structures

Culturally, linguistically responsive & Inclusive practices

EQUITY

Programs

Engaged Community

2c Framework

Policies and Structures		-Data Processes and Systems -Compliance
Programs for Equity		-Least Restrictive Environment Continuum of Services
Culturally & Linguistically Responsive Practices		-Professional Learning and Development
Community Engagement		-Communication Quality
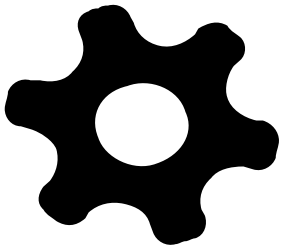
Data Processes and Systems
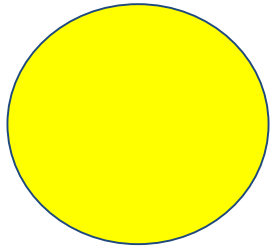
- Complete integration between Special Education Information System (SEIS) and District Student Information System (AERIES). Prepare for transition to a single State Data System (CALPADS).

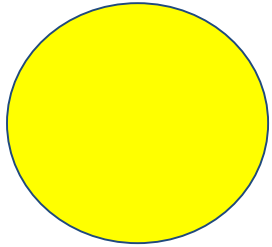# Improve Individual Education Program Compliance and State Performance Indicators

- Increase the number of on-time Annual, Triennial, and Initial IEP within the 60 day timeline.

- Teachers track progress towards goals in Individualized Education Program.

- Increase our results on the Desired Results Development Profiles (DRDP) for students with disabilities in early childhood classrooms.

- Increase the number of high school students with complete transition plans.

- Increase graduation rates for students with disabilities by 5%.

Least Restrictive Environment Continuum of Services
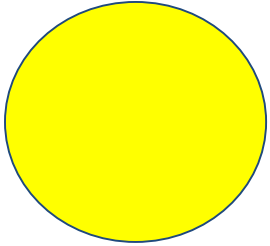
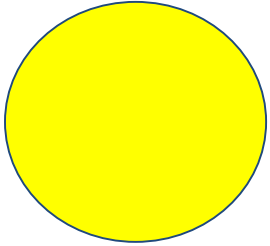- Decrease the Significant Disproportionality of African American students referred to Special Education by 5% through implementation of Multi-Tiered Systems of Support.

- Increase focus on educating students in the Least Restrictive Environment.

- Equitably distribute Special Education Programs across Oakland.

Professional Learning and Development

- Provide professional learning designed specifically to support Special Education Educators new to OUSD.

- Coordinate monthly professional learning for all Special Education Educators through a Professional Learning Community model. Introduce Paraeducator and Instructional Support Specialist training.

- Provide differentiated learning opportunities through our district's online learning platform, PDgo!

- Improve Special Education and school site alignment where Special Education Staff participate on School Site Instructional Leadership Teams and in Professional Learning Communities.

Communication Quality
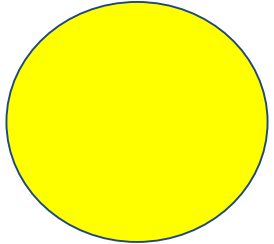
- Renew partnership with the Special Education Community Advisory Committee (CAC).

- Reduce number of parent complaints to District from 31 to 14.
- Reduce the number of parent complaints to CA Department of Education from 21 to 10.

- Improve principal approval rating from 6% to 50% on the Education Resources Strategies (ERS) survey. Examine and Improve Special Education Systems.

Every Student Thrives!

The Pathway to Excellence!
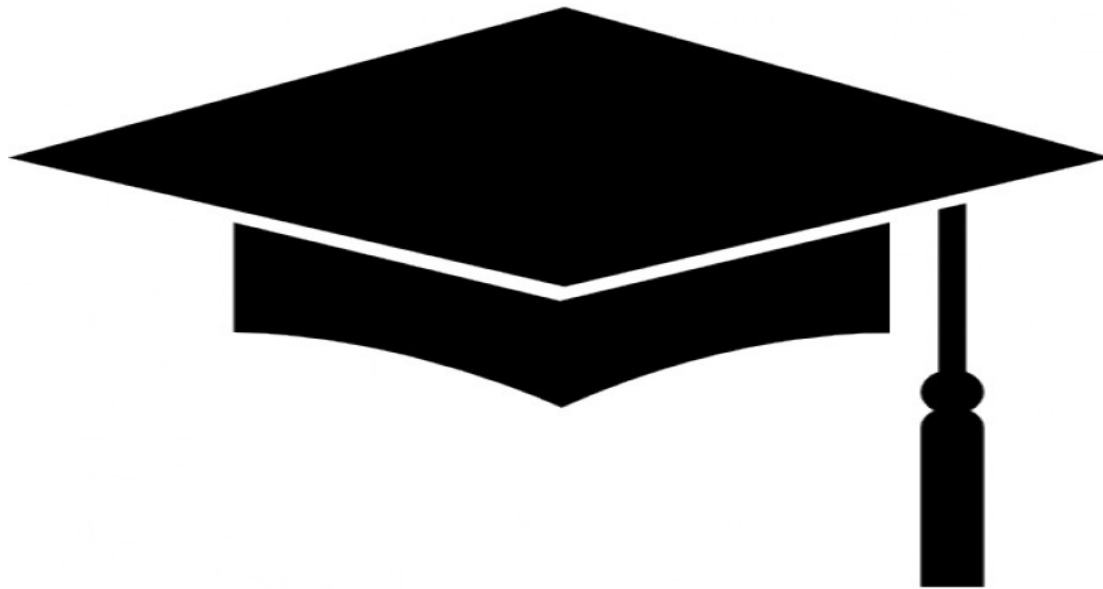
Appendix

DATA SNAPSHOT 2015-16 *updating*

STUDENTS WITH DISABILITIES – DATA SNAPSHOT
OAKLAND UNIFIED SCHOOL DISTRICT – 2015-16
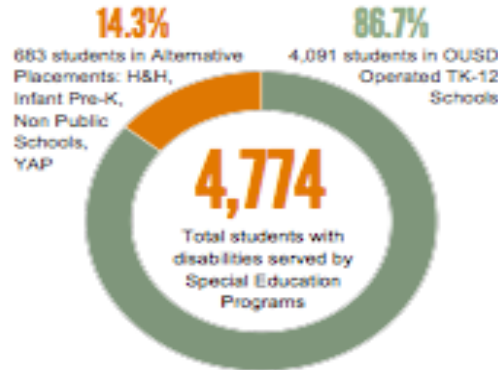
STUDENTS AND TEACHERS
2015-16

14.3%
683 students in Alternative Placements: H&H, Infant Pre-K, Non Public Schools, YAP

86.7%
4,091 students in OUSD Operated TK-12 Schools

4,774
Total students with disabilities served by Special Education Programs

378 Special Education Teachers in OUSD TK-12 Schools

GRADE-LEVEL READING
Based on the Spring 2015-16 Scholastic Reading Inventory

15.0%
Grade 3 - At or Above Grade Level

3.0%
Grade 6 - At or Above Grade Level

7.1%
Grade 9 - At or Above Grade Level

ENGLISH LANGUAGE LEARNERS (ELL)

4.3%
2015-16 ELL Fluency Reclassification

6.0%
2015-16 Long Term ELL Fluency Reclassification

GRADUATION & DROPOUT

60.0%
2014-15 Cohort Graduation Rate

24.6%
2014-15 Cohort Dropout Rate

COLLEGE & CAREER READINESS

45.7%
2015-16 Linked Learning College/Career Pathway Participation

17.9%
2014-15 A-G Completion 12th Grade Graduates Only

ATTENDANCE & DISCIPLINE

18.7%
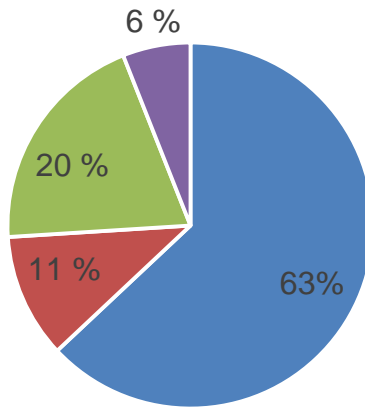2015-16 Students Chronically Absent

91.9%
2015-16 Students With **NO** Suspensions

OAKLAND UNIFIED SCHOOL DISTRICT

OUSD Programs for Exceptional Children
1000 Broadway, Suite 398
Oakland CA, 94607

2015-2016 & 2016-2017 Students by Program Type

15-16 Programs

6 %
20 %
11 %
63%

- Resource
- Mod./Sev.
- Mild/Mod.
- Inclusion

16-17 Programs

13%
18%
47%
22%
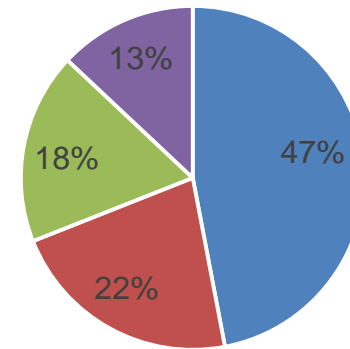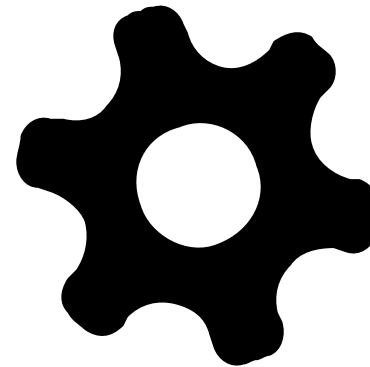
- Resource
- Mod./Sev.
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- Inclusion

2015-2016 Priorities Update
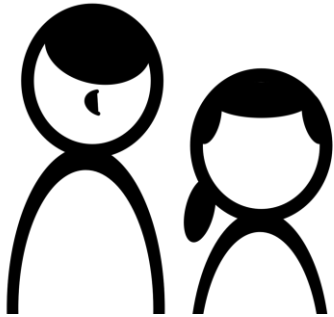
Least Restrictive Environment Continuum of Services

Professional Growth and Development

Data, Processes and Systems

Improved Compliance for Individual Education Programs (IEPs)

2015 - 2016 4 Priorities: End of Year Update

	#1: Least Restrictive Environment Services Continuum	➤ Promote a shared mindset whereby all OUSD employees, families and communities embrace inclusive practices for students with disabilities. ➤ Develop an Implementation Framework for Inclusion that includes research based inclusion practices and program models. ➤ Increase students with disabilities' access to general education common core aligned instruction and assessment.
	#2: Professional Growth & Development	➤ Build research-based inclusive practices/models and professional development for all special education and general education teachers and administrators ➤ Develop and train special education & general education teachers and administrators to use Multi-Tiered System of Supports (MTSS) for both academic and social emotional success. ➤ Increase the skills and capacity of internal PEC support staff to be able to serve our students in general education settings.

2015 - 2016 4 Priorities: End of Year Update

	#3: Data Processes & Systems	➢ Complete full integration between Special Education Information System(SEIS) and student information system (AERIES) ➢ Improve data management and communication systems to increase accuracy, efficiency and compliance ➢ Update Procedural Manual to comply with state requirements ➢ Improve Transportation System for students with disabilities
	#4: Improved Compliance for Individualized Education Program (IEP) Plans	➢ Provide professional development to all PEC certificated staff and school leaders as mandated by May 2015 California Department of Education (CDE) Verification Review ➢ Monthly tracking and monitoring of upcoming and overdue IEPs ➢ Create plan for improved State Performance Plan Indicators ➢ Provide technical assistance to address the significant disproportionality of African American students identified with Emotional Disturbance