



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Special Education in the 2017-18 LCAP

Presented to the Community Advisory Committee for Special Education



April 16, 2018

www.ousd.org



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Two Plans; One System of Support

The Local Plan for
Special Education

The Local Control and
Accountability Plan (LCAP)

The Local Plan for Special Education

The Local Plan for Special Education is the basis for how Special Education programs are operated and administered.

A well-developed and widely embraced Local Plan for Special Education is the foundation for an LCAP that fully supports students with disabilities and IEP's.

The Local Control and Accountability Plan

Under the CA **Local Control Funding Formula (LCFF)**, districts must develop a **Local Control and Accountability Plan (LCAP)** that sets **goals for ALL STUDENTS** in 8 priority areas and describes the actions to achieve those goals.

Under LCFF, districts receive **additional funds for students identified as low-income, foster youth, and English Learners**. These funds are called **Supplemental & Concentration funds**. They must be used to provide additional services and supports for the unique needs of those students. Those services and supports are also described in the LCAP.

In OUSD, **79% of Special Education students are in one or more of the 3 LCFF sub-groups** and must benefit from services and supports funded by Supplemental and Concentration funds, as well as from programs for all students that are funded by **Base funds**.

LCAP MUST ADDRESS 8 STATE PRIORITIES

Conditions of Learning

1. Basic Services
2. State Standards Implementation
3. Access to Courses

Student Outcomes

4. Student Achievement
5. Other Student Outcomes

Engagement

6. Parental Involvement
7. Student Engagement
8. School Climate

Information Included in the LCAP

1. **Goals & Strategies**
2. **District's Areas of Greatest Progress and Greatest Needs**
3. **Narrative about Student Performance** including Targeted Student Groups
4. **Annual Update:** What was actually implemented and spent in current year including Quality of Implementation & Impact of Services
5. **Planned Actions & Services** with Funding Source and Dollar Amounts
6. **Rationale for Our Investments** in the Next Year
7. **Community Engagement Narrative** - Parent Student Advisory Committee (PSAC); other committees and engagements

Student-Centered LCAP Goals

Goal 1: Graduates are college and career ready.

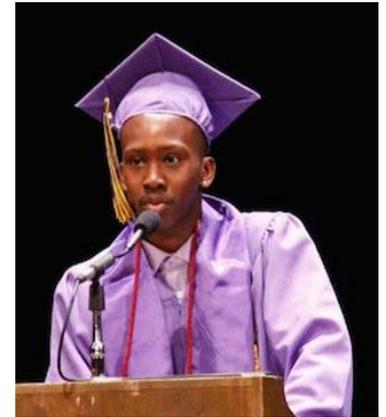
Goal 2: Students are proficient in state academic standards.

Goal 3: Students are reading at or above grade level.

Goal 4: English Learners are reaching English fluency.

Goal 5: Students are engaged in school every day.

Goal 6: Parents and families are engaged in school activities.



How Districts are Evaluated: The CA Schools Dashboard

Six State Indicators are used to identify targeted student groups.
Five Local Indicators are self-reported on the dashboard.

SIX STATE INDICATORS

ACADEMICS

ENGLISH LEARNERS

GRADUATION RATE

SUSPENSION RATE

CHRONIC ABSENTEEISM

CAREER & COLLEGE

FIVE LOCAL INDICATORS

BASIC CONDITIONS

IMPLEMENTATION OF
ACADEMIC STANDARDS

PARENT ENGAGEMENT

SCHOOL CLIMATE

NEW for Fall 2018:
BROAD COURSE OF STUDY

Tracking Student Success in the Local Plan

The **Local Plan for Special Education** supports:

- **Student Access to Special Education**
- **Student Access to General Education**
- **Positive Outcomes for Special Education Students**

The Local Plan must address how special education students and programs are doing on the **17 indicators** (or measures) that the state tracks.

What the 17 Special Education Indicators Measure

1. **High School Graduation**

2. **Drop-Out Rates**

3. **Participation in State Tests**

4. **Suspensions and Expulsions**

5. Participation in General Education Settings

6. Participation in Early Childhood Programs

7. Positive Social-Emotional Skills

8. **Parent Involvement**

GREEN: Overlap with LCAP

BLUE: Some overlap with LCAP

What the 17 Special Education Indicators Measure

9. Representation of Racial & Ethnic Groups in Special Education
10. Representation of Racial & Ethnic Groups in Specific Disability Categories
11. Evaluation for Special Education within 60 Days of Parents Giving Consent
12. Development of IEP's for Children Identified before the Age of 3
13. **Transition Planning for Life after High School**
14. Participation in Employment and Education after High School
15. Disputes that Went to Resolution Sessions and Were Resolved
16. Disputes that Went to Mediation and Were Resolved
17. **Plans to Improve Services (Example: For Students with Disabilities that are also Low-Income, Foster Youth, and English Learners)**

What the OUSD LCAP Indicators Measure

1. **High School Graduation**
2. Completion of A-G Requirements for College
3. **Participation in State Assessments** and Advanced Placement Exams
4. **Participation in Career Pathways**
5. Correct Assignment of Teachers
6. Proficiency in State Tests
7. Implementation of Common-Core Standards Curriculum and Instruction
8. **Reduction in the Number of Overdue IEP's**
9. Schools that Have Board-Approved School Plans (SPSA's)

GREEN: Overlap with Local Plan

BLUE: Some overlap with Local

Plan

What the OUSD LCAP Indicators Measure

10. Students Reading at Grade Level (Grades 3, 6, and 9)
11. Number of English Learners Who Reach Proficiency in English (Reclassify)
12. Attendance and Chronic Absences (including foster youth chronic absences)
13. **Suspensions and Expulsion Rates** (including by racial-ethnic group)
14. **Dropout Rates** (Middle and High School)
15. Facilities in Good Repair
16. Students Feeling Safe (5th Graders, Middle School, High School)
17. **Participation by Families in CA School Parent Survey** (Goal: +50 SpEd Families)
18. Schools Offering at Least 3 Academic Activities for Families per Year

GREEN: Overlap with Local Plan

BLUE: Some overlap with Local Plan

Plan

Data Highlights in the 2017-18 LCAP

- **12% of students receive Special Education**
- **77% of Special Education students are also Low-Income students**
- **Graduation rates are increasing and suspension rates are decreasing for Special Education students**
- **Our teacher retention rates are low, and we are facing an annual teacher shortage in areas such as secondary Math & Science, and Special Education.**
- **Nearly half of our approximately 400 Special Education teachers are temporary or probationary early career teachers.**
- **There has been an increase in linked learning participation for Special Education students: Students with Disabilities (43% participation in 2014-15 to 53% in 2016-17)**

Data Highlights in the 2017-18 LCAP

- **The percentage of Special Educations reading at grade level in 2015-16: 15% (Grade 3), 2.7% (Grade 6), 6.1% (Grade 9)**
- **Chronic absence rates for Special Education students are among the highest: 18.6% in 2015-16.** Highest Subgroups: 22.9% American Indian, 21.7% Foster Youth, 2015-16
- **Suspension and expulsion data for students with disabilities is not included in the LCAP though the suspension rate is the same or higher than the rate for all African American students over the past three years *even before disaggregating for ethnicity and/or gender.***

All Student Groups Performance

Based on the California School Dashboard (Fall 2017)

	Suspension	English Learner Progress	Graduation	Academic: English Language Arts	Academic: Mathematics
All Students Performance Level	Yellow	Yellow	Yellow	Orange	Orange
OUSD PERFORMANCE GAPS -- 2 or more performance levels below the "All Student" Performance					
English Learners	Green	n/a	Red	Red	Orange
Foster Youth	Yellow	n/a	Red	Orange	Orange
Homeless	Yellow	n/a	Red	Red	Red
Socioeconomically disadvantaged	Orange	n/a	Yellow	Red	Orange
Students with Disabilities	Red	n/a	Red	Red	Red
American Indian	Orange	n/a	*	Yellow	Orange
Asian	Blue	n/a	Yellow	Orange	Green
African American	Red	n/a	Yellow	Red	Red
Filipino	Yellow	n/a	*	Orange	Orange
Hispanic	Yellow	n/a	Yellow	Orange	Orange
Pacific Islander	Orange	n/a	*	Yellow	Yellow
Two or more races	Orange	n/a	*	Green	Green
White	Green	n/a	Orange	Green	Green

Performance & Change Levels from Highest to Lowest: Blue, Green, Yellow, Orange, Red

Student Performance Gaps

Based on the California School Dashboard (Fall 2017)

	Suspension	English Learner Progress	Graduation	Academic: English Language Arts	Academic: Mathematics
All Students Performance Level	Yellow	Yellow	Yellow	Orange	Orange
OUSD PERFORMANCE GAPS -- 2 or more performance levels below the "All Student" Performance					
English Learners			Red	Red	Orange
Foster Youth			Red	Orange	Orange
Homeless			Red	Red	Red
Socioeconomically disadvantaged	Orange			Red	Orange
Students with Disabilities	Red		Red	Red	Red
American Indian	Orange				Orange
Asian				Orange	
African American	Red			Red	Red
Filipino				Orange	Orange
Hispanic				Orange	Orange
Pacific Islander	Orange				
Two or more races	Orange				
White			Orange		
Performance & Change Levels from Highest to Lowest: Blue, Green, Yellow, Orange, Red					

Actions in the LCAP

The OUSD LCAP includes hundreds of actions to meet the 6 goals under specific *action areas*.

[Link to LCAP Goals, Actions, & Student Indicators](#)

District-Wide Special Education Actions

In 2016-17, Special Education teaching positions were listed separately by age of students served: early childhood, K-12, adult programs.

In 2017-18, all positions can be found on page 352 to 358 of the LCAP under “Special Education LCAP Action Area 1.3, A - G Requirements.”

The 2017-18 LCAP does not list any actions taken by school sites through their school site planning process in support of students with disabilities though the description of expanded inclusive strategies suggests that they could exist.

(See next slide.)

All of the staff positions for the Special Education Program are listed under one action in support of Goal 1

School Site Special Education Actions

Expanding Inclusion Practices in the 2017-18 LCAP

(Page 17)

“ The district provided training and support for inclusive practices for special education students at 29 schools in 2016-17, and will expand to 37 schools in 2017-18. Training includes principals (one day), school teams (2-3 days with special education and general education teachers and support staff), special education network administrator and program specialists who receive support during regularly scheduled on-site coaching sessions with a Coach of Specialized Academic Instruction. This expansion of inclusion practices will support more students with disabilities in accessing the core curriculum, including A-G courses in high school, and will help to address the performance gap for special education students in on-time graduation. (See Goal 1, LCAP Action Area 1.3)”

Special Education Actions

The 2016-17 LCAP listed one strategic Special Education action, an Inclusion pilot at 12 listed schools with staffing descriptions.

Page 52: “Inclusion pilot—In addition to the special day class provided to students with mild and moderate disabilities, the District is piloting an inclusion program to allow students opportunities to learn in less restrictive general education environments. This pilot provides additional teachers to accommodate different program models. Some teachers are general education, to reduce class sizes, others are special education, to allow co-teaching with a general education teacher. There are also additional instructional assistants to accompany the students out of their special day classes.”

Addressing Performance Gaps for Special Education Students in the 2017-18 LCAP

The LCAP lists three strategies to address performance gaps in Graduation, English Language Arts, and Math

Professional Development for New Special Education Teachers to address the performance gap for student with disabilities in English Language Arts/Literacy and Mathematics

Professional Learning for all Special Educators and Paraprofessionals to improve progress monitoring for students with disabilities and address the performance gap for students with disabilities in on-time graduation

Expanding Inclusion Practices to support more students with disabilities in accessing the core curriculum, including A-G courses in high school, and to help address the performance gap for special education students in on-time graduation. (Page 17)

Other Special Education Actions in 2017-18

Actions for Enrollment, Teacher Recruitment & Retention, and Reading

Page 342 Stipends for additional hours for SPED specialists to analyze incoming enrollment applications.

Page 397 OUSD has a large pool of para-educators, instructional support specialists, and other classified staff that reflect the diversity of OUSD students and are already invested in their success.

OUSD Partners with 3 local universities to provide discounted tuition to OUSD employees that enter their programs through Grow Our Own and are interested in teaching special education.

Additionally, prospective special education teachers have access to Weekly Test Prep support through the process of applying to programs and employment as a teacher. OUSD offers regular coaching sessions to these these teachers about next steps for credentials, enrolling in a program, and what it takes to prepare to teach in a special education setting.

Page 472 1 FTE for reading intervention to specific group of students in a reading clinic lab model. Provides coaching and professional development in reading recovery methods (Lindamood Bell and SIPPS) to Resource Specialists.

Special Education in the LCAP

The LCAP identifies 3 specific outcomes for students with IEP's.

Page 387: A goal to increase by 10% the the number of IEP's completed in time.

Page 496: A goal is to decrease the chronic absence rate of Special Education students by 1 percentage point alongside other student groups.

Page 535: A goal to increase the number of Special Education parents taking the CA School Parent Survey by 50 parents from 1,484 parents to 1,534. *The goal for all OUSD parents in an increase of 40%. In 2016-17, there were more than 5,000 OUSD Special Education students.*

Wherever a goal is set for multiple student groups, a baseline and annual measurable outcome is reported for Special Education students with the exception of "percentage of students completing A-G requirements, participation in career pathways, and suspension rates."

Seeing the Diversity of Special Education Students

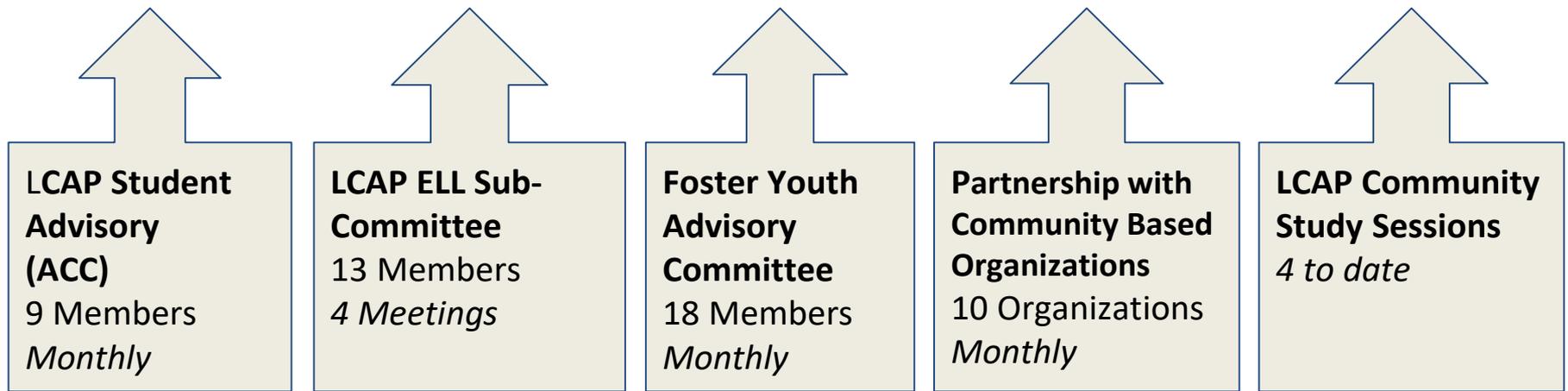
The LCAP does not include specific data for students with disabilities by race, ethnicity, gender, low-income status, foster care, language proficiency, disability category, etc.

This “disaggregated” data would help better understand student needs, identify gaps, set stronger goals, and effectively target support.

Current LCAP Engagement Structures

LCAP Parent and Student Advisory Committee: Up to 35 Members from 7 Electoral Districts

General Meetings: August Retreat, October, December, February, April, May, June
Lead Delegates: Monthly



General Information Platforms : Web Page & Calendar, Executive Summary, Monthly Newsletter

Additional 2016-17 Structures

- **LCAP Special Education Study Group** 4 Parents from LCAP PSAC--2 Special Education, 2 General Education
- **LCAP Forum for Labor Leaders** At Health Benefits Governing Board Meeting (October and March)

Connecting the Local Plan and LCAP

2016-17 Recommendations from the LCAP Special Education Study Group

1. We need to look at the LCAP and Special Education indicators for Special Education students side-by-side for multiple years to identify clear needs. We also need to know how specific subgroups of Special Education students are doing (e.g. foster youth, English Learners, etc.)
1. We need to set goals that are specific to Special Education students for the entire OUSD community to support.
1. We need to make sure that all data includes all students in the Special Education Local Plan Area, not just students who attend OUSD schools. They are all OUSD students.

Connecting the Local Plan and LCAP

2016-17 Recommendations from the LCAP Special Education Study Group

4. We need targeted actions for Special Education students in the LCFF subgroups. Those actions must access funds beyond those that support the base Special Education program.
5. We need for school sites to include actions in their plans that support students with disabilities (with our without IEP's).
6. We need a budget for Special Education support that responds to an analysis of student and program needs. We need a district budget that understands targeted special education funding as a *contribution* to the base funding and program available for all students, not the reverse. Special Education funding provides moneys and support for disability related-needs *above and beyond* what is available to all students, including students with IEP's.



Wows and Wonders

Your Thoughts

What key questions did this presentation raise for you?

What in this presentation surprised you? How?

What are the next steps for the special education community to participate meaningfully in the OUSD LCAP and budget process?