



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Annual Service and Budget Plan Overview CAC Recommendations



Neena Bawa-Bhathal, Executive Director Special Education

Jennifer Blake, Director of Schools, Special Education

Community Advisory Committee Members

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Our Student enrollment

We serve students in:

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

6,781 eligible students

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

17.2% of all students in OUSD have an IEP



What is SELPA?

The Special Education Local Planning Area (SELPA) Administrators is an association of professional educators organized to present, review, and evaluate major special education issues. To accomplish this purpose, the association participates in such activities as:

- Program Planning and Evaluation
- Fiscal Planning
- Legislative Analysis and Education
- Review of Legal Issues
- Research
- Dissemination of Information
- Training and Technical Assistance
- Collaboration with California Department of Education

ANNUAL BUDGET AND SERVICE PLANS

- The Local Plan should include a section stating that the SELPA will adopt an annual budget and service plans following all legal requirements.
- The annual service and budget plans are submitted separately from the rest of the local plan on an annual basis (currently by June 30 of each year).

PROCESS OVERVIEW

Local Plan

**Annual
Budget Plan**

**Annual
Service Plan**



- The Local Plan was approved last year in June 2018.
- The Annual Budget and Annual Service Plans have been posted both publicly and at school sites for more than 15 days.

ANNUAL BUDGET PLAN REQUIREMENTS

The Annual Budget Plan (ABP) must include:

- Administrative costs of the plan

- Services to students with severe and low incidence disabilities

- Services to students with non-severe disabilities

- Supplemental aids and services to meet the individual needs of students placed in General Education

- Regionalized operations/services and direct instructional support by program specialists

- Use of special education property taxes



ANNUAL SERVICE PLAN REQUIREMENTS

The Annual Service Plan (ASP) must include a description of:

- The nature of the services, including Related Services
- The physical location where the services are provided, which may include:
 - Alternative Schools
 - Charter Schools



ANNUAL SERVICE PLAN REQUIREMENTS

- Opportunity Day Schools operated by School Districts
- Community Day Schools operated by the County
- Office of Education regardless of whether the District or County Office of Education participates in the Local Plan
- Nonpublic Schools/Agencies



Recommendation for 2019-20 Presented BY CAC

Given that:

- **Almost one in five students** in OUSD are students with dis/abilities with IEPs.
- We need to see these them fully as **OUSD students**.
- We must all ensure **access** for them and demonstrate **ownership** of their outcomes.
- What we uphold as district begins with **you**.

We must finally achieve the following in 2019-20 for Students with Dis/abilities and IEPs:

- Cross-Departmental Collaboration
- Appropriate Curricula for All
- Universal Inclusion Training
- Data Access and Fidelity
- Students with Dis/abilities Fully Reflected in the LCAP and School Site Plans

cac recommendations

We are asking the School Board to mandate the following:

- LCAP indicators to track access by all Special Education teachers and programs to robust Language Arts, Math, and Reading Curriculum; access to related Assessments already in use by General Education classrooms; and training for the use of both
- At least one targeted strategy and related sub-indicator under each LCAP goal for students with IEPs. (The CAC has developed a list. See the appendix.)

cac recommendations

We are asking the School Board to mandate the following:

- All General Education teachers participate in professional development for inclusive practices and Universal Design for Learning
- A minimum .5 FTE to support the leadership and participation of Special Education families at the district level

~~we need~~ board policy.

The CAC believes that a strong mandate, message, and sustained commitment from you can help us build ownership for students with disabilities in OUSD.

Help us make 2019-20 a year of disability justice in education for OUSD students.

Closing Thought...



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EVERY STUDENT THRIVES!

Appendix Recommended indicators for the 2019-20 ICAP

Recommendations for 2019-20 LCAP Indicators

GOAL 1:

- Participation in different paths to graduation (high school diploma) for students with IEPs, including graduation with state credit requirements; graduation by 22.
- Access to alternative and continuation schools: % of students with IEPs enrolled in continuation and alternative schools
- Increase in Local Plan Indicator 14: Percent of youth who had an IEP, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school (20 USC 1416(a)(3)(B))."

Recommendations for 2019-20 LCAP Indicators

GOAL 2:

- Access to Common Core Language Arts Curriculum/Materials for all Special Education Programs/classrooms (credit-bearing for high school)
- Access to Common Core Math Curriculum/Materials for Special Education Programs/classrooms (credit-bearing for high school)
- Indicator to Monitor Retention of Special Education Teachers
- Participation by General Ed Teachers in OUSD Inclusion Training
- Participation by Special Ed Teachers in OUSD Inclusion Training
- Participation Rates for Students with IEPs in School Site and Centralized Math Intervention Programs (incl. summer & after-school)
- Indicator to measure success in meeting IEP goals

Recommendations for 2019-20

LCAP Indicators

GOAL 3

- Access to Research-Based Reading Programs & Related Reading Assessments for all Special Education Programs/classrooms
- Participation in F&P/DRA/EDL by students with IEPs (all elementary).
There is a desire to extend assessment of this type into middle school for students with IEPs given the extremely low reading outcomes for middle school students with IEPs and the need for continuing reading instruction.
- Reading Growth as Measured by F&P/DRA/EDL
- Participation Rates for Students with IEPs in School Site and Centralized Reading Intervention Programs (incl. summer and after-school programs)

Recommendations for 2019-20 LCAP Indicators

GOAL 4:

- Percentage of English Language Learners with IEPs who make progress towards English fluency
- Reclassification Rates for Students with IEPs who are also English Language Learners

Recommendations for 2019-20 LCAP Indicators

GOAL 5:

- Suspension Rates for Students with IEPs who are also in another group in the Red for Suspensions
(e.g. African-American Students, Foster Students)
- Access by Students with IEPs to key actions and services focused on reducing suspensions (RJ processes, PBIS implementation, AAMA, etc.)
- Chronic Absence Rates for Students with IEPs who are also in another group in the Red for Attendance
(e.g. African-Americans, Pacific Islanders)

Recommendations for 2019-20 LCAP Indicators

GOAL 6:

- Schools Offering at Least 1 Activity to Support Families of Students with IEPs in Preparing for IEP meetings
- Schools Offering at Least 1 Activity to Build Community and Mutual Support among Families of Students with IEPs

Appendix

alignment between kappsac and cacre recommendations for the 2019-20 ICAP

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

General Recommendations

Student Groups

a) Identify LCAP actions under each goal and action area for all of the student groups for which OUSD is receiving differentiated assistance, along with specific actions for students in more than one of the identified groups. (e.g. African American Students with IEPs). Ensure to identify the specific indicators that those actions and related investments aim to impact for each of the groups.

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

General Recommendations:

Student Groups

b) Continue to provide multiple years of ranked school-based data for students in the differentiated assistance groups (and for the students in more than one of the identified groups) to the PSAC by October 1st of each school year so that the information can be distributed amongst those studying the needs and strategies for the identified student groups.

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

General Recommendations:

Student Groups

c)Ensure that the school site plans (SPSAs) are including actions and indicators for these students groups as described in a) above to complement those that are happening centrally.

d)Identify LCAP actions for students with disabilities under each goal and action area, not just as an inventory of Special Education program staff under a singular action area in Goal 2, Action 10. Students with disabilities are a focal group. We will not be able to analyze the effectiveness of strategies with the current approach.

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

General Recommendations:

Student Groups

d) *continued.* We also need to once more include the list of Special Education staff that used to be included within the LCAP in past years under Goal 2, Action 10. The list was removed from the LCAP. These services are essential for Students with IEPs to improve outcomes. They should be understood and monitored.

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

General Recommendations:

Budget Transparency

a)Account for all actions, services, positions, and dollars used to support the goals, specific groups, and targeted outcomes identified in the LCAP.

- Examples of the funds that must be included in fully accounting for LCAP actions and services as described are Title I, Title II, Title III, Special Education Grants, Measure N, Measure G, etc.**
- Name all of the staff positions (FTE) included in the LCAP, not just the ones funded with S&C.**

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

Recommendations Relevant to All Goals and School Sites

Priority Recommendations

1. Identify “bright spot” schools from which to learn. Identify schools that are supporting the Differentiated Assistance groups well, how those students are being supported, and what can be learned and replicated at other sites.

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

Goal 1

Priority Recommendations

- 1. Describe and analyze the impact of Extended School Year for Students with IEPs within Summer Learning in Goal 1, Action 4.**
- 5. Increase access to summer learning, in particular for targeted groups. Monitor access within the LCAP.**

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

Goal 2

Priority Recommendations

- 1. Provide accurate, comprehensive, and targeted data for supporting the needs of Students with IEPs. This includes disaggregated data sets. New filter levels need to be created at the district level to find overlaps.**

(The committees have identified many inaccuracies even in accounting for Students with IEPs as part of the total student population.)

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

Goal 2

Priority Recommendations

2. Provide base curriculum materials to all Special Education programs and classrooms, specifically in Moderate-Severe.

Many Special Education students and teachers do not have base curriculum materials for instruction.

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

Goal 2

Priority Recommendations

- 1.The monitoring of teacher retention should include a report, not just one indicator, showing baselines, the yield of pipeline programs, including projected teachers that are coming in the pipeline, retention rates at the school site level, data on equity, measurement of vacancies, and how many teachers are on emergency credentials.**
- 2.Ensure universal implementation of accommodations for testing to support progress and proficiency for students with IEPs in the SBAC and other assessments. (This requires timely IEPs and schedule of testing.)**

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

Goal 2

Priority Recommendations

4. Explain how the increase in teacher compensation will specifically benefit targeted student groups, how it will specifically promote greater equity for them. Compensation includes what is being done to increase teacher development and agency.

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

Goal 3

Priority Recommendations

- 1. Track access to curriculum and assessments for Special Education programs and classrooms within the LCAP. Many Special Education classrooms and students do not have access to the curriculum and assessments for reading development (e.g. F&P, Guided Reading materials and training, SIPPS, etc.) that other students have.**
- 2. Designate a targeted group of Special Education teachers to receive reading curriculum and related training. Implement this as the start of a wider initiative to provide reading curriculum and training to all Special Education teachers.**

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

Goal 4

Priority Recommendations

- 1. Report on the progress in English Language Development & Reclassification of ELLs with IEPs as a separate indicator within the LCAP.**
- 3. Require that Dual Language Program schools provide the opportunity for all students with IEPs to participate fully in the program. (There are well-established dual language schools in which ELL and other students taught in Special Day Classes are almost fully isolated from the school's instructional and other programs.)**

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

Goal 4

Priority Recommendations

4. Monitor that all English Language Learners with IEPs are receiving instruction for English Language Development with the accommodations and modifications needed.

LCAP PSAC Recommendations for the 2019-20 LCAP--Students with IEPs

Goal 5

Priority Recommendations

- 1. Suspension rates for Students with IEPs are alarmingly high, especially for students of color with IEPs. Identify specific strategies within the LCAP for reducing them.**
- 7. Explain how ableism will be addressed within professional development about implicit bias.**