

Special Education Taskforce

Alameda Unified School District

Session #2

April 27, 2017

Cindy Cathey - Facilitator

Victoria Forrester - Facilitator

Welcome!

and

Welcome Back!



Overview of the Agenda

- **Topic 1**

- A Few Introductions
 - Set Our Group Norms
 - Review Our Charge

- **Topic 2**

- Internal Environmental Scan:
 - Additional Data Scan

- Reading #1: FCMAT-Highlights and Recommendations/SWOT

- **Topic 3**

- External Environmental Scan:

- Reading #2 Lessons from California Districts

- Reading #3 Lessons from Across the Nation

- Reading #4 State's Special Ed. Task Force Executive Summary

- **Topic 4**

- SWOT Analysis

Some Basic Assumptions...

- The **system** needs improvement; no one is to blame
- Everyone is doing the best that they know how to do
- Some of the data that we will explore are difficult; we can't shy away from brutal facts
- Some things are out of our control; we will focus on what we can control
- *We may not agree with everyone and everything all of the time*
- Conversation and collaboration are key to understanding **multiple perspectives**
- The more informed we are, the better our decisions and recommendations will be
- The Strategic Plan will be a roadmap, subject to change based upon new information
- We are not there **YET** - but we **WILL** get there!

Strategic Plan

(an outline that defines the structure of the special education program.)

Service Priorities

1. Student Identification
2. Educational Program Delivery
3. Support Systems
4. Communication
5. Efficacy

The logo for the Alameda Unified School District (AUSD) is located in the bottom right corner. It consists of the letters "AUSD" in a white, serif font, set against a solid blue rectangular background.

AUSD

Strategic Planning Process

- Environmental Analysis
 - Internal Scan
 - External Scan
- Vision, Beliefs, Mission, Goals, Strategies, Action Plans, Strategic Plan



World Class Program Model

Our Charge...

Define a service delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement



Our Norms (Draft)

Why Norms?

- 1. To agree on how we behave and treat each other*
- 2. To ensure that all individuals have the opportunity to contribute*
- 3. To increase productivity and effectiveness*
- 4. To facilitate the achievement of our charge*

Begin and end on time

Step up; Step back (contribution)

Listen to understand

Actively engage in discussion and activities

Respect alternative perspectives

Understand that consensus is often necessary

Special Education Program Internal Environmental Scan (cont.)

- State Special Education Annual Performance Report
- Student Distribution
- Achievement - ELD
- Least Restrictive Environment

Pair/Share Activity (3 min)



Alameda Unified School District

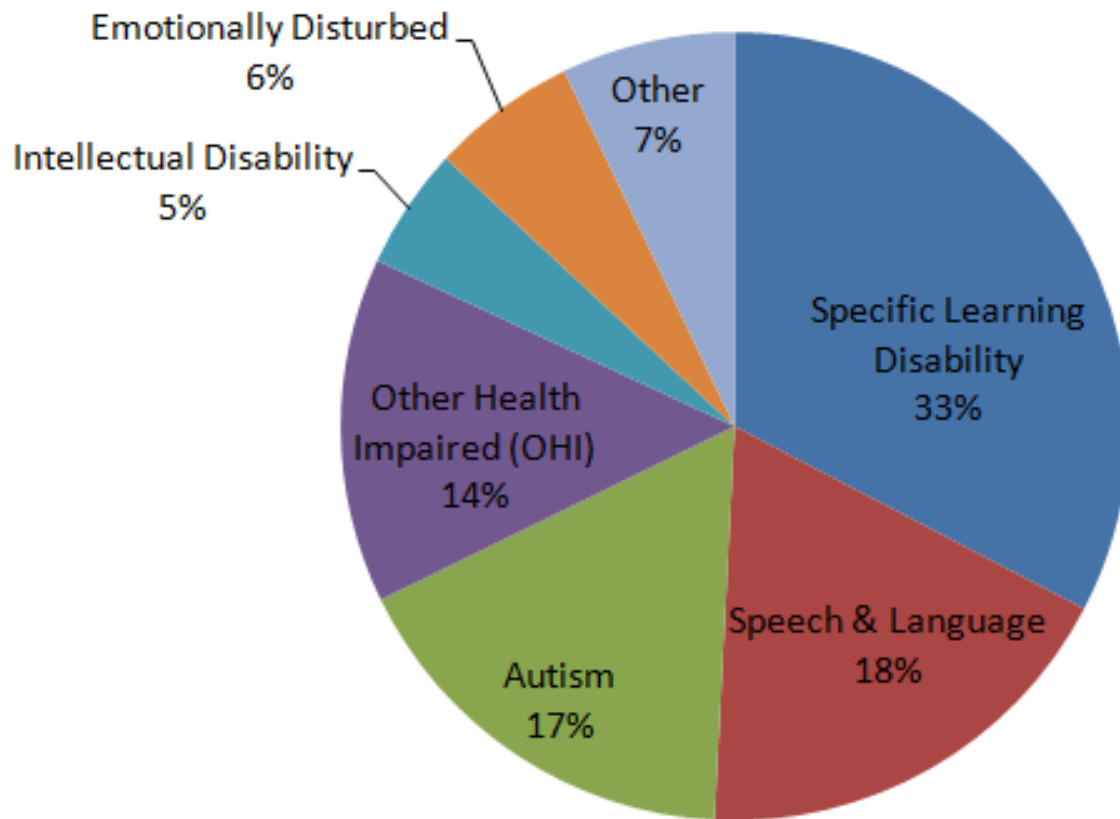
2014 - 2015 District Level

Special Education Annual Performance Report

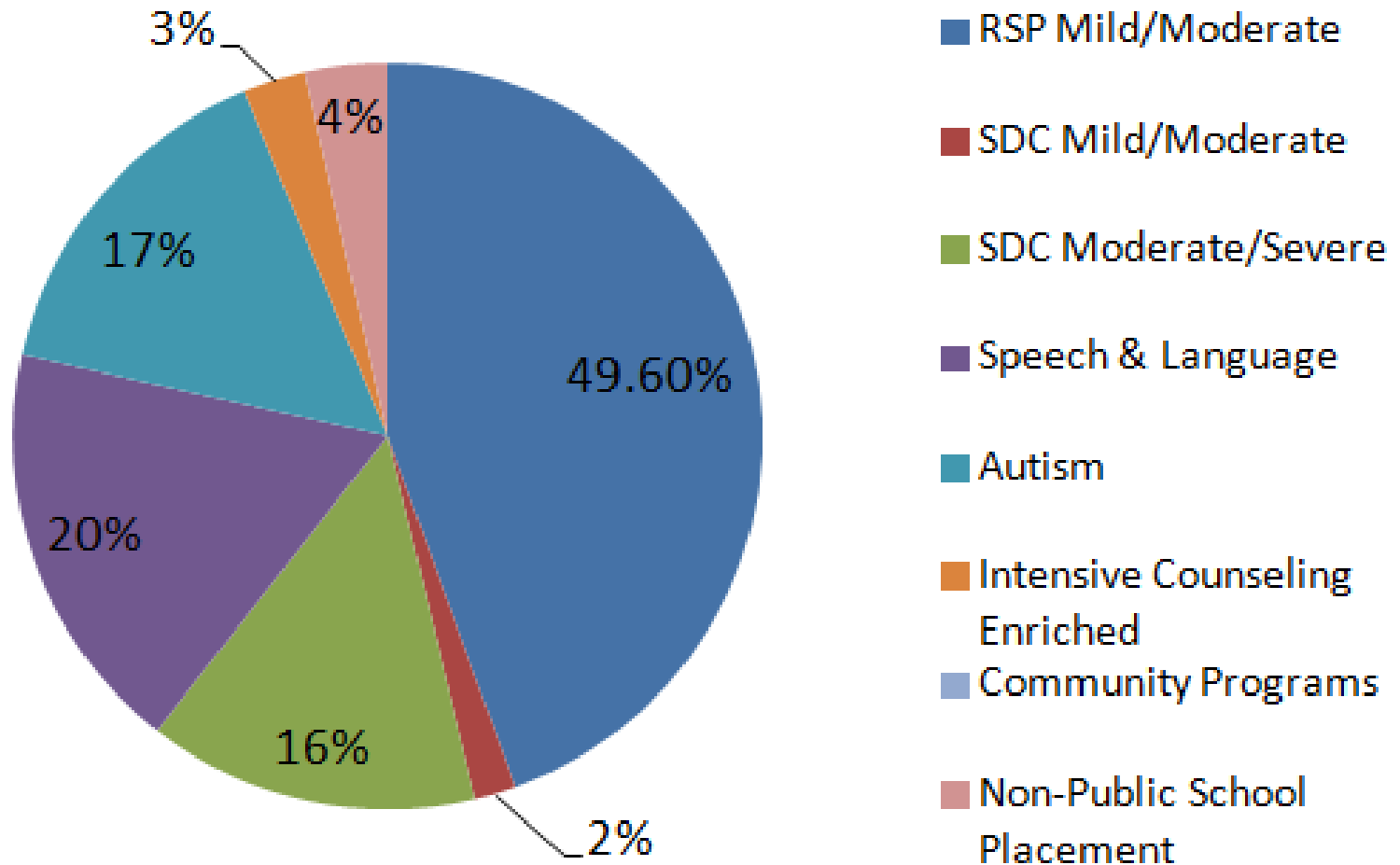
(prepared by state Special Education Division on 2/22/2016)

Activity: Read through the 14 indicators; note 1-2 facts that stand out for you. Be prepared to share out.

AUSD Special Education Distribution By Disability 2016 - 2017



AUSD Special Education Distribution By Program Placement 2016 - 2017



Languages Spoken by Students in the District 2016 - 2017

Language	Number of Students	Percent
Spanish	810	86.6%
Mandarin	36	3.85%
Cantonese	23	2.46%
Other Non-English	15	1.6%
Arabic	10	1.07%
Other Languages:	41	4.4%
Other languages include: Cambodian, Tigrinya, Tongan, Vietnamese, Russian, Filipino, French, German, Hindi, Japanese, Korean, Chaozhou, Thai, Portuguese, Mien (Yao)		

CA English Language Development Test (CELDT) (Initial & Annual)

CELDT 3 Year **Achievement** Score Comparison (Special Ed and Non-Special Ed English Learner Students)

	Advanced	Early Advanced	Intermediate	Early Intermediate	Basic
2015-2016					
Non-Sped	30%	32%	21%	8%	10%
Sped	8%	27%	29%	12%	24%
2014-2015					
Non-Sped	26%	36%	21%	9%	9%
Sped	11%	22%	33%	14%	20%
2013-2014					
Non-Sped	26%	34%	22%	9%	8%
Sped	10%	23%	31%	13%	24%

CA English Language Development Test (CELDT) (Initial & Annual)

CELDT 3 Year **Student Participation** Comparison (Special Ed and Non-Special Ed English Learner Students)

	Advanced	Early Advanced	Intermediate	Early Intermediate	Basic
2015-2016					
Non-Sped	467	498	327	133	152
Sped	19	60	63	27	52
2014-2015					
Non-Sped	422	587	338	155	145
Sped	25	52	78	34	46
2013-2014					
Non-Sped	482	626	406	163	155
Sped	20	45	62	26	47

AUSD Special Education Distribution
Least Restrictive Environment

Student Placement for AUSD vs. State Target

> 80% in Regular Classroom 49.6% vs.
76%

< 40% in Regular Classroom 23.6% vs.
9%

Separate School
3.9% vs. 4.0%

Other
22.9% vs. 0%

(Home/Hospital Instruction, placement of student in private

AUSD Fiscal Crisis Management Assistance Team Report

A Deep Dive into the the Report



Fiscal Crisis & Management Assistance Team (FCMAT)

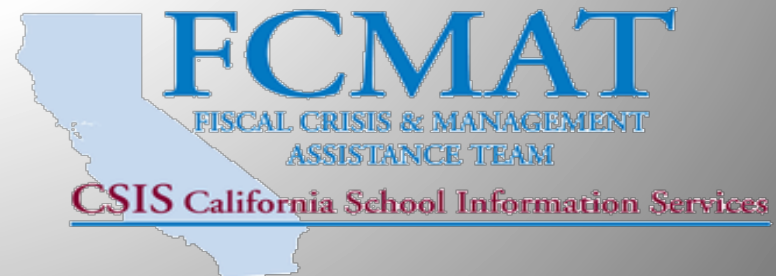
FCMAT was created by Assembly Bill 1200 to provide management and technical assistance throughout California to school districts and county offices in all areas of operations. It is composed of experts across the fields, including Special Education, with extensive experience leading educational programs in public schools at all levels – preschool through adult transition.

FCMAT Process

Step 1: Review Fiscal & Program Documentation

Step 2: Interview Staff

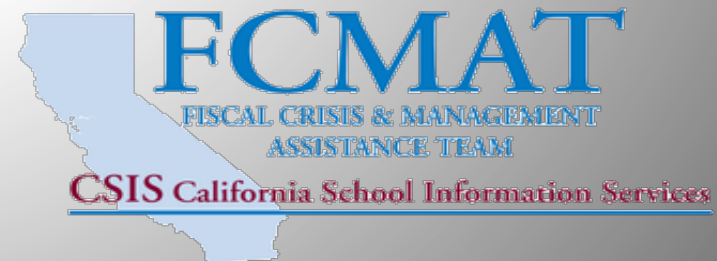
Step 3: Generate Findings & Recommendations



FCMAT Findings

Note: The FCMAT process leads to a **deficit** model report. The report focuses exclusively on areas for improvement through findings & recommendations

- Procedural Inefficiencies
- Antiquated Program Models
- Disproportionate Budget Impact
 - Over Identification



FCMAT Recommendations

Provides details for next steps related to correcting program deficiencies, fiscal impact, and compliance

- Approximately 28 Recommendations

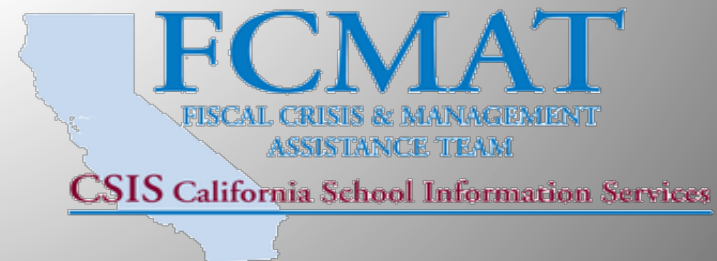
Funding and Account Structure

Special Education Transportation

District Service Delivery

Staffing Ratios and Caseloads

Pre-identification



FCMAT Recommendations

Provides details for next steps related to correcting program deficiencies, fiscal impact, and compliance

- WHAT ARE THE KEY ACTIONS RECOMMENDED?

Activity: Choose a FCMAT section. Read the section of interest. Discuss implications with table group. Chart key actions, reflections, and take-aways for the section.

FCMAT Group Readings

1. Funding Structure and Position Control
2. Contribution from General Fund and Transportation
3. Service Delivery
4. Staffing and Caseloads
5. Related Services
6. Paraprofessional Staffing
7. Pre Identification

FCMAT Recommendation Themes

- Develop Strategic Plan (this process)
- Create a staffing system
- Continue to develop Multi-Tiered System of Support (MTSS)
- Refine procedures for paraprofessional staffing; 1:1 para support
- Update service delivery model
- Build communication plan between district departments
- Transportation

Moving to Action - SWOT Analysis

Activity

- Strengths: What are the advantages to being a part of the district? What do we do well? What to we have that other district's don't?
- Weaknesses: Where are there areas for improvement? What do other districts/schools/competitors have that we don't have?
- Opportunities: What's happening that we can capitalize on? What is new and useful in special education?
- Threats: What outside events are there that cannot be controlled? What regulations might be on the horizon?



Jigsaw Activity

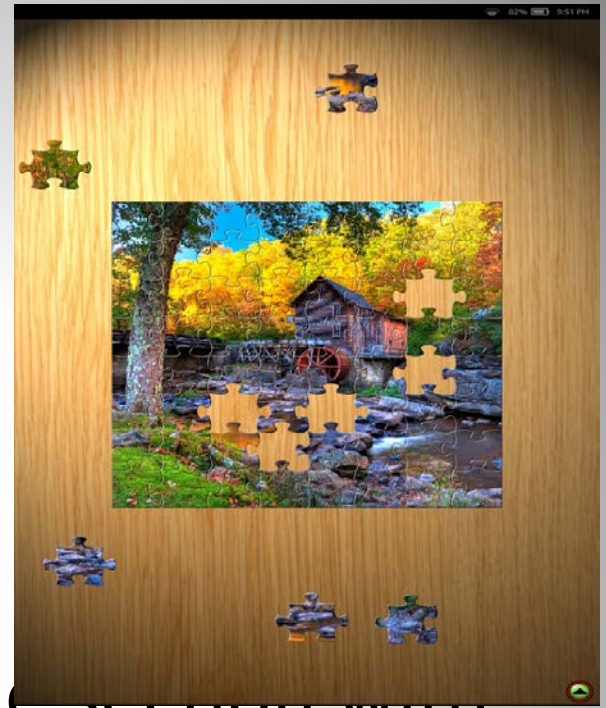


Jigsaw Activity (within a jigsaw)

1. Read your section silently

1. Discuss the main points of the section with
your group

1. Create a poster with 3 main points and 2 “I
wonders”



Jigsaw Activity

Group 1: Lessons Learned from CA Districts

Group 2: Lessons from Across the Nation

Group 3: Executive Summary Part 1

Group 4: Executive Summary Part 2

Research from the Field (External Scan)

Lessons Learned from 4 California *Districts*

CA Comprehensive Center at Wested, January, 2011

Activity: Choose a section. Read Introduction on page 1. Then read the section and discuss implications for Alameda Unified School District. Be ready to share 1 or 2 take-aways.

Kerman Unified Page 8

Sanger Unified Page

Upland Unified Page

Val Verde Unified Page

Overall Themes & Implications



Research from the Field

(External Environmental Scan)

Lessons from Across the *Nation*

How Schools and Districts are Improving the Performance of Students in Special Education

Learning Disabilities, 2008

Activity: Choose a State. Read Introduction on page 1. Then read the section and discuss implications for Alameda Unified School District. Be ready to share 1 or 2 take-aways.

Massachusetts -

Florida -

Ohio -

Texas -

California -

Fast Finishers - Conclusion - Page 24

National Center for



Page 20

State Special Education Task Force Executive Summary

Jigsaw Activity

- **Person 1**: Beginning; Charge; Report
- **Person 2**: Beginning; Early Learning; Evidence-Based
- **Person 3**: Beginning; Educator Prep/PD
- **Person 4**: Beginning; Assessment; Accountability; Family Engagement
- **Person 5**: Beginning; Finance; Implementation

5 Districts with High Expectations

- Included students with disabilities in general education classrooms
- Used data to adjust instruction to each student's individual needs
- Changed the way teachers work together
- Restructured administrative organizations and procedures
- Focused on customer satisfaction

Success in Special Education

- An emphasis on curriculum alignment and curriculum frameworks
- Effective systems to support curriculum alignment – collaboration between Sp. Ed. and General Ed.
- Emphasis on inclusion and access to the curriculum
- Culture and practices that support high standards and student achievement

Disproportionality

An Issue of Equity in Education



Fast Finishers

Research: Center for Exceptional Children (CEC)
Question: How can we address racial and ethnic disparities in special education?

Activity:

1. Read article: “CEC Calls for Significant Steps to Reduce Racial, Ethnic Disparities in Special Education”
2. Make a silent appointment with someone who has also completed reading the article. Discuss with partner.
3. Record 2 - 3 partner reflections

Moving to Action - SWOT Analysis

Activity

- Strengths: What are the advantages to being a part of the district? What do we do well? What to we have that other district's don't?
- Weaknesses: Where are there areas for improvement? What do other districts/schools/competitors have that we don't have?
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Talking Points

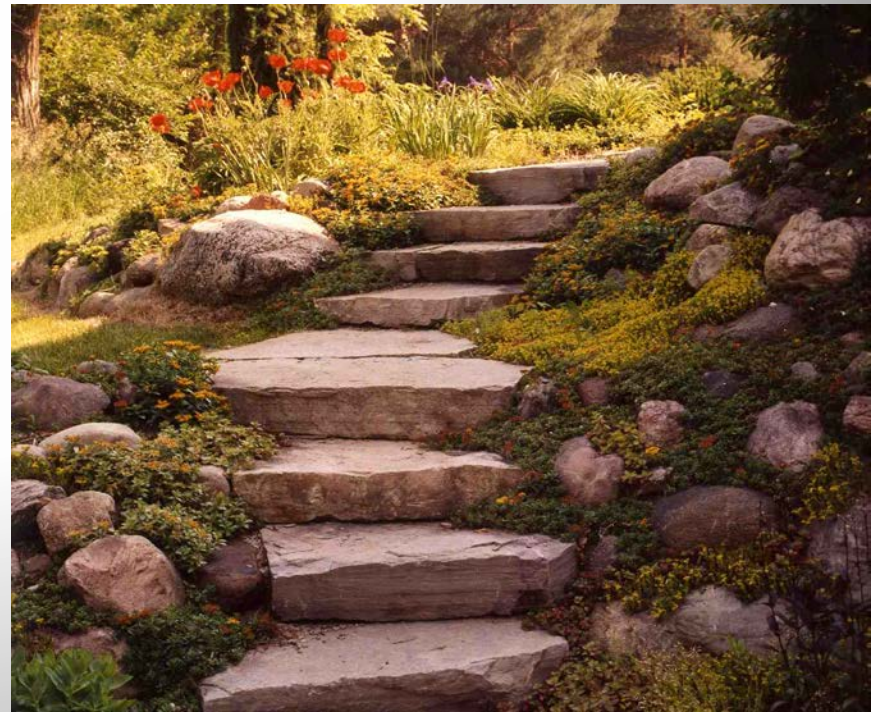
- Key statements that summarize the meetings
- Simple and easy to understand by all stakeholders
- Should not exceed **five** points

Planning Team Meeting Dates

- ~~March 30~~
- ~~April 27~~
- May 25
- June 27 Board Presentation
- August 31
- September 28
- October 26
- November 30
- January 25
- February 13 Board Presentation

What's Next

- Planning Group Session #3:
May 25, 2017
- Topics:
 - Vision, Values, Mission
 - External Scan Program Models
 - Communication



FCMAT DISCUSSION

**Chart key actions, reflections, and
take-aways for the section**

Jigsaw Readings

**Create a poster with 3 main points
and 2 “I wonders”**