

Fiscal Crisis Management Assistance Team: Alameda Unified Internal Scan Group Work Big Ideas

Group #1: Funding and Account Structure Key Points

Human Systems and Data Systems

- Tracking is Needed
- Services Tracking: Minutes for group and individual support
- Staff Tracking: Credentials, training, match with student need

Communication between SpEd staff and Gen Ed staff

- What does each group do?
- Develop opportunities to share practice, curriculum, ideas (this can help us to meet Least Restrictive Environment (LRE) goal)

Group #2: Transportation and Contribution from General Fund Key Points

Transportation cost is \$2.3 million for 188 students

- 3.8% more than other districts (could this be an over identification issue?)
- Limited choice in service providers

Things to consider:

- Maximize route efficiency
- Better criteria for transportation; use of standardized criteria
- Relocation of SpEd programs at home schools to minimize the need for transportation

Group #3: District Service Delivery Key Points

Need greater supports in general ed.

- Professional development for all (including paraeducators)

Graduation Rates

- Address current needs to improve graduation rate
- More attention to decision making about what “track” a student is; diploma-bound, not diploma-bound

Need for technology plan

- Title I funded schools and PTA funded schools; equitable?

Equitable Access

- Playground equipment and play structure; games
- Limited inclusion opportunities for preschool; universal preschool?

Group #4: Staffing Ratios and Caseloads Key Points

- Students should go to their home school (?)
- Dismantled Mild/Moderate (M/M) Special Day Classes (SDC); to allow greater time in general ed
- General ed and SpEd teachers didn't get proper professional development
- Professional development is needed including how to support students with unique needs in a variety of settings
- Moderate/Severe (M/S) caseloads are consistent with CA numbers
- CA suggests 28 per SpEd teacher (M/M)
- Currently we have 32.57 FTE and FCMAT suggests 22.5 FTE
- Tier 1 and 2 interventions are needed in order to lower identification for SpEd

Group #5: Related Services Key Points

- 1) Inconsistent reporting of caseloads between SpEd, Business, Human Resources
- 2) Lower caseloads increase costs; what is the trade off?
- 3) Best cost: caseload ratios are lower than industry standards
- 4) Staff needs organizational structure for better utilization of services
- 5) Some staff have caseloads; some do not

Reflections/Questions:

- Where do industry standards come from?
- Are job descriptions accurate?
- Weighted caseload issue
- Occupational Therapists?

Group #6: Paraeducator Staffing Key Points

Para responsibility: Academic support; medical and personal assistance; intensive behavior support

1:1 Special Circumstance Instructional Assistance (SCIA)

- Should include Independence Plan
- Case manager to monitor
- Usually for difficult student behavior (trend)

Training and professional development is insufficient to significantly improve skills

- Need engagement strategy training
- Individualized training
- Time with teacher (planning, etc.)
- Calculated to improve critical job skills

Need tracking document for staffing

Group #7: Pre-Identification Key Points

- Currently there is a lack of consistency in options for interventions, common assessments, Student Study Team (SST) practices and protocols, progress monitoring tools, data analysis
- Need to have Multi-Tiered System of Support (MTSS): Must improve tier 1 first teaching
- Isolated silos (both at the district office and at individual schools)

Recommendations:

- Implement MTSS: continuum of services; data-informed decision making; continuity across school sites