

# Special Education Taskforce

## Alameda Unified School District

Session #1

March 30, 2017

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# Welcome! Welcome!

Thank you for stepping up to be part  
of the

Alameda Unified School District  
Special Education  
Strategic Planning Team



# What is Your Aspiration for Special Education in Alameda?



*Activity – Introduce yourself to someone you do not know, and then ask them the question above. Record their name, role, and answer on a 3x5 card.*

Aspiration: noun; a hope or ambition of achieving something.

Synonyms: desire, hope, dream, wish, longing, yearning

Share out with the group!

# Overview of the Agenda

- **Topic 1**
  - Introductions
  - Our charge
- **Topic 2**
  - Process
  - Destination
- **Topic 3**
  - Internal Environmental Scan
  - FCMAT Highlights and Recommendations
- **Topic 4**
  - SWOT Analysis
  - External Environmental Scan



# Who Are We?



# Setting our Destination Postcard



# 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!



# 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.





# Special Education Program Revitalization Flowchart and Timeline

Session 1-2: Setting Context

Session 3-4: Defining Spec. Ed. Program

## **Strategic Plan Development**

Session 5: Identification

Session 6-7: Service Delivery Model

Session 8: Support Systems

Session 9: Communication and Efficacy  
(if needed)



# Strategic Planning Process

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



# What We May Create...An Example

SLUSD

BOARD OF EDUCATION

DISTRICT SERVICES


J1 BOND

LCAP/SURVEY

CA DASHBOARD

FAMILIES & COMMUNITY

STAFF



Tradition and Innovation

Home > District Services > Special Education >



Special Education

Department of Student Services,  
Special Education, and Community  
Wellness

Special Education Department ^  
> SPED Leadership  
^ Special Education Strategic Plan  
> FCMAT Special Education  
Program Review

Department Contact Information

Team 7 Project ^



Special Education

Taskforce

# Strategic Plan

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

## Service Priorities

1. Student Priorities
2. Educational Program Delivery
3. Support Services
4. Communication
5. Efficacy

The logo for the Alameda Unified School District (AUSD) is displayed in white serif capital letters on a solid blue rectangular background in the bottom right corner of the slide.



# 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



# Board of Education

- The district lacks a special education strategic plan.
  - Form a leadership team to develop an intensive strategic plan and a 3-5 year plan for special education.
  - The development team should consist of district personnel, initially including the Superintendent, site administrators, certificated and classified staff, and parents.
  - The plan should be transparent and supported by the Board of Education.
  - Related board policies should be created.

# Special Education Program Internal Environmental Scan

- Demographics
- Achievement
- Suspension
- Graduation/Dropout Rate
- Fiscal

Pair/Share Activity (3 min)



**Alameda Unified School District  
Student Enrollment  
Percent of Students Enrolled in Special Education**

| Enrollment               | Total | Percent                             | State Average |
|--------------------------|-------|-------------------------------------|---------------|
| All Students             | 9455  | 100%                                | 100%          |
| Students with Disability | 1193  | 12.6%<br>Note: 112 IEPs are pending | 10.7%         |





### Percent of Children with Disabilities by Disability Category

| Primary Disability            | State (ages 6-21) | District (ages 5-22)                      |
|-------------------------------|-------------------|---|
| All Disabilities              | 100               | 100                                       |
| Autism                        | 10.4              | 18.6                                      |
| Deaf-Blindness                | 0                 | 0   |
| Development Delay *           | -                 | -   |
| Emotional Disturbance         | 4.1               | 5.5                                       |
| Hearing Impaired              | 1.7               | 2.2                                       |
| Intellectual Disability       | 6.3               | 6.6                                       |
| Multiple disabilities         | .8                |   |
| Orthopedic Impairment         | 1.8               | .8  |
| Other Health Impairment       | 10.2              | 17  |
| Specific Learning Disability  | 45.5              | 36.5                                      |
| Speech or Language Impairment | 16.4              | 7.8 (note: 48.7% receive speech services) |
| Traumatic Brain Injury        | .3                | .7  |
| Visual Impairment             | .6                | .5  |

Data reported for IDEA 2012 Child Count & District IEP Analysis

# AUSD Highest Percent Services

| Category   | District Percent | State Average |
|--|------------------|---------------|
| Students with paraeducator support                   | 41% - 66%        | N/A           |
| Students receiving transportation services           | 25.6%            | 10%           |
| Students receiving speech services                   | 48.7%            | N/A           |
| Students receiving OT services                       | 19.9%            | N/A           |
| <b>Note: Data from district current IEP analysis</b> |                  |               |

## Academic Performance Index\*

| Group                           | # of Students | 2013 API Growth | 2012 Base | 2012-2013 Growth |
|---------------------------------|---------------|-----------------|-----------|------------------|
| LEA Wide                        | 6,514         | 853             | 847       | 6                |
| African American                | 571           | 743             | 726       | 17               |
| American Indian                 | 15            | 770             | 768       |                  |
| Asian                           | 2,147         | 890             | 889       | 1                |
| Filipino                        | 528           | 829             | 820       | 9                |
| Hispanic                        | 895           | 788             | 766       | 22               |
| Pacific Islander                | 85            | 742             | 752       |                  |
| White                           | 1,916         | 889             | 885       | 4                |
| Two/More Races                  | 257           | 880             | 866       | 14               |
| Socioeconomically Disadvantaged | 2,257         | 782             | 777       | 5                |
| English Learner                 | 1,564         | 791             | 794       | -3               |
| Students with Disabilities      | 757           | 669             | 646       | 23               |

## **Annual Measurable Objectives (AMO)**

### *Percent Proficient AMO:*

The US Dept. of Education approved a one year waiver for 2015 Annual Yearly Progress (AYP). Districts and groups were not required to meet the 100% proficient targets. However the ED did require districts to display % proficient in ELA and math based on Smarter Balanced Summative Assessments.

### *Number At or Above Proficient:*

This item is the number of students with valid scores at or above proficient (includes those who met or exceeded the Standard).



# Percent and Number At/Above Proficient

| Student Groups                      | ELA/Valid Scores | # At/Above Proficient | % At/Above Proficient | Math Valid Scores | # At/Above Proficient | % At/Above Proficient |
|-------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------------|-----------------------|
| LEA-wide                            | 4358             | 2768                  | 63.5                  | 4344              | 2407                  | 55.4                  |
| Black or African American           | 393              | 135                   | 34.4                  | 393               | 82                    | 20.9                  |
| American Indian or Alaska Native    | 13               | 7                     | 53.8                  | 13                | 2                     | 15.4                  |
| Asian                               | 1323             | 960                   | 72.6                  | 1320              | 913                   | 69.2                  |
| Filipino                            | 339              | 206                   | 60.8                  | 340               | 173                   | 50.9                  |
| Hispanic or Latino                  | 655              | 303                   | 46.3                  | 651               | 224                   | 34.4                  |
| Native Hawaiian or Pacific Islander | 50               | 21                    | 42.0                  | 51                | 21                    | 41.2                  |
| White                               | 1275             | 927                   | 72.7                  | 1269              | 804                   | 63.4                  |
| Two or More Races                   | 310              | 209                   | 67.4                  | 307               | 188                   | 61.2                  |
| Socioeconomically Disadvantaged     | 1406             | 575                   | 40.9                  | 1396              | 492                   | 35.2                  |
| English Learners                    | 1160             | 563                   | 48.5                  | 1156              | 502                   | 43.4                  |
| Students with Disabilities          | 499              | 95                    | 19.0                  | 498               | 93                    | 18.                   |

Data Source: State Dataquest Website

# Diploma Bound?



## GRADUATION RATES \*\* Three-Year Weighted Average

\*\* The three-year average is weighted and uses the following years of four-year graduation cohort data: 2011–12 (class of 2012), 2012–13 (class of 2013), and 2013–14 (class of 2014)

| Student Groups                      | Three-Year Weighted Average<br>Graduation rate |
|-------------------------------------|--|
| District-wide                       | 90.47%   |
| Black or African American           | 80.68%   |
| American Indian or Alaska Native    | --   |
| Asian                               | 92.38%   |
| Filipino                            | 92.49%   |
| Hispanic or Latino                  | 84.98%   |
| Native Hawaiian or Pacific Islander | 96.67%   |
| White                               | 92.42%   |
| Two or More Races                   | --   |
| Socioeconomically Disadvantaged     | 88.56%   |
| English Learners                    | 83.42%   |
| Students with Disabilities          | 69.66%   |
| Data from: State Dataquest website  |  |

# Dropout Data

## Alameda Cohort Data for Class of 2014-2015

| Program Name                    | Cohort Students | Cohort Graduates | Cohort Graduation Rate | Cohort Dropouts | Cohort Dropout Rate |
|---------------------------------|-----------------|------------------|------------------------|-----------------|---------------------|
| All Students                    | 826             | 742              | 89.8                   | 44              | 5.3                 |
| Special Education               | 84              | 54               | 64.3                   | 12              | 14.3                |
| Socioeconomically Disadvantaged | 379             | 314              | 82.9                   | 35              | 9.2                 |
| English Learners                | 170             | 145              | 85.3                   | 12              | 7.1                 |
|                                 |                 |                  |                        |                 |                     |

# California 's Data Dashboard (pilot)

## Alameda Unified School District

- Critical piece of California's new accountability and continuous improvement system
- Provides local communities with meaningful and relevant information on how well schools and districts are doing
- Will help local decision-making by highlighting both the progress of school & student groups, shining a light on disparities and helping stakeholders pinpoint where resources should be directed
- It is a work in progress
- Unlike anything the state has had; high-tech report card for our schools
- Improves transparency
- Shifts focus from what we've done to how we can improve
- Pilot gives school communities the chance to understand and get used to the new systems before it is formally implemented in the 2017 - 2018 school year
- Data is preliminary and pilot data only
- Five levels: Blue (highest), Green, Yellow, Orange, Red (lowest)

**Alameda Data Dashboard Pilot *English Language Arts* Assessment (3-8 grade)**

| <b>Groups</b>                   | <b>Total Students</b> | <b>Points above/below level 3</b> | <b>Rating</b> |
|---------------------------------|-----------------------|-----------------------------------|---------------|
| All Students                    | 3855                  | 31.7 pts above                    | High          |
| English Learner                 | 1124                  | 6.3 pts above                     | Medium        |
| Socioeconomically Disadvantaged | 1122                  | 23 pts below                      | Low           |
| Students with Disabilities      | 409                   | 66.6 pts below                    | Low           |
| African American                | 306                   | 40.4 pts below                    | Low           |
| American Indian                 | 11                    | 35.5 pts below                    | Low           |
| Asian                           | 1112                  | 49.8 above                        | Very High     |
| Filipino                        | 276                   | 18.4 pts above                    | High          |
| Hispanic                        | 577                   | 2.3 pts above                     | Medium        |
| Pacific Islander                | 48                    | 23.6 pts below                    | Low           |
| Two or more races               | 355                   | 45.2 pts above                    | Very High     |
| White                           | 1169                  | 49.8 pts above                    | Very High     |
| EL only                         | 658                   | 35.3 pts below                    | Low           |
| EL reclass only                 | 466                   | 64.9 pts above                    | Very High     |



**Alameda Data Dashboard Pilot *Math Assessment* (3 - 8 graders)**

| <b>Groups</b>                   | <b>Total Students</b> | <b>Points above/below level 3</b> | <b>Rating</b> |
|---------------------------------|-----------------------|-----------------------------------|---------------|
| All Students                    | 3855                  | 12.8 pts above                    | High          |
| English Learner                 | 1123                  | 4.5 pts below                     | High          |
| Socioeconomically Disadvantaged | 1123                  | 37.8 pts below                    | Low           |
| Students with Disabilities      | 409                   | 88.3 pts below                    | Low           |
| African American                | 305                   | 63.6 pts below                    | Low           |
| American Indian                 | 11                    | 40.4 pts below                    | Low           |
| Asian                           | 1112                  | 43.7 pts above                    | Very High     |
| Filipino                        | 276                   | 3.9 pts below                     | High          |
| Hispanic                        | 578                   | 24.3 pts below                    | Medium        |
| Pacific Islander                | 48                    | 47.2 pts below                    | Low           |
| Two or more races               | 353                   | 25.7 pts above                    | High          |
| White                           | 1169                  | 24.7 pts above                    | High          |
| EL only                         | 657                   | 38.3 pts below                    | Low           |
| EL reclass only                 | 466                   | 43.1 pts above                    | Very High     |

**Alameda Data Dashboard Pilot *Suspension Data***

| <b>Groups</b>                   | <b>Total</b> | <b>Percent</b> | <b>Rating</b> |
|---------------------------------|--------------|----------------|---------------|
| All                             | 9728         | 2.4%           | Low           |
| English Learner                 | 1838         | 1.6%           | Low           |
| Socioeconomically Disadvantaged | 3201         | 3.9%           | Medium        |
| Students with Disabilities      | 999          | 8.3%           | Very High     |
| African American                | 870          | 9.3%           | Very High     |
| American Indian                 | 34           | 11.8%          | Very High     |
| Asian                           | 2,858        | .9             | Very Low      |
| Filipino                        | 747          | 1.7%           | Low           |
| Hispanic                        | 1533         | 3.1%           | Medium        |
| Pacific islander                | 92           | 3.3%           | Medium        |
| Two or more races               | 791          | 2.3%           | Low           |
| White                           | 2794         | 1.4%           | Low           |

### Alameda Data Dashboard Pilot *Graduation Rate*

| Groups                          | Total | Percent | Rating    |
|---------------------------------|-------|---------|-----------|
| All                             | 732   | 93.2%   | High      |
| English Learner                 | 156   | 87.2%   | Medium    |
| Socioeconomically Disadvantaged | 315   | 88.3%   | Medium    |
| Students with Disabilities      | 60    | 70%     | Low       |
| African American                | 62    | 83.9%   | Low       |
| American Indian                 |       |         |           |
| Asian                           | 283   | 94%     | High      |
| Filipino                        | 57    | 98.3%   | Very High |
| Hispanic                        | 121   | 90.1%   | High      |
| Pacific islander                |       |         |           |
| Two or more races               | 31    | 100%    | Very High |
| White                           | 173   | 94.8%   | High      |

# Fiscal

## Unrestricted General Education Contribution to Special Education

| Description                            | Actuals (13-14) | Actuals (14-15) | Actuals (15-16) | Operating Budget (16-17) |
|--|-----------------|-----------------|-----------------|--------------------------|
|  |                 |                 |                 |                          |
| Unrestricted General Fund Contribution | \$ 11,274,007   | \$ 11,611,352   | \$ 13,476,289   | \$ 15,925,077            |
| Percent                                | 54.7%           | 55%             | 56.4%           | 60.8%                    |
| Special Education Expenditures         | \$ 20,589,235   | \$ 21,094,090   | \$ 23,910,795   | \$ 26,154,342            |



# Fiscal Non-Public Schools

## Non-Public School Agencies

| Description       | Actuals (13-14) | Actuals (14-15) | Actuals (15-16) | Operating Budget (16-17) |
|-------------------|-----------------|-----------------|-----------------|--------------------------|
| Non-Public School | \$1,029,711     | \$1,177,900     | \$1,572,859     | \$1,715,500              |
| Non-Public Agency | \$705,054       | \$801,395       | \$1,779,406     | \$2,272,419              |



# Fiscal Impact - Transportation

| Description                | Actuals<br>2013-2014 | Actuals<br>2014-2015 | Actuals<br>2015-2016 | Operating<br>Budget<br>2016-2017 |
|----------------------------|----------------------|----------------------|----------------------|----------------------------------|
| Transportation<br>(Amount) | \$1,038,366          | \$994,558            | \$1,995,947          | \$2,238,245                      |
|                            |                      |                      |                      |                                  |





# 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?



# 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 Model
- Disproportionate Budget Impact
  - Over Identification

# Disproportionality

## An Issue of Equity in Education





# Talking Points

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

# Task Force 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 #2:  
Thursday April 27, 2017
- Topics:
  - External scan continued
  - Vision, Values, Mission
  - Communication
  - Change

