



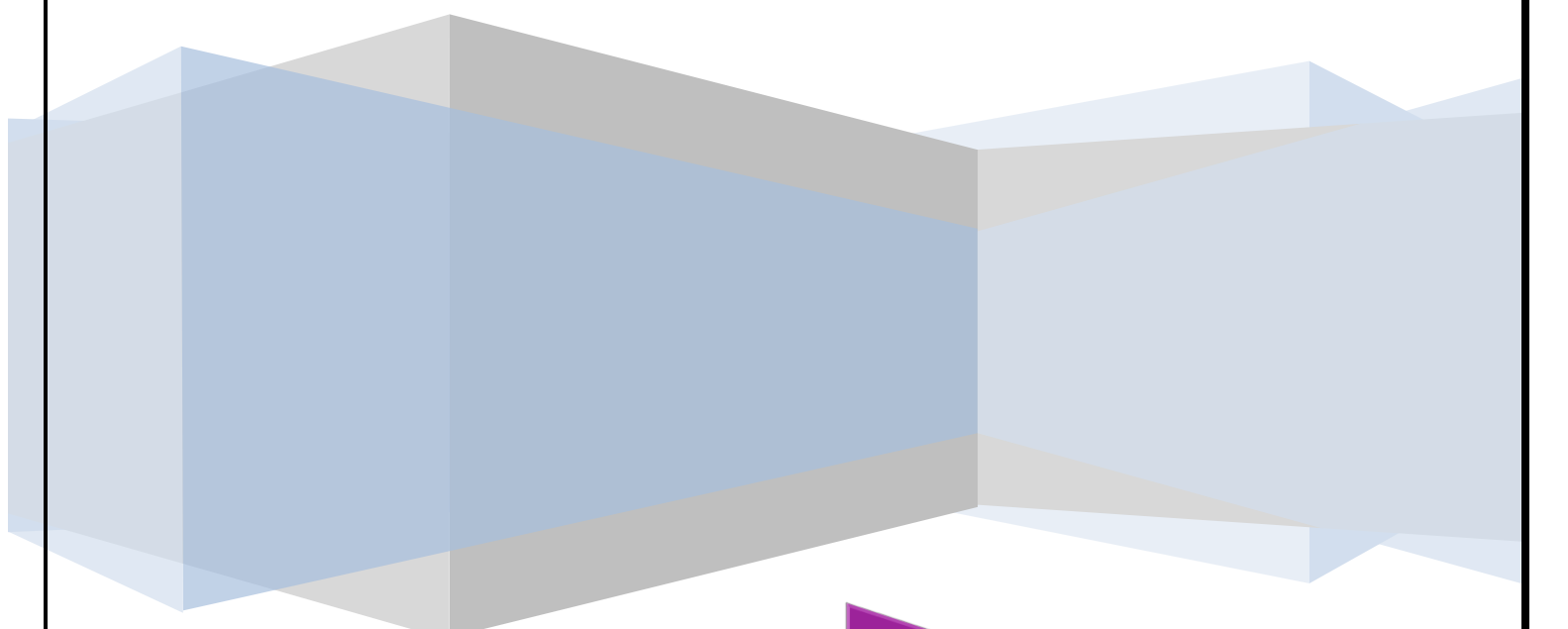
OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools,  
Thriving Students*

# Oakland Unified School District

Special Education Review – June 2013

Dr. Marilyn K. Shepherd



## WHO DO WE SERVE?

<b>SPECIAL EDUCATION STUDENT COUNT BY DISABILITY</b>	
Primary disability category of the student as identified in the IEP (individualized education program.)	
Intellectual Disability (ID)	605
Hard of Hearing (HH)	72
Deafness (DEAF)	37
Speech or Language Impaired (SLI)	1295
Visual Impairment (VI)	43
Emotional Disturbance (ED)	420
Orthopedic Impairment (OI)	46
Other Health Impairment (OHI)	365
Specific Learning Disability (SLD)	1914
Deaf-Blindness (DB)	1
Multiple Disability (MD)	65
Autism (AUT)	560
Traumatic Brain Injury (TBI)	18
<b>TOTAL</b>	<b>5441</b>

## OUSD SPECIAL EDUCATION PROGRAMS AND SERVICES

Diagnostic Center	Assistive Technology
Resource Specialist Programs	Psychological Services
Special Day Class Programs - Non-Severe	Special Day Class - Severely Disabled
Deaf and Hard of Hearing Programs	Visually Impaired Programs
Aspergers Syndrome Programs	Autism Programs
Community Immersion Programs-Adult SH	Infant Programs
Early Childhood Programs	Programs for Emotionally Disturbed
Reading Clinics	Augmentative Communication
Counseling	Physical Therapy
Occupational Therapy	Inclusion Programs

## SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

- SELPA is the service area covered by the local plan for providing special education services to individuals with disabilities in an area under the state and federal law.
- School districts are members of a multi-district SELPA or may be a single district SELPA. OUSD is a single district SELPA.
- As a single district SELPA, as per California Education Code, the OUSD PEC Department has many additional responsibilities (Appendix A).
- The SELPA is responsible for ensuring the District is compliance in all state and federal mandates. OUSD has been found out of compliance (Appendix B). CDE is closely monitoring the District's efforts to resolve the issues.

## SPECIAL EDUCATION FUNDING SOURCES

2012/2013 REVENUES	
3310 SE-IDEA BASIC GRANT PL94-142	\$ 7,085,605
3311 SE-IDEA PART B	\$ 33,277
3312 SPEC ED IDEA EARLY INTERVENING (15% of the 3310, 3315, 3320 resource funds the SIG DIS plan.)	\$ 1,336,631
3315 SE-IDEA PRESCHOOL NON-RIS	\$ 206,112
3318 IDEA PART B SEC 61 - PRESCHL	\$ 42,148
3320 SE-IDEA PRESCHOOL RIS	\$ 291,719
3327 Special Education: IDEA MHAP, PART B	\$ 2,077,598
3332 IDEA PartB Sec 611 - Preschool	\$ 124,131
3345 SE-IDEA PRESCHOOL STAFF DEVELOPMENT	\$ 3,150
3385 SE-IDEA EARLY INTERVENTION GRN	\$ 205,411
3410 Transition Partnership Program	\$ 374,525
4035 TITLE 2-A TEACHER QUALITY	\$ 232,006
5640 MEDI-CAL BILLING OPTION	\$ 280,244
6500– 8091 Revenue Limit Transfers SPECIAL EDUCATION	\$ 8,554,013
6500– 8097 Property Tax Transfers SPECIAL EDUCATION	\$ 1,546,148
6500– 8311 Other State Apportionments/Current Year	\$ 22,734,014

<b>SPECIAL EDUCATION</b>	
6500– 8319 Other State Apportionments/Prior Year	\$ 12,108
<b>SPECIAL EDUCATION</b>	
6500– 8699 Other Local Revenue	\$ 3,287,475
<b>SPECIAL EDUCATION</b>	
6500– 8980 Contributions from Unrestricted	\$ 26,210,487
<b>SPECIAL EDUCATION</b>	
6512	\$ 2,182,965
<b>SPECIAL EDUCATION MENTAL HEATH SERVICES</b>	
6515	\$ 3,581
<b>INFANT DISCRETION</b>	
6520	\$ 308,384
<b>SE PROJECT WORKABILITY</b>	
6530	\$ 12,032
<b>SE PRESCHOOL LOW INCIDENCE</b>	
6535	\$ 18,483
<b>SE-IDEA INSERVICE TRAINING</b>	
7240	\$7,627,825
<b>TRANSPORTATION SPECIAL EDUCATION</b>	
9092	\$ 772,429
<b>SEMP MENTAL HEALTH /ACOE</b>	
Total	\$78,855,508

## SPECIAL EDUCATION EXPENDITURES

2012/2013 EXPENDITURES	
1000's	\$27,167,799
<b>Certificated Salaries</b>	
2000's	\$11,260,277
<b>Classified Salaries</b>	
3000's	\$18,354,839
<b>Health/Welfare/Statutories – all staff</b>	
4000's	\$1,561,263
<b>Books &amp; Other Supplies</b>	
5000's	\$19,739,441
<b>Services</b>	
7000's	\$ 686,139
<b>Other Outgo</b>	

# ORGANIZATIONAL REVIEW

## Issues/Concerns

### Students Identified as Special Education

- OUSD is a declining school district yet the number of identified special education students continues to grow.
- The numbers of students being identified with autism and emotionally disturbed is increasing at a high rate.
- Structured interventions for academics and behavior prior to referral for a special education assessment and possible eligibility are not clearly defined or systemized.
- Written policies and procedures for the Student Success Team and are not available in OUSD.. Lack of codified protocols is a contributor to the high number of referrals and initial assessments for special education.
- The school psychologists in OUSD spend a great deal of time assessing students with little time on interventions and support. Assessments (initials and triennials) completed in OUSD from July 2012 through May 2013 is over 2,200 and based on data collected is increasing annually.
- 2011-2012 school psychologist assessment completions are as follow:

Overall Assessments (excluding summer)	Initials	Triennials	Other (ERMS, Autism, FAA, FBA)	Initials that qualified for special education	Percentage of initials that qualified for special education
2,207	908	979	291	700	77%

- Summer assessments average of 75-90, annually.
- The recommended ratio of school psychologists to students is 1:1000. OUSD exceeds the average by nearly 70 per FTE no including preschool, charter schools and private schools.
- Assessment and testing materials required for the psychologists to perform their does have not been funded and regularly provided. The staff has had to resort to making copies which poses some issues regarding copyright.

### OUSD Programs

- OUSD has dedicated PEC Coordinators that have guided the process for establishing programs and services to meet the growing number of identified special education students.
- OUSD has expansive programs and services for special education students. However, the District lacks intervention programs for general education students who may need alternative learning and support environments.
- Because there are limited general education educational options, referrals for special education eligibility is on the rise and there are some students that do not qualify but are placed in special education program. An example is the high number of students placed in mental health programs, particularly in non-public schools due to the limited in district special education programs for mental health and behavior (Appendix C).

- There are several special education programs within OUSD that while they are exemplary, the costs are very high due to the limited number of students served and are not replicable.
- Written program descriptions, curricular designs and structures are lacking which impacts the ability to offer a consistent continuum of instructional programs and services.

#### Class Sizes/Caseloads (Appendix D)

- In determining staffing needs, the PEC Department utilizes the following guidelines for assigning students to teachers/classrooms:
  - RSP 1:28
  - SDC-NSH: 13-15
  - SDC-SH: 10-12
  - Autism: 8-10
  - Mental Health Classes: 14-16
  - Inclusion: 12-15
- There are some classes that exceed these guidelines. However, there are a few programs and classes that have very low class sizes.
- Managing of RSP caseloads has been taken out of the hands of the PEC Department as the Student Assignment Office enrolls and places students into schools without knowledge of available special education services. There is no communication with PEC regarding placement of students requiring RSP services prior to placement. Caseloads are not able to be monitored by PEC to stay within the 1:28 required caseload. Placement by SAO is determined solely on the availability of general education seats.
- The Options process for school choice creates issues with caseload management and staffing for special education. The PEC Department is not given the opportunity to identify the number of spaces available at a site for special education services before families are allowed to select a site for their child's placement. Accurate and up to date class lists were not available within the PEC Department.
- Due to these disconnects PEC is put into a position of reacting versus proactively planning for student placements and are unable to monitor to ensure that the guidelines for class size and the legal caseload limits for RSP are not exceeded.

#### Revenues Supporting Special Education

- Federal funds supporting federally mandated special education programs are severely underfunded which has a major impact on each school district's general fund.
- Due to Significantly Disproportionate issues identified by the California Department of Education it is required that 15% of the federal IDEA funds granted to OUSD are set aside for early intervention. As such, special education revenues are reduced by over \$1.3 million annually which increases the General Fund contribution to the OUSD special education.
- Revenues generated by the work of special education staff (school psychologists and speech/language specialists) through the Local Agency Education (LEA) Medical billing are not used to offset the special education expenditures in OUSD. These funds estimated at \$2.1

million are used to fund some of the FSCP operations. Typically these funds are used to support the expenditures of the special education staff that generate the majority of these funds.

- The OUSD 2012-13 General Fund contributions to special education is \$26,210,487 or just over 30 % of the total \$78,855,508 budget.
- In reviewing the issues impacting the OUSD Special Education Department, the General Fund contribution or encroachment may increase until such time that structures, procedures, oversight and monitoring are sufficient to manage the historical and complex issues that are negatively impacting the special education programs, services and students of OUSD.
- Mental health programs (Appendix D) are supported by MediCal funds however the expenditures exceed the revenue. In addition, OUSD staff is not maximizing the billing options to generate these funds.
- The Counseling Enriched program is about double the cost per student compared to the Day Treatment Program. The Day Treatment programs offer a higher level of care.
- The Alameda County Department of Mental Health has documented the excessive costs of this program from 2009 to 2012 due to social worker over staffing, low social worker caseloads, excessive overtime payments and documented low billing rates compared to other providers in the County. As such the ACDMH has requested the OUSD collaboratively review the program, staffing and service design for the counseling enriched programs to address the cost issue.

#### Special Education Budget Labor Expenditures (Appendix E)

- The OUSD Special Education budget is \$78 million. 72% is labor cost with the remaining non-labor costs.
- Unfortunately the labor costs are insufficient to provide the supports and services to the special education students and staff in OUSD.
- The 2012-13 staffing indicates the following:
  - There are 10 RSP teachers that do not have assigned paraprofessional staff.
  - While the California Department Education code allows that only 80% of RSP teachers are required to have paraprofessional support, the instructional and support needs of students more than warrants the need to provide a paraprofessional to every RSP teacher.
  - There are 4 SDC-NSH teachers/classes without an assigned paraprofessional to the classroom. In addition there was a number of SDC-NSH with paraprofessional vacancies that were not filled for a number of months during the school year. The lack of assigned staff along with long standing vacancies have a major impact on the instructional and support for the special education students served in these classrooms.
  - In reviewing the PEC budget, there were a number of funded paraprofessional positions that were not assigned. Lack of human resources and budget oversight has negatively impacted the special education staff and program support.
  - Filling paraprofessional vacancies are particularly challenging due to the salary schedule. With the current economy applicants are over qualified and turn down the job due to the salary schedule.

- Some of the existing classified staff is unable to work effectively with the students and have not been evaluated for some time.
  - Due to the lack of staffing the PEC Department contracted with non-public agencies to provide the necessary staff (Appendix E).
  - Paraprofessionals are not adequately trained to address academic and behavior issues. As such PEC utilized outside contractors to provide necessary classroom and student support.
- The District is required to provide Extended School Year (ESY) for students who have this in their IEP. In reviewing the current and prior budgets, the costs for ESY were not included in the budget.
  - There are no standards for staffing of ESY programs.
  - In the current year there was no one assigned in the PEC Department to develop a budget and staffing plan. Again, this is a reflection of the challenges of inconsistent PEC Leadership.

#### Special Education Non-Labor Expenditures

- School sites receive funding for special education students at 20% of the allocation for general education students. Site administrators are not aware that they are allocated funds for special education students. This poses problems at the school sites in providing basic supplies for the special education teachers and students.
- There is an assumption that PEC department has funding to support special day classes. Special day class teachers for the severe students receive only \$25 per year to support instructional above and beyond the classroom basics. All other special education teachers do not receive any supply funds from PEC.
- There is no defined standard for reimbursement from PEC funds.
- The web IEP process requires the technology support to adhere to not only the requirements of the state and federally mandated process, but also to access critical data sources. Current technology hardware is virtually non-existent for special education teachers and staff to perform these heavily compliance oriented job responsibilities.
- The special education budget is often requested to purchase custodial supplies such as paper towels and toilet paper. OUSD is responsible to provide the basics to all students including those with special needs. The special education budget is not responsible for the daily supplies and operating costs for OUSD students identified with special needs.
- The budgeted independent contractor and consultant costs are often a result of not having appropriately trained District staff to fill vacancies and deliver services as identified by a students' IEP.
- Due to the high number of identified students with that are emotionally disturbed and autistic outside consultant/contractors are a result of the lack of capacity within OUSD to effectively provide programs and services (Appendix F).
- OUSD special staff equates to over 900 employees. The special education budget does not include adequate resources to provide appropriate professional learning opportunities to support classroom instruction and student support. These inadequacies include instructional curriculum and student behavior plans.



- The special education budget also lacks basic resources for the professionals to perform their basic duties, such as testing protocols and materials for school psychologists. Due to the lack of materials questionable duplication of copyrighted material is occurring in an effort to continue the work of the staff.
- The lack of current or any technology has had a serious impact on the special education professionals to perform their required duties and responsibilities. Meeting the high level of state and federal requirements including the web IEP, without available and current technology is a contributor to the findings of non-compliance by the California State Department of Education. Technology tools are essential to ensure success for the PEC Department.

#### Curriculum and Instruction

- The special education curriculum is not consistently implemented in all classrooms and programs throughout OUSD. There no accountability for implementation of the approved curriculum.
- Instructional materials are lacking for both the common core and other specialized curriculum for the classroom teachers and students.
- Professional learning has occurred for federal and state compliances issues; professional learning is virtually non-existent for the PEC staff regarding classroom instruction and student interventions.
- As special education teachers and staff are included in site PLC work, it has hindered the ability of PEC department staff to ensure all special education staff receives the necessary training.
- Professional learning regarding student instruction and support is also needed for designated instructional staff, paraprofessionals and other PEC staff.

#### Organizational Structures

- Due to the absence of consistent leadership, the PEC Department suffers from a lack of organizational structure, written policies, clear roles and responsibilities for department staff, and monitoring procedures to effectively manage the PEC operations, staff and the educational needs of the students they serve.
- OUSD staff and administrators across the levels have repeatedly expressed concerns regarding the PEC Department's lack of communication and responsiveness to the needs of the school sites and staff. There is little evidence regular and consistent communication processes that have been implemented by PEC. Again a symptom of the leadership challenges facing the department.

## Legal and Compliance Issues

- The District has faced many legal challenges due to a variety of issues. As such the costs for resolving the special education legal issues have been high over the years.

SCHOOL YEAR	INITIAL DEMAND	SETTLEMENT AMOUNT
2010-2011	\$1,720,500	\$ 831,093
2011-2012	\$1,228,775	\$ 955,377
2012-2013	Not tracked	\$ 1,200,00

- The District has been targeted by aggressive legal firms that are poised to take advantage of compliance weaknesses. Additional resources are needed to build quality programs.
- In an effort to expedite resolution of special education cases, the District's General Counsel has taken leadership on cases without fully communicating and collaborating with PEC leadership. There have been instances when students who do not qualify for special education services have been placed in special education.
- Monitoring of 504 plan implementation and District funding to support accommodations is a critical need.
- PEC administrator roles and responsibilities are not clearly defined in terms of handling legal issues and contacting of legal counsel.
- Failure to comply with state and federal mandates over the years has resulted in major scrutiny and threats of possible sanctions of OUSD by the California Department of Education. The PEC Department has reacted appropriately and vigorously to the issues. It has consumed many staff hours and attention, but major progress has been made. Accountability systems, continued oversight and professional learning throughout OUSD on special education regulations and requirements are critical to ensure that the compliance issues are resolved. In addition, proactive written oversight policies and procedures need to be put into place to ensure ongoing compliance.
- There is inadequate staffing to translate IEPs and interpret at meetings with families.
- The current budget does not provide budgetary support or protocols for working with the CAC.

## Facilities

- There is not a strategic plan for placement of special education programs and services in OUSD schools and facilities.
- In a number of situations, learning and educational environments for special education students are not appropriate or equitable to the general education students. This includes the lack of appropriate furniture and equipment.
- PEC Department staff does not feel empowered to advocate for facilities that best meet the needs of their students. Decisions are made without collaboration or input with PEC staff.

### PEC Department Organizational Structure

- The current PEC Department organizational structure (Appendix G) is absent of an effective hierarchy.
- The roles and responsibilities of the Department staff are not clearly defined.
- Attracting and retaining PEC leaders is challenging due to the multiple issues that continue to face the department.
- The department scope of responsibility warrants consideration of upgrading the Executive Officer to Associate Superintendent.
- As a single separate SELPA and the related areas of oversight, warrants an Executive Officer to manage this area plus provide oversight to the major compliance and legal issues.
- An administrative level to oversee the PEC Coordinators and Program Specialists is also essential to ensure effective monitoring of PEC programs and services and to collaborate with site administrators.
- The complex issues facing the special education department have major community and fiscal implications. As such, investing in the PEC Department organization is essential to successfully address the issues and provide stability for the future.

## **Appendix A**

Program Specialist/Regionalized Services funding (PS/RS) (Education Code 56836.23 & 56836.24)

Program Specialist/Regionalized Services is funded at approximately \$15 per current year SELPA K-12 ADA. This funding is required by education code to provide SELPA services (outlined below). Pursuant to education code, the SELPA shall ensure that all functions listed below are performed in accordance with the description set forth in its local plan adopted:

- a) Coordination of the special education local plan area and the implementation of the local plan.
- b) Coordinated system of identification and assessment.
- c) Coordinated system of procedural safeguards.
- d) Coordinated system of staff development and parent and guardian education.
- e) Coordinated system of curriculum development and alignment with the core curriculum.
- f) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism.
- g) Coordinated system of data collection and management.
- h) Coordination of interagency agreements.
- i) Coordination of services to medical facilities.
- j) Coordination of services to licensed children's institutions and foster family homes.
- k) Preparation and transmission of required special education local plan are reports.
- l) Fiscal and logistical support of the community advisory committee.
- m) Coordination of transportation services for individuals with exceptional needs.
- n) Coordination of career and vocational education and transition services.
- o) Assurance of full educational opportunity.
- p) Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01.
- q) Direct instructional program support that may be provided by program specialists in accordance with Section 56368.

## Appendix B

### **CASEMIS Noncompliant IEP Monitoring**

The Special Education Division (SED) of the California Department of Education (CDE) monitors school districts to ensure that procedural guarantees of the Individuals with Disabilities Education Act (IDEA) are followed. The CDE uses multiple methods to carry out its monitoring responsibilities. One method is to analyze student level data submitted to the California Special Education Management Information System (CASEMIS). To date, the SED has reviewed CASEMIS data for all school districts for two time periods. These reviews will continue on an ongoing basis.

The data was analyzed in relationship to three compliance indicators from the California State Performance Plan and two additional federal timeframe requirements:

- Indicator 11: 100% of children were evaluated within 60 days of receiving parental consent for initial evaluation.
- Indicator 12: 100% of children referred by Part C prior to age three, who are found eligible for Part B, have an Individual Education Plan (IEP) developed and implemented by their third birthday.
- Indicator 13: 100% of youth aged 16 and above has an IEP that includes the eight required measurable postsecondary goals.
- Hold annual IEP meeting on time
- Hold triennial re-evaluation to determine the student's continued eligibility on time

The district must correct the student level findings and complete a root cause analysis (RCA) at the district level. A RCA is used to identify systemic issues that contribute to the continued noncompliance. Once a RCA is completed, the district must develop a corrective action to address the root cause.

<b>Review #1:</b> Noncompliant IEPs in the June 2011 CASEMIS data that continued to be noncompliant in the June 2012 data.	
<b>Review #2:</b> Noncompliant IEPs in the June 2012 CASEMIS data that continued to be noncompliant in the December 2012 data	
43 late initials 5 late 3 <sup>rd</sup> birthday	Addressed the majority of noncompliant findings by applying student level corrective action process used in Review #1. <ul style="list-style-type: none"><li>• Open items currently being corrected at student level</li></ul>

<p>183 noncompliant ITPs (18 open items)</p> <p>865 late annuals (110 open items)</p> <p>352 late triennials (129 open items)</p> <p><b>1448 total</b></p>	<ul style="list-style-type: none"><li>• 2 root cause corrective actions completed Feb 1, 2013</li><li>• 1 root cause corrective action to be completed by June 30, 2013</li><li>• <b>September 30, 2013: Submit tracking spreadsheet with student corrective actions, RCA Code and RCA corrective action plan</b></li><li>• <b>March 15, 2014: Final submission of all corrective actions plus additional records draw to confirm 100% compliance</b></li></ul>
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**Appendix - C**

**MENTAL HEALTH PROGRAMS/SERVICES**

<b>NAME</b>	<b>PROGRAM/DESCRIPTION</b>	<b>2012/2013 COSTS</b>	
<b>Alameda County Mental Health Services</b>	Outpatient Mental Health Services	Estimated Costs:	\$ 155,000
<b>Counseling Enriched Program Educational Costs</b>	Certificated and Classified Classroom Staff: 10 Classes with 106 students	Certificated Classified Total	\$ 799,624 \$ 361,737 <b>\$ 1,161,361</b>
<b>OUSD Social Workers and Alameda County Mental Health</b>	Counseling Enriched Mental Health Support Costs	Licensed Clinical Workers (2) Extended LW Contracts Clinical Social Workers (13) Extended SW Contracts Alameda County Mental Health Services Estimated Total Costs	\$ 132,803 \$ 51,487 \$ 625,963 \$ 108,810 \$ 170,000 <b>\$ 1,089,063</b>
<b>Day Treatment Educational Costs</b>	OUSD Certificated and Classified Classroom Staff: 10 Classes with 89 students	Certificated Classified Total	\$650,818 \$326,699 <b>\$ 977,517</b>
<b>Day Treatment Mental Health Support Costs</b>	Alameda County Mental Health Services	Estimated Costs	<b>\$ 550,000</b>
<b>Contracted Educational and Mental Health Services</b>	Non-Public School	Estimated Costs	<b>\$7,586,643</b>
<b>Contracted Educational, Mental Health, Board and Care Services</b>	Residential Programs	Board and Care Costs Educational and MH Costs Estimated Costs	\$1,558,110 \$1,711,433 <b>\$2,873,540</b>
<b>TOTAL CLASSROOM/SUPPORT COSTS</b>	<b>Does not include PEC Administrative/Support Costs</b>	<b>2012-2013 Budgeted Costs:</b>	<b>\$14,393,124.</b>

**MENTAL HEALTH PROGRAMS – ALL GRADES**

<b><u>SCHOOL SITE (per FTE)</u></b>	<b><u>CLASS SIZE</u></b>
<b><u>Counseling Enriched</u></b>	
Howard (3-5)	7
MLK (4-5)	7
MLK (1-3)	12
Brewer Middle (6-8)	10
Frick (6-8)	9
Roots (6-8)	10
Fremont (9-12)	8
Hillside (6-12)	4
Oakland Tech (9-12)	10
Oakland Tech (9-12)	10
<b><u>Day Treatment</u></b>	
EBAC (1-3)	10
EBAC (4-5)	10
Lafayette (K-1)	12
Sequoia (4-5)	10
Montera (6-8)	13
Westlake (6-8)	10
Fremont (9-12)	5
Fremont (9-12)	9
Oakland High (9-12)	9
Skyline (9-12)	12

**NON-PUBLIC SCHOOL ENROLLMENTS**



<b>Nonpublic School</b>	<b>NPS Day or Residential</b>	<b>Population Served</b>	<b>Number of Students</b>	<b>2012-2013 Projected Costs</b>
ABC	NPS Day	Autism	2	\$ 128,681.
Anova	NPS Day	Autism, Mental Health	4	\$ 148,681.
Avalon	NPS Day		0 (student passed away in April)	\$ 65,000
Bayhill	NPS Day	Autism, Mental Health	9	\$ 334,000
California Educational Institute for Deaf	NPSD Day	Deaf	2	\$ 78,203.
CLC	NPS Day	Autism/Mental Health	32	\$ 1,023,416.
Cinnamon Hills – Utah	Residential	Mental Health	2	\$ 139,756.
Deveraux-Texas	Residential	Mental Health	1	\$ 151,781.
Deveraux-Viera	Residential	Mental Health	1	\$ 173,880.
Families First	Residential	Mental Health	1	\$ 153,295.
Fred Finch	NPS & Residential	Mental Health, Developmental Delay, Intellectual Disability, Dual Diagnosis	10	\$ 285,543.
Jean Weingarten	NPS Day	Deaf	2	\$ 52,000.
Journey	Residential	Mental Health/Behavior	0	\$ 29,955.
La Cheim	NPS Day	Mental Health, Behavior	13	\$ 282,730.
Lincoln	NPS Day	Mental Health, Behavior	18	\$ 662,320
Marin Academic	NPS Day	Mental Health, Behavior	1	\$ 35,518.
Milhous Nevada City	Residential	Mental Health, Behavior	1	\$ 306,804.
Milhous Sacramento	Residential	Mental Health, Behavior	1	\$ 220,696.
North Valley-Santa Rosa	Residential	Mental Health, Behavior	1	\$ 316,000
Oak Hill	NPS Day	Mental Health, Behavior, Autism	1	\$ 98,811
Orion	NPS Day	Mental Health, Behavior, Autism	3	\$ 91,498
Raskob	NPS Day	Learning Disabilities, Behavior	8	\$ 236,175.
Seneca	NPS Day	Mental Health, Behavior	32	\$ 1,230,509.
Spectrum	NPS Day	Mental Health, Developmental Delay, Intellectual Disability, Dual Diagnosis	65	\$ 1,880,000.
Springstone School	NPS Day	Asperger's, Behavior, Learning Disabilities	3	\$ 89,000.
Star Academy	NPS Day	Autism	4	\$ 72,836.
Stars High School	NPS Day	Mental Health,	17	\$ 277,555.

		Behavior		
Tobinworld	NPS Day		9	\$ 31,350.
Via	NPS Day	Developmental Delays, Intellectual Disability, Mental Health	12	\$ 578,627.
<b>TOTAL</b>			<b>265</b>	<b>\$ 9,175,130.</b>

**Appendix D**

## CASELOADS/CLASS SIZES

<b>ELEMENTARY RESOURCE SPECIALIST</b>	
<b>SCHOOL SITE (per FTE)</b>	<b>CASELOAD</b>
Acorn/Encompass/Bridge	29
Allendale/Horace Mann	34
American Indian	7
Bella Vista/Glenview	30
Brookfield/Global Families	19
Burckhalter/Montclair	31
Carl Munck/Parker	28
Chabot	26
Cleveland/Vincent/Piedmont	11
Community United/Futures	34
Crocker Highlands/Peralta	18
E.O. Pride/REACH Academy	43
Emerson	24
Esperanza/Korematsu	26
Franklin	14
Fruitvale/Markum	26
Garfield	20
Global Family	8
Grass Valley/Howard	21
Greenleaf	22
Hillcrest	13
Hoover/Lafayette	23
International Community/Think College Now/La Escuelita	24
Joaquin Miller/Sequoia	23
Kaiser/Piedmont Ave	30
Korematsu/Esperanza	26
Laurel	25
Lincoln	33
Martin Luther King/PLACE	26
Manzanita Community/SEED	29
Markham/Fruitvale	26
New Highland/RISE	22
NOCCS	27
Redwood Heights	24
SANKOFA (.75 FTE)	12
Sobrante (.50 FTE)	12
Thornhill	23
<b><u>Charter Schools</u></b>	

EC Reems	24
ELEMENTARY SPECIAL DAY CLASS – (NON-SEVERE)	
<u>SCHOOL SITE (per FTE)</u>	<u>CLASS SIZE</u>
Acorn (Integrated)	4
Acorn	11
Allendale	13
Bella Vista	14
Bella Vista	11
Bella Vista	11
Brookfield (Learning Center)	4
Cleveland	5
E.O. Pride	11
E.O. Pride	14
Encompass	13
Fruitvale	13
Fruitvale	12
Global Family	14
Global Family	14
Grass Valley	10
Grass Valley	9
Grass Valley	13
Grass Valley	10
Joaquin Miller	10
Lafayette	11
Lafayette	15
Manzanita Community	13
Manzanita Community	14
Manzanita SEED	14
Markham	12
Redwood Heights (Reading Lab)	9
Redwood Heights (Reading Lab)	9

ELEMENTARY SPECIAL DAY CLASS – (SEVERE)	
<u>SCHOOL SITE (per FTE)</u>	<u>CLASS SIZE</u>
Bella Vista	12
Bella Vista	8
Brookfield	9
Brookfield	11
Carl Munck (Incl)	10
Chabot	6
Emerson (Blended Incl)	5
Emerson (Blended Incl)	7
Franklin	7
Franklin (Transitional)	6
Garfield (Incl)	11
Korematsu	13
LaEscuelita	11
Martin Luther King	14

Martin Luther King	13
Martin Luther King	8
Piedmont Ave	13
Redwood Heights (TACLE) (Technology & Augmentative Communication For Learning Enhancement)	6
Redwood Heights (TACLE)	7

ELEMENTARY LOW INCIDENCE PROGRAMS	
Deaf/Hard of Hearing	<u>CLASS SIZE</u>
Burbank – Infant	17
Burbank – Pre K	9
Franklin – Elementary	7
Franklin – Elementary	7
Visually Impaired	
Glenview – Incl	7
Glenview – Elementary (SH)	8

ELEMENTARY AUTISM & INCLUSION	
Aspergers Inclusion Program (ASIP)	<u>CLASS SIZE</u>
• Carl Munck (K-5)	9
• Chabot (K-5)	10
• Piedmont (K-5)	12
• J. Miller (K-5)	10
• Hillcrest (K-5)	7
• Encompass	8
• Crocker (K-5)	9
• Sequoia (ASIP/SH Inclusion) (K-5)	13
<b>Autism Special Day Class</b>	
• Brookfield (K-3)	12
• Burckhalter (K-2)	9
• Burckhalter (3-5)	9
• Emerson (STARS) (K-2)	9
• Emerson (STARS) (3-5)	12
• Sankofa (3-5)	5
• Sankofa (K-2)	9
• Thornhill (3-5)	9
• Howard (K-2)	11
• Howard (K-2)	9
• Howard (3-5)	10
<b>Severely Handicapped Inclusion</b>	
• Carl Munck (K-5)	10
• Emerson (Blended Inclusion) (K-2)	5
• Garfield (K-5)	11

**MIDDLE SCHOOL RESOURCE SPECIALIST**

<b>SCHOOL SITE (per FTE)</b>	<b>CASELOAD</b>
Alliance/ECP	22
Bret Harte	24
Bret Harte/Roosevelt	13
Brewer	25
Brewer	25
Claremont	26
Elmhurst (.8 FTE)	26
Frick	24
Madison	24
Madison/Sobrante	7
Melrose (K-8)	17
Montera	23
Montera	16
Montera	14
Roosevelt	26
Roosevelt/Bret Harte	13
Roots	19
United for Success	25
Urban Promise/OCA	22
Westlake	21
Westlake/American Indian	14
West Oakland/UPA	27
<b><u>Charter Schools</u></b>	
American Indian	8
EOLA	7
Lighthouse	21
Oakland Charter	10

<b>MIDDLE SCHOOL SPECIAL DAY CLASS – (NON-SEVERE)</b>	
<b>SCHOOL SITE (per FTE)</b>	<b>CLASS SIZE</b>
Bret Harte	16
Bret Harte (ASC)	14
Brewer	13
Brewer	16
Brewer (TRANS)	12
Claremont	16
Claremont	12
CCPA	15
Elmhurst	16
Frick	14
Madison	15
Montera	15
Montera (ASC)	15
Roosevelt	15
Roosevelt	15
Roosevelt (TRANS)	8
United for Success	16
Westlake	16
Westlake	15

Westlake (TRANS)	14
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MIDDLE SCHOOL SPECIAL DAY CLASS – (SEVERE)	
<u>SCHOOL SITE (per FTE)</u>	<u>CLASS SIZE</u>
Bret Harte	11
Bret Harte (Incl)	9
Claremont	12
Montera (Incl)	9
Roots	8
Westlake	8

MIDDLE SCHOOL LOW INCIDENCE PROGRAMS	
<u>Deaf/Hard of Hearing</u>	<u>CLASS SIZE</u>
Bret Harte	7
Visually Impaired/SDC/Itinerant	
Bret Harte	5

HIGH SCHOOL RESOURCE SPECIALIST	
<u>SCHOOL SITE (per FTE)</u>	<u>CASELOAD</u>
Bunch/McClymonds	30
Castlemont	22
Castlemont	19
CCPA	24
CCPA	13
Community Day-Dewey	16
Fremont	25
Fremont	26
Life Academy	29
Met West	20
Oakland High	26
Oakland High	24
Oakland High	28
Oakland Technical/Oakland International	20
Oakland Technical/Oakland Charter School	21
Oakland Technical	19
Oakland Technical	24
Oakland Technical	16
Skyline	21
Skyline	19
Skyline	24
Skyline	20
Skyline	6
Sojourner Truth (IS)	27
Street Academy	12
Charter Schools	
Arise	20

Barack O./Unity/EOLA	29
Bay Tech/Rudsdale	18

HIGH SCHOOL SPECIAL DAY CLASS – (NON-SEVERE)	
<u>SCHOOL SITE (per FTE)</u>	<u>CLASS SIZE</u>
Castlemont	12
Castlemont	11
Castlemont	11
Fremont	11
Fremont	10
McClymonds	13
Oakland High	16
Oakland High	13
Oakland High	11
Oakland International	11
Oakland Technical	13
Oakland Technical	12
Oakland Technical	15
Skyline (Incl)	11
Skyline (Incl)	13
Skyline (Incl)	9
Skyline (Incl)	9

HIGH SCHOOL SPECIAL DAY CLASS – (SEVERE)	
<u>SCHOOL SITE (per FTE)</u>	<u>CLASS SIZE</u>
Castlemont	12
Castlemont	9
Oakland High (Transitional)	13
Oakland High	13
Oakland High (TACLE)	9
Oakland Tech (Transitional)	13
Oakland Tech (Incl)	13
Oakland Tech	11
Skyline (Trans)	13
Skyline (Incl)	9
Skyline (Incl)	11
Skyline	14

HIGH SCHOOL LOW INCIDENCE PROGRAMS	
<u>Deaf/Hard of Hearing</u>	<u>CLASS SIZE</u>
Skyline	5

COMMUNITY IMMERSION PROGRAM (CIP) – (ADULT SEVERE)	
<u>SCHOOL SITE (per FTE)</u>	<u>CLASS SIZE</u>



Laney College	16
Merritt College	13
Merritt College	11
Foster Site	8
Foster Site	12
Foster Site	13
College of Alameda	12
DeFemery Park	11
Highland Hospital	13

EARLY CHILDHOOD PROGRAMS	
SCHOOL SITE (per FTE)	CLASS SIZE
<b>Language Enriched:</b>	
• Burbank	19
• Burbank	18
• Markham	21
<b>SDC (Non-Severe):</b>	
• Burbank	18
• Martin Luther King	21
<b>SDC (Severe):</b>	
• Burbank	16
• Burbank	10
• Montclair	16
• Korematsu	15
• Burbank (PM only)	8
• Integrated CDC AM only	
• Burbank	6
• Howard	6
• Prescott	6
<b>SDC (Severe) PM only:</b>	
• Howard	8
• Integrated CDC PM only	
• Sankofa	6
• Integrated CDC AM & PM	
• Lockwood	8
<b>Infant Intake Coordinator:</b>	
• Burbank	10-12

**Appendix E**

## SPECIAL EDUCATION STAFFING COSTS

<b>ELEMENTARY STAFFING COSTS</b>			
Program	Personnel	Staffing	Salary Benefits
Resource Specialist	Certificated	45 FTE	\$3,362,821
	Classified	21 - .8 positions	\$1,734,118
Special Day Class – Non Severe	Certificated	29 FTE	\$2,095,371
	Classified	30 - .8 positions	\$1,181,792
Special Day Class – Severe	Certificated	15 FTE	\$1,171,980
	Classified	35 - .8 positions	\$1,462,315
Deaf/Hard of Hearing	Certificated	2 FTE	\$ 194,444
	Classified	2 - .8 positions	\$ 48,959
Visually Impaired	Certificated	2 FTE	\$ 140,743
	Classified	3 - .8 positions	\$ 97,507
Autism – Elementary	Certificated	7 FTE	\$ 419,068
	Classified	26 - .8 positions	\$ 842,192
Severe – Inclusion	Certificated	3 FTE	\$ 207,275
	Classified	16 - .8 positions	\$ 638,473
Blended – Inclusion	Certificated	2 FTE	\$ 124,226
	Classified	3 - .8 positions	\$ 122,870
Autistic – SDC	Certificated	11 FTE	\$ 787,205
	Classified	29 - .8 positions	\$ 991,278
<b>ELEMENTARY STAFFING COSTS</b>			
PROGRAM	TOTAL SALARY/BENEFITS	CASELOADS	PER PUPIL COST
Resource Specialist	\$5,096,939	808	\$6,308.09
Special Day Class – Non Severe	\$3,277,163	313	\$10,470.17
Special Day Class – Severe	\$2,634,295	179	\$14,716.73
Autism – Elementary	\$1,261,260	65	\$16,170.00
Severe – Inclusion	\$845,748	26	\$32,528.76
Blended – Inclusion	\$247,096	17	\$14,535.00
Autistic – SDC	\$1,778,483	95	\$18,720.87

<b>MIDDLE SCHOOL STAFFING COSTS</b>			
PROGRAM	PERSONNEL	STAFFING	SALARY BENEFITS
Resource Specialist	Certificated	27 FTE	\$1,811,962
	Classified	21 - .8 positions	\$ 837,762
Special Day Class – Non Severe	Certificated	16 FTE	\$1,018,792
	Classified	17 - .8 positions	\$ 574,554
Special Day Class – Severe	Certificated	9 FTE	\$ 626,495
	Classified	22 - .8 positions	\$ 895,554
Autism	Certificated	7 FTE	\$ 493,999
	Classified	21 - .8 positions	\$ 735,457
<b>MIDDLE SCHOOL STAFFING COSTS</b>			
PROGRAM	TOTAL	CASELOADS	PER PUPIL COST

	<b>SALARY/BENEFITS</b>		
Resource Specialist	\$2,649,724	499	\$5,310.07
Special Day Class – Non Severe	\$1,593,346	288	\$5,532.45
Special Day Class – Severe	\$1,522,049	57	\$26,702.61
Autism	\$1,229,456	69	\$17,818.20

<b>HIGH SCHOOL STAFFING COSTS</b>			
<b>PROGRAM</b>	<b>PERSONNEL</b>	<b>STAFFING</b>	<b>SALARY BENEFITS</b>
Resource Specialist	Certificated	29 FTE	\$ 2,335,485
	Classified	18 - .8 positions	\$ 603,293
Special Day Class – Non Severe	Certificated	17 FTE	\$ 1,078,407
	Classified	12 - .8 positions	\$ 513,733
Special Day Class – Severe	Certificated	12 FTE	\$ 884,985
	Classified	38 - .8 positions	\$ 1,420,675
Autism	Certificated	6 FTE	\$ 416,614
	Classified	13 - .8 positions	\$ 487,493
CIP - Adult Transitions	Certificated	9 FTE	\$ 648,439
	Classified	30 - .8 positions	\$ 1,189,724

<b>HIGH SCHOOL STAFFING COSTS</b>			
<b>PROGRAM</b>	<b>TOTAL SALARY/BENEFITS</b>	<b>CASELOADS</b>	<b>PER PUPIL COST</b>
Resource Specialist	\$2,938,778	598	\$4,914.34
Special Day Class – Non Severe	\$1,592,140	201	\$7,921.09
Special Day Class – Severe	\$2,305,660	140	\$16,469.00
Autism	\$904,107	20	\$45,205.35
Adult Transition	\$1,838,163	109	\$16,863.88

<b>EARLY CHILDHOOD PROGRAMS</b>			
<b>PROGRAM</b>	<b>PERSONNEL</b>	<b>STAFFING</b>	<b>SALARY BENEFITS</b>
Autism	Certificated	8 FTE	\$ 522,159
	Classified	24 - .8 positions	\$ 915,709
Language Enriched	Certificated	4 FTE	\$ 213,492
	Classified	3 - .8 positions	\$ 132,263
Special Day Class – Non-Severe	Certificated	2 FTE	\$ 132,603
	Classified	3 - .8 positions	\$ 83,860
Special Day Class – Severe	Certificated	6 FTE	\$ 444,193
	Classified	12 - .8 positions	\$ 435,580
Child Development Center (CDC)	Certificated	3 FTE	\$ 170,927
	Classified	3 - .8 positions	\$ 128,333
Deaf/Hard of Hearing	Certificated	2 FTE	\$ 183,631
	Classified	3 - .8 positions	\$ 106,486
Visually Impaired	Certificated	1 FTE	\$ 95,125
	Classified	2 - .8 positions	\$ 49,065
Infant Intake Coordinator (Birth-3)	Classified	1	\$ 27,915

<b>LOW INCIDENCE STAFFING COSTS</b>
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PROGRAM	PERSONNEL	STAFFING	SALARY BENEFITS
Elem. Deaf/Hard of Hearing	Certificated	2 FTE	\$ 194,444
	Classified	2 - .8 positions	\$ 48,959
Elem. Visually Impaired	Certificated	2 FTE	\$ 140,743
	Classified	3 - .8 positions	\$ 97,507
Middle School Deaf/Hard of Hearing	Certificated	1 FTE	\$ 102,099
	Classified-Aides	1 - .8 positions	\$ 30,011
Middle School Visually Impaired	Certificated	1 FTE	\$ 103,749
	Classified	1 - .8 positions	\$ 40,616
Middle School	Classified-Interpreters	3	\$ 111,246
High School Deaf/Hard of Hearing	Certificated	1 FTE	\$ 88,152
	Classified	2 - .8 positions	\$ 111,761
Orientation-Mobility Instructors	Classified	3.9 FTE (4 employees)	\$ 338,393

DESIGNATED INSTRUCTIONAL SERVICES (DIS) STAFFING COSTS			
POSITION	FTE	NUMBER OF STAFF	2012-2013 BUDGETED OUSD STAFFING COSTS
School Psychologists	33.5	39	\$3,533,635
Speech-Language Specialists	37.1	39	\$3,692,806
Occupational Therapists	8.4	10	\$1,012,606
Home-Hospital Instructors	2.0	2	\$ 195,334
Adaptive PE Instructors	3.8	4	\$ 330,547
Transition Partnership TSA	1.0	1	\$ 96,102
SELPA Data Systems Management	2.0	2	\$ 210,279
Assistive Technology	2.6	3	\$ 230,524
Voyager Curriculum	1.0		\$ 106,874
School Nurses		Budgeted at	\$ 713,471
Resource Specialists (Itinerant)	4.35	6	\$ 249,962

PEC DEPARTMENT STAFFING COSTS			
POSITION	FTE	NUMBER OF STAFF	BUDGETED OUSD 2012/2013 STAFFING COSTS
Program Specialist (11 month TSA)	Classified	11 FTE	\$ 1,040,285
Office Manager II-(Confidential)	Classified	1 FTE	\$ 102,543
Office Manager I	Classified	1 FTE	\$ 39,565
Administrative Assistant I	Classified	4	\$ 311,933
Administrative Assistant II	Classified	1	\$ 79,535
Legal Secretary	Classified	1	\$ 48,586
Clerk-Bilingual	Classified	1	\$ 34,738
Executive Officer/Coordinators	Classified	10	\$ 1,202,392
Financial Analyst	Classified	1.0 FTE (vacant)	\$ 75,000

**DIAGNOSTIC CENTER**

The DX Center assesses all children ages 3-5 with a suspected disability per child find who reside in Oakland Unified. Most children come from RCEB as well as parent and doctor referrals. Each parent/guardian is called prior to the assessment plan being developed to complete an intake. After the intake process an assessment plan is developed and submitted to the parent. A team is assigned based on the needed assessment. Each month the Team completes 40-60 evaluations. During the summer the Team assesses all RCEB children due to the MOU and mandate that they must be assessed on or before their 3rd birthday.

POSITION	FTE	NUMBER OF STAFF	2012-2013 BUDGETED OUSD STAFFING COSTS
<b>School Psychologists (covered within previously referenced FTE)</b>			
<b>Speech-Language Specialists (covered within previously referenced FTE)</b>			
<b>FOCUS TEAM</b>			
Team was originally conceived to cover maternity leaves, help with long term teacher absences, and assist with bilingual (Spanish) achievement testing.			
<b>Teacher (one FTE on leave)</b>		2.0	<b>\$ 175,384</b>

<b>SIGNIFICANT DISPROPORTIONATE STAFFING – EARLY INTERVENTION</b>		
POSITION	FTE	2012-2013 BUDGETED OUSD STAFFING COSTS
<b>12 Month Teacher on Special Assignment</b>	4.0	\$ 360,659
<b>11 Month Reading Specialist</b>	1.0	\$ 45,039
<b>Psychologist</b>	1.0	\$ 76,662
<b>12 Month Reading Specialist</b>	2.0	\$ 181,152
<b>Program Manager</b>	1.0	\$ 119,960
<b>Total Budgeted Costs</b>		<b>\$ 783,472</b>

<b>WORKABILITY GRANT PROGRAM STAFFING COSTS</b>		
POSITION	FTE	2012-2013 OUSD STAFFING COSTS
<b>Community Relations Assistant II</b>	2.0	\$ 66,815
<b>Community Service Worker I</b>	4.0	\$ 243,189
<b>Employee Assistant (Transition Partnership Program)</b>	2.0	\$ 130,045
<b>Job Coach Workability 2</b>	2.0	\$ 134,425

<b>LaESCUELITA READING CLINIC</b>		
POSITION	FTE	2012-2013 BUDGETED OUSD STAFFING COSTS
<b>Teacher</b>	5.8	\$ 546,759
<b>Paraprofessionals</b>	2.4 (3 positions)	\$ 96,803
		36 students/ Cost Per <b>\$ 17,876.72</b>

## Appendix F

### INDEPENDENT CONTRACTORS/CONSULTANTS

<b>INDEPENDENT CONTRACTORS Including Non Public Agencies</b>	<b>PURPOSE</b>	<b>2012-13 BUDGETED COSTS</b>
Ann Martin Center		\$ 10,000.
Autism Partnership	Mediated Agreement	\$ 80,000.
Christopher Beatty	Assistive Technology Consultant	\$ 62,000.
Behavior Analysts	Autism Program Support	\$112,500.
Behavioral Intervention Association	Two Aides/Translation Services	\$ 46,000.
Bilingual Therapies	Speech Language Pathologists	\$127,760.
California Autism (CARD)	Two Students	\$122,080.
Clearwater Counseling & Assessment Center	Mediated Agreement	\$ 4,000.
Communication Works	Compensatory Education/SLP	\$175,130.
Ed Support Services	Functional Behavior Analysis, Independent Education Evaluation	\$324,680.
Educational Based Services Healthcare	Speech Language Professionals	\$ 99,176.
Anne Marie Gjeston	Mediated Agreement	\$ 6,764.
Global Communication Services	Translations/Interpreting	\$ 347,600.
Lindamood-Bell Learning Processes	Mediated Agreement	\$ 9,000.
Maxim Healthcare Services	Nurses	\$ 776,880.
Milestones Preschool	Mediated Agreement	\$ 38,375.
PLAY	Training	\$ 6,700.
QBO	Behavioral Support (1:1 aides)	\$ 382,580.
Professional Tutors of America	Mediated Agreement-Compensatory Education	\$ 75,430.
Marie Souza	Consultant	\$ 50,000.
Speech and Language Professional Services	Speech/Language Specialists	\$ 119,200.
Speech Pathology Group	Speech/Language Pathologists	\$2,472,020.
STE Consultants	1:1 Aides (20)	\$ 931,389.
Sunny Hill Services		\$ 75,100.
<b>TOTAL BUDGETED COSTS</b>		<b>\$ 6,384,789</b>

**Appendix G**  
**ISSUES/CONCERNS**  
**STRATEGIC PLANNING ISSUES AND NEXT STEPS**

AREA REVIEWED	ISSUES/CONCERNS	STRATEGIC PLANNING	IMMEDIATE NEXT STEPS
<p><b><u>Students Identified as Special Education</u></b></p>	<p>OUSD is a declining school district yet the number of identified special education students continues to grow particularly in the areas of autism and emotionally disturbed.</p> <p>Structured interventions for academics and behavior prior to referral for a special education assessment and possible eligibility are not clearly defined or systemized.</p> <p>Written policies and procedures for the Student Success Team process were not available. Lack of codified protocols and accountability is a contributor to the high number of referrals and initial assessments for special education.</p> <p>The school psychologists in OUSD spend a great deal of time assessing students with little time on interventions and support. Assessments (initials and triennials) completed in OUSD from July 2012 through May 2013 is over 2,200 and based on data collected is increasing annually.</p> <p>The recommended ratio of school psychologists to students is 1:1000. OUSD exceeds the average by nearly 70 per FTE not including preschool, charter schools and private school assessments.</p> <p>Assessment and testing materials required for the psychologists to perform their does have not been funded and regularly provided. The staff has had to resort to making copies which poses some issues regarding copyright.</p>	<p>Develop and implement a district wide plan for academic and behavioral interventions.</p> <p>Review and adjust program offerings for autism and emotionally disturbed or mental health programs.</p> <p>Develop a plan to evaluate and monitor implementation of the SST process at school sites.</p> <p>Consider creating a PEC school psychologists' task force to clearly define the criteria for diagnosis and eligibility as "emotionally disturbed".</p> <p>Review current FTE for school psychologists and work to increase to meet recommended ratio and assessment needs. Increase FTE to provide focused school psychologist services to Diagnostic Ctr.</p> <p>Include assessment materials in annual budget plan.</p>	<p>Develop a written process for Student Success Teams and provide training to site leaders and staff.</p> <p>Develop a budget plan to purchase the necessary assessment materials with one-time funds.</p>
<p><b><u>OUSD Special Education</u></b></p>	<p>OUSD has dedicated PEC Coordinators that have guided the process for establishing programs and services to</p>	<p>Create a task force to reviewed</p>	<p>PEC staff to begin developing</p>

<p><b><u>Programs</u></b></p>	<p>meet the growing number of identified special education students.</p> <p>OUSD has expansive programs and services for special education students. However, the District lacks intervention programs for general education students who may need alternative learning and support environments.</p> <p>Because there are limited general education educational options, referrals for special education eligibility is on the rise and there are some students that do not qualify but are placed in special education program. An example is the high number of students placed in mental health programs, particularly in non-public schools due to the limited in district special education programs for mental health and behavior (Appendix C).</p> <p>Written program descriptions, curricular designs and structures are lacking which impacts the ability to offer a consistent continuum of instructional programs and services.</p>	<p>instructional programs that would be serve students with special needs and develop a menu of researched based supplementary programs for school sites and special education staff to implement.</p> <p>Create a professional learning plan with appropriate resources to effectively implement the identified programs.</p> <p>Develop a program matrix that represents the various programs offering from least to most restrictive.</p> <p>OUSD to develop and alternative programs to address student behavioral needs that do not qualify for special education services.</p> <p>Develop a 504 budget to support student accommodations.</p>	<p>descriptions for existing special education programs.</p>
<p><b><u>Class Sizes and Caseloads (Appendix D)</u></b></p>	<p>In determining staffing needs, the PEC Department utilizes the following guidelines for assigning students to teachers/classrooms:</p> <p>RSP 1:28  SDC-NSH: 13-15  SDC-SH: 10-12  Autism: 8-10  Mental Health Classes: 10-12  Inclusion: 12-15</p> <p>There are classes that exceed these guidelines. However, there are a programs and classes that have</p>	<p>Research and develop consistent class size standards with rationale to guide the staffing and student placement process for all programs.</p>	<p>PEC staff to develop class rosters for the 2013-2014 and place students no later than August 1st and communicate this information to site leaders and staff</p> <p>In collaboration with the Student</p>



	<p>very low class sizes.</p> <p>Accurate and up to date class lists were not available within the PEC Department. Managing of RSP caseloads has been taken out of the hands of the PEC Department as the Student Assignment Office enrolls and places students into schools without knowledge of available special education services. There is no communication with PEC regarding placement of students requiring RSP services prior to placement. Caseloads are not able to be monitored by PEC to stay within the 1:28 required caseload. Placement by SAO is determined solely on the availability of general education seats.</p> <p>The Options process for school choice creates issues with caseload management and staffing for special education. The PEC Department is not given the opportunity to identify the number of spaces available at a site for special education services before families are allowed to select a site for their child's placement.</p> <p>Due to these disconnects PEC is put into a position of reacting versus proactively planning for student placements.</p> <p>Monitoring of caseloads and class sizes is not inconsistent within PEC which does not allow for proactive staffing in the situations where the numbers of students may start to reach the target. As a result the response to a situation is reactive and delayed.</p>		<p>Assignment Office PEC department to establish of consistent system for updating class lists regularly across all programs.</p> <p>Establish a structure for monitoring and projecting possible increases to class size or caseload that would exceed the current guidelines.</p>
<p><b><u>Revenues Supporting Special Education</u></b></p>	<p>Federal funds supporting federally mandated special education programs are severely underfunded which has a major impact on each school district's general fund.</p> <p>Due to Significantly Disproportionate issues identified by the California Department of Education it is required that 15% of the federal IDEA funds granted to OUSD are set aside for early intervention. As such, special education revenues are reduced by over \$1.3 million annually which increases the General Fund contribution to the OUSD special education.</p> <p>Revenues generated by the work of special education staff (school psychologists and speech/language specialists) through the Local Agency Education (LEA) Medical billing are not used to offset the special education expenditures in OUSD. These funds estimated at \$2.1 million are used to fund some of the FSCP operations. Typically these funds are used to support the expenditures of the special education staff that generate the funds.</p>	<p>Identify strategies for containing or reducing the general fund contribution to special education.</p> <p>Identify strategies to increase medical, LEA and MAA resources, including an incentive plan for participating professionals.</p>	<p>Meet with Alameda County Department of Mental Health to address the excess costs of current programs.</p> <p>Develop a phased in plan to make program modifications in the 2013-2014 school year.</p> <p>Explorer the option of an outside provider to support Medical billing.</p>

	<p>The OUSD 2012-13 General Fund contribution to special education is over \$26 million or 30% of the over \$78 million budget.</p> <p>In reviewing the issues impacting the OUSD Special Education Department, the General Fund contribution or encroachment may not decrease and perhaps increase until such time that structures, procedures, oversight and monitoring are sufficient to manage the historical and complex issues that are negatively impacting the special education programs, services and students of OUSD.</p> <p>Mental health programs (Appendix D) are supported by MediCal funds however the expenditures exceed the revenue. In addition, OUSD staff is not maximizing the billing options to generate these funds.</p> <p>The Counseling Enriched program is about double the cost per student compared to the Day Treatment Program. The Day Treatment programs offer a higher level of care.</p> <p>The Alameda County Department of Mental Health has documented the excessive costs of this program from 2009 to 2012 due to social worker over staffing, low social worker caseloads, excessive overtime payments and documented low billing rates compared to other providers in the County. As such the ACDMH has requested the OUSD collaboratively review the program, staffing and service design for the counseling enriched programs to address the cost issue.</p>		
<p><b><u>Special Education Budget Labor Expenditures (Appendix E)</u></b></p>	<p>The OUSD Special Education budget is over \$78 million. 72% is labor cost with the remaining non- labor costs.</p> <p>Unfortunately the labor costs are insufficient to provide the supports and services to the special education students and staff in OUSD.</p> <p>The 2012-13 staffing indicates the following:</p> <ul style="list-style-type: none"> <li>• There are 10 RSP teachers that do not have assigned paraprofessional staff.</li> <li>• While the California Department Education code allows that only 80% of RSP teachers are required to have paraprofessional support, the instructional and support needs of students more than warrants the need to provide a paraprofessional to every RSP teacher.</li> <li>• There are 4 SDC-NSH teachers/classes without an assigned paraprofessional to the classroom. In addition there was a number of SDC-NSH</li> </ul>	<p>Develop a professional learning plan for paraprofessionals to support their ability special education instruction and behavioral support.</p> <p>Review current paraprofessional job descriptions and pay ranges and consider changes in an effort to attract and retain highly qualified paraprofessionals</p>	<p>Review current funded paraprofessional positions and assign to teachers that do not currently have paraprofessionals assigned.</p> <p>Determine the number and the costs to assure every RSP and SDC teacher has an assigned paraprofessional.</p>

	<p>with paraprofessional vacancies that were not filled for a number of months during the school year. The lack of assigned staff along with long standing vacancies have a major impact on the instructional and support for the special education students served in these classrooms.</p> <ul style="list-style-type: none"> <li>• In reviewing the PEC budget, there were a number funded paraprofessional positions that were not assigned. Lack of human resources and budget oversight has negatively impacted the special education staff and program support.</li> <li>• Filling paraprofessional vacancies are particularly challenging due to the salary schedule and lack of qualified and appropriate applicants for these positions.</li> <li>• Due to the lack of staffing the PEC Department contracted with non-public agencies to provide the necessary staff (Appendix E).</li> <li>• Paraprofessionals are not adequately trained to address academic and behavior issues. As such PEC utilized outside contractors to provide necessary classroom and student support.</li> </ul> <p>The District is required to provide Extended School Year (ESY) for students who have this in their IEP. In reviewing the current and prior budgets, the costs for ESY were not included in the budget. Budgets were not built for ESY.</p> <p>There are no staffing standards for ESY.</p> <p>In the current year there was no one assigned in the PEC Department to develop a budget and staffing plan. Again, this is a result of inconsistent PEC Leadership.</p>	<p>PEC to develop a process and structure for budget development, planning and oversight of all special education programs and services.</p>	
<p><b><u>Special Education Non-Labor Expenditures</u></b></p>	<p>School sites receive funding for special education students at 20% of the allocation for general education students. This poses problems at the school sites in providing basic supplies for the special education teachers and students.</p> <p>There is an assumption that PEC department has funding to support special day classes. Special day class-severe teachers receive \$25 per year to support instructional above and beyond the classroom basics, both of which are totally inadequate.</p> <p>The web IEP process requires the technology support to adhere to not only the requirements of the state and federally mandated process, but also to access critical data sources. Current technology hardware is virtually non-existent for special education teachers and staff to</p>	<p>Develop budgeting parameters and criteria for non-labor expenditures.</p> <p>Develop a long-term plan to significantly reduce the use of outside contractors.</p> <p>Develop a multi-year plan to address the acquirement and a replacement schedule for technology</p>	<p>Develop a written proposal for the 2013-14 school year to fund special education students at a higher rate, closer to the general ed per pupil allocation to assure sites have the resources to support sped classes and students.</p> <p>Develop a 2013-2014 PEC budget that increases the classroom allocation</p>

	<p>perform these heavily compliance oriented job responsibilities.</p> <p>The special education budget is often requested to purchase custodial supplies such as paper towels and toilet paper. OUSD is responsible to provide the basics to all students including those with special needs. The special education budget is not responsible for the daily supplies and operating costs for all OUSD students including identified students with special needs.</p> <p>The budgeted independent contractor and consultant costs are often a result of not having appropriately trained District staff to fill vacancies and deliver services as identified by a students' IEP.</p> <p>Due to the high number of identified students with that are emotionally disturbed and autistic outside consultant/contractors are a result of the lack of capacity within OUSD to effectively provide programs and services (Appendix F).</p> <p>OUSD special staff equates to over 900 employees. The special education budget does not include adequate resources to provide appropriate professional learning opportunities to support classroom instruction and student support. These inadequacies include instructional curriculum and student behavior plans.</p> <p>The special education budget also lacks basic resources for the professionals to perform their basic duties, such as testing protocols and materials for school psychologists. Due to the lack of materials questionable duplication of copyrighted material is occurring in an effort to continue the work of the staff.</p> <p>The lack of current or any technology has had a serious impact on the special education professionals to perform their required duties and responsibilities. Meeting the high level of state and federal requirements including the web IEP, without available and current technology is a contributor to the findings of non-compliance by the California State Department of Education. Technology tools are essential to ensure success for the PEC Department.</p> <p>The current budget does not provide budgetary support or protocols for working with the CAC.</p>	<p>provided to staff.</p> <p>Develop sped classroom for each sped program that differentiates the equipment, furniture and basic supplies for the students being served.</p> <p>Develop a multi-year professional learning plan for all PEC staff and identify funding sources to build the capacity of the PEC staff. This too will support the vision to reduce need to have contracted, trained staff.</p>	<p>for all special education teachers.</p> <p>Utilize the remaining balance of the 2012-2014 PEC budget to begin the process of procuring technology first for itinerant staff and then classroom staff. Use these funds to purchase classroom furniture and equipment.</p> <p>Build into the 2013-14 PEC budget sufficient resources to provide required assessment materials.</p> <p>Work with LCI to ensure that the special education classes have sufficient core curriculum materials.</p> <p>Develop a focused professional learning plan for 2013-14 school to address the most critical support needs of the PEC paraprofessionals.</p> <p>Work with CAC to establish a schedule and budget for the upcoming school year.</p>
<b><u>Curriculum and</u></b>	There is not a consistent implementation of the special education curriculum.	Collaborate with site LCI on	Develop and distribute

<p><b><u>Instruction</u></b></p>	<p>Instructional materials are lacking for both the common core and other specialized curriculum for the classroom teachers and students.</p> <p>Professional learning has occurred for federal and state compliances issues. Professional learning is virtually non-existent for the PEC staff regarding classroom instruction and student interventions.</p> <p>As special education teachers and staff are included in site PLC work, it has hindered the ability of PEC department staff to ensure all special education staff receives the necessary training.</p> <p>Professional learning regarding student instruction and support is also needed for designated instructional staff, paraprofessionals and other PEC staff.</p>	<p>accountability measures to ensure students are receiving appropriate classroom instruction with approved curriculum.</p> <p>Utilizing all data sources review, analyze and develop a plan of action as needed, for all special education programs and services in OUSD and their impact on:</p> <ul style="list-style-type: none"> <li>-Meeting the goals and objectives of students' IEPs</li> <li>-Overall student achievement</li> <li>-Inclusion in general education</li> <li>-Ability to meet A-G requirements</li> <li>-Access to post-secondary and career opportunities</li> </ul> <p>Methods to ensure special education teachers receive the essential professional learning and instructional materials for district approved curriculum including the common core, K-12 literacy, social emotional learning and special education curriculum.</p> <p>Research special education program designs that provide</p>	<p>instructional expectations for special education programs.</p> <p>Develop a priority list of staff who would benefit from immediate professional learning regarding classroom instruction.</p> <p>Collaborate with LCI and site administrators and develop a consistent schedule for PEC to engage special education staff in professional development.</p>
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		options for students who are on the Certificate of Completion track, the opportunity to successfully prepare for career and post-secondary choices.	
<b><u>Organizational structures</u></b>	<p>Due to the absence of consistent leadership, the PEC Department suffers from a lack of organizational structure, communication protocols, written policies, clear roles and responsibilities for department staff, and monitoring procedures to effectively manage the PEC operations, staff and the educational needs of the students they serve.</p> <p>OUSD staff and administrators across the levels have repeatedly expressed concerns regarding the PEC Department's lack of communication and responsiveness to the needs of the school sites and staff. There is little evidence regular and consistent communication processes that have been implemented by PEC. Again a symptom of the leadership challenges facing the department.</p>	<p>Review the SELPA Local Plan and develop policies and procedures to be included for Board approval.</p> <p>Develop written operational procedures for all functions in the PEC Department.</p> <p>Review job descriptions of PEC staff and clearly define in writing the role and responsibilities of all staff.</p>	<p>PEC Department to develop basic organizational structures to for basic functions of the department for implementation in the 2013-2014 school year.</p> <p>Update PEC website before the start of the 2013-14 school year to communicate Department changes and basic information for parents and staff.</p>
<b><u>Legal and Compliance Issues</u></b>	<p>The District has faced many legal challenges due to a variety of issues. As such the costs for resolving the special education legal issues have exceeded \$1.2 million in the 2012-2013 school year.</p> <p>The District has been targeted by aggressive legal firms that are poised to take advantage of compliance weaknesses. Additional resources are needed to build quality programs.</p> <p>In an effort to expedite resolution of special education cases, the District's General Counsel has taken leadership on cases without fully communicating and collaborating with PEC leadership. There have been instances when students who do not qualify for special education services have be placed in special education.</p> <p>Monitoring of 504 plan implementation and District funding to support accommodations is a critical need.</p> <p>PEC administrator roles and responsibilities are not clearly defined in terms of handling legal issues and contacting legal services.</p>	<p>Develop a long-range professional learning plan for PEC and District leadership regarding legal requirements of special education and the role of OUSD staff.</p> <p>Review and project staffing needs to ensure compliance including translator positions for PEC.</p>	<p>Develop a District administrator professional learning plan to begin implementation at the beginning of the 2013-2014</p> <p>Develop a professional learning plan regarding the OUSD processes and compliance for all new sped teachers.</p> <p>Include in the 2013-14 budget two translator positions for the PEC Department.</p> <p>Develop a PEC structure to include roles and</p>

	<p>Failure to comply with state and federal mandates over the years has resulted in major scrutiny and threats of possible sanctions of OUSD by the California Department of Education. The PEC Department has reacted appropriately and vigorously to the issues. It has consumed many staff hours and attention, but major progress has been made. Accountability systems, continued oversight and professional learning throughout OUSD on special education regulations and requirements are critical to ensure that the compliance issues are resolved. In addition, proactive written oversight policies and procedures need to be put into place to ensure ongoing compliance.</p> <p>There is inadequate staffing to translate IEPs and interpret at meetings with families which are a compliance issue.</p>		<p>responsibilities for handling legal issues, including audits of legal invoices.</p> <p>Process to include collaboration with General Counsel.</p>
<b><u>Facilities</u></b>	<p>There is not a strategic plan for placement of special education programs and services.</p> <p>Learning and educational environments for special education students, in a number of cases are not appropriate or equitable to the general education students. This includes the lack of appropriate furniture and equipment.</p> <p>PEC Department staff does not feel empowered to advocate for facilities that best meet the needs of their students. Decisions are made without collaboration or input with PEC staff.</p>	<p>Establish classroom and support staff facilities standards for each special education program and service. Work collaboratively to review current facilities for special education programs/classes.</p> <p>Develop a multi-year strategic plan for placement of special programs and services in OUSD. Considerations to include placement is accessibility to families, to reflect existing matriculation patterns for general education and to address special education transportation costs.</p>	<p>Identify critical facilities issues for current special education classes and programs that need to be resolved prior to the 2013-14 start of the school year.</p> <p>Include PEC leadership current and ongoing program placement meetings that are being conducted in OUSD.</p>
<b><u>PEC Department Organizational</u></b>	<p>The current PEC Department organizational structure (Appendix G) is absent of an effective hierarchy.</p> <p>The roles and responsibilities of the Department staff</p>	<p>Develop a succession plan to ensure sustained quality PEC</p>	<p>Upon approval, establish a reorganization of the PEC Department for</p>

**Structure**

are not clearly defined.

Attracting and retaining PEC leaders is challenging due to the multiple issues that continue to face the department.

The department scope of responsibility warrants consideration of upgrading the Executive Officer to Associate Superintendent.

As a single separate SELPA and the related areas of oversight, warrants an Executive Officer to manage this area plus provide oversight to the major compliance and legal issues.

An administrative level to oversee the PEC Coordinators and Program Specialists is also essential to ensure effective monitoring of PEC programs and services and to collaborate with site administrators.

The complex issues facing the special education department have major community and fiscal implications. As such, investing in the PEC Department organization is essential to successfully address the issues and provide stability for the future.

leadership in OUSD.

the 2013-2014 school year.