LCPS Special Education Update Governance Committee
March 25, 2022

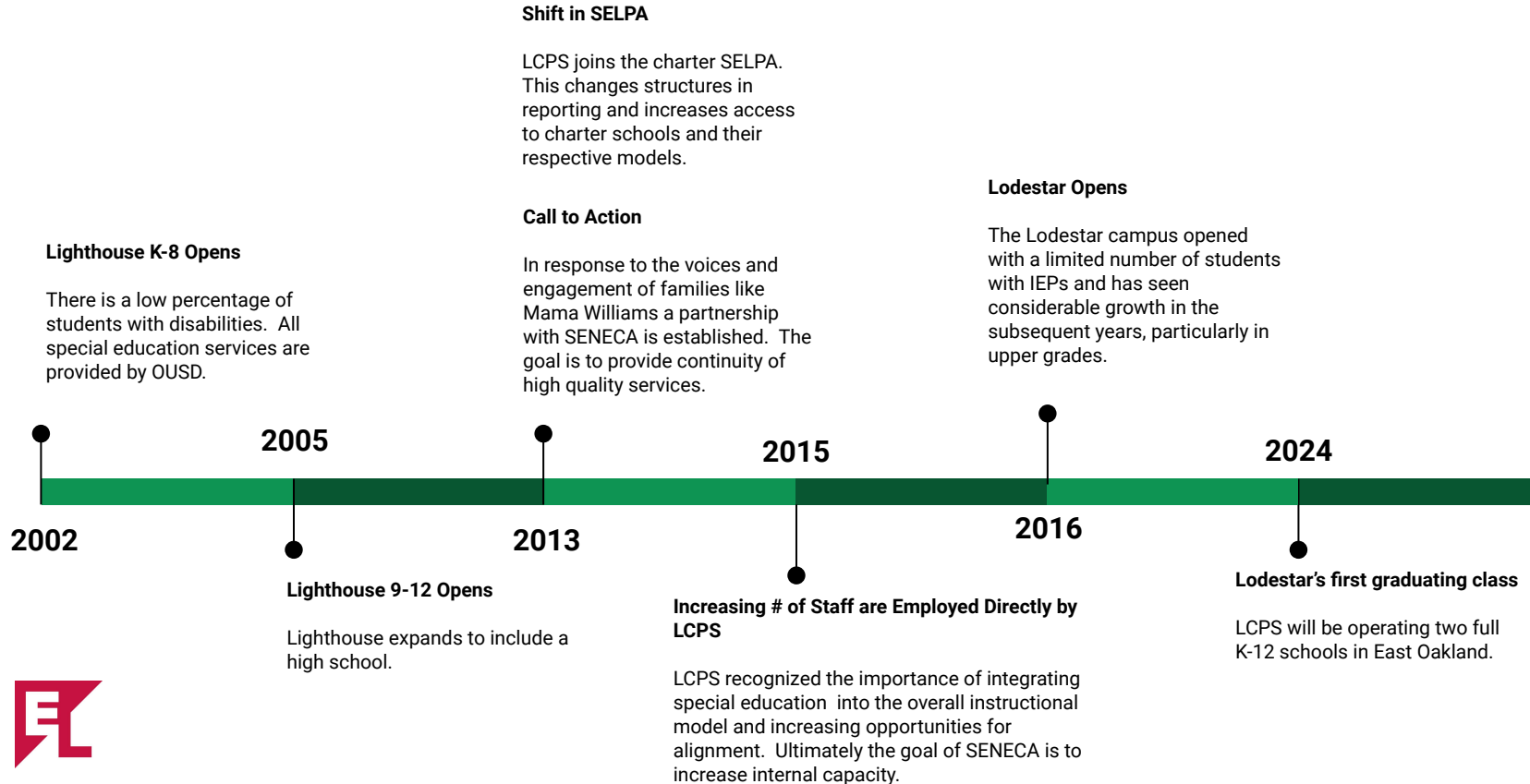| Presentation Overview |
|---|
| Storytelling: Historical Context, Data Sharing, & Shifting Needs |
| Ground in Programmatic Best Practices for Serving Students with IEPs by reading the text "Improving Special Education"
➔   Focus on Practices #6-9 |
| Overview of Program/Model Proposals for 2022-2023 |

Storytelling: Historical Context, Data Sharing, & Shifting Needs

Timeline of Events

Shift in SELPA

LCPS joins the charter SELPA. This changes structures in reporting and increases access to charter schools and their respective models.

Call to Action

In response to the voices and engagement of families like Mama Williams a partnership with SENECA is established. The goal is to provide continuity of high quality services.

Lodestar Opens

The Lodestar campus opened with a limited number of students with IEPs and has seen considerable growth in the subsequent years, particularly in upper grades.

Lighthouse K-8 Opens

There is a low percentage of students with disabilities. All special education services are provided by OUSD.

2005

2015

2024

2002

2013

2016

Lighthouse 9-12 Opens

Lighthouse expands to include a high school.

Increasing # of Staff are Employed Directly by LCPS

LCPS recognized the importance of integrating special education into the overall instructional model and increasing opportunities for alignment. Ultimately the goal of SENECA is to increase internal capacity.

Lodestar's first graduating class

LCPS will be operating two full K-12 schools in East Oakland.

Expansion & Shifting Needs Over the Years

What is our staffing model now?

- 9 Ed Specialists + 1 Virtual Ed Specialist
- 12 Student Support Aides
- 3 School Psychologists
- 1 SLP + 1 Virtual SLP
- 1 SLPA
- 2 Mental Health Clinicians
- 1 Admin Assistant
- Variety of Related Services, including AT/AAC Specialist, OT, PT, and on the hunt for a DHH Teacher & APE Teacher

Expansion & Shifting Needs Over the Years

What shifts within our student population and diversity of student needs and our support structures have you observed over the past years?

- LCPS has been shifting from a "mom & pop" operation to having a more specific model
- Students needs are being addressed on an individual basis. These decisions have been largely reactive and piecemealed, resulting in a lack of consistency.
- It becomes challenging to replicate student services because they are often dependent on personal relationships and the strengths of the individual holding the work.
- Our system is dependent on relationships and specific personnel rather than an established set of processes and structures.

LCPS is serving more Special Education students

- 12.8% eligible this year vs. 9.6% last year
- 55 more students with IEPs than last year, with an additional 9 pending evaluations
- 30% of students enrolled since 10/1 have IEPs
- More students with moderate to severe disabilities

LCPS Students with IEPs, 20-21 vs 21-22

Legend: Not Eligible | Pending | Eligible

Bar chart showing percentages from 0% to 14%:
- 20-21: Eligible 140 (reaching ~9.6%)
- 21-22: Eligible 195 (reaching ~12.8%), Pending 9
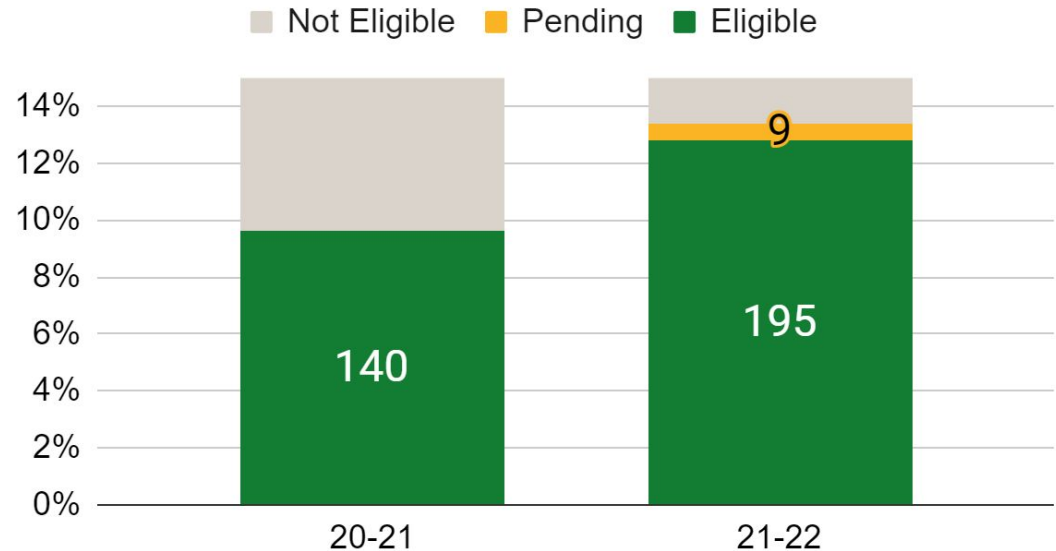
Reflections on Current State

- This team has been stepping up this year to serve our existing students and new students, and we know that this team is feeling stretched this year due to shifts in the significant increase in students, especially students with more complex needs. On top of the demands of re-opening.

- We are prioritizing sustainability for staff and quality of services for students and have been doing initial planning for next year through these two lenses.

- We have the opportunity to be leaders in the work of serving one of Oakland's most historically underserved student populations.

Grounding in Best Practices

Read the article, **"DMC's Best Practices for Cost Effectively Raising Achievement." (15 minutes)**

- Begin by reading pg. 17 - 22 #6-conclusion, which are the most applicable to our modeling.
- As time permits, read through the other design principles.

Turn and Talk (5 minutes):

- Which of these best practices (#6-9) are you most excited to further develop in?
- Which best practice (#6-9) do you think will have the greatest impact on students?
- What is 1 question/wondering you have?

DMC's 10 BEST PRACTICES
FOR IMPROVING SPECIAL EDUCATION

1 Focus on student outcomes, not inputs

2 Effective general education instruction is key

3 Ensure all students can read

4 Provide extra instructional time for struggling students every day

5 Ensure that content-strong staff provide interventions and support

6 Allow special educators to play to their strengths

7 Focus paraprofessional support on health, safety, and behavior needs, rather than on academic needs

8 Expand the reach and impact of social, emotional, and behavioral supports

9 Provide high-quality in-district programs for students with more severe needs

10 Know how staff spend their time, and provide guidance on effective use of time

Model Presentation

Inclusion Model

- "While well-intentioned, [practices for serving SWD] often shift responsibility for student success away from the general education teacher to a special education teacher or paraprofessional. If we want students to master the general education curriculum, general education teachers have to be a big part of the solution."
- Research shows that strong instruction in general education classrooms has a strong impact on achievement of students with disabilities.
- In the coming year, there will be a focus on quality of Tier 1 and Collaboration.

What's being added to our programming in 22-23?

- We are adding 2 programs, 1 at each site, that will allow for specialization.
- We will continue to offer our inclusion model, while layering on some specialized programming intended to meet the unique needs of evolving caseloads.
- While roles may shift, there will be an engagement process and we are not cutting positions.
- When considering staffing for the inclusion model, we will continue to use the caseload calculator. This may mean shifts in caseloads or grade level assignments, or the hiring of additional Ed Specialists similar to any given year.
- We are increasing psych and exploring the need to increase speech providers as a part of our general offerings.

We are continuing to offer our Full Inclusion Model, and will be hiring for two new programs for SY 22-23.

NEW for 2022-23+ Hybrid Inclusion Model (Mod/Severe Programming)	**NEW for 2022-23+** Behavioral Health Program
Students with moderate/severe disabilities are meaningfully integrated into core programming for portions of their day, but also have extended opportunities for targeted support for up to 2 hours/day from a credentialed special educator.	A team, led by a behavioral health coordinator, oversees programming for students with complex mental health or behavioral needs.
Launch Program Program located at Lighthouse Campus; program available to students across LCPS in the K-8.	Launch Program Program located at Lodestar Campus; increasing programming around current Lodestar students primarily in the upper school.

Hybrid Inclusion Program

Topics	Design considerations/principles rooted in best practices
Vision	Students with moderate/severe disabilities are meaningfully integrated into the general education program and have access to specialized, foundational instruction outside of the general education classroom.
Site	Lighthouse, Available to Students Currently Enrolled at Lodestar (MOU Process Needed)
Timeline	Launching K-7 in 22-23 Launching HS in 23-24
Collaboration	Goal is to establish collaboration structures prior to start of year that are considered during master scheduling
PD	Embedded PD focused opportunities available
Curriculum	Need to consider how we expand our curriculum
Staffing	Shifting to a model based structures allows more specification in skillset; adding a K-5 mod/severe teacher & 6-8 mod/severe teacher
Space	Already being considered and planned for

Behavioral Health Program

Topics	Design considerations/principles rooted in best practices
Vision	Strengthen our Tier 1 programming, while also increasing our ability to provide mental health and behavioral supports to students with complex needs.
Site	Lodestar, Only available to Lodestar students at this time
Timeline	Launching in 22-23
Collaboration	Goal is to establish collaboration structures prior to start of year that are considered during master scheduling
PD	Embedded PD focused opportunities available for all staff
Staffing	Shifting to a model based structures allows more specification in skillset; adding a behavioral health coordinator and increasing clinical staffing (also because we're adding a grade)
Space	Already being considered and planned for