



CSIS *California School Information Services*

Oroville Union High School District

Special Education Review

July 14, 2010



Joel D. Montero
Chief Executive Officer





CSIS California School Information Services

July 14, 2010

Oran Roberts, Ed. D., Superintendent
Oroville Union High School District
2211 Washington Ave.
Oroville CA 95966

Dear Superintendent Roberts:

In March 2010, the Oroville Union High School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement to provide a review of the district's special education programs and services. Specifically, the agreement states that FCMAT will perform the following:

1. Review of overall special education delivery system to assure whether the district is complying with IDEA federal and state special education laws.
2. Review status of intervention strategies such as RTI and SST and make recommendation for implementation and improvement.
3. Review enrollment practices of transferring students into the district and make recommendations that follow a consistent adopted policy.
4. Review instructional test results and make recommendations on how to improve sub test group of special education.
5. Review special education staffing of classified and certification and caseloads for all district programs and make recommendations for improved efficiency and cost effectiveness.

The attached final report contains the study team's findings and recommendations.

We appreciate the opportunity to serve you and we extend our thanks to all the staff of the Oroville Union High School District for their cooperation and assistance during fieldwork.

Sincerely,

Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

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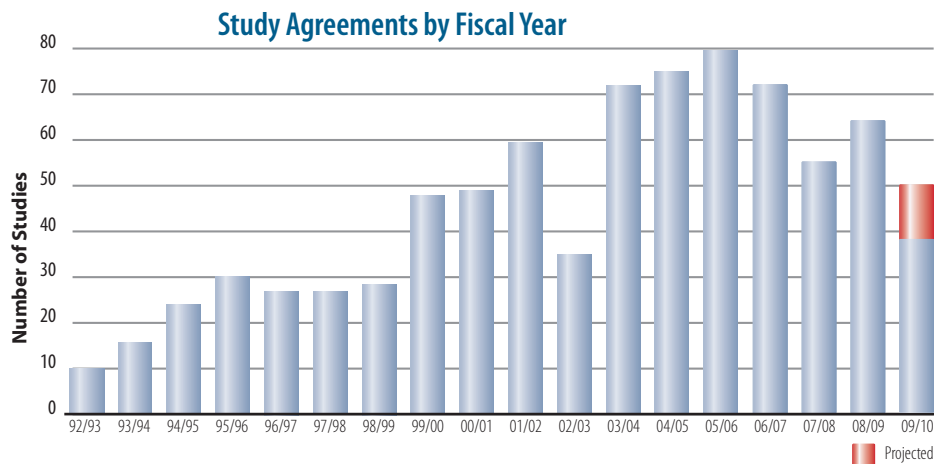
Foreword - FCMAT Background

The Fiscal Crisis and Management Assistance Team (FCMAT) was created by legislation in accordance with Assembly Bill 1200 in 1992 as a service to assist local educational agencies (LEAs) in complying with fiscal accountability standards.

AB 1200 was established from a need to ensure that LEAs throughout California were adequately prepared to meet and sustain their financial obligations. AB 1200 is also a statewide plan for county offices of education and school districts to work together on a local level to improve fiscal procedures and accountability standards. The legislation expanded the role of the county office in monitoring school districts under certain fiscal constraints to ensure these districts could meet their financial commitments on a multiyear basis. AB 2756 provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans. These include comprehensive assessments in five major operational areas and periodic reports that identify the district's progress on the improvement plans.

In January 2006, SB 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

Since 1992, FCMAT has been engaged to perform nearly 750 reviews for local educational agencies, including school districts, county offices of education, charter schools and community colleges. Services range from fiscal crisis intervention to management review and assistance. FCMAT also provides professional development training. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The agency is guided under the leadership of Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.



Total Number of Studies..... 743

Total Number of Districts in CA.....1,050

Management Assistance.....	705	(94.886%)
Fiscal Crisis/Emergency	38	(5.114%)

Note: Some districts had multiple studies.

Eight (8) districts have received emergency loans from the state.
(Rev. 12/8/09)

Introduction

Background

The Oroville Union High School District is located in Butte County and serves a total enrollment of 2,716 students at two comprehensive high schools, one community day school, one adult education career and technical center, and one continuation school. Students with disabilities comprise 10.5% of the district's enrollment. The district's general fund contribution to special education for fiscal year 2009-10, not including transportation costs, comprised 52% of the district's total special education spending; statewide, the average general fund contribution is 35%.

Study Guidelines

FCMAT visited the district on May 10-13, 2010 to collect data, review documents and conduct interviews with both county office and district staff and parents. This report is the result of those activities and is divided into the following sections:

- I. Executive Summary
- II. Special Education Delivery System
- III. Response to Intervention
- IV. Student Transfers
- V. Student Achievement
- VI. Staffing and Caseloads
- IV. Appendices

Study Team

The study team was composed of the following members:

William P. Gillaspie, Ed.D
FCMAT Chief Management Analyst
Sacramento, CA

Anne Stone
FCMAT Special Education Consultant
Mission Viejo, CA

JoAnn Murphy
FCMAT Special Education Consultant
Santee, CA

John Lotze
FCMAT Public Information Specialist
Bakersfield, CA

Executive Summary

The statewide average general fund contribution for special education is 35%; however, the Oroville Union High School District's general fund contribution is 52%. Rising salary and benefit costs are one factor contributing to the district's increasing general fund contribution.

The district is recognized for having a positive relationship with the Butte County Office of Education and the Special Education Local Plan Area (SELPA), and the director of education and student services' leadership has improved special education delivery.

The district has a total enrollment of 2,716 students, 10.5% of whom are identified as needing special education programs and services. This is consistent with the statewide average of 10%; the district is not overidentifying students for special education.

A review of the SELPA Local Plan and the district's California Special Education Management Information System (CASEMIS) data indicates that in most areas the district is adhering to federal and state special education laws. Students are assessed in all areas of suspected disability, time lines are followed, and services are provided as indicated in the Individualized Education Programs (IEPs).

In 2008-09, 60 district students attended programs provided by the Butte County Office of Education at a cost of \$764,732. The district does not have the capacity or infrastructure to support a transfer of these programs to the district; however, some students could return without additional costs and at a savings if the district were to create an alternative diploma or certificate for students who cannot complete the traditional coursework for a high school diploma.

The district's special education transportation costs for 2009-10 are projected to be \$482,890 to transport 61 students. Approximately half of the students are transported by a private contractor, which accounts for approximately half of the costs. The district does not have a handicapped-accessible bus with a wheelchair lift. FCMAT has provided a strategy for purchasing one, which would result in a savings \$100,000 per year once in place.

The district has not developed a Response to Intervention (RtI) model, primarily because such models are not widely used for secondary students. The district has effective student study teams and Section 504 (the section of the Rehabilitation Act of 1973 that prevents discrimination based on disability) accommodations.

Districtwide interventions are necessary and several options have been recommended by FCMAT.

Both the internal and external processes for transferring special education students lack consistency and effective communication, which affects the delivery of student services. FCMAT has included recommendations to define the policy, procedural requirements and communications related to transfers.

The district's assignments for special education certificated and classified staff are maximized.

Findings and Recommendations

Special Education Delivery System

One indicator that a district may not be complying with the Individuals With Disabilities Education Act (IDEA) and other federal and state laws governing special education is the over-identification of students as needing special education services.

However, the Oroville Union High School District is not overidentifying students. In the 2009-10 school year, the most recent year for which data is available on the California Department of Education's Dataquest website, approximately 10.5% of the district's enrolled students (285 out of 2,716) were identified as needing special education programs and services. This percentage is consistent with the statewide average .

During fiscal year 2008-09, 53% of the district's special education budget was funded by contributions from the district's unrestricted general fund; for fiscal year 2009-10, the contribution is projected to be 52%. This is higher than the statewide average of approximately 35%.

Information from the Butte Special Education Local Plan Area's (SELPA's) Local Plan about the district's and the SELPA's procedures for special education and the district's data reported in the California Special Education Management Information System (CASEMIS) indicates the district adheres to both federal IDEA and state special education laws. Students are assessed in all areas of suspected disability, time lines are followed, and services are provided as indicated on the student's Individualized Education Plan (IEP).

The district uses a computerized IEP system and forms. The forms are updated regularly and meet the requirements of all federal and state special education laws. The computer system is designed to ensure that all required items are entered on the IEP. The system does not monitor all dates or information for compliance, but will alert the user if the dates do not conform to regulation and law or if required information is missing in the IEP document. The computerized system can also generate reports of IEP time lines, disabilities, caseloads and other information for staff and administrators.

FCMAT reviewed 11 IEPs and found that all contained errors, but most errors were not substantive. Some IEPs had only one or two minor errors while others had several. These included errors in spelling, grammar, student gender, wrong form, missing baseline data, missing promotion information, incorrect or missing dates of objectives and services, and incomplete or missing state test scores.

Most of the errors noted could have been corrected if the staff completing the IEP had used the spell check feature and the check CASEMIS feature. Errors in dates of objectives and services and incomplete test scores would probably not have been caught by the system, nor would an error regarding a student's gender. The district will need to review IEPs and provide feedback to staff and principals regarding their accuracy. Appendix A includes a sample checklist to assist with this task.

Principals need to include the IEP review in the certificated staff evaluation process, which should be negotiated. Asking and answering the following questions will guide principals in discussions of IEP content:

- Is the IEP based on thorough and accurate assessment information?

- Are the present levels of performance and assessment results well articulated in the IEP meeting?
- Does the IEP contain written goals and objectives that address all areas of identified need?
- Is there a direct relationship between the goals and the programs and services offered?
- If the student was not making adequate progress on IEP goals, did the IEP team reconvene to adjust the goals and services?
- Are general education teachers aware of the IEP goals? Is feedback on progress in general education classes provided to the special education teacher and parents?
- Is the student included in the IEP meeting?
- Does the IEP contain an appropriate transition plan?

It is the SELPA's responsibility through the Local Plan to ensure that a full range of special education options is available. It is also the district's responsibility to ensure that all of its special education students have access to a full range of options either in the district or through state, county, regional or nonpublic agency programs and services (Title 34 Federal Register 300.115, 30 EC 56361).

The district has classes and/or services for students with IEPs at both of its comprehensive high schools and at the alternative school. Eighty percent of the district's special education students are categorized as learning disabled. Students are enrolled in one or more special education classes per day, as determined by their IEP. The district also offers special education classes for students in independent study. The alternative school also has a more self-contained class in which the special education teacher may see the same students for several periods a day, but the comprehensive high schools do not.

None of the district's special education students are taught using a collaborative or push-in model in which the teacher and services are provided within the general education classroom. As a result, students who do not need a special education class but who need support in the general education program are enrolled in either a special education class or in the study skills and homework class.

When a student who has an IEP wants to transfer to the adult school, the student first exits special education. The law states that a student who has an IEP and does not meet the district's graduation requirements prior to age 18 continues to have the same rights as any other special education student until they either graduate or reach age 22 (30 EC 56040, Title 34 Federal Register 300.101).

FCMAT did not review services to students in the Butte County Office of Education's classes for the severely handicapped. However, district staff indicated that some students in the county office-operated program could be in a district program if the district offered a certificate of attendance similar to that offered by the county office. These students can read and could attend both special education and elective classes at the district's comprehensive high schools, though they could not complete the traditional general education course of study required of other special education students.

If the district were to develop a certificate of attendance and the prerequisite coursework for it, an IEP team could determine whether the district program could meet the student's needs. Because

only a small number of students would need this option, it is unlikely that any additional staffing or resources would be needed to provide an appropriate program.

In 2008-09, 60 of the district's students attended the county office-operated special day class program at a total cost of \$764,732. For each student served by the district rather than the county office, a savings would be realized, though this would need to be analyzed by the district and the county office. The district expressed no dissatisfaction with the services provided by the county office.

There are five day treatment programs for high school students in Butte County, only one of which is run by the county office of education. The county office-operated program is located in the Oroville Union High School District and serves the district's students. When the class is full, the district has few options for any newly referred students. At this time, one student is transported to a day treatment class in another district and another student is in a nonpublic school program.

The district's calculation of its general fund contribution to special education does not include the cost of transportation. The district's special education budget for fiscal year 2009-10 is projected to be \$482,890 with \$18,227 in projected income from other districts to offset these costs. The district transports 61 special education students on its own buses and 10 students through a contract with First Student. The contract with First Student accounts for approximately half of the district's special education transportation costs.

The 10 students transported by First Student require a bus equipped with a wheelchair lift, which the district does not own. The cost to purchase a bus equipped with a wheel chair lift is between \$85,000 and \$110,000. FCMAT believes there is an opportunity to realize significant savings by operating a district-owned wheel chair accessible bus. The district should study and compare the cost to operate a wheelchair-accessible bus with the annual cost incurred to contract for services. Operational costs to be considered include salary and benefits for 1 FTE bus driver; annual fuel and other operational expenses based on approximate mileage; vehicle maintenance; any potential change to insurance expenses; and purchase cost amortized over eight years (according to the California Schools Accounting Manual).

Recommendations

The district should:

1. Continue to follow SELPA and district procedures to ensure compliance with federal and state regulations and laws.
2. Continue using the computerized IEP system to ensure that IEP documents adhere to statutory regulations and reporting criteria.
3. Continue using the computerized IEP system to generate reports that enable special education teachers, district administrators and site principals to monitor IEP time lines and caseloads.
4. Develop a checklist for the special education administrator to use when reviewing IEPs and giving feedback to special education teachers, psychologists and site principals regarding errors on the IEP document (A sample checklist is provided in Appendix A).

5. Develop a method to ensure that all errors are corrected before the IEP is made final in the computer system
6. Determine how to offer a full range of options for special education students at each comprehensive high school using current staffing.
7. Determine which general education classes could use the collaborative or push-in model to meet the needs of special education students who do not require special education classes.
8. Determine if a Learning Center model or other model could be implemented for students who require a more restrictive environment and for students who need a separate environment for test taking or support.
9. Ensure that special education students are not required to exit special education to enroll in the adult education program.
10. Review all IEPs of students attending county office-operated classes to determine if any of these students could be in a district program if the district had a certificate of attendance option.

If there are such students, do the following:

- Develop a board policy and administrative regulation that would allow these students to receive a certificate of attendance from the district.
 - Collaborate with the county office to provide a comparable program as indicated on the student's IEP.
 - Begin discussions with the parents of any student considered for a district program to ensure that all parties are aware of potential changes and are working collaboratively.
 - Review the placement of all students who are directed to the county office-operated program for severely handicapped students when they enter grade 9 to determine if any students could attend a district-operated program.
11. Evaluate the cost and infrastructure required for the district to transfer the current county office-operated day treatment program to district operation.

If the district can support the day treatment program, begin the transfer process through the SELPA, following SELPA guidelines.
 12. Determine if the cost of purchasing and operating one or two wheelchair buses would reduce the district's costs in the long term. Contact FCMAT if assistance is needed in making this determination.

Response to Intervention

District administrators have attended training in Response to Intervention (RtI). However, the general consensus of staff was that the RtI model presented was not designed for a high school district, and as a result the district has not developed an RtI program. The district has and its schools are following a student study team process in accord with its Board Policy 6164.5(a) and Administrative Regulation 6164.5.

Student study teams meet weekly at the school sites. Staff indicated that two to three students are discussed at every meeting and that the student study team process results in very few initial referrals to special education. Most referrals are to consider a student's eligibility for special education because of emotional disturbance.

The district is beginning to implement Professional Learning Communities (PLCs) at the comprehensive high schools. In an article titled "Professional Learning Communities," on page 30 of the Winter 2009 *Journal of the National Staff Development Council*, Shirley Hord defines PLCs as follows:

Members of the community thoughtfully study multiple sources of student data to discover where students are performing well, and thus where staff members can celebrate. Importantly, the areas that receive the staff's most meticulous attention are the areas where students do not perform successfully. The staff members prioritize these student learning needs, and define one area to which they give immediate attention. The staff collectively takes responsibility to learn new content, strategies or approaches to increase its effectiveness in teaching to these problem areas. Learning is not an add-on to the role of the professional. It is a habitual activity where the group learns how to learn together continuously.

This professional learning community approach can be used with all general education and special education students. Districts that implement professional learning communities encourage staff to adapt their teaching strategies to meet the needs of the students they serve. Staff review student outcome data and make adjustments in curriculum and instruction practices. Staff also participate in professional development through a collaborative approach. It is one approach to meeting the needs of all students.

Students move between the special education programs at the district's two comprehensive high schools for various reasons. Staff members expressed concern that the differences between the special education programs at the two schools cause some difficulties for students. Some of those differences are as follows:

- One high school uses the core curriculum predominantly with some adaptations while the other uses supplemental materials predominantly.
- The Power Reading class is offered, and Read 180 software is used, districtwide. However, the way the software is used in Power Reading classes varies from site to site.
- One high school has a study skills class that combines homework support with study skills instruction, though specific curriculum for study skills is not available; the other high school's study skills class is designed for homework support only.
- One high school has a paraeducator assigned to the library during the school day so students can take tests or receive support; the other high school does not.

- One high school provides for flexibility in the IEP for students to attend partial days; the other high school does not.

Staff members also expressed concern that teachers at school sites have little opportunity to meet and share information. There were two days of staff development for all special education teachers at the beginning of the 2009-10 school year but no other staff development opportunities.

Recommendations

The district should:

1. Continue implementing the student study team process in accord with board policy and administrative regulation.
2. Continue implementing and expanding professional learning communities. Consider providing time for special education staff from both schools to meet and collaborate during some of the PLC meetings.
3. Ensure that all special education students have access to the core curriculum and appropriate adapted material.
4. Determine which supplemental reading program will be implemented districtwide. Base this decision on which program is scientifically based and on data regarding student progress.

Use specific data to determine which students will be enrolled in the supplemental reading programs, train teachers to implement the programs, and provide the necessary curriculum.

5. Determine the focus of the study skills program, and determine a districtwide curriculum for the study skills classes. Train teachers to implement the program, and provide the necessary curriculum.
6. Determine if a districtwide learning center model or other model would benefit students who need a separate place for test taking.
7. Implement and monitor practices as needed, such as placing students on a minimum day schedule, to ensure that practices are consistent districtwide.

Student Transfers

Information from interviews with district and school site staff indicates that both the internal and external processes for students who transfer into district-operated special education programs lack consistency and effective communication, and that this affects the efficient delivery of necessary special education services.

The district's Board Policy 5116.1(a) addresses priorities for open enrollment for both intra-district and interdistrict transfers. In practice the priorities are adhered to; however, the policy provides limited direction regarding communication and notification between school sites. As a result, students have enrolled on campuses without the benefit of adequate communication and cooperation regarding their need for programs and services outlined in their IEP.

Intradistrict Transfers

The federal laws regarding special education carefully outline the requirements for determining appropriate student placement and services, including for students transferring from one school or school district to another. There is a specific criterion regarding the accessibility of a student's IEP to teachers and others for which each public agency is responsible. The law states the following:

Each public agency must ensure that..... (d) (1) The child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation

Title 34 Federal Register 300.323 (d) (1)

The district determines the need for a change of school setting as part of the placement decision in the IEP meetings for students. The parents are also involved in that IEP meeting; however, staff reported that IEP teams frequently decide to change a student's placement from one high school to another without the involvement of the receiving school. The receiving school must participate in these placement decisions to ensure that the IEP team's recommendations can be carried out in the proposed setting.

Critical program information is also not communicated to the receiving school, which affects the ability to provide programs and services in a timely manner after a student transfers. The board policies provide no direction regarding notification requirements for students with IEPs. The district will need to provide procedural guidance and staff training for this policy to avoid unnecessary delays in providing transferring students with special education programs and services. This should also include students who have an accommodation plan developed in compliance with Section 504 of the Rehabilitation Act of 1973 (the law which prohibits discrimination on the basis of disability).

The district automatically provides transportation for special education students who transfer from one school to another. Although this is required as part of an IEP-related transfer, it is not clear if the district determines the need for transportation when the request for transfer is voluntary. The district's board policy needs to provide further clarification, and the district needs to implement a process for formal discussion and team recommendations regarding whether a transferring student requires transportation.

Interdistrict Transfers

The district has no procedures to guide its schools when transferring and enrolling special education students who arrive from other districts without an IEP. No advance notice is received when students with disabilities transfer into the district.

In addition, special education students frequently transfer from middle schools with overdue triennial evaluations. The district has no procedures to ensure that evaluations are completed on time and prior to enrollment. Both procedures and a common understanding with feeder school districts are needed so that all special education triennial evaluations are completed before a student transfers to one of the Oroville Union High School District's schools. Because the county office uses the Special Education Information System (SEIS) for IEP development and data tracking, all the districts have access to the most current data on due dates for triennial evaluations. The district will need to access this information prior to student enrollment. The SELPA should be able to provide assistance in this area if needed.

Students expelled during their last year of middle school are enrolling for the first semester of high school. Clear communication to the feeder middle schools is needed regarding expulsion procedures. Expelled students currently have limited options because there is no community day school at the county level.

Recommendations

The district should:

1. Establish procedures for intradistrict transfers of special education students. Ensure that the procedures include the receiving school in the IEP team's decision through timely notification of the meeting date and time, IEP documentation, student needs and program options, and other relevant issues.
2. Clarify the components needed to transfer a special education student's behavioral support plans, IEP assessment, transcripts and other information from sending to receiving schools efficiently.
3. Ensure that there is communication and cooperation between sending and receiving schools regarding individual students' instructional support and other needs.
4. Implement formal discussion and team recommendations regarding whether transportation is required for a student who transfers.
5. Establish a common understanding with feeder school districts that all special education triennial evaluations be completed before a student transfers to the high school, and develop procedures based on this understanding.
6. Clearly communicate to and coordinate with feeder middle schools regarding the district's procedures for admitting expelled students.

Student Achievement

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) required students with disabilities to participate in state and districtwide assessments of student progress. In California, the Standardized Testing and Reporting (STAR) program includes special education students and uses the following assessments:

- The California Standards Test (CST), the general education assessment in which most special education students participate.
- The California Modified Assessment (CMA), a modified assessment used for some students with IEPs.
- The California Alternative Performance Assessment (CAPA), an alternative assessment for students with significant cognitive disabilities.

Detailed information regarding school districts' performance on these assessments is available via Dataquest (<http://dq.cde.ca.gov/dataquest/>), an online tool developed by the California Department of Education that contains information about schools and comparisons of the schools to the district, the county and state.

As a group, neither high schools' special education students have reached a level of proficiency on standardized tests, though there is greater concern regarding the students at Oroville High School. The information in Table 1 compares the Adequate Yearly Progress report (AYP) for both Oroville and Las Plumas high schools' special education students in both English language arts and math. It also compares special education students' performance with that of socially disadvantaged and English learner students.

Table 1: Comparison of Percentage of Students Scoring at or Above Proficient

Students Scoring at or above Proficient		
English Language Arts	Oroville High School	Las Plumas High School
Schoolwide	46.5%	51.8%
Socioeconomically Disadvantaged	37.8%	41.8%
English Learners	31.9%	25%
Special Education	8%	24.1%
Mathematics		
Schoolwide	49.3	49.8
Socioeconomically Disadvantaged	44%	41.6%
English Learners	50%	32.1%
Special Education	6.9%	24.1%

Special education and general education teachers are not engaged in collaborative or team teaching; special education classes are taught in isolation using a remedial curriculum, with limited or no access to the core curriculum. This limited connection between special education and general education impedes special education students' performance on statewide standard assessments. It would benefit the district to explore collaborative teaching models that encourage

special and general education teachers to team teach core content to ensure that all students have access to the core curriculum.

Staff members indicated that students in grade 10 are tested in life sciences and that this is required; however, special education students are not instructed in life sciences until grade 11 or 12.

Teachers reported that there is no mechanism for them to meet with peers who have similar duties (also known as job-alike groups) to share curriculum strategies, solve problems or share ideas. Providing this opportunity at least twice a year would increase the skills and supports for special education teachers' efforts to increase student achievement. PLCs can also provide a mechanism to accomplish this.

Recommendations

The district should:

1. Survey all special education classrooms and determine the curriculum currently in use.
2. Adopt for use in special education classes a standard curriculum that is aligned to state standards.
3. Explore options for collaborative teaching models that encourage special education and general education teachers to team teach content classes.
4. Ensure that all students with disabilities have access to effective instructional strategies.
5. Provide opportunities for special education teachers to meet in job-alike groups at least twice a year, and make use of PLCs.
6. Provide teachers with feedback regarding the effectiveness of IEPs during employee evaluations. Systematically monitor IEPs for compliance and provide feedback to teaching staff on the effectiveness of goals and accuracy of the IEPs.
7. Ensure that life science instruction is provided in grade 10.

Staffing and Caseloads

The district has maximized its staffing and caseload assignments in special education and should be commended for its efforts to operate efficiently. Both resources specialist program (RSP) and special day (SDC) classes are blended, with an average class size of 22-24 students per 1 FTE. This is within the requirements of Education Code section 56362 (c). The district has also provided instructional aide support in accordance with Education Code section 56362 (f).

The district employs a 0.4 FTE speech therapist with an average caseload of 13-15 students, which is consistent with the requirements of Education Code section 56363.3. The district also employs a 0.2 FTE psychologist/coordinator who provides critical support for special education programs and services. Because the staff and programs require this level of administrative support, the district will need to continue to provide it in the event the psychologist coordinator is not available. The director of student services has responsibility for special education operations, including compliance with state and federal laws, accountability, staff training and support. This position also has numerous other district responsibilities.

Recommendation

The district should:

1. Ensure that coverage is provided for the current coordinator in case of absence to ensure compliance and support for teachers and aides.

Appendices

Appendix A

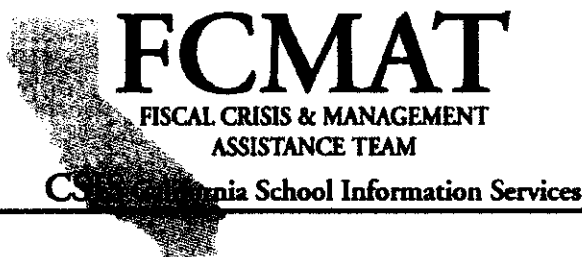
Checklist for IEP Reviews

IEP Feedback Sheet
Oroville Union High School District
Special Education

Teacher		Date	Student	School
Completed By				
CASEMIS TABLE A	Correct	Incorrect	Comments	
District of Residence				
Student District ID Number				
Social Security Number				
Ethnicity				
Race - Primary				
Race - Secondary				
Race - Third				
English Learner				
Referral Date				
Referred By Whom?				
Date Parent Signed Consent				
Initial Evaluation Date				
First Day of SPED Service				
Transitional Goal #1				
Transitional Goal #2				
Transitional Goal #3				
Transitional Goal #4				
Special Transportation				
Participation in CAHSEE				
Participation in CST Math				
Participation in CST Science				
Participation in CST English				
Participation in CST History				
Participation in CST Writing				
Percentage Time in/out Gen Ed				
Special Education Exit Date				
Special Education Exit Reason				
CASEMIS Table B	Correct	Incorrect	Comments	
Type of Service				
Provider of service				
Location of service				
Frequency of service				
Duration of service				
Annual Benchmarks	Correct	Incorrect	Comments	
Area of Need and Baseline				
Measurable Long Term Goals				
Objectives				
Parent Informed of Progress				
Other	Correct	Incorrect	Comments	
Direct Correlation between goals and services				
IEP drives program				
Assistive Technology				
Braille Instruction				
Behavior				
Addendum?				
Comments				
Signatures				
Suggestions				

Appendix B

Study Agreement



**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
DRAFT STUDY AGREEMENT
March 12, 2010**

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Oroville Union High School District, hereinafter referred to as the District, mutually agree as follows:

1. BASIS OF AGREEMENT

The Team provides a variety of services to school districts and county offices of education upon request. The District has requested that the Team provide for the assignment of professionals to study specific aspects of the Oroville Union High School District operations. These professionals may include staff of the Team, County Offices of Education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this Agreement.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

1. Review of overall special education delivery system to assure whether the district is complying with IDEA federal and state special education laws.
2. Review status of intervention strategies such as RTI, and SST and make recommendations for implementation and improvement.
3. Review enrollment practices of transferring students into the district and make recommendations that follow a consistent adopted policy.
4. Review instructional test results and make recommendations on how to improve sub test group of special education.
5. Review special education staffing of classified and certificated and caseloads for all district programs and make recommendations for improved efficiency and cost effectiveness.

B. Services and Products to be Provided

- 1) Orientation Meeting - The Team will conduct an orientation session at the School District to brief District management and supervisory personnel on the procedures of the Team and on the purpose and schedule of the study.
- 2) On-site Review - The Team will conduct an on-site review at the District office and at school sites if necessary.
- 3) Exit Report - The Team will hold an exit meeting at the conclusion of the on-site review to inform the District of significant findings and recommendations to that point.
- 4) Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.
- 5) Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment.
- 6) Final Report - Sufficient copies of the final study report will be delivered to the District administration following completion of the review.
- 7) Follow-Up Support – Six months after the completion of the study, FCMAT will return to the District, if requested, to confirm the District's progress in implementing the recommendations included in the report, at no cost. Status of the recommendations will be documented to the District in a FCMAT Management Letter.

3. PROJECT PERSONNEL

The study team will be supervised by Anthony L. Bridges, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

A. Bill Gillaspie	FCMAT Chief Management Analyst
B. JoAnn Murphy	FCMAT Consultant
C. Anne Stone	FCMAT Consultant

Other equally qualified consultants will be substituted in the event one of the above noted individuals is unable to participate in the study.

4. PROJECT COSTS

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be:

- A. \$500.00 per day for each Team Member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings.
- B. All out-of-pocket expenses, including travel, meals, lodging, etc. The District will be billed for the daily rate and expenses of the independent consultant, only. Based on the elements noted in section 2 A, the total cost of the study is estimated at \$15,000. The District will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon acceptance of the final report by the District.
- C. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT services are payable to Kern County Superintendent of Schools - Administrative Agent.

5. RESPONSIBILITIES OF THE DISTRICT

- A. The District will provide office and conference room space while on-site reviews are in progress.
- B. The District will provide the following (if requested):
 - 1) A map of the local area
 - 2) Existing policies, regulations and prior reports addressing the study request
 - 3) Current organizational charts
 - 4) Current and four (4) prior year's audit reports
 - 5) Any documents requested on a supplemental listing
- C. The District Administration will review a preliminary draft copy of the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the Team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with District pupils. The District shall take appropriate steps to comply with EC 45125.1(c).

6. **PROJECT SCHEDULE**

The following schedule outlines the planned completion dates for key study milestones:



<i>Orientation:</i>	<i>to be determined</i>
<i>Staff Interviews:</i>	<i>to be determined</i>
<i>Exit Interviews:</i>	<i>to be determined</i>
<i>Preliminary Report Submitted:</i>	<i>to be determined</i>
<i>Final Report Submitted:</i>	<i>to be determined</i>
<i>Board Presentation:</i>	<i>to be determined</i>
<i>Follow-Up Support:</i>	<i>If requested</i>

7. **CONTACT PERSON**

Name of contact person: Corey Willenberg

Telephone: (530) 538-2300 Ext 104 FAX: (530) 538-2308

E-Mail: cwillenb@ouhsd.org

	<u>16 MAR 10</u>
Dr. Oran Roberts, Superintendent. Oroville Union High School District	Date
	<u>March 12, 2010</u>
Anthony L. Bridges, Deputy Executive Officer Fiscal Crisis and Management Assistance Team	Date

In keeping with the provisions of AB1200, the County Superintendent will be notified of this agreement between the District and FCMAT and will receive a copy of the final report.