

SPEED PARENT UPDATE

SEPTEMBER 3, 2020

TOPICS TO COVER

- Distance Learning Plans
- IEP Goal Review
- Significant Disproportionality
- New CPH guidelines on Cohort groups

DISTRICT PRIORITIES DURING CLOSURE

- 1) Focusing on the health and safety of students, staff and the FUHSD community.
- 2) Providing high quality distance learning opportunities for all students.
- 3) Delivering FAPE to the greatest extent possible and delivering transparent communication about the services.
- 4) Document efforts. Assure that documentation is focused, consistent, detailed and demonstrates a good faith effort to provide special education services.

DISTANCE LEARNING AND FORM 7C

- As of last week FUHSD staff have completed and distributed a DL Plan for each student!!!!
- At this time we are using this plan to fulfill the IEP emergency conditions requirement as part of the IEP
- DL Plans are implemented in closure and do not alter the offer of FAPE made for in person instruction
- NPS and SCCOE families receive information directly from their programs



REOPENING TIMELINE

Activities for the week of...

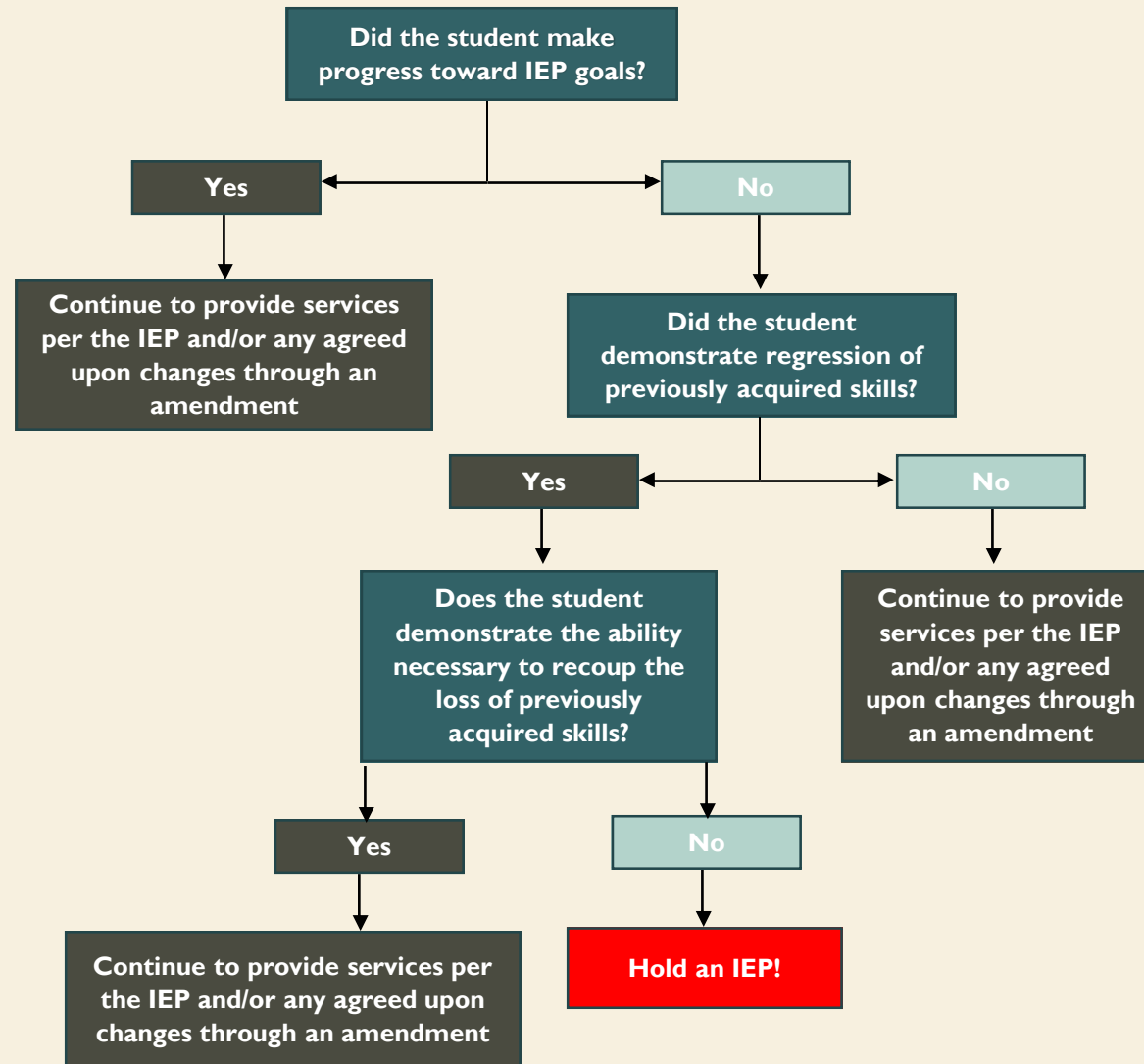
- ~~August 3: Special Education Parent Meeting
Send Prior Written Notice~~
- ~~August 10: Staff return and prepare for instruction and services~~
- ~~August 17: Welcome students back to school
Staff collaboration and scheduling~~
- ~~August 24: Complete and communicate Distance Learning (DL) Plan
Staff begin IEP goal progress review and gathering parent input~~
- **August 31: Special Education Parent Meeting**

REOPENING TIMELINE

Activities for the week of...

- September 21: 1st progress report period ends
- ~~September 28: Special Education Parent Meeting~~ (District Parent meeting on 9/28/20)
- October 5: Complete documentation and communication of IEP goal progress
Special Education Parent Meeting October 8, 2020

Restarting of School – Decision Making Process



NEXT STEPS

- Goal Review
- Collecting Data
- Collecting parent input
- Determine how students are responding to recoupment efforts
- Complete and communicate each form on or before **October 9, 2020**



SIGNIFICANT DISPROPORTIONALITY

- Overrepresentation of a particular racial or ethnic group in Special Education.

FUHSD is Significantly Disproportionate in two categories:

African American Students	Hispanic Students
Overall Identification	Overall Identification
Specific Learning Disability	Specific Learning Disability

Significant Disproportionality Data for
Fremont Union High School District
Data Year 2018–2019

District Code	4369468	Special Education Local Plan Area	Santa Clara Area II (4302)
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Specific Learning Disability		Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
2018–19	Students with Disabilities ¹	0	58	16	248	8	0	88
	Total Enrollment ²	7	6,852	87	1,569	653	26	1,828
	Ratio	NC	0.10	5.00	8.79	NC	NC	1.34
	Maximum Ratio Result	3.0 --	3.0 --	3.0 OVR	3.0 OVR	3.0 --	3.0 --	3.0 --
2017–18 ³	Students with Disabilities	3	55	14	249	8	0	86
	Total Enrollment	10	6,865	92	1,623	584	23	1,943
	Ratio	NC	0.10	4.19	8.80	NC	NC	1.24
	Maximum Ratio Result	3.0 --	3.0 --	3.0 OVR	3.0 OVR	3.0 --	3.0 --	3.0 --
2016–17 ³	Students with Disabilities	2	57	14	257	14	1	88
	Total Enrollment	9	6,572	98	1,634	569	30	1,957
	Ratio	NC	0.10	3.67	8.25	0.60	NC	1.16
	Maximum Ratio Result	3.0 --	3.0 --	3.0 OVR	3.0 OVR	3.0 --	3.0 --	3.0 --

"NC" means No Calculation, one or more elements of the data failed to meet minimum size.

"OVR" means the LEA was over the threshold.

--"Indicates the district was not disproportionate.

¹ Data is from December 2018 CASEMIS.

² Data is from CALPADS Enrollment file.

³ Data for 2016–17 and 2017–18 has been recalculated using the most recent methodology.

Significant Disproportionality Data for
Fremont Union High School District
Data Year 2018–2019

District Code	4369468	Special Education Local Plan Area			Santa Clara Area II (4302)			
Overall	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White	
2018–19	Students with Disabilities ¹	0	332	31	413	47	4	250
	Total Enrollment ²	7	6,852	87	1,569	653	26	1,828
	Ratio	NC	0.27	3.73	3.75	0.72	NC	1.52
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Result	--	--	OVR	OVR	--	--	--	
2017–18 ³	Students with Disabilities	4	312	28	413	42	4	257
	Total Enrollment	10	6,865	92	1,623	584	23	1,943
	Ratio	NC	0.26	3.28	3.74	0.75	NC	1.51
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Result	--	--	OVR	OVR	--	--	--	
2016–17 ³	Students with Disabilities	2	297	29	409	50	4	243
	Total Enrollment	9	6,572	98	1,634	569	30	1,957
	Ratio	NC	0.26	3.17	3.70	0.92	NC	1.40
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Result	--	--	OVR	OVR	--	--	--	

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Programmatic Improvement Process

Apply a Cultural Lens throughout the four phase process

Phase I:
Getting Started



Phase II:
Data Discovery and
Root Cause



Phase III:
Planning for
Improvement



Phase IV:
Implementing,
Evaluating, and
Sustaining



OPPORTUNITY FOR PARENT VOICE

- Opportunity to provide input on experience and results of special education services
- Input used to develop Comprehensive Coordinated Early Intervening Services (CCEIS) Plan
- Focus group meetings to be scheduled for
 - Parents of students identified as Hispanic
 - Parent of students identified as African-American

[Focus Group Sign Up](#)

September 23 or 28



CPH GUIDELINES AND COHORTS

August 25, 2020 Guidelines Published

- [CPH Guidelines](#)
- [FAQ Document](#) from Governor's office
- Specialized services and support
- Small groups for facilitated support to access instruction
- Still confusion with some conflicts between language in each document

FUHSD CONSIDERATION – SEEKING INPUT

- **Stage 1: In Person Assessment**
Procedures drafted and reviewed this week
- **Stage 2: Specialized Cohort Groups ≤ 5**
Drafting procedures in process
Seeking input beginning week of September 14
- **Stage 3: Cohort Groups ≤ 14 (size established in CPH guidelines)**
Drafting procedures would occur based on approval and implementation of Stage 2



NEXT MEETING

October 8, 2020

3:30 pm