



SSFUSD
Special
Education &
Pupil
Personnel



Agenda

- Goals & Priorities
- Special Education Plan review
- Special Education Program Data
- Priorities & Recommendations
- Visual Tour of our Special Education & Pupil Personnel Department



Goals & Priorities



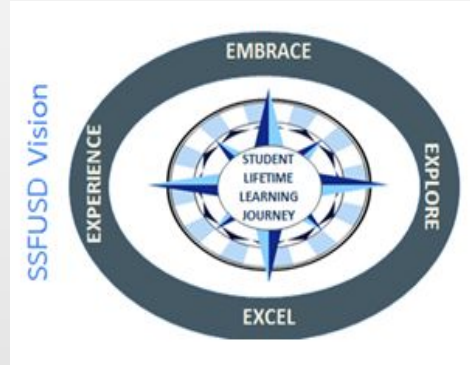
Board Equity Statement & Definition

Statement: It is unacceptable that the educational outcomes of students in our district are overwhelmingly predictable based on students' race, socioeconomic status, ethnicity or learning differences. In South San Francisco Unified School District, **equity is a means to ensure equal access to educational opportunity for all students** by dismantling inequitable systems in order to minimize or eliminate the impact of disparities, available resources to prepare and study, and socio-cultural differences in achievement and performance so that all students may perform at optimum levels.

Definition: Equity, in SSFUSD, is defined **as giving students what they need, when they need** it to fulfill their potential.



District Goals (LCAP)



LCAP GOAL 1 Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and EL PAC/Reclassification data.

LCAP GOAL 2 Professional Development

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

LCAP GOAL 3 Student, Parent & Community Engagement

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

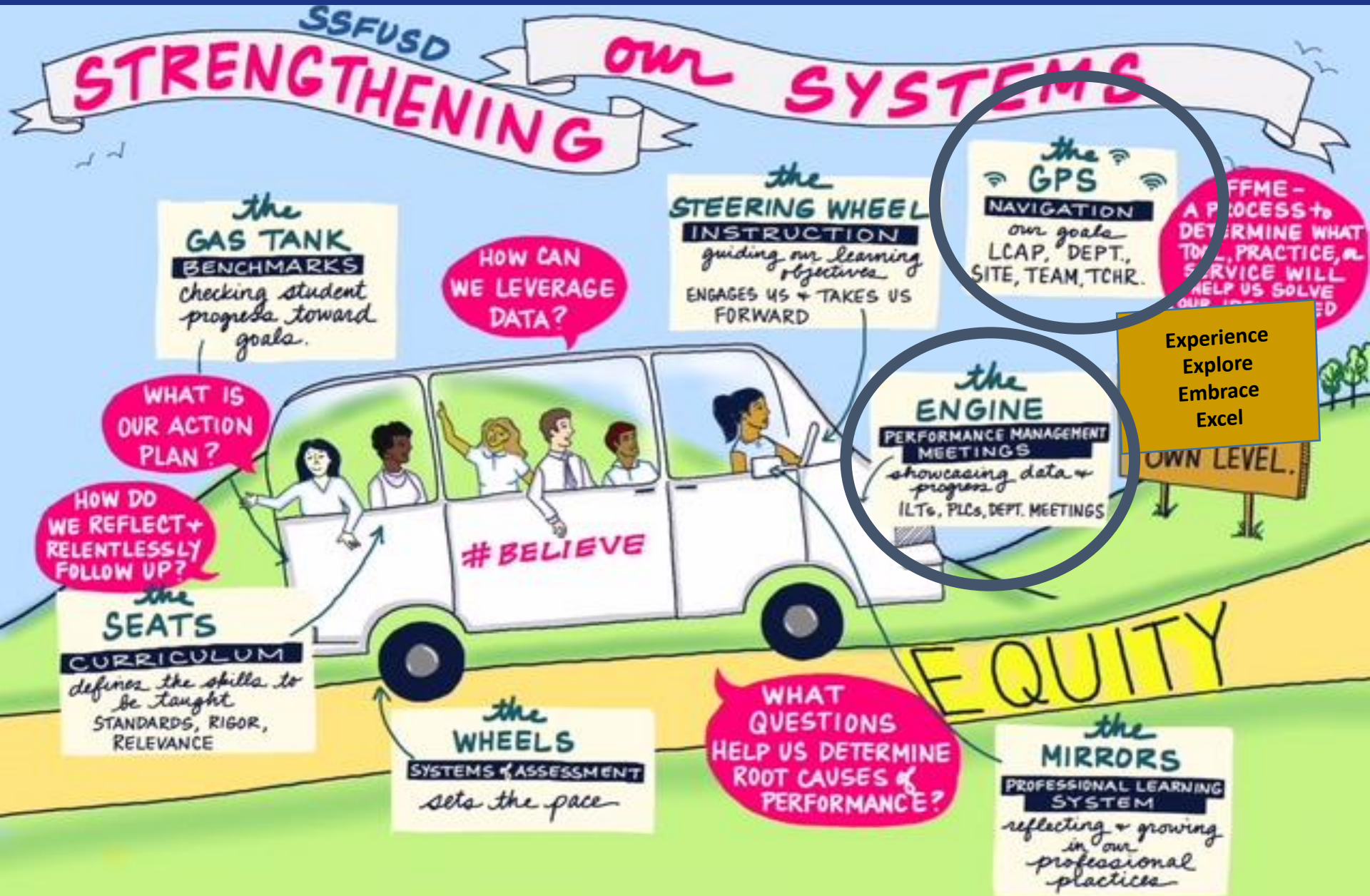
District Priorities

A) Improve Curriculum, Instruction & Assessment

B) Bolster Professional Learning and Collaboration

c) Strengthen Leadership Capacity

Our System





Special Education Plan



Special Education Plan (SEP)

As part of California Department of Education (CDE) annual review of federally established annual performance measures (APMs), the CDE mandates that districts across the state engage in corrective actions to meet criteria for APMs as reported in an “Annual Performance Review” by developing a Special Education Plan (SEP) that addresses each of the required indicators.

- CDE monitored, SELPA supported
- Based of selected indicators & if targets were met or not in previous school year.
- Written annually
- Formerly:
 - PIR (performance improvement review)
 - SESR (special education self-review)
- Based on CA Dashboard, as well as special education data indicators for Least Restrive Environment (LRE)

SEP Indicators
Graduation Rate
Drop out
English Language Arts (ELA) Participation
Math Participation
ELA Achievement
Math Achievement
Suspension
Least Restrictive Environment (LRE) Regular Class 80% or more
LRE Regular Class 40% or less
LRE Separate School
Regular Class
LRE Separate Schools
Parent Involvement
Child Find

SEP Data

*Based on 2019 for all state/federal systems of support

Indicator/Selection Element	Data Year (18-19)	Data Year (19-20)	Target	Target Met	Selected for Targeted Review?
1: Grad Rate	Red				Yes
2: Drop out	4.65%		≤ 10.72%	Yes	No
3a: ELA Participation	96.88%		95.00%	Yes	No
3a: Math Participation	96.88%		95.00%	Yes	No
3b: ELA Achievement	Orange			No	Yes
3b: Math Achievement	Red			No	Yes
4: Suspension	Orange				Yes
5a: LRE Regular Class 80% or more	46.64%		52.20%	No	Yes
5b: LRE Regular Class 40% or less	25.41%		≤21.6%	No	Yes
5c: LRE Separate School	1.81%		≤3.8%	Yes	No
6a: Regular Class	96.50%		35.90%	Yes	No
6b: LRE Separate Schools	1.40%		≤31.4%	Yes	No
Parent Involvement	99.86%		93.00%	Yes	No
Child Find	12.99%				No

SEP - Performance Management Data

*Based on 2019 dashboard data

Area	SSFUSD Special Education	State Special Education	Target
Graduation Rates	56.7% Graduated Rate declined by 11.4% *Want rate to increase	71.4% Graduated Maintained at +.7%	100% graduation rate
English Language Arts (ELA) Achievement	89.7 pts below standard Increased by 2.9 points *Want to decrease	95.5 pts below standard Increased by 2.1 points	All students at or above standard
Math Achievement	108.3 pts below standard Decreased by .6 points *Want to decrease	125.3 pts below standard Maintained at +.8	All students at or above standard
Suspension & Expulsion Rates	11.3% Suspended Rate increased by 1.2% *Want rate to decrease	6.8% Suspended Declined by .3%	0% suspension & expulsion rate
Chronic Absenteeism rate	15.8% Absent Rate increased by 2.1% *Want rate to decrease	15.1% Absent Maintained at +.4%	0% chronic absenteeism rate
Least Restrictive Environment (LRE)	46.64% Students in General Education for 80% or more of day	n/a	Target 52.2% of stu's
	25.41% Students in General Education 40% or less of day	n/a	Less than 21.6%



Special Education Plan Goals (SEP)

Academic Achievement

- Use of interim and practice tests
- Attend scope and sequence training, special education power standards
- Evidence based practices implemented with fidelity

Suspension

- Professional development on trauma informed practices, alternatives to suspension
- Mental Health screenings and supports

LRE

- Restructure tutorial
- Accurately capture Least Restrictive Environment (LRE) % on Ed Setting page
- Training on Co-Teaching and Universal Design for Learning (UDL)

Graduation

- credit recovery in Extended School Year (ESY)
- Training on conducting effective transition IEP meetings & Individual Transition Plans (ITPs)



Special Education Program Data

Nomenclature, Special Education Programming

SLP only	Speech & Language Services as the only stand alone service
RSP	Student less than 50% of the day with a Special Education Teacher with a mild-moderate credential
MM	Student more than 50% of the day with a Special Education Teacher with a mild-moderate credential
DHH	Deaf & Hard of Hearing Teacher
Bx	Behavior Support Classroom with a Special Education Teacher with a mild-moderate credential
Tx	Therapeutic Classroom with a Special Education Teacher with a mild-moderate or mod-severe credential
Mod	Student more than 50% of the day with a Special Education Teacher with a moderate-severe credential
MS	Student more than 50% of the day with a Special Education Teacher with a moderate-severe credential
MS Aut	Student more than 50% of the day with a Special Education Teacher with a moderate-severe credential
MS*	Student more than 50% of the day with a Special Education Teacher with a moderate-severe credential
Home	Credentialed Teacher providing instruction in the home
ATP	Adult Transition Program, for students exiting Mod, Mod/Severe SDC high school program after 4 years with COC looking for an adult transition program.

District Special Education Enrollment by school level

		PreK <small>*Does not include CC</small>	Elementary	Middle	High	ATP (Adult)	Total
Oct 2019	#	80	509	300	364	31	1284
Dec 2021	#	115	530	290	380	47	1362
	% of school	100%	14.92%	16.83%	14.30%	100%	17.17%
Total Enrollment # Change		↑	↑	↓	↑	↑	↑

	NPS/County Data Embedded in Above Data <small>(county data includes court/community schools)</small>
19-20 school year	31/20 Total 51
20-21 school year	33/20 Total 53
21-22 school year	21/23 Total 44

Key to Arrows	
↑	Slight Increase
↑	Increase
↓	Slight Decrease
↓	Decrease

Elementary Special Education Enrollment by school

		Buri Buri	Junipero Serra	Los Cerritos	Martin	Monte Verde	Ponderosa	Skyline	Spruce	Sunshine	NPS/ County	Total Elementary
Oct 2019	#	85	45	52	55	27	81	38	76	42	8	509
	% of school	14.20%	16.70%	16.80%	13.10%	5%	19.50%	9%	13.80%	10.90%	n/a	n/a
Dec 2021	#	78	50	63	51	37	70	51	74	48	8	530
	% of school	13.57%	17.01%	22.50%	14.17%	6.84%	18.67%	13.67%	17.21%	14.81%	n/a	14.92%
# Change		↓	↑	↑	↑	↑	↓	↑	↓	↑		↑
% Change		↓	↑	↑	↑	↑	↓	↑	↑	↑	n/a	n/a

Elementary Special Education Enrollment by program and school

	Buri Buri	Junipero Serra	Los Cerritos	Martin	Monte Verde	Ponderosa	Skyline	Spruce	Sunshine	NPS/ County	NPS/ County 19-20	Totals
SLP only	34	7	15	27	18	19	30	30	16	0	0	196
RSP	25	13	15	19	19	25	21	23	28	0	0	271
MM	18		22	5	n/a	17		21		0	0	
DHH	2 (slp) 1 (mm) 1 (dhh)	n/a	1 (rsp)	n/a	n/a	1 (ms)	n/a	n/a	1 (dhh)	1	0	3
Bx	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3	3	6
Tx	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Mod	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0
MS	n/a	n/a	11	n/a	n/a	n/a	n/a	n/a	n/a	0	0	11
MS Aut	n/a	30	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3	33
MS*	n/a	n/a	n/a	n/a	n/a	9	n/a	n/a	n/a	1	2	10
Home	0	0	0	0	0	0	0	0	0	0	0	0
Total #	78	50	63	51	37	70	51	74	48	8	8	530
% of Total	13.57%	17.01%	22.50%	14.17%	6.84%	18.67%	13.67%	17.21%	14.81%	n/a	0	14.92%



Secondary Special Education Enrollment by school

		Alta Loma MS	Parkway Heights MS	Westborough MS	NPS/ County	Total middle school	Baden/Adult	El Camino HS	South SFHS	NPS/ County	Total high school
Oct 2019	#	117	98	78	7	300	28	152	162	22	364
	% of school	16.70%	15.90%	11.90%	n/a	n/a	30.10%	11.90%	11.70%	n/a	n/a
Dec 2021	#	110	101	74	5	290	20	157	189	14	380
	% of school	17.21%	17.78%	14.34%	n/a	16.83%	16.00%	12.95%	14.31%	n/a	14.30%
# change											
% Change					n/a	n/a				n/a	n/a

Secondary Special Education Enrollment by program and school

	ALMS	PHMS	WMS	NPS/ County for middle school	NPS/ County 19-20	Totals	BHS/ Adult	ECCHS	SSFHS	NPS/ County for high school	NPS/ County 19-20	Totals
SLP only	10	9	6	0	0	25	0	0	0	0	0	0
RSP	43	27	33	0	0	103	8	142	160	0	0	310
MM	46	58	21	0	0	125	n/a			0	0	0
DHH	1 (mm)	n/a	1 (dhh)	0	0	1	n/a	0	4 (mm) 1 (ms) 1 (dhh)	0	0	1
Bx	n/a	*delayed until Spring/Fall '22	n/a	0	0	0	n/a	2	10	0	0	12
Tx	11	n/a	n/a	2	2 (1=court/ community)	13	12	n/a	n/a	3 (2=court/ communi ty)	4 (1=court/ community)	15
Mod	n/a	n/a	13	0	0	13	n/a	12	11	0	0	23
MS	n/a	5	n/a	0	0	8	n/a	n/a	6	0	0	17
MS Aut	n/a		n/a	2	3		n/a	n/a		10	15	
MS*	n/a		n/a	1	2		n/a	n/a		1	3	
Home	0	2	0	0	0	2	0	1	1	0	0	2
Total #	110	101	74	5	7	290	20	157	189	14	22	380
% of Total	17.21%	17.78%	14.34%	n/a	n/a	16.83%	16.00%	12.95%	14.31%	n/a	n/a	14.30%

PreK & ATP Special Education Enrollment

		PreK	PreK NPS/ County	Total PreK	ATP (Adult Transition Program)	ATP NPS/ County	Total ATP
Oct 2019	#	79 3 Teachers	1	80	27	4	31
Dec 2021	#	104 4 Teachers	0	115	32	15	47
Total Enrollment Change		↑	↓	↑	↑	↑	↑

PreK & ATP Special Education Enrollment by program

	PreK	PreK NPS/ County	PreK NPS/ County 19-20	Totals	ATP (Adult Transition Program)	ATP NPS/ County	PreK NPS/ County 19-20	Totals
SLP only	45	0	0	45	0	0	0	0
Bx	*embedded in programming	n/a	0	0	*embedded in programming	n/a	0	0
Tx	n/a	n/a	0	0	n/a	1	3	4
DHH	2 (slp) 2 (Mod) 1 (MS)	0	(2 in ECE)	1 2 (ECE, county)	n/a	0	0	0
Mod	56	0	0	56	19	n/a	0	19
MS	9	0	0	9	13	1	0	14
MS Aut		0	0	0		9	0	9
MS*		5	0	1		6	2	1
Home Instruction	0	0	0	0	0	2	0	2
Total #	115	0	1	115	32	15	4	47

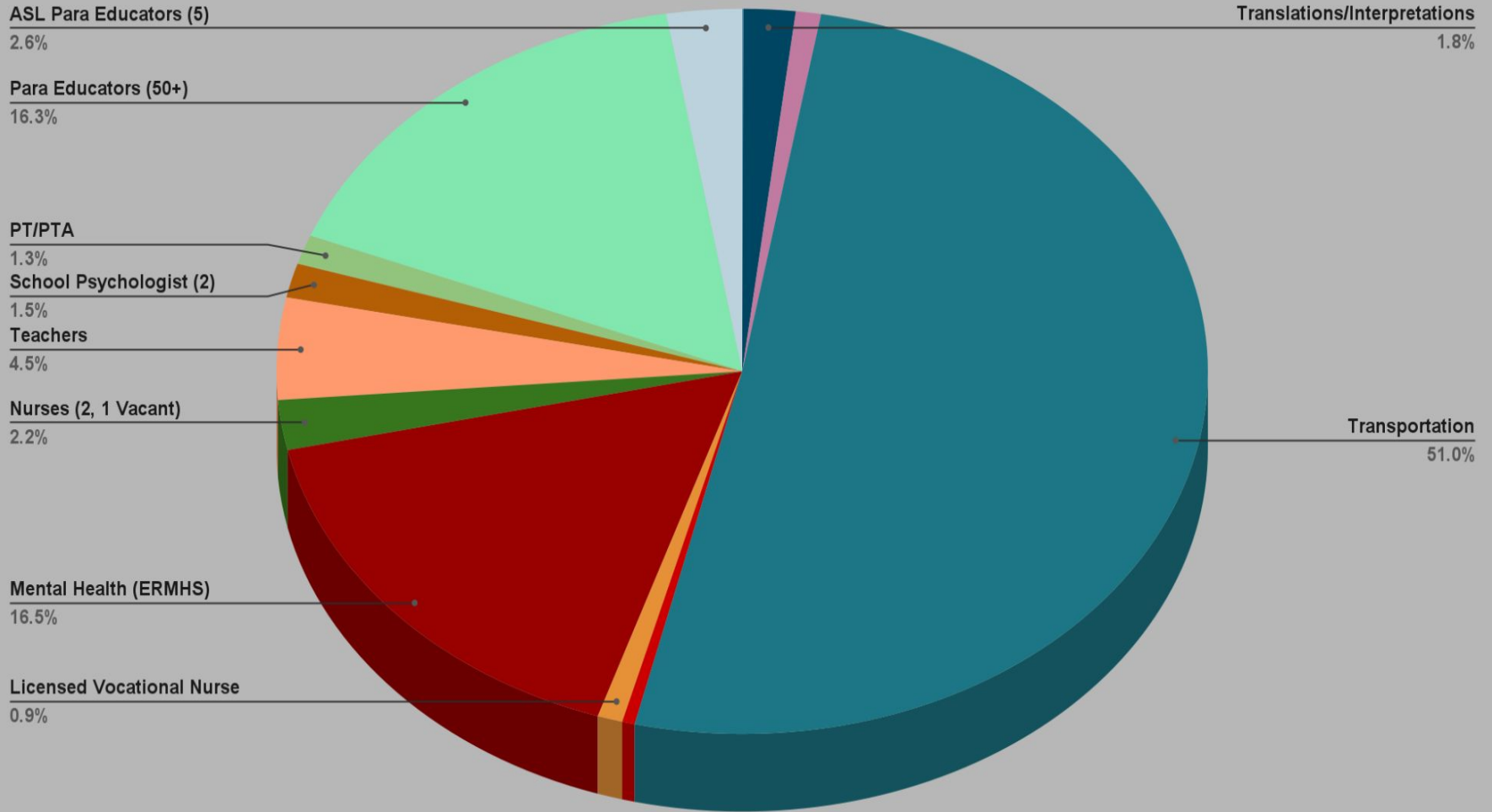
Special Programs Through-Line

Type	PreK	Elementary	Middle	High	Adult
Bx	Hillside	SG	PHMS (Spring/Fall '22)	SSFHS & ECHS	n/a
Tx			ALMS	Baden (2 Currently in NPS/County)	NPS/County
DHH		*Embedded in Programming	*Embedded in Programming	*Embedded in Programming	n/a
Mod		*Embedded in MM Elementary Programming	WMS	SSFHS	ATP SSFUSD
			ECHS		
MS	Hillside	Los Cerritos	PHMS or WMS-Mod Program	SSFHS or SSFHS/ECHS-Mod Program	ATP SSFUSD
MS Aut		JS			
*MS		Hillside			

Trends in Historic NPS/County Data

Trends in NPS Programming (Fall 2019-Current)	
Returned to District, Elementary Bx Classroom	1
Returned to District, to SSFHS Bx Classroom	2
Returned to District, ALSM Tx classroom	1
Returned to District, Pond MM Classroom, then moved during school year	1
Returned to District, ECHS MM Classroom, then graduated	1
Avoided NPS placements due to internal programming that mimics NPS placement	3 (elementary Bx)
Returned to District, Home-Hospital Instruction	2
Moved	3
Graduated	5
Certificate of Completion	5
Inherited NPS/County Placement from previous District	8
Moved from County to NPS	1
Moved from NPS program to a different NPS	1
Placements to NPS (Fall '21) due to not having internal programs (Middle School - Autism)	1

NPA Contracts

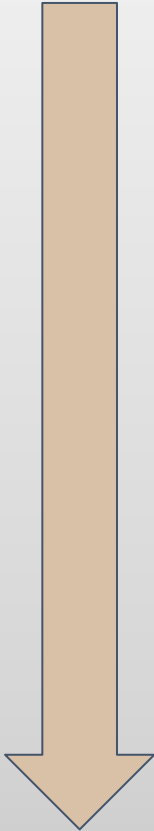




Priorities & Recommendations



Performance Management Priorities



Priority:

- Evaluate programming

Impact:

- Student achievement

Actions:

- Review evidenced based practices
- Review of continuum of services
- Review of Non-Public Schools (NPS)/County placements, effectiveness of Non-Public Agencies (NPA)
- Develop recruitment plan for internal vacancies



Future Programming Recommendations

When	What
Fall 2022	Autism Program, Middle School (8 stus moving from elementary)
Fall 2022	*Moderate/Severe Classroom, Middle School (2 students moving from elementary)
Fall 2022	Finalize opening of Bx Classroom, Middle School
Fall 2022	ATP Teacher
Fall 2022	DHH Classroom
Fall 2022	Alignment in Evidenced Based Practices (EBP) and Tiers of Intervention (TOI) across programs and services
Future Years	Autism Program, High School
	*Moderate/Severe Classroom, High School
	Review related service allocation as result of increase in programs
	Increase internal mental health capacity to provide ERMHS



Visual Tour of
SSFUSD's Special
Education &
Pupil Personnel
Department



South San Francisco

UNIFIED SCHOOL DISTRICT

Director of Special Education & Pupil Support

Lead Related Service Provider

Assistant Director of Special Education

Program Specialists

TOSA, Special Education

Nurses & HTs

Coordinator of Behavior, Mental Health and Assessment

Transition Coordinator

Administrative Assistant Team

504 Coordinators, Counselors, LEA Reps

SLPs, OTs, PTs, AT/AAC, DHH, APE

PreSchool

ESY

IEP Teams

Special Education Teachers

Para Educators

BCBAs

School Psychologist & ERMHS providers

Private School Evaluations

-ATP, Baden/Adult
-high school m/s teacher transition assessment and services support

Bx, Tx and Residential Programs


Translation & Interpretation, Transportation

SEPAC

ASL Paras & Interpreters



Special Education

Director of Special Education 

Lead Related Service Provider

Assistant Director of Special Education

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, DHH, APE

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Para Educators

BC

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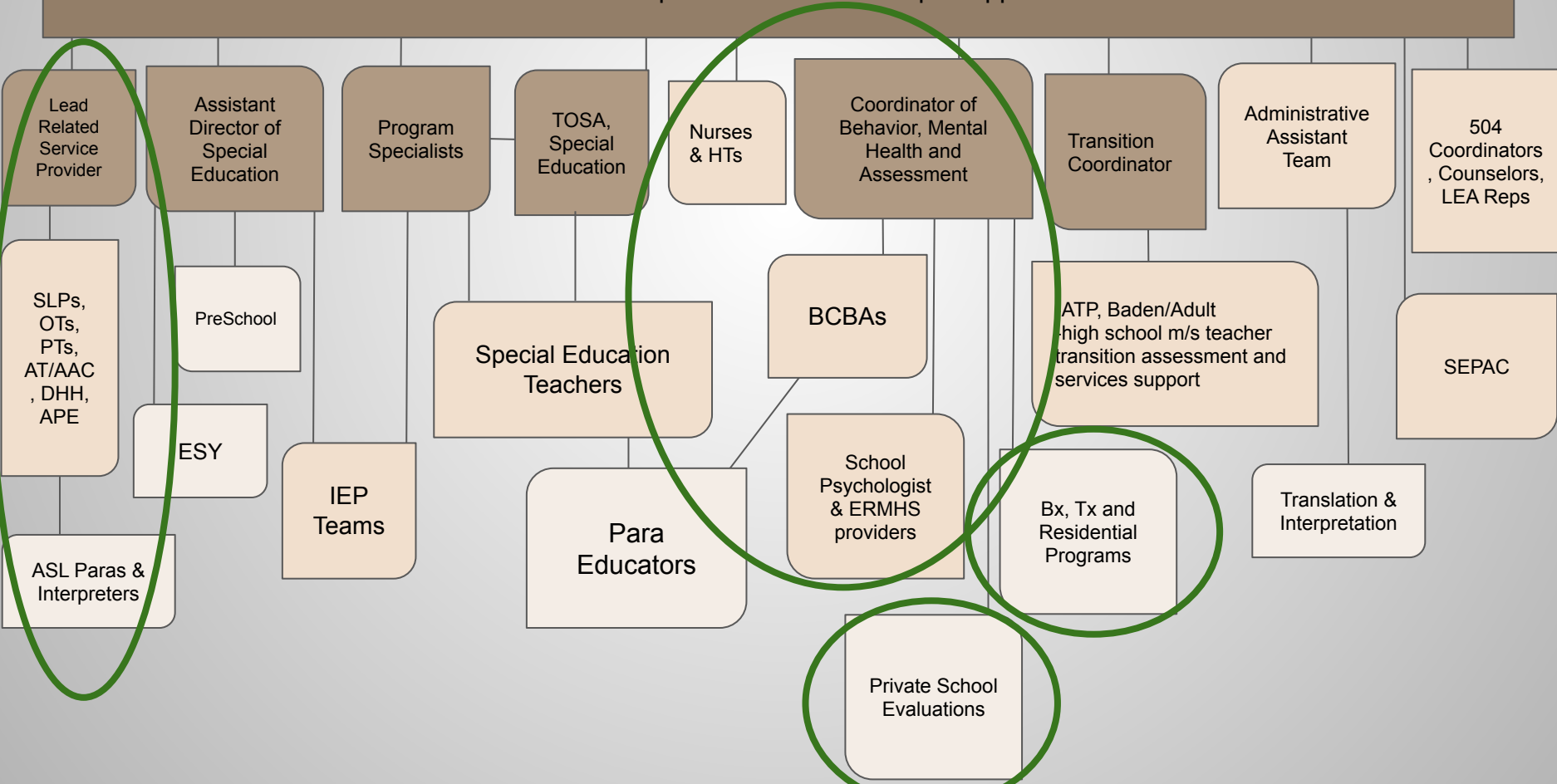
SEPAC

Related Service Providers



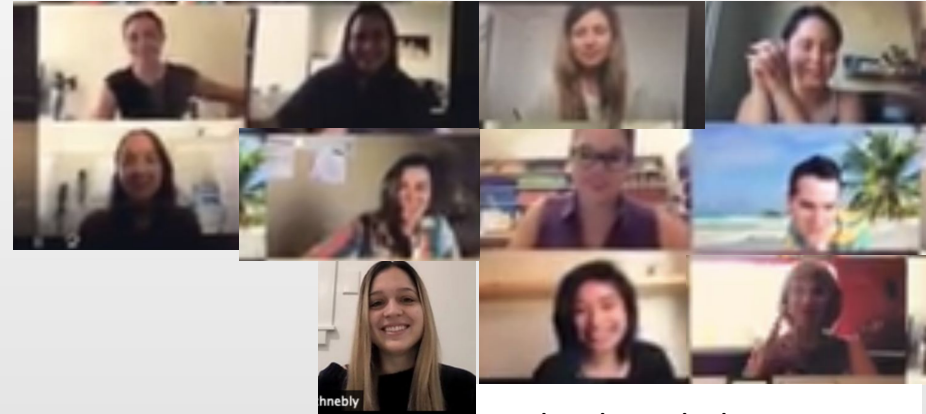
South San Francisco
UNIFIED SCHOOL DISTRICT

Director of Special Education & Pupil Support



Related Service Providers

- 17 School Psychologists
- 18 Speech & Language Pathologists
- 2 Occupational Therapists
- 1 Physical Therapist/Physical Therapist Team
- 1 Adapted Physical Education Teacher
- 2 Nurses
- 1 AT/AAC Specialist
- 1 Deaf & Hard of Hearing Teacher
- 7 Board Certified Behavior Specialists
- Transportation Services
- VI/O&M/Audiology through County



School Psychologist Team



Nurse Team



Transportation, via Judy Valenzuela



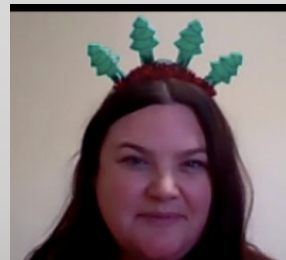
Martina Dualan, OT



Diana Barillas, SLP BB



Liz Renaud, SLP Martin



Margaret Lee, AT/AAC



Lauren Allard, APE



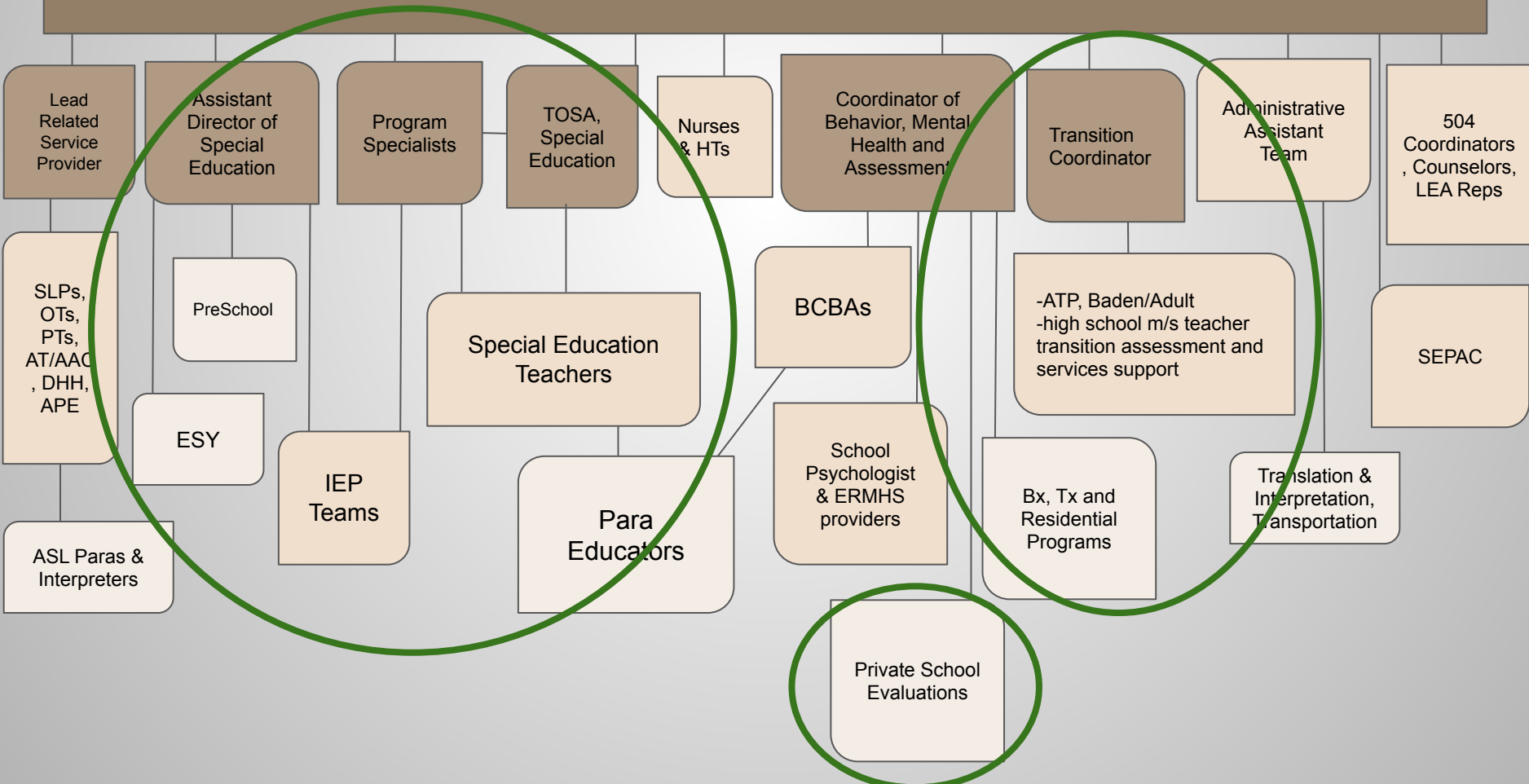
Dawn Kershner, PTA

Special Educators



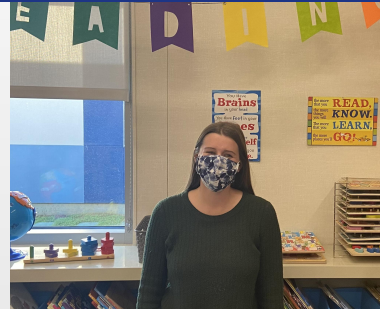
South San Francisco
UNIFIED SCHOOL DISTRICT

Director of Special Education & Pupil Support



Special Educators

- 4 PreK Teachers
- 16 Elementary & Middle School RSP Teachers
- 18 Elementary & Middle School Special Education Teachers
- 4 Elementary Learning Center Model Teachers (hybrid of RSP/SDC by grade level)
- 18 High School RSP & Special Education Teachers
- 17 Specialized Special Education Teachers
 - Autism, Moderate to Severe Disabilities, Behavioral and Therapeutic Classroom Teachers, Adult Transition Programming Teachers
- 142 Para Educators
- 4 ASL Interpreters
- 1 Transition Coordinator & 2 Job Coaches



Ponderosa,
Danielle Marty



ISP CM, Ann Lawler

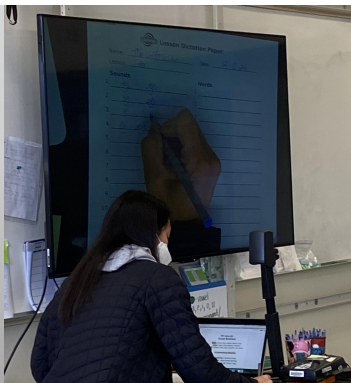


Ponderosa, Ellen Aquilla



PHMS, Ralph Barbosa

PHMS, Keo Lattasima



LC, Kathryn Steinbach



LC, Audra Etheridge, and her general education colleague, Amanda Sterner



Los Cerritos (LC), Ms. Legaspi

Special Educators



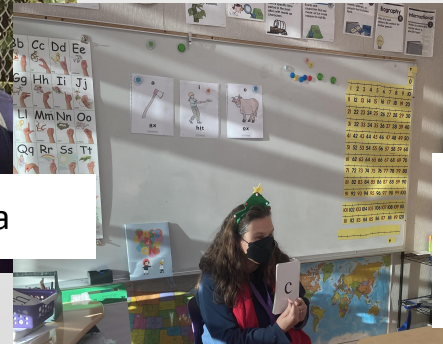
Martin,
Patricia Javier, Para



Martin,
Maria Magsaysay, Para



Martin, Maria Roa



Martin, Cheryl Vidalez



Martin, Sara Lowry & her
Related Providers Liz (SLP)
& Greg (School Psych)



WMS, Maricris Tomas, Jules Brouillet, Gaby Rose
and former Wildcat, TOSA Melkonian



Ponderosa, Cindy Rodgers



Ponderosa, Christina Teani
&
Leanna Alonzo

SEPAC (Special Education Parent Advisory Committee)



South San Francisco
UNIFIED SCHOOL DISTRICT

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Lead
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Assistant
Director of
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TOSA,
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Coordinator of
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Transition
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Team

504
Coordinators
, Counselors,
LEA Reps

SLPs,
OTs,
PTs,
AT/AAC
, DHH,
APE

PreSchool

ESY

IEP
Teams

Special Education
Teachers

Para
Educators

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School
Psychologist
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Private School
Evaluations

-ATP, Baden/Adult
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Bx, Tx and
Residential
Programs

Translation &
Interpretation,
Transportation

SEPAC

ASL Paras &
Interpreters

SEPAC (Special Education Parent Advisory Committee)

Public meeting, 4 times a year - Schedule can be found on SSFUSD website: <https://www.ssfusd.org/sepac>

SEPAC

This group of parents, educators, administrators, and community members will build relationships to support students with special needs in our district and ensure all stakeholders are heard. We will:

- Serve as a resource to the school community on special education issues
- Increase awareness of available service options
- Inform parents of activities and resources available for eligible students with special needs
- Provide parent education opportunities
- Provide direct feedback and support to SSFUSD district administration and the board of trustees in development of programs and informational materials to parents.

MEETING SCHEDULE 6:30-8:30 PM

Planned Schedule

- September 14, 2021
- November 30, 2021
- January 12, 2022
- April 12, 2022

All meetings start at 6:30pm. Please RSVP at the below link for the Zoom link: <https://tinyurl.com/sepacrsvp>

WHO WE ARE

SEPaC Board

- Monica Rosenfield, president
- Monyca Currier and Wendy Cowhig, vice presidents
- Secretary, vacant

SSFUSD Staff

- Sabrina Yacoub, director of [Special Education and Pupil Personnel](#)

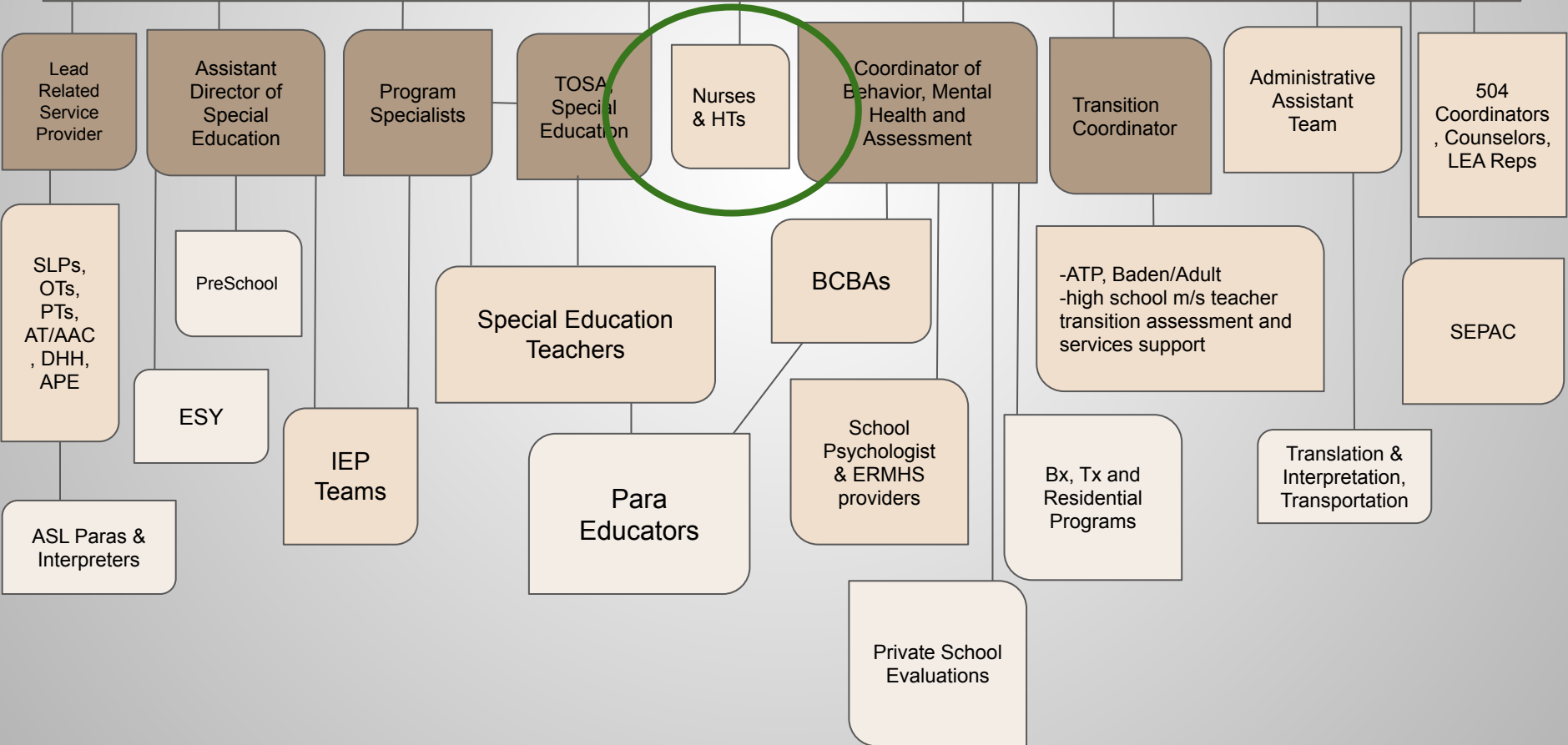


Pupil Personnel

Health Team



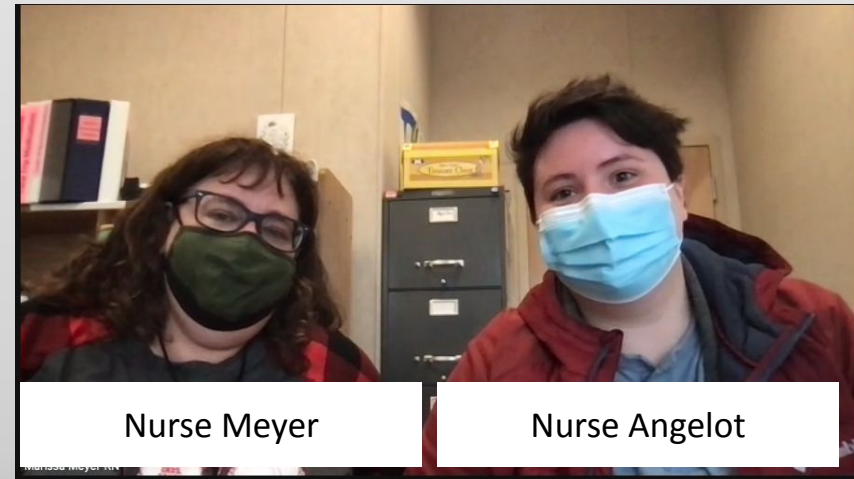
Director of Special Education & Pupil Support



Health Team

- 2 District Nurses
 - 2 Licensed Vocational Nurses
- 5 Health Technicians

*Supporting the District's health needs (1120 identified students)



Counselors, Academic & Wellness



South San Francisco
UNIFIED SCHOOL DISTRICT

Director of Special Education & Pupil Support

Lead Related Service Provider

Assistant Director of Special Education

Program Specialists

TOSA, Special Education

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Translation & Interpretation, Transportation

SEPAC

ASL Paras & Interpreters

Counselors, Academic & Wellness

Monthly meeting of 16 School & 2 Wellness Counselors, Co-Facilitated by

- Director of Student Performance, Program Evaluations & Instructional Interventions
- Special Education Coordinator of Mental Health, Behavior & Assessment
- Social-Emotional Learning TOSA
- Director of Special Education & Pupil Personnel

Projects

- Updated 504 Manual, alignment of procedures including storage
- Counselor Tracking in IC
- Articulation & Transition Planning
- Alignment of Social/Emotional Supports

Presentations

- Middle College
- Alternative to Suspension/Expulsion
- Daybreak
- Care Solace
- Universal Screener, Suicide Prevention & Threat team protocol
- 504 Manual & Procedures



