



**Special Education  
February 8, 2024**





# Agenda

1. **Review** Agenda and District Goals, Systems and Metrics
2. Review SSFUSD Special Education **Data**
  - State & Federal Accountability Measures
  - Program Data
3. **Learn** about Special Education & Pupil Personnel  
Department Teams

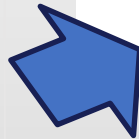
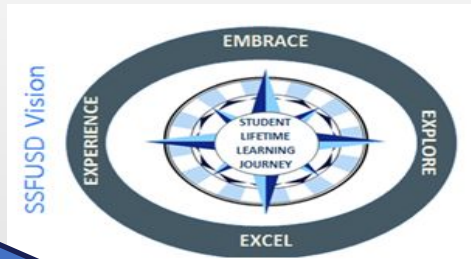


# District Goals

## 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 ELPAC/Reclassification data.



## LCAP GOAL 4

### Special Education

The district will provide a high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

## 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

SSFUSD

# STRENGTHENING OUR SYSTEMS

*the*  
**GAS TANK**  
**BENCHMARKS**

*checking student progress toward goals.*

HOW CAN WE LEVERAGE DATA?

*the*  
**STEERING WHEEL**  
**INSTRUCTION**

*guiding our learning objectives*  
ENGAGES US + TAKES US FORWARD

*the*  
**GPS**  
**NAVIGATION**

*our goals*  
LCAP, DEPT. SITE, TEAM, TCHR.

FFME - A PROCESS TO DETERMINE WHAT TOOL, PRACTICE, & SERVICE WILL HELP US SOLVE OUR IDENTIFIED NEED

WHAT IS OUR ACTION PLAN?

HOW DO WE REFLECT + RELENTLESSLY FOLLOW UP?

*the*  
**SEATS**  
**CURRICULUM**

*defines the skills to be taught*  
STANDARDS, RIGOR, RELEVANCE

*the*  
**WHEELS**  
**SYSTEMS OF ASSESSMENT**

*sets the pace*

*the*  
**ENGINE**  
**PERFORMANCE MANAGEMENT MEETINGS**

*showcasing data + progress*  
ILTs, PLCs, DEPT. MEETINGS

Learn  
Impact  
Thrive  
Navigate

WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES OF PERFORMANCE?

*the*  
**MIRRORS**  
**PROFESSIONAL LEARNING SYSTEM**

*reflecting + growing in our professional practices*

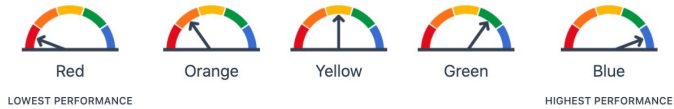
# EQUITY





# Metrics

## CA Dashboard (snapshot of current levels)



## Performance Management (progress towards goals)

	On Target/Completed Goal
	Moving toward Goal
	No / Little Progress



# Special Education Data



# Special Education State & Federal Accountability Measures



# Special Education Plan (SEP)

## What is SEP?

- **S**pecial **E**ducation **P**lan (SEP) is a written plan that addresses state and federal special education performance measurement indicators that the California Department of Education (CDE) has found did not meet the targets for and require improvement.
- It drives how we address goal #4 of LCAP.

## Current areas identified in need of improvement:

- Achievement ELA & Math
- LRE both 0-40% and 80-100% of school day in general education environment
- Graduation
- Suspension/Engagement
- Compliance - 100% of Plan and Eligibility Review IEP meetings held on time
- **PreSchool - DRDP outcomes & LRE**

Performance Measure 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
Compliance
Disproportionality
PreSchool LRE & Achievement Data (DRDP)

# Department Goal



**IEPs are well written and held on time**





that we use **Caring and Effective Case Management**

and **Strong Instructional Practices** (that are evidenced-based and in alignment with like programs)

In the **least restrictive environment** as close to their home school as possible



Goal area	Indicator	Present Levels	Target	Change (Dashboard or SEIS)	Strategies
IEPs are well written and held on time	Compliance	(Jan 2024 data) <ul style="list-style-type: none"> <li>Eligibility Review (all) 16 overdue</li> <li>Plan Review 46 overdue</li> </ul>	100% of IEP meetings held on time (Plan, Eligibility & Initials) Decrease number	<ul style="list-style-type: none"> <li>+ Increased by 11 (eligibility)</li> <li>+ Increased by 36 (plan)</li> </ul>	<ul style="list-style-type: none"> <li>Training: How to ensure IEPs are held on time as evidenced by SEIS Dashboard.</li> </ul>
Caring and Effective Case Management	Engagement	28.3% Chronically Absent (Feb 2024)  6.8% Suspension Rate (Feb 2024) 	Decrease (-) gap	<p>Decreased by 3.9 points</p> <p>Increased by 1.8 points</p>	<ul style="list-style-type: none"> <li>Training: School Climate / Culturally Responsive</li> <li>Training: ALS/E</li> <li>Trained Certified Emergency Response Teams for behavioral emergencies at all sites</li> <li>Training: Mental health &amp; e-engagement</li> </ul>
In the least restrictive environment as close to their home school as possible	LRE - GE 80-100% of school day	47.66 % (January 2024)	Increase (+) to at min 53.2%	Decreased by -6.09% since last year	<ul style="list-style-type: none"> <li>Training: calculation of LRE</li> <li>Site data analysis of LRE data, efficacy of capturing on Ed Setting page</li> <li>Site review of how ed benefit and services are calculated based on general education minutes</li> <li>Co-Teaching &amp; UDL Trainings</li> </ul>
	LRE - GE 0-40% of school day	20.7% (January 2024)	Decrease (-) to at min 20.6%	Decreased by -2.36%, at target (20.7%)	
	PreSchool	<ul style="list-style-type: none"> <li>LRE targets for regular class (20%),</li> <li>separate school (6%) and</li> <li>in the home (71%). (March 2023)</li> </ul>	<ul style="list-style-type: none"> <li>LRE: reg. class (39%),</li> <li>separate school (33%) and</li> <li>in the home (&lt;3%).</li> </ul>	TBD March 2024	<ul style="list-style-type: none"> <li>Training: how to capture FAPE for preK</li> </ul>

Goal area	Indicator	Present Levels	Target	Change (Dashboard or SEIS)	Strategies
<b>Strong Instructional Practices</b> (that are evidenced-based and in alignment with like programs)	<b>PreSchool</b>	<ul style="list-style-type: none"> <li>Positive SEL skills 73-76%</li> <li>Acquisition and use of knowledge and skills 69-83%</li> <li>Use of appropriate behaviors to meet needs 63%-84% <i>(March 2023)</i></li> </ul>	<b>Increase (+) rate</b>	n/a	<ul style="list-style-type: none"> <li>Train &amp; Implement: Learning Without Tears &amp; AEPs-3</li> </ul>
	<b>Achievement ELA</b>	95 pts below standard (Feb 2024) 	<b>Decrease (-) gap</b>	<b>Decreased by 1 point</b>	<ul style="list-style-type: none"> <li>Train &amp; Implement: Alignment of evidenced based practices/curriculum across special education programs</li> <li>Provide on-site coaching to support training</li> <li>Attend Scope &amp; Sequence trainings with GE Counterparts</li> <li>Accessible tutoring for SWDs</li> <li>Accessible tutoring for SWDs</li> <li>Training: Effective Transition Planning between grade spans, including graduation planning</li> </ul>
	<b>Math</b>	118 pts below standard (Feb 2024) 	<b>Decrease (-) gap</b>	<b>Increased by 5.1 points</b>	
	<b>Graduation (College &amp; Career Readiness)</b>	81.8% graduated (Feb 2024) 18.2% CC Ready (Feb 2024)  	<b>Increase (+) rate to 100%</b>	<b>Increased by 1 point</b>  <b>No change for CC</b>	



# Special Education Program Data

# Special Programs Through-Line

Type	PreK	Elementary	Middle	High	Adult
<b>Accommodated Curriculum Programs</b>					
<b>SLP Only</b>	At school of Residence *With exception of CC sites	At School of Residence			
<b>MM</b> <small>(incl. RSP)</small>	JS, Skyline, & Spruce	MM/RSP available at each Home School	MM/RSP available at each Home School	MM/RSP available at each Home School	n/a
<b>Tx - Level 1</b>		SG	ALMS	SSFHS & ECHS	n/a
<b>Tx - Level 2</b>			ALMS	Baden	n/a
<b>Modified Curriculum Programs</b>					
<b>Mod</b>	*Embedded in RSP/MM SDC Programming with modifications				ATP SSFUSD
	Spruce		WMS	SSFHS	ATP SSFUSD
		Los Cerritos			
<b>MS</b>	JS		PHMS	SSFHS M/S	ATP SSFUSD
<b>MS Aut</b>		JS	PHMS		
<b>*MS</b> <small>MD/OHI</small>	Skyline	Ponderosa	WMS		

# Special Education Enrollment: by School Level

	PreK <small>*Does not include CC</small>	Elementary	Middle	High	ATP (Adult)	NPS/County	ISP	Total
<b>2023-24 (Jan 2024)</b>								
# of Students	52 SDC 55 SLP only	<b>575</b> of 3531	<b>313</b> /1758	360/2505	26	31 25 NPS 5 County 1 Ca School	38	<b>1450 of 7794</b> 123 pending
% of school	n/a	<b>16.3%</b>	17.8%	<b>14.4%</b>	n/a	n/a	n/a	<b>18.6%</b>
<b>2022-23 (Dec 2022)</b>								
# of Students	129	554	310	392	28	35 21 NPS 10 County 3 VIS 1 Ca School	37	<b>1458</b> *88 pending
% of school	100%	15.81%	18.28%	15.79%	n/a	100%	n/a	<b>18.47%</b>
<b>2019-20 (Oct 2019)</b>								
# of Students	79	509	300	364	31	31/20 Total 51	15	<b>1299</b>

Special Education Enrollment: Elementary schools											
	Buri Buri	Junipero Serra	Los Cerritos	Martin	Monte Verde	Ponderosa	Skyline	Spruce	Sunshine	NPS/ County	Totals
2023-24 (Jan 2024)											
# of Students with IEPs	90/561	60/306	75/309	62/400	40/536	62/366	57/375	62/435	67/343	7	582 of 3638
% of School Population	16%	19.6%	24.3%	15.5%	7.5%	16.9%	15.2%	14.7%	19.5%	n/a	16%
Categorical or Specialized Programs	Opening MOD in Fall 2024	Autism & PreK SDC	M/S		RSP only	M/S	PreK SDC	PreK SDC x2	Tx	n/a	n/a
PreK #'s	slp only (5)	slp only (2) sdc (15)	slp only (2)	slp only (11)	slp only (11)	slp only (2)	sdc (9) slp only (5)	sdc (28) slp only (7)	slp only (1)	1 NPS 6 slp only @ CC	PreK 52 SLP 52 SDC
2022-23 (Dec 2022)											
#	85	49 (1 VIS)	75 (1 VIS)	52	45	63	53	66	58 (1 VIS)	6 / 2	554 (70 pending)
%	14.96%	16.01%	25.25%	13.47%	8.51%	17.65%	14.17%	15.10%	17.16%	n/a	15.81%
PreK #'s	SLP only (8)	SDC (15)	n/a	SLP only (8)	SLP only (11)	n/a	SDC (14) SLP only (4)	SDC (31) SLP only (6)	SLP only (7)	0 (SLP only at HS = 25)	69 PreK SLP only 60 PreK SAI
2019-20 (Oct 2019)											
#	85	45	52	55	27	81	38	76	42	8	509
%	14.20%	16.70%	16.80%	13.10%	5%	19.50%	9%	13.80%	10.90%	n/a	n/a
PreK Data	3 Teachers at Hillside									,	79 PreK

# Special Education Enrollment: Middle schools

	Alta Loma MS	Parkway Heights MS	Westborough MS	NPS/ County	Total
<b>2023-24 (Jan 2024)</b>					
# of Students with IEPs	<b>118/646</b>	109/597	<b>86/515</b>	3	<b>316 of 1761</b>
% of School Population	<b>18.3%</b>	18.3%	<b>16.7%</b>	n/a	<b>17.9%</b>
Categorical or Specialized Programs	Therapeutic Programs	M/S Programs	Mod & M/S Programs	n/a	n/a
<b>2022-23 (Dec 2022)</b>					
# of Students with IEPs	<b>111 (1 VIS)</b>	<b>114 (3 HI)</b>	<b>78</b>	6 / 1	<b>310 (12 pending)</b>
% of School Population	<b>17.73%</b>	<b>18.42%</b>	<b>15.92%</b>	n/a	<b>18.28%</b>
Categorical or Specialized Programs	Therapeutic Programs	M/S Programs	Mod & M/S Programs	n/a	n/a
<b>2019-20 (Oct 2019)</b>					
#	117	98	78	7	<b>300</b>
% of school	16.70%	15.90%	11.90%	n/a	n/a

Special Education Enrollment: High/Adult schools								
	High School					Adult Transition Programming		
	Baden/Adult	El Camino HS	South SFHS	NPS/ County	Total	ATP	Adult NPS/ County	Total
<b>202023-24 (Jan 2024)</b>								
# of Students with IEPs	24/131	148/1087	188/1287	13	373 of 2518	26	7	33
% of School Population	18.3%	13.6%	14.6%	n/a	14.8%	n/a	n/a	n/a
Categorical or Specialized Programs	Therapeutic Program	Therapeutic Program & Mod Program	Therapeutic Program, Mod & Mod Severe	n/a	n/a	Mod & Mod Severe	Tx, M/S	n/a
<b>2022-23 (Dec 2022)</b>								
# of Students with IEPs	22	160 (2 VIS)	198 (3 VIS)	12 / 0	392 (6 pending)	28	9 / 7	44
% of School Population	16.54%	13.73%	15.71%	n/a	15.79%	-	100%	n/a
Categorical or Specialized Programs	Therapeutic Program	Therapeutic Program & Mod Program	Therapeutic Program, Mod & Mod Severe	n/a	n/a	Mod & Mod Severe	Tx, M/S	n/a
<b>2019-20 (Oct 2019)</b>								
#	28	152	162	22	264	27	4	31
% of school	30.10%	11.90%	11.70%	n/a	n/a	-	100%	n/a



Special  
Education &  
Pupil Personnel  
Teams

Director of Special Education and Pupil Personnel

Assistant Director of Special Education

ESY

Nurses & HTs

PreSchool

Program Specialists

Transition Coordinator

-ATP, Baden/Adult  
-high school m/s  
community based instruction

IEP Teams

SLPs

OTs,  
PTs,  
AT/AAC,  
DHH,  
APE

TOSA,  
Special Education

Special Education Teachers & Classrooms

Para Educators

Coordinator of Behavior, Mental Health and Assessment

BCBAs

Tx Classrooms

Private School Evaluations

School Psychologist & ERMHS providers

SEPAC

Administrative Assistant Team

LEA Reps,  
504  
Coordination,  
Counselors

Interpretation & Records

Transportation



# Special Education Teams

# Related Service Providers

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# Related Service Providers

- Adapted Physical Education Teacher x1
  - APE Assistant x1
- Board Certified Behavior Specialists x8
- Certified School Nurses x3
  - LVNs (at sites with Specialized Programs) x5
  - Health Technicians x6
- Deaf & Hard of Hearing Teacher x1 (of 2)
- Occupational Therapists x2
- Physical Therapist x1
  - Physical Therapist Assistant x1
- School Psychologists x18
- Specialized Mental Health Providers (LMFT, LCSW) x4
  - Specialized Mental Health Providers in Tx Classrooms x2
- Speech & Language Pathologists x22
  - AT/AAC Specialist
  - Spanish Bilingual Assessor
- Transportation Services
- VI/O&M/Audiology through County

## 73 Related Service Providers

+ Transportation Providers, BHRS Providers, VI/O&M and Audiological services

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# Special Education Teacher & ParaEducator Teams

	<b>Mild-Moderate</b> (RSP, MM SDC, and Hybrid Model)	<b>Specialized Programs</b> (Moderate-Severe, Therapeutic, and Adult Transition Programming Teachers)
Prek	6 classrooms at 4 schools only	2 classrooms at 2 schools only
Elementary	24 Teachers	7 Teachers at 4 schools only
Middle	16 Teachers	6 Teachers at all sites
High & Adult	19 Teachers across all 3 schools	9 teachers at all sites
<ul style="list-style-type: none"> <li>● Tosa x2</li> <li>● Transition Coordinator x1</li> <li>● PreK Assessor &amp; Co-Teacher x1</li> <li>● Para Educators x294 (98 filled by NPAs)</li> <li>● 4 ASL Interpreters x4</li> <li>● Job Developers x1.6</li> </ul>		

89 Certified Educators  
300 Classified Educators

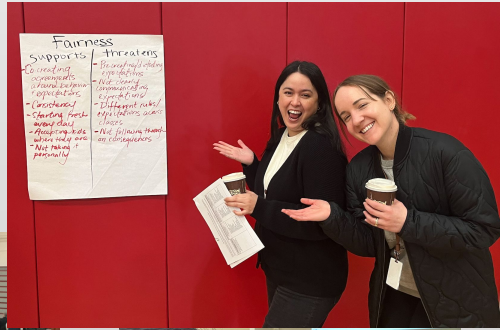
# Points of Pride



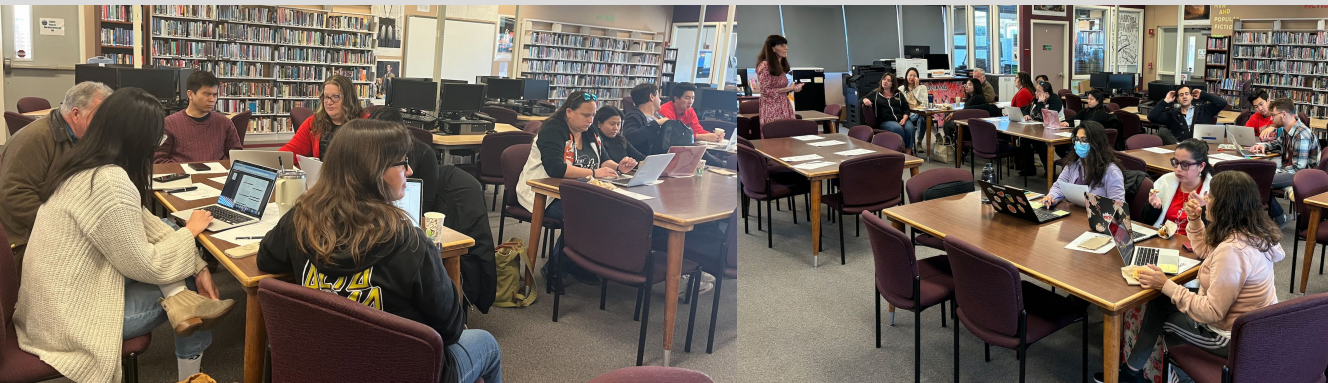
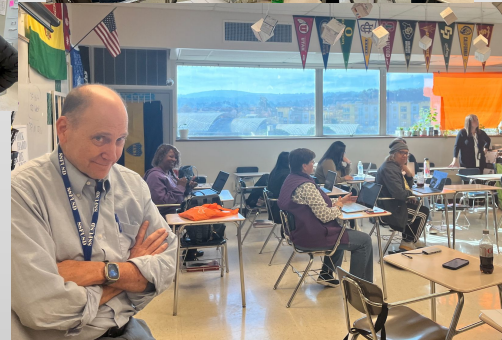
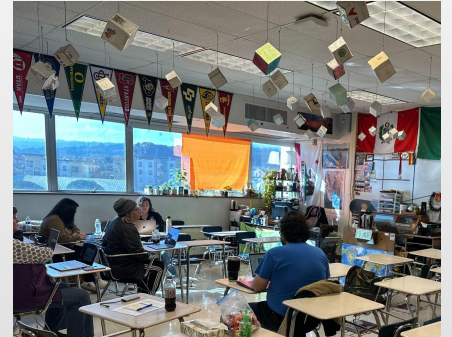
- **AB181 Special Education Diploma** - In place for students to access now for students who would traditionally be on a Certificate of Completion path and take the California Alternate Assessments. Impact of this work increased our graduation rates.
- **Reading** - Implementation of **Spire** bi-annual in-person coaching sessions (September 26-28 & January 30-Feb 1).
  - Trainers model, observe, and Co-Teach lessons, as well as provide a follow up coaching session
- **Math** - Adoption of **Touch Math** across all grade levels.
- **PreK** - Adoption of **Learning Without Tears** across PreK classrooms
- SSFHS participated in a **Co-Teaching cohort** with SELPA. Looking to expand to all secondary sites for 24-25.
- **Robust PD schedule** for 462 special education staff
  - Monthly department meetings and trainings
  - Specialized trainings (Spire, Goalbook, Unique, etc.), including on-site coaching
  - New special education teacher support
  - Special education teacher leadership team meetings
  - Tailored meetings & support for related providers, categorical programs & PreK teachers
  - Monthly paraeducator trainings
  - Access to participate in same trainings as general education teachers
- **Transition Resource Fair** - At SMCOE on February 10, 2024 from 10 pm to 12 pm and will have 40 vendors, 6 sessions, Keynote speaker, entertainment, and hands-on activities.
- **Accessible Tutoring** for students with disabilities with Air Tutors. Dedicated weekly individualized support.
- **Equity Tour** - Dr. Cervantes lead a SEP team on CCR to look at how our students with IEPs are accessing CTE and elective courses in order to become CCR.



# Photos



# Photos





# Pupil Personnel Teams

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ESY

Nurses & HTs

PreSchool

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# Pupil Personnel Teams - 504 & Health Team

## Health Team

### Certified School Nurses, Licensed Vocational Nurses & Health Technicians

- OLR & Annual Enrollment (processing of updated health reports and plans, vax reports, etc.)
- Site first aid and specialized health care supports
- Support specialized classrooms
- Vision & Hearing Screening
- 4<sup>th</sup> Grade Puberty & Hygiene Classes
- Coordination of on-Site Dental Screenings for Kindergarteners at our Title 1 Elementary Schools.

## Pupil Personnel Support

### Section 504 (Counselors, Psychologists & School Administration)

- Dora Done 504 Overview Training
- Training on Forms and Eligibility
- Drop in Consult/QnA session

### AB181 (Counselors & School Administration)

- Special Education Diploma roll out, training & support

### Counseling Meetings

- Monthly led by Coordinator Cervantes





# Parent Team

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# Parent Team (Special Education Parent Advisory Committee)

## 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.

### Meetings

- **November 28, 2023** (district office board room)
  - Meet & Greet; Orientation to the IEP document
- **February 13, 2024** (virtual)
  - LCAP feedback forum
- **April 16, 2024** (tbd)
  - Planning for Summer
- All meetings **start at 6:30 PM.**
- Please **RSVP** to receive the Zoom link: <https://tinyurl.com/sepacrsvp>

**More Information** can be found on SSFUSD website

- <https://www.ssfusd.org/apps/pages/sepac>

