



**Special Education  
February 9, 2023**





# Agenda

1. Review Agenda and District Goals, Systems and Metrics
1. Review SSFUSD Special Education Data
  - State & Federal Accountability Measures
  - Program Data
1. 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, or 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

Experience  
Explore  
Embrace  
Excel

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)



Because performance on state measures is based on current year (i.e., 2021–22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



## 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 identified areas found to require improvement upon review of our special education data
- California Department of Education (CDE) conducts an annual performance review of federally established annual performance measures, of which targets not made become areas are to be addressed in our SEP.
- Districts across the state engage in this process

## Historic 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











## Current areas being monitored:

- 100% of Annual and Eligibility Review IEP meetings held on time

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

# SEP - Performance Management Data

\*2019 Data Snapshot

Indicator	Target	Special Education		State Special Education Data		
<b>Graduation Rates</b>	<b>Increase (+) rate to 100%</b>		56.7% Graduated <b>-11.4% (change from previous year)</b>		71.4% Graduated Maintained at +.7%	
<b>English Language Arts (ELA) Achievement</b>	<b>Decrease (-) gap so that All students at or above standard</b>		89.7 pts below standard <b>+ 2.9 points</b>		95.5 pts below standard <b>+2.1 points</b>	
<b>Math Achievement</b>	<b>Decrease (-) gap so that All students at or above standard</b>		108.3 pts below standard <b>-0.6 points</b>		125.3 pts below standard <b>+ .8</b>	
<b>Suspension &amp; Expulsion Rates</b>	<b>Decrease (-) to 0% rate</b>		11.3% Suspended <b>+1.2%</b>		6.8% Suspended <b>-.3%</b>	
<b>Chronic Absenteeism rate</b>	<b>Decrease (-) 0% rate</b>		15.8% Absent <b>+2.1%</b>		15.1% Absent <b>+ .4%</b>	
<b>Least Restrictive Environment (LRE)</b> Students in general education environment (GE) <b>80-100%</b> of school day	<b>Increase (+) to at least 53.2%</b>	New	46.64%		n/a	n/a
<b>LRE</b> Students in GE <b>0-40%</b> of school day	<b>Decrease (-) to at least 20.6%</b>	New	25.41%		n/a	n/a



# Special Education Plan Goals (SEP)

\*From 2019 - Plan frozen through this year

## Academic Achievement

- Use of interim and practice tests
- Attend scope and sequence training, special education power standards
- Evidence based practices implemented with fidelity
- Adoption of district wide curriculum aligned by program type for either for
  - intervention (such as Spire for reading)
  - or to provide a standards aligned curriculum that has been modified to meet the needs our students who require modifications to the CA education standards.

## 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)

# SEP - Performance Management Data

\*Current Snapshot of data

Indicator	Target	Special Education	SSFUSD	State Special Education Data
<b>Graduation Rates</b>	<b>Increase (+) rate to 100%</b>	78.8% Graduated in 4 80.8 considering 5th year <b>+22.1-24.1% (since 2019)</b> 	92% graduated	75.2% Graduated +3.8% (since 2019) 
<b>English Language Arts (ELA) Achievement</b>	<b>Decrease (-) gap so that All students at or above standard</b>	91.9 pts below standard <b>+1.8 points</b> 	2.2 pts below standard	97.3 pts below standard - 1.8 points 
<b>Math Achievement</b>	<b>Decrease (-) gap so that All students at or above standard</b>	119.3 pts below standard <b>+11 points</b> 	32.4 pts below standard	130.8 pts below standard +5.5 points 
<b>Suspension &amp; Expulsion Rates</b>	<b>Decrease (-) to 0% rate</b>	5.1% Suspended <b>-6.2%</b> 	2.7% suspended at least one day	5.4% 6.8% Suspended -1.4% 
<b>Chronic Absenteeism rate</b>	<b>Decrease (-) 0% rate</b>	32.2% Chronically Absent <b>+ 16.4%</b> 	24.7% chronically absent	39.6% Chronically Absent + 24.5% 
<b>Least Restrictive Environment (LRE)</b> Students in GE 80-100% of school day	<b>Increase (+) to at least 53.2%</b>	41.57% (May 2022) <b>- 5.07%</b>	n/a	n/a
<b>Least Restrictive Environment (LRE)</b> Students in GE 0-40% of school day	<b>Decrease (-) to at least 20.6%</b>	23.06% (May 2022) <b>+ 2.35%</b>	n/a	n/a



# Special Education Program Data

# District Special Education Enrollment

	PreK <small>*Does not include CC</small>	Elementary	Middle	High	ATP (Adult)	NPS/County	ISP	Total
<b>2022-23SY (December 2022)</b>								
# of Students	129	554	310	392	28	35 21 NPS 10 County 3 VIS 1 Ca School	37 = ISP By Dec '23	1458 *88 pending + ISP Child Find #'s
% of school	100%	15.81%	18.28%	15.79%	n/a	100%	n/a	18.47%
<b>2021-22SY (December 2021)</b>								
# of Students	115	530	290	380	32	44 21 NPS 23 County (20/21SY=33/20)	39 For entire year	1431
% of school	100%	14.92%	16.83%	14.30%	n/a	100%	n/a	17.17%
<b>2019-20SY (October 2019)</b>								
# of Students	79	509	300	364	31	31/20 Total 51	15 For entire year	1299

# High School & Adult Special Education Enrollment

	High School					Adult Transition Programming		
	Baden/Adult	El Camino HS	South SFHS	NPS/ County	Total high school	ATP	Adult NPS/ County	Total Adult
<b>2022-23SY (December 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>2021-22SY (December 2021)</b>								
Total #	20	157	189	14	380	32	15	47
% of Total	16.00%	12.95%	14.31%	n/a	14.30%	-	100%	n/a
<b>2019-20SY (October 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

# Middle School Special Education Enrollment

	Alta Loma MS	Parkway Heights MS	Westborough MS	NPS/ County	Total middle school
<b>2022-23SY (December 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>2021-22SY (December 2021)</b>					
Total #	110	101	74	5	<b>290</b>
% of Total	17.21%	17.78%	14.34%	n/a	<b>16.83%</b>
<b>2019-20SY (October 2019)</b>					
#	117	98	78	7	<b>300</b>
% of school	16.70%	15.90%	11.90%	n/a	<b>n/a</b>

# Elementary Special Education Enrollment

	Buri Buri	Junipero Serra	Los Cerritos	Martin	Monte Verde	Ponderosa	Skyline	Spruce	Sunshine	NPS/ County	Totals
<b>2022-23SY (December 2022)</b>											
# of Students with IEPs	85	49 (1 VIS)	75 (1 VIS)	52	45	63	53	66	58 (1 VIS)	6 / 2	554 (70 pending)
% of School Population	14.96%	16.01%	25.25%	13.47%	8.51%	17.65%	14.17%	15.10%	17.16%	n/a	15.81%
Categorical or Specialized Programs		Autism	Mod & MS			MS			Tx		
PreK SLP only	SLP only (8)	n/a	n/a	SLP only (8)	SLP only (11)	n/a	SLP only (4)	SLP only (6)	SLP only (7)	0 (SLP only at HS = 25)	69 PreK SLP only
PreK SDC	n/a	SDC (15)	n/a	n/a	n/a	n/a	SDC (14)	SDC (31)	n/a	0	60 PreK SA
<b>2021-22SY (December 2021)</b>											
Total #	78	50	63	51	37	70	51	74	48	8	530
% of Total	13.57%	17.01%	22.50%	14.17%	6.84%	18.67%	13.67%	17.21%	14.81%	0	14.92%
PreK Data	4 Teachers at Hillside									1	115 PreK
<b>2019-20SY (October 2019)</b>											
#	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
PreK Data	3 Teachers at Hillside									`	79 PreK

# Elementary Special Education Enrollment

	Buri Buri	Junipero Serra	Los Cerritos	Martin	Monte Verde	Ponderosa	Skyline	Spruce	Sunshine	NPS/ County	Totals
<b>2022-23SY (December 2022)</b>											
# of Students with IEPs	85	49 (1 VIS)	75 (1 VIS)	52	45	63	53	66	58 (1 VIS)	6 / 2	554 (70 pending)
% of School Population	14.96%	16.01%	25.25%	3.47%	8.51%	17.65%	14.17%	15.10%	17.16%	n/a	15.81%
Categorical or Specialized Programs	Historical MM SDC Placement	Autism	Mod & M/S	Historical MM SDC Placement	Historical MM SDC Placement	M/S		Historical MM SDC Placement	Tx		
PreK SLP only	SLP only (8)	n/a	n/a	SLP only (8)	SLP only (11)	n/a	SLP only (4)	SLP only (6)	SLP only (7)	0 (SLP only at HS = 25)	69 PreK SLP only
PreK SDC	n/a	SDC (15)	n/a	n/a	n/a	n/a	SDC (14)	SDC (31)	n/a	0	60 PreK SA
<b>2021-22SY (December 2021)</b>											
Total #	78	50	63	51	37	70	51	74	48	8	530
% of Total	13.57%	17.01%	22.50%	14.17%	6.84%	18.67%	13.67%	17.21%	14.81%	0	14.92%
PreK Data	4 Teachers at Hillside									1	115 PreK
<b>2019-20SY (October 2019)</b>											
#	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
PreK Data	3 Teachers at Hillside										79 PreK

# Special Programs Through-Line

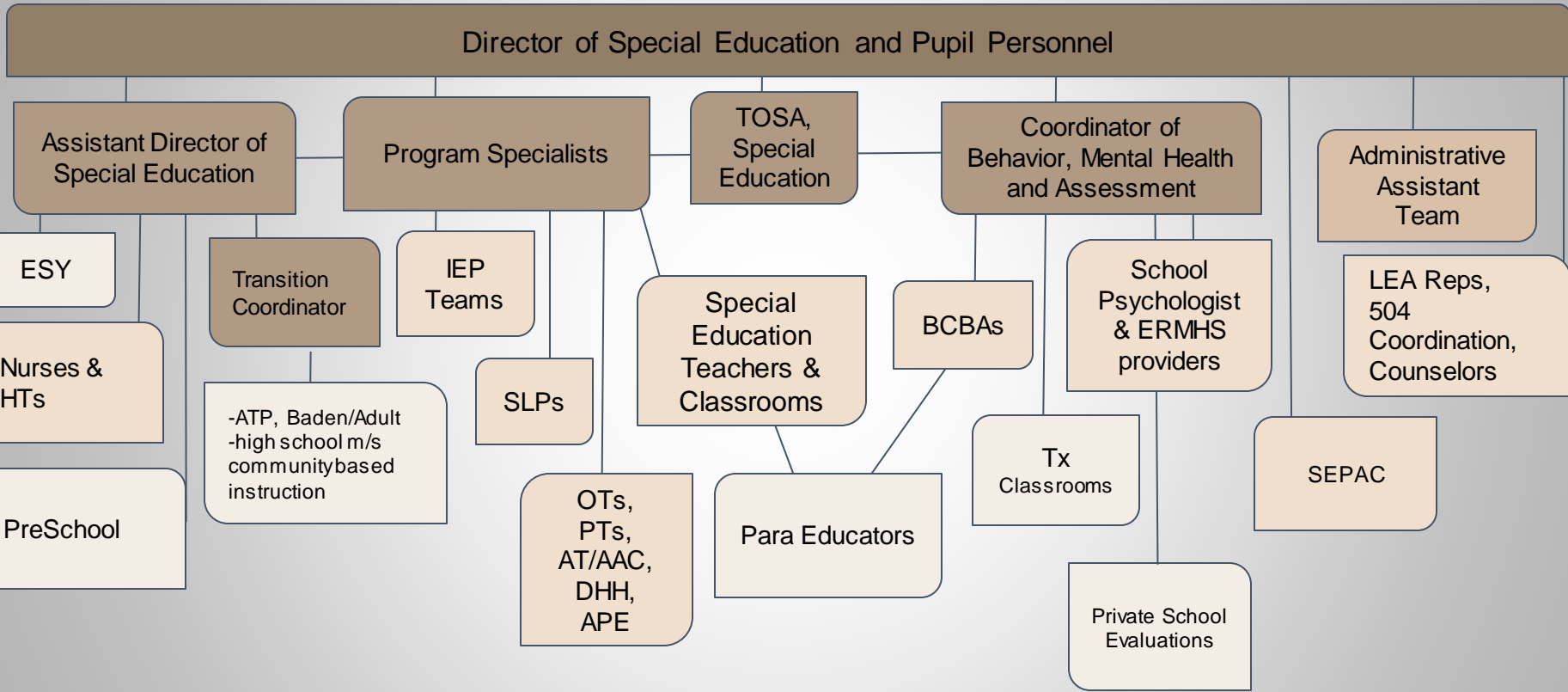
Type	PreK	Elementary	Middle	High	Adult	
<b>Accommodated Curriculum Programs</b>						
<b>MM</b> (incl. RSP or LC)	JS, Skyline, & Spruce PreK SDC	* MM/RSP or LC available at each Home School	MM/RSP available at each Home School	MM/RSP available at each Home School	n/a	
<b>Tx - Level 1</b>		*	SG	* ALMS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



# Special Education & Pupil Personnel Teams



# Special Education Teams



# Related Service Providers

Director of Special Education and Pupil Personnel

Assistant Director of Special Education

Program Specialists

TOSA,  
Special Education

Coordinator of Behavior, Mental Health and Assessment

Administrative Assistant Team

ESY

Transition Coordinator

IEP Teams

Special Education Teachers & Classrooms

BCBAs

School Psychologist & ERMHS providers

LEA Reps, 504 Coordination, Counselors

Nurses & HTs

-ATP, Baden/Adult high school m/s communitybased instruction

SLPs

PreSchool

OTs, PTs, AT/AAC, DHH, APE

Para Educators

Tx Classrooms

SEPAC

Private School Evaluations

# Related Service Providers

- Adapted Physical Education Teacher x1
- Board Certified Behavior Specialists x8
- Certified School Nurses x3
  - RN x1
  - LVNs (at sites with Specialized Programs) x3
  - Health Technicians x5
- Deaf & Hard of Hearing Teacher x1
- Occupational Therapists x2
- Physical Therapist x1
  - Physical Therapist Assistant x1
- School Psychologists x17
- Specialized Mental Health Providers (LMFT, LCSW) x4
  - Specialized Mental Health Providers in Tx Classrooms x2
- Speech & Language Pathologists x21
  - AT/AAC Specialist
  - Spanish Bilingual Assessor
- Transportation Services
- VI/O&M/Audiology through County



# Special Education Teacher & ParaEducator Teams

	Mild-Moderate (RSP, MM SDC, and LC* Model)	Specialized Programs (Moderate to Severe Disabilities, Therapeutic Classroom Teachers, Adult Transition Programming Teachers)
Prek (5 teachers - 8 classrooms)	6 classrooms across 4 schools	2 classrooms across 2 schools
Elementary	21 Teachers across all 9 schools <ul style="list-style-type: none"> <li>• 4 LC Model</li> </ul>	6 Teachers across 4 schools
Middle	16 Teachers across all 3 schools	6 Teachers across all 3 schools
High & Adult	18 Teachers across all 3 schools	8 teachers across all 3 schools
	<ul style="list-style-type: none"> <li>• Tosa x1</li> <li>• VIS Teachers (SAI Providers) x3</li> <li>• Para Educators x190 (29 filled by NPAs &amp; 54 vacant)</li> <li>• 4 ASL Interpreters x4</li> <li>• Transition Coordinator x1 &amp; Job Developers x1.6</li> </ul>	

\*Learning Center Model Teachers (hybrid of RSP/SDC by grade level)

# Points of Pride



- **Reading Intervention** - Implementation of **Spire** annual in person coaching sessions (January and February), in addition to annual trainings, on site with Spire Trainers
  - Trainers model, observe, and Co-Teach lessons, as well as provide a follow up coaching session
- **Math** - Looking to adopt a district wide multi-sensory supplemental curriculum for students with IEP who access the general education curriculum with accommodations for Fall 2023
- **Moderate & Mod/Severe Programs** - District adopted standard **aligned curriculum** specialized to provide an adapted or modified academic standards aligned to student's grade level.

- **Alignment of processes and procedures**, as well as language and tools for special education practitioners.
- **Developed programs** to support students with more intensive needs throughout school levels
- Strong board of parents leading **SEPEC** and public meetings
- **Robust PD schedule** for special education staff
  - Monthly department meetings and trainings
  - Specialized trainings (Spire, Goalbook, Unique, etc.)
  - 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** - held Saturday, February 4, 2023 at ECHS

WWW.SMCTRANSITIONFAIR.ORG

**FREE** Saturday February 4<sup>th</sup>, 2023  
10:00 a.m. - 2:00 p.m.

**El Camino High School**  
1320 Mission Road | South San Francisco, CA

**Topics Covered**

- Employment Support and Training
- Post-secondary Education and Training
- Adult Day Employment/Recreation/Community Programs
- Housing and Living Options
- Navigating Benefits
- Health Services
- Transportation
- Aid Here...

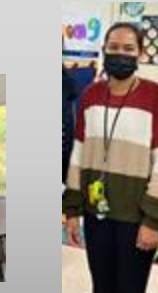
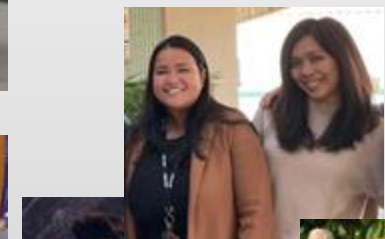
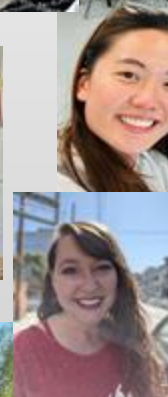
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# Special Education Department



# Special Education Department





# Pupil Personnel Teams

# 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  
communitybased  
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

Administrative  
Assistant  
Team

LEA Reps,  
504  
Coordination,  
Counselors

SEPAC

# Section 504 Coordinators

**Section 504 support for all who case manage Section 504 Plans (Counselors, Psychologists and School Administrators),  
Co-Facilitated by**

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

## Support Meetings

- Section 504 Training at beginning of each school year
  - Aug 22, 2022 - Section 504 Overview
- 2 workshops
  - Oct 17, 2022 - Eligibility
  - Nov 13, 2022 - Accommodations
- Drop in Consult/QnA
  - Jan 23, 2023

## Projects

- District wide alignment in forms and procedures



# Counselors, Academic & Wellness

## Monthly meeting - School & Wellness Counselors, Co-Facilitated by

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

### Projects

- Review and Update Alignment of Social/Emotional Supports
- Activities & Discussions for clear Pathways for students to access counseling services
- *focus on SMCOE Mental Health Collaborative Meetings (Friday mornings, Monthly)*

### Presentations

- Alternative to Suspension/Expulsion
- Care Solace & Day Break Presentations
- Special Education Program Review
- LCAP #4 Goal & SEP Plan review





# Parent Team

# Parent Team

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  
communitybased  
instruction

IEP  
Teams

SLPs

OTs,  
PTs,  
AT/AAC,  
DHH,  
APE

TOSA,  
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School  
Psychologist  
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providers

Administrative  
Assistant  
Team

LEA Reps,  
504  
Coordination,  
Counselors

SEPAC

# SEPAC (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

- October 11, 2022
- December 13, 2022
- February 28, 2023
- April 11, 2023

All meetings start at 6:30 PM. Please RSVP to receive the Zoom link: <https://tinyurl.com/sepacrsvp>

## WHO WE ARE

### SEPac Board

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

### SSFUSD Staff

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

## Public meeting

- 4 times a year

## Schedule

- can be found on SSFUSD website
- <https://www.ssfusd.org/apps/pages/sepac>

## Topics this year

- IEP Walkthrough
- Transition Planning for students entering middle school
- SEP/LCAP feedback forum
- Planning for Summer

# 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  
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OTs,  
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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

Administrative  
Assistant  
Team

LEA Reps,  
504  
Coordination,  
Counselors

SEPAC



Special Education  
February 9, 2023

