

Special Education & Pupil Personnel at SSFUSD

February 27, 2025



Agenda

1

Special Education Data as it relates to our Vision & Special Education Plan

2

School Services of California Assessment

3

Learn about who our Special Education & Pupil Personnel Department Teams are



Our strategic plan describes our **Core Values** & the **Strategic Priorities** we will focus on to bring our **Portrait of a Graduate** to life

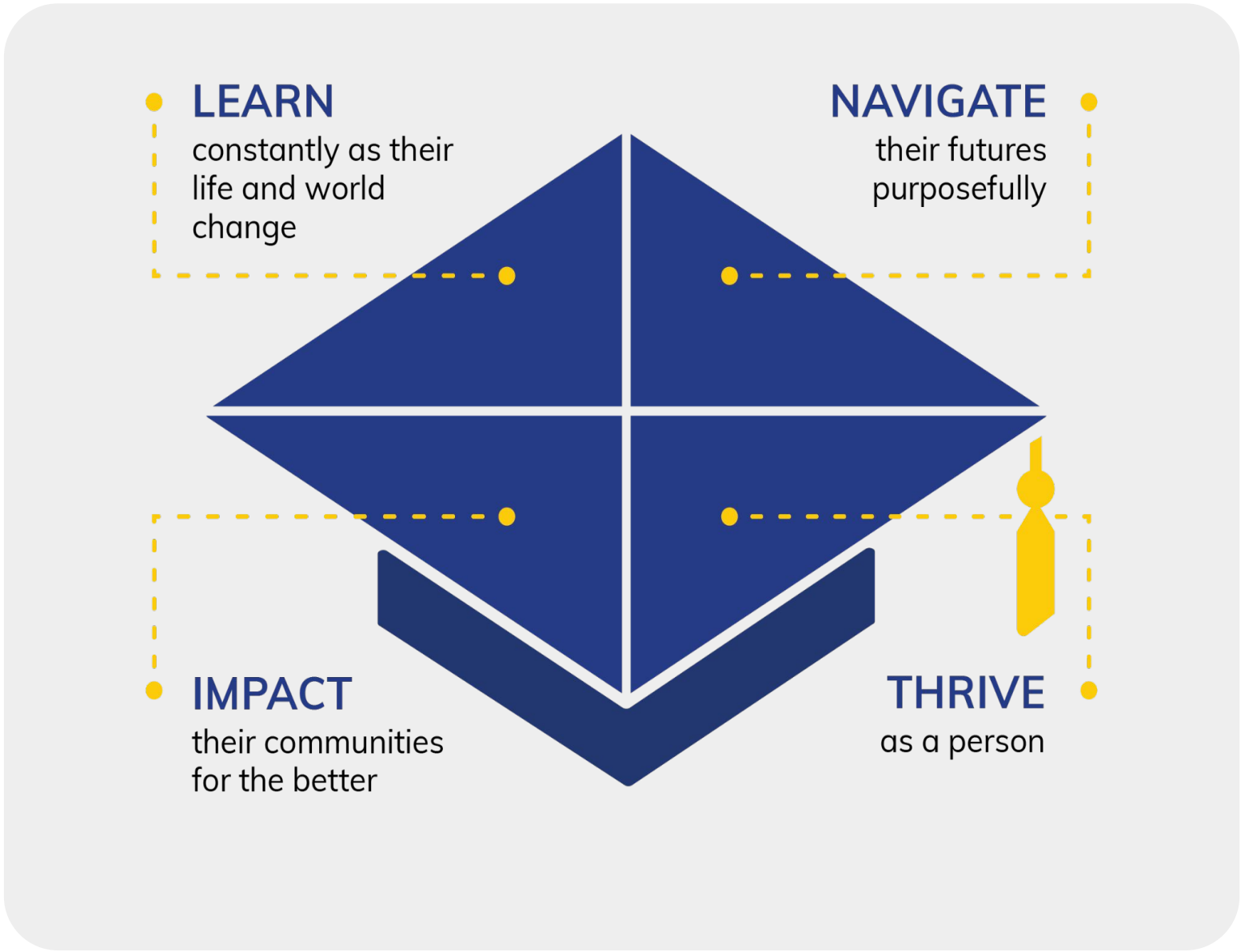
Core Values

- C** Community is our strength
- A** Authentic relationships matter
- R** Resilience propels us forward
- E** Equity is our north star

Strategic Priorities / LCAP Goals

- PRIORITY 1** Exceptional Instruction
- PRIORITY 2** Engaged Students
- PRIORITY 3** Purposeful Partnerships
- PRIORITY 4** Empowered Educators
- PRIORITY 5** Equity-Centered Systems

Portrait of a Graduate

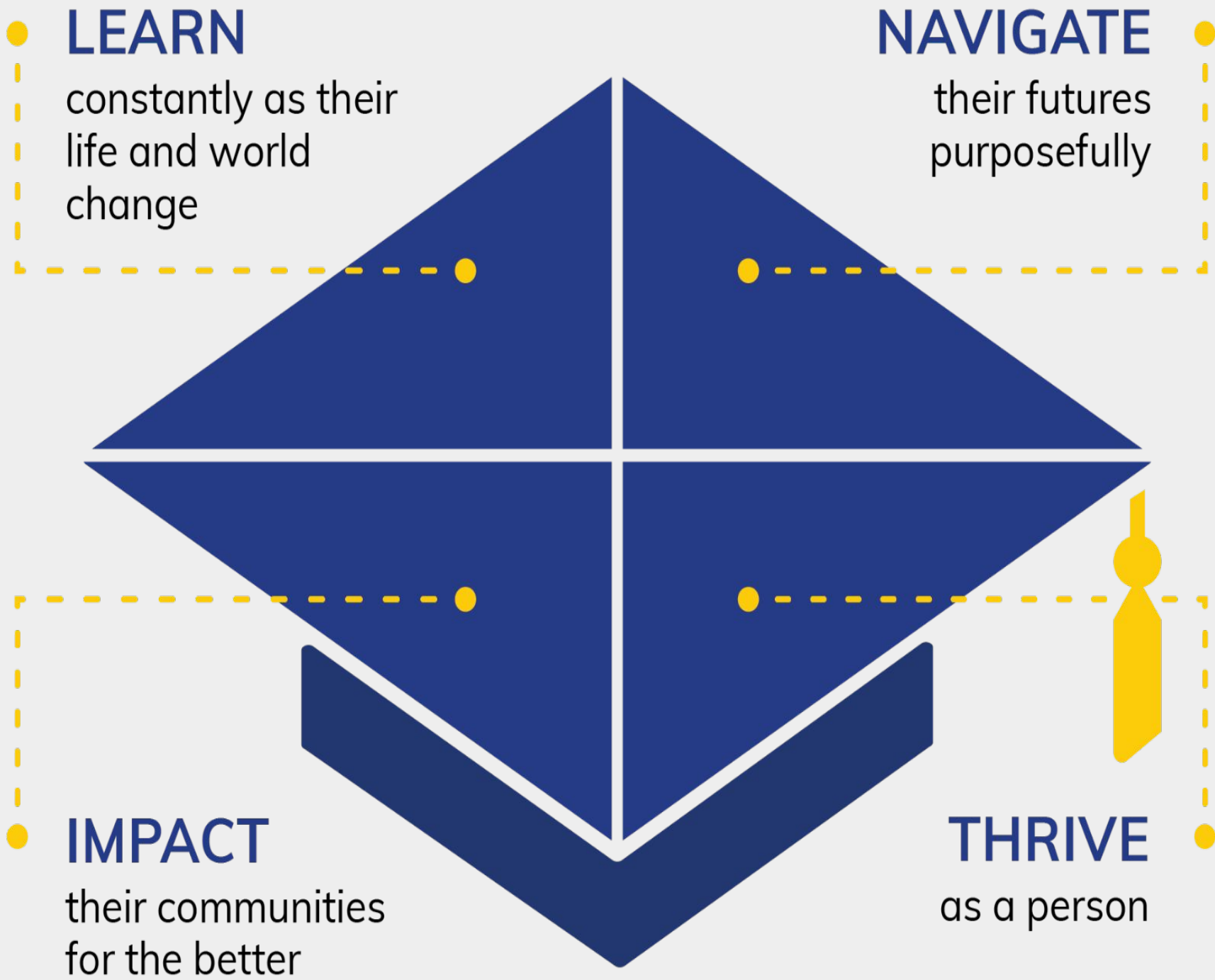


Our **Department Vision** and our **Special Education Plan** provide focus and describe how we bring our **POG** to life as a special education department

POG

Department Vision

This our promise to each SSFUSD student



We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;

caring and effective **case management** to enable students to **IMPACT** their communities for the better

ensure that **IEPs** are **well written** and **held on time** to empower students to **NAVIGATE** their futures purposefully

in the **least restrictive environment (LRE)** as close to their home school as possible, so that our students can **THRIVE** as a person.



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State Special Education Performance Plan Indicators (SPPI)

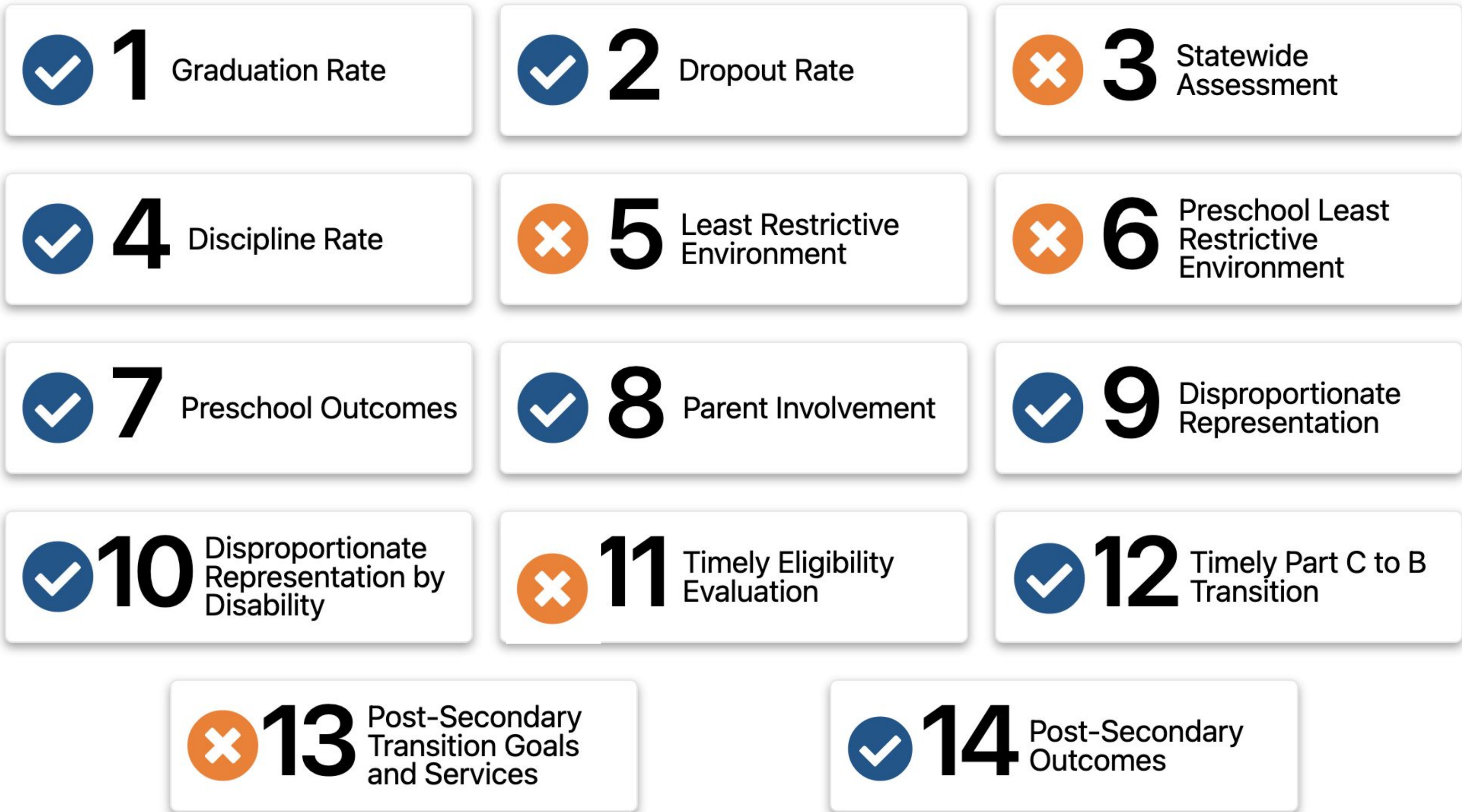


The purpose of the SELPA System Improvement Leads (SIL) Project is to work collaboratively within the Statewide System of Support to build the capacity of Special Education Local Plan Areas (SELPA) and Local Education Agencies (LEAs) with a common goal to improve outcomes for students with disabilities.

The Improvement Data Center (IDC) Data Tools assists SELPAs and LEAs to identify patterns, trends, and data trajectories in order to better understand and monitor State Performance Plan Indicator (SPPI) data.



School Year: 2023 - 2024 ▾



Legend



Target met



Target not met



Not applicable

Annual Determination by CDE

2025 Annual Determination under IDEA, Part B

- In accordance with IDEA Section 616(e) and 34 *CFR* sections 300.600–300.604, the CDE is required to make an annual determination on the performance of each local educational agency (LEA).
- The CDE makes determinations based on the LEA’s compliance, disproportionality, and performance data related to the implementation of IDEA requirements.
- As a result, every LEA receives one of four possible annual determinations: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.

LEAs in the Targeted Tier are divided into three levels based on their needs and performance data:

- Level 1: LEAs that have missed one or two performance targets or have minor compliance issues.
- Level 2: LEAs that have failed to meet three or more performance targets or have been newly identified as disproportionate.
- Level 3: LEAs that rank in the bottom 11–20% on key performance indicators and/ or have been disproportionate for two consecutive years.

2025	
Annual Determination	Needs Assistance
Disproportionate	Not Disproportionate
Significantly Disproportionate	Not Significantly Disproportionate
2025 Monitoring Year Support Designation	Targeted Level 3 for Preschool Age LRE Rates
Timeline Noncompliance	Noncompliant



✓ **1** Graduation Rate
*Includes CCI

✓ **2** Dropout Rate

✓ **14** Post-Secondary Outcomes

✗ **3** Statewide Assessment

✓ **7** Preschool Outcomes

✓ **4** Discipline Rate
*Includes Absenteeism

✓ **8** Parent Involvement

✓ **9** Disproportionate Representation

✓ **10** Disproportionate Representation by Disability

✗ **11** Timely Eligibility Evaluation

✗ **13** Post-Secondary Transition Goals and Services

✓ **12** Timely Part C to B Transition

✗ **6** Preschool Least Restrictive Environment

✗ **5** Least Restrictive Environment

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;

ensure that **IEPs** are **well written** and **held on time** to empower students to **NAVIGATE** their futures purposefully

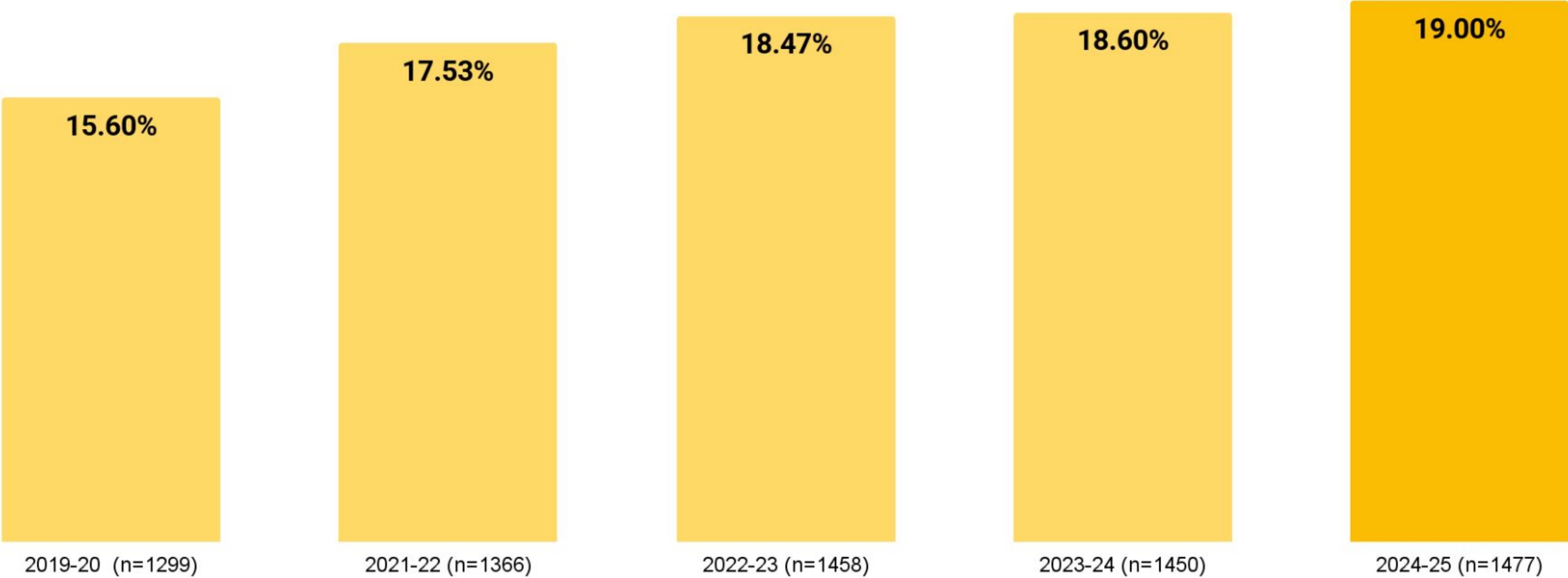
caring and effective **case management** to enable students to **IMPACT** their communities for the better

in the **least restrictive environment (LRE)** as close to their home school as possible, so that our students can **THRIVE** as a person.



Special Education Overall Enrollment Trends

**includes Early Childhood & Adult Programs*



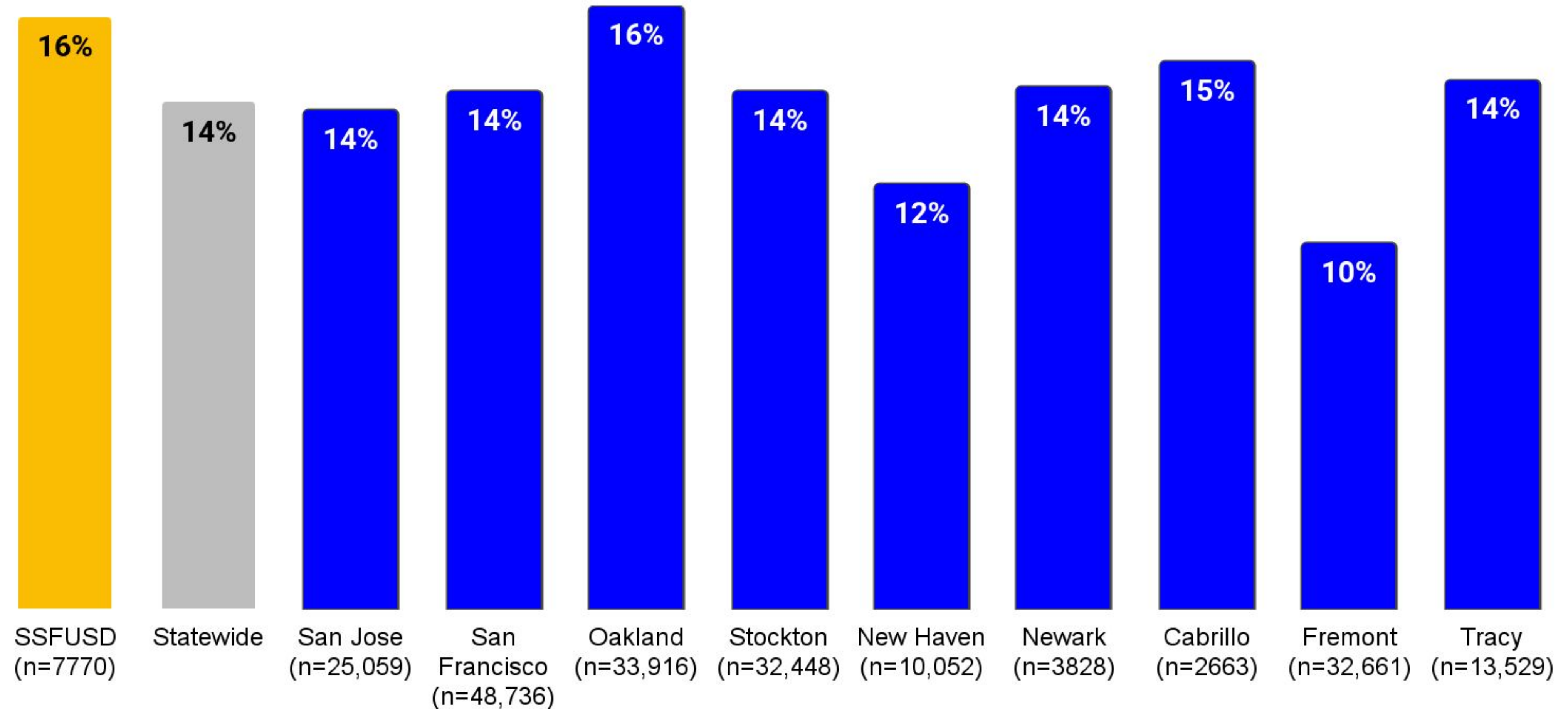
Source: SEIS



Equity-Centered Systems

Special Education Enrollment Trends, a comparison

**does not include Early Childhood & Adult Programs*



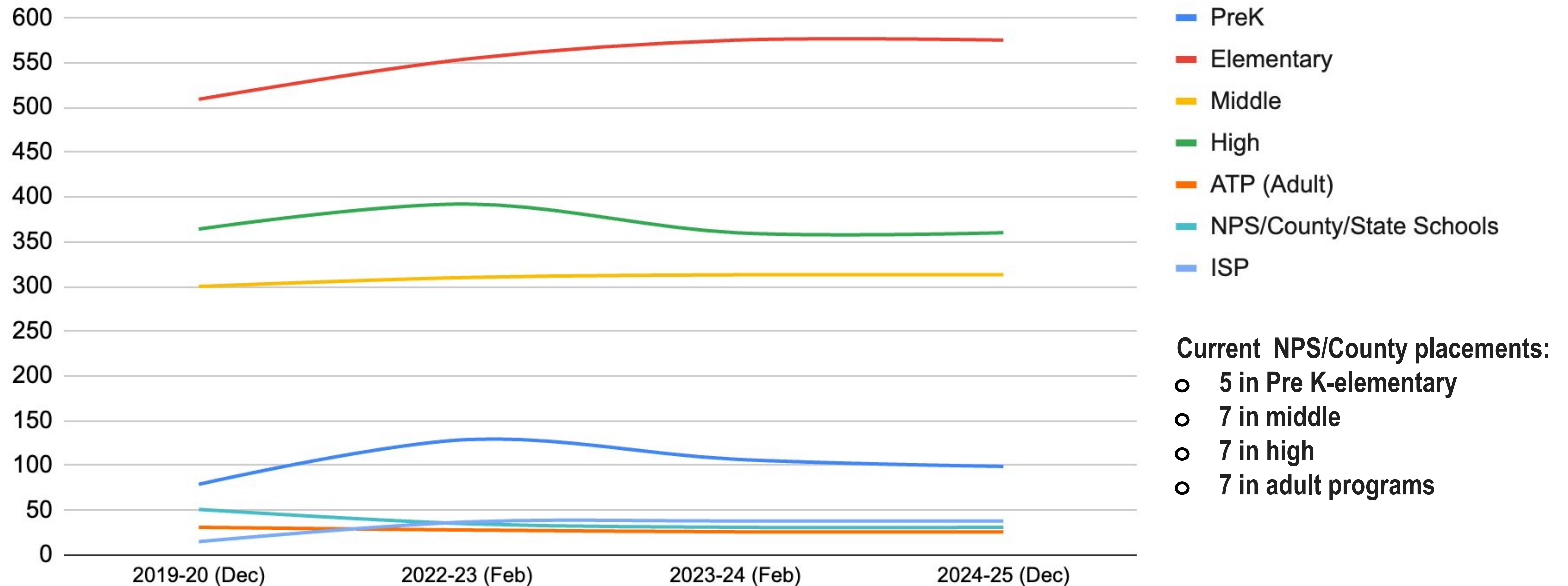
Source: CDE DataQuest



Equity-Centered Systems

Special Education Enrollment Trends by Grade Span

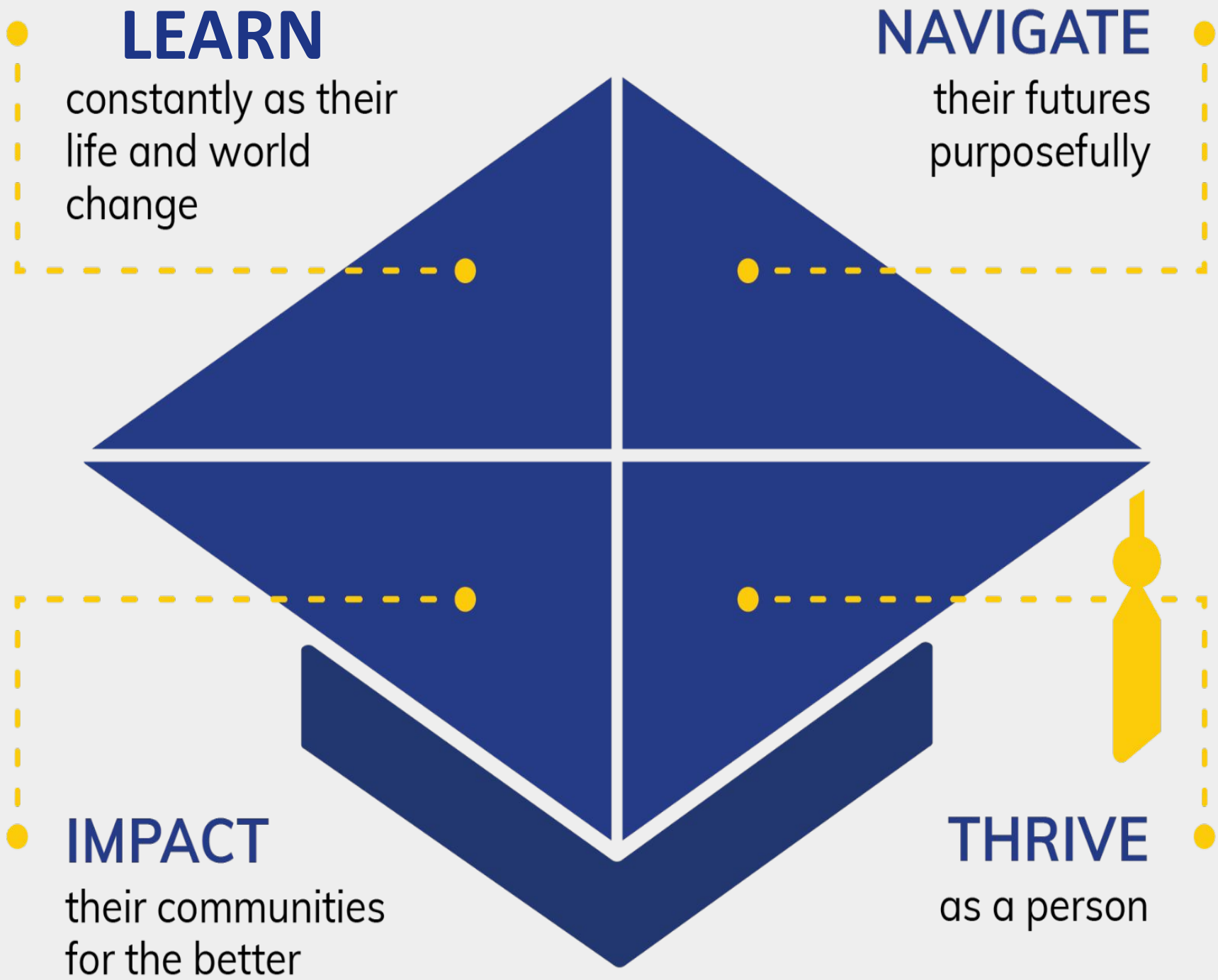
**from Early Childhood through Adult Programs*



Equity-Centered Systems

LEARN

This our promise to each SSFUSD student



Empowered Educators



Exceptional Instruction

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;



1

Graduation Rate



2

Dropout Rate



3

Statewide Assessment



7

Preschool Outcomes



14

Post-Secondary Outcomes



LEARN

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;



1

Graduation Rate

PM
Score



Yellow

82.1% graduated
Maintained 0.3%

What are we doing to support improvement in this area:

- Created accessible tutoring program with AirTutors
- Created course pathways for diploma pathway under AB181
- Hosting annual CTE classroom visits by special education teachers
- Investigating how students can access credit recovery options as pathways to graduation
- Research and creation of accessible pathways for students to access and impact the collect and career indicator rate
- Increased communication between case managers and school counselors and improved processes to ensure students are scheduled in the correct classes that lead to their diploma pathway

What percentage of our students with disabilities graduated from high school with a regular high school diploma?



LEARN

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;

College & Career Indicator



Prepared 24%

Increased 5.9% ⓘ

PM
Score

What are we doing to support improvement in this area:

- Created accessible tutoring program with AirTutors
- Created course pathways for diploma pathway under AB181
- Hosting annual CTE classroom visits by special education teachers
- Investigating how students can access credit recovery options as pathways to graduation
- Research and creation of accessible pathways for students to access and impact the collect and career indicator rate

4 year cohort

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma	Graduates Receiving a Local Requirements Exemption
Baden High (Continuation)	13	5	38.5%	0.0%	0.0%	0.0%	0.0%
District Office	*	*	*	*	*	*	*
El Camino High	39	33	84.6%	24.2%	0.0%	45.5%	0.0%
Nonpublic, Nonsectarian Schools	*	*	*	*	*	*	*
South San Francisco High	50	47	94.0%	8.5%	2.1%	6.4%	0.0%
South San Francisco Unified	104	85	81.7%	14.1%	1.2%	21.2%	0.0%

5 year cohort

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Baden High (Continuation)	13	8	61.5%	0	0	0
El Camino High	39	37	94.9%	8	0	16
Nonpublic, Nonsectarian Schools	*	*	*	*	*	*
South San Francisco High	42	31	73.8%	4	0	2
South San Francisco Unified	99	76	76.8%	12	0	18

LEARN

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;

✓ **2** Dropout Rate

PM
Score

What percent of our students with disabilities in grades 9-12, and ungraded students age 14 and older, exited special education services by dropping out of high school?



LEARN

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;

 **3** Statewide Assessment

English Language Arts

PM
Score



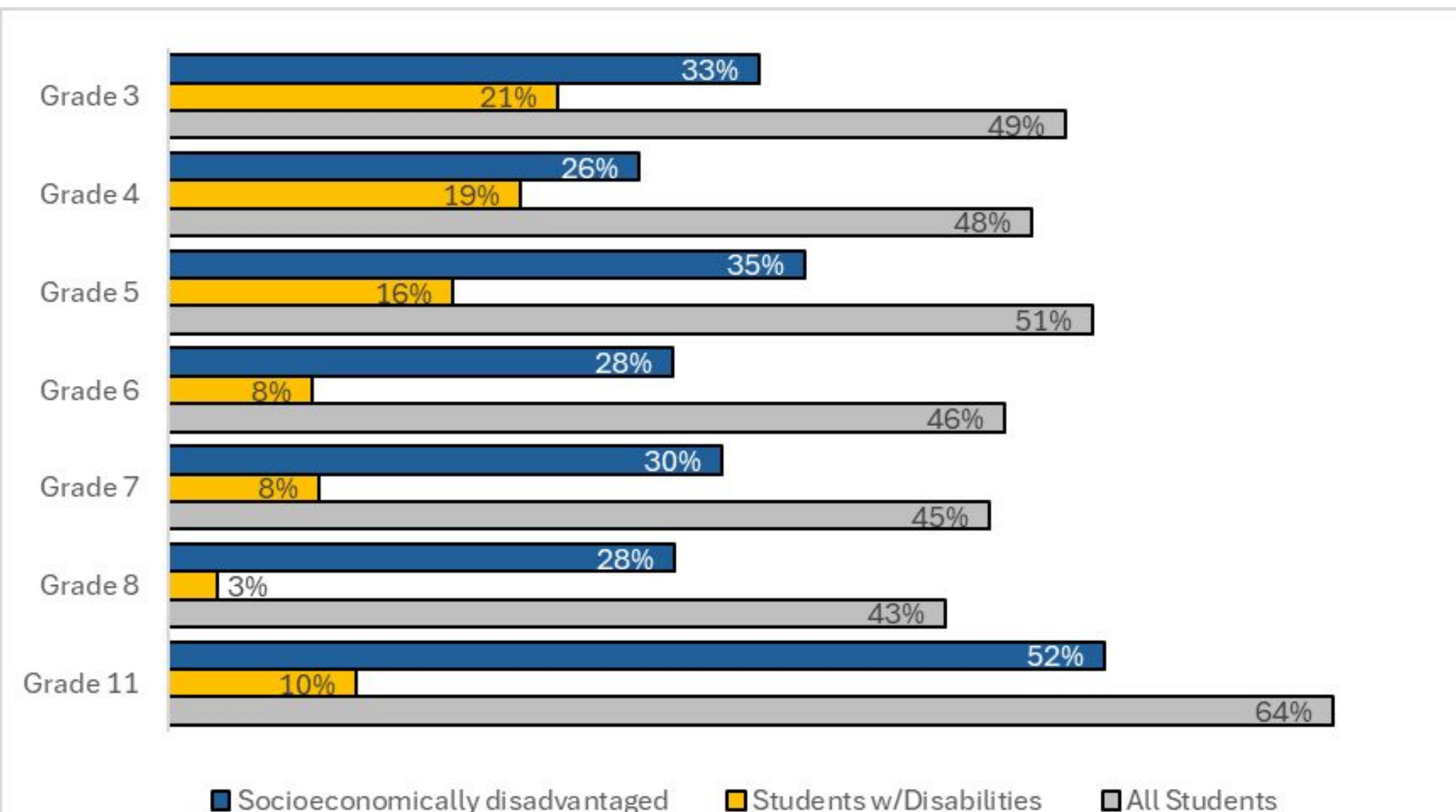
Red

102.9 points below standard

Declined 7.9 Points ⬇️

What are we doing to support improvement in this area:

- Created accessible tutoring program with AirTutors
- Create district wide alignment of evidenced based practices/curriculum across like special education programs.
- California Education Code Section 56335(a) defines educational services for students with dyslexia as follows: an evidence-based, multisensory, direct, explicit, structured, and sequential approach to instruction. SSFUSD Special Education Department addresses this through Spire/Sounds Sensible reading intervention program
- Provide on-site coaching and professional development to support trainings to implement Spire



LEARN

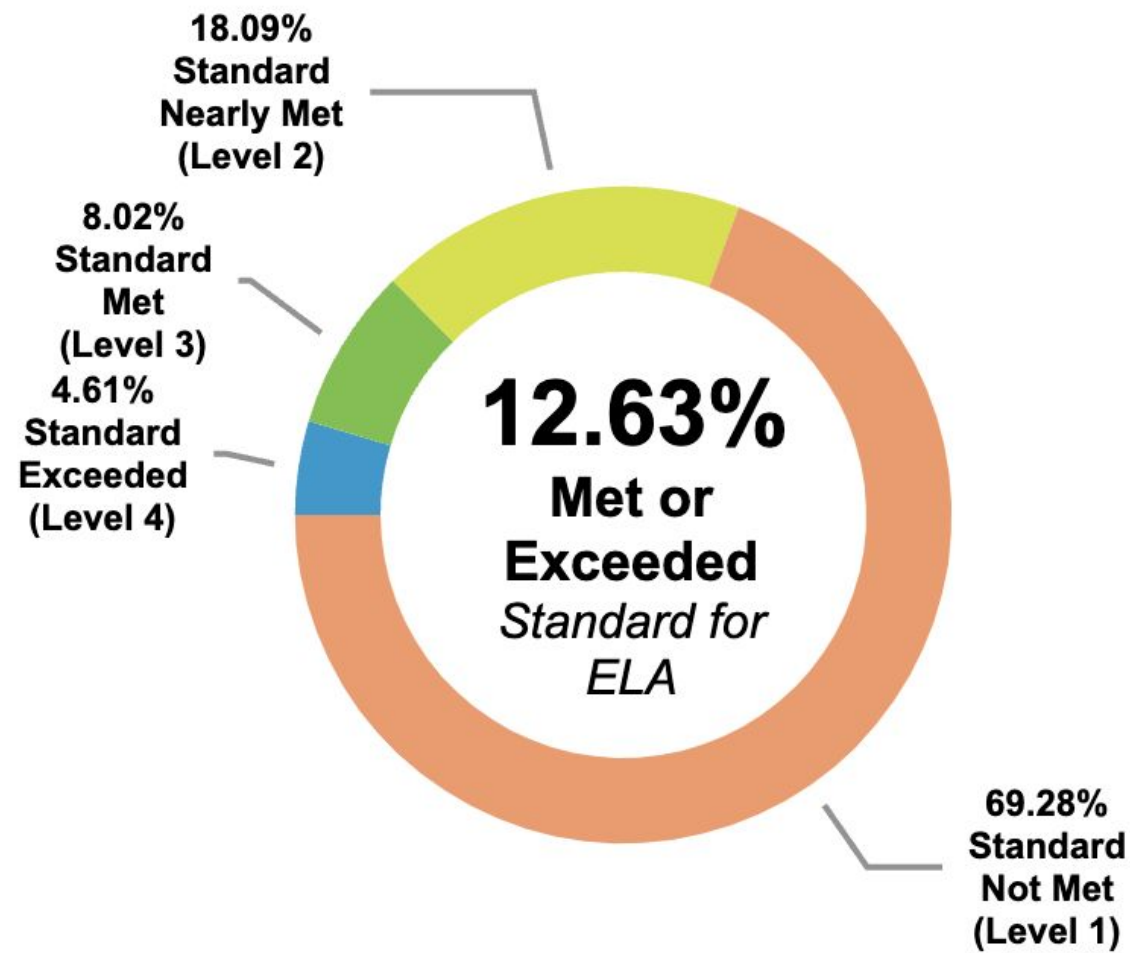
We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;



English Language Arts
CAASPP

PM
Score

Percent of students within each achievement level



What is the **proficiency rate** against **grade level standards** in English Language Arts for our students with disabilities on statewide assessments?



LEARN

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;

**3** Statewide Assessment

English Language Arts
CAA

PM
Score

What is the **proficiency rate** against **alternate standards** in English Language Arts for our students with disabilities on statewide assessments?



LEARN

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;

 **3** Statewide Assessment

English Language Arts
Proficiency Gap

PM
Score

Proficiency rate for all students scoring at or above proficient on the SBAC

Proficiency rate for students with IEPs scoring at or above proficient on the SBAC

Equals = Gap in proficiency rate

What is the **proficiency gap** in English Language Arts for our students with disabilities compared to all students on statewide assessments?



LEARN

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;

 **3** Statewide Assessment

Mathematics

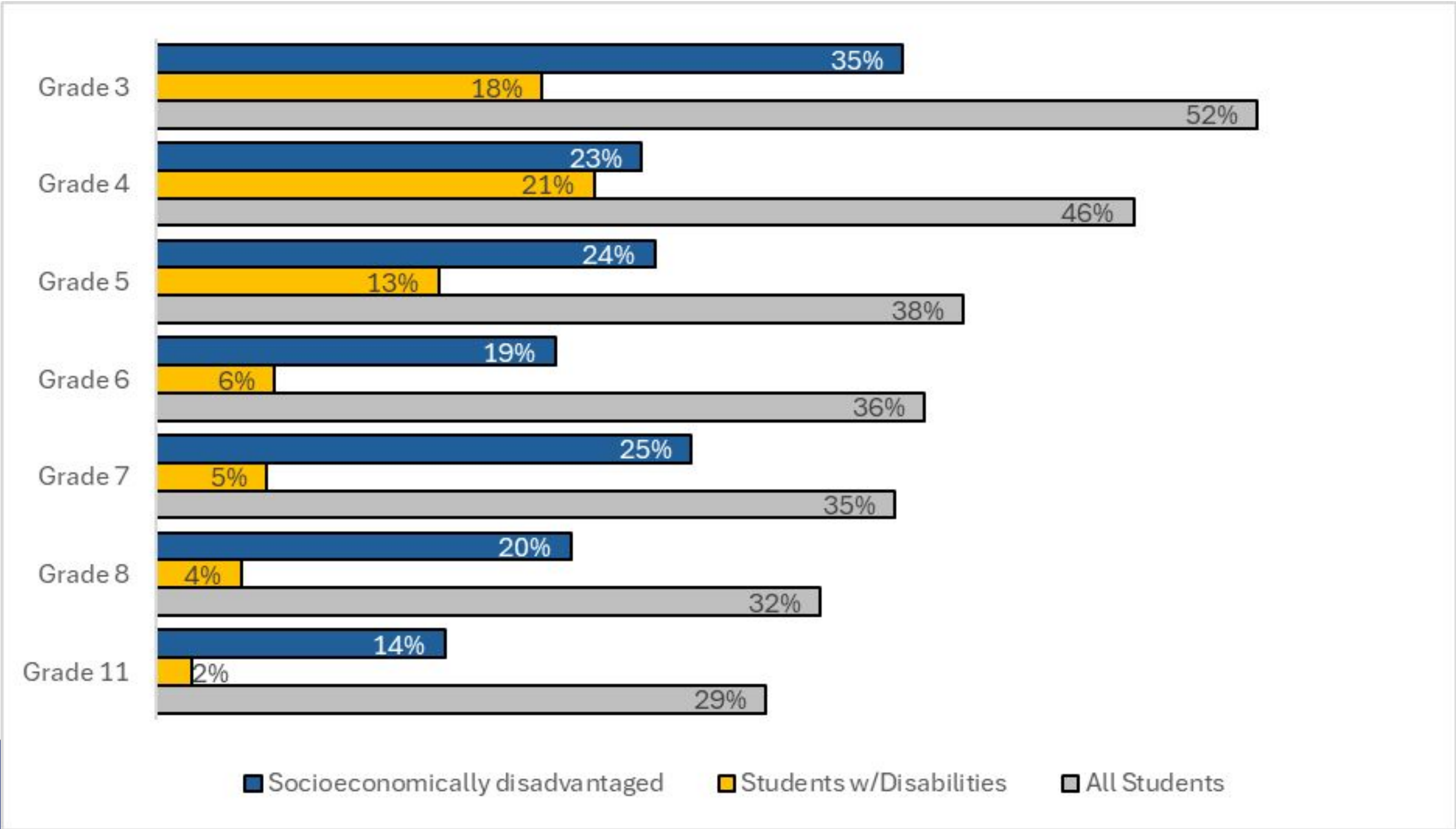
PM
Score



128.8 points below standard

Declined 10.6 Points ↕

- What are we doing to support improvement in this area:
- Created accessible tutoring program with AirTutors
 - Create district wide alignment of evidenced based practices/curriculum across like special education programs.
 - California Education Code Section 56335(a) defines educational services for students with dyslexia as follows: an evidence-based, multisensory, direct, explicit, structured, and sequential approach to instruction. SSFUSD Special Education Department addresses this through TouchMath, a math intervention program
 - Provide on-site coaching and professional development to support trainings to implement TouchMath



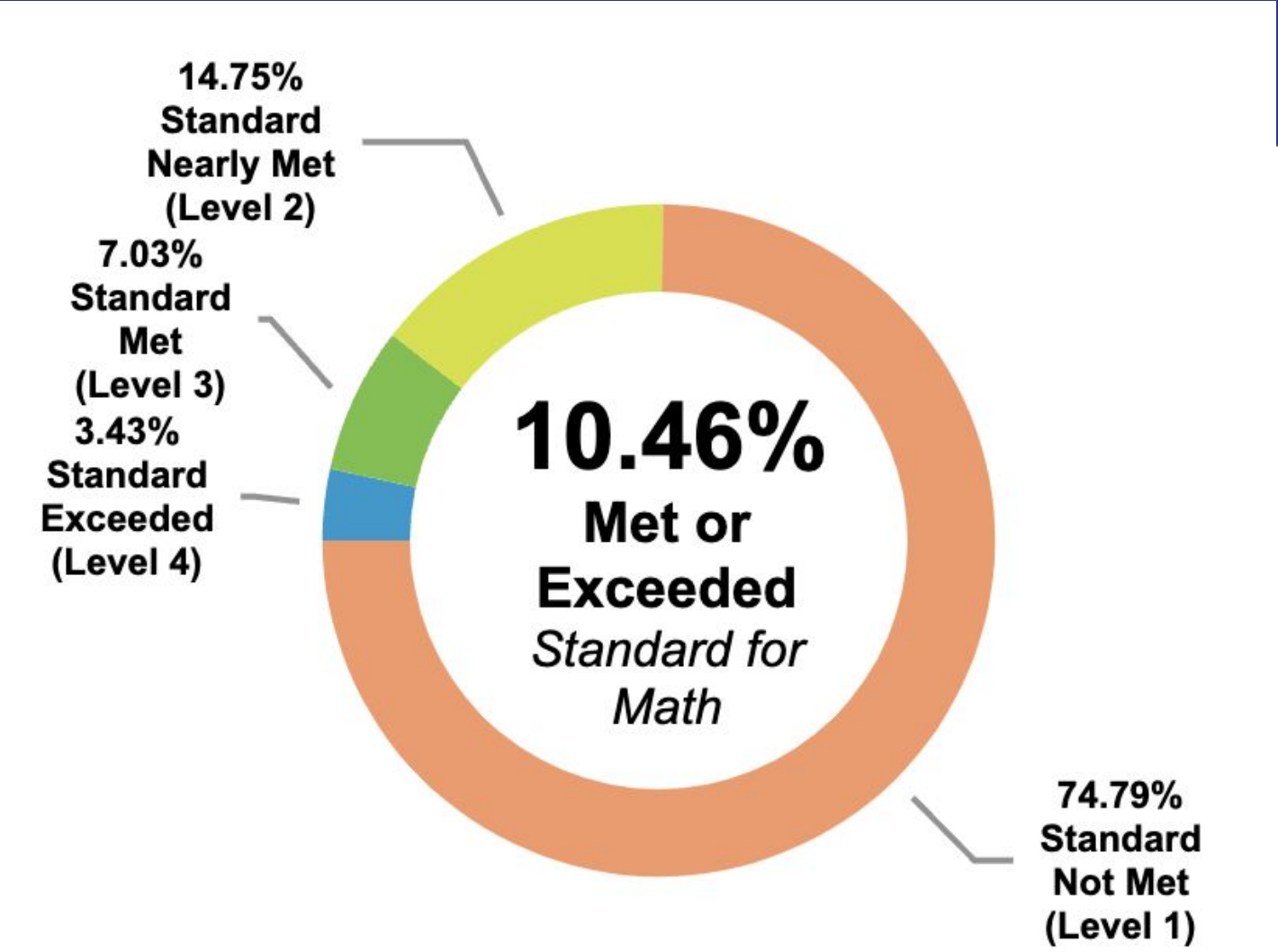
LEARN

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;

**3** Statewide Assessment

Mathematics
CAASPP

PM
Score



What is the **proficiency gap** in Math for our students with disabilities compared to all students on statewide assessments?



LEARN

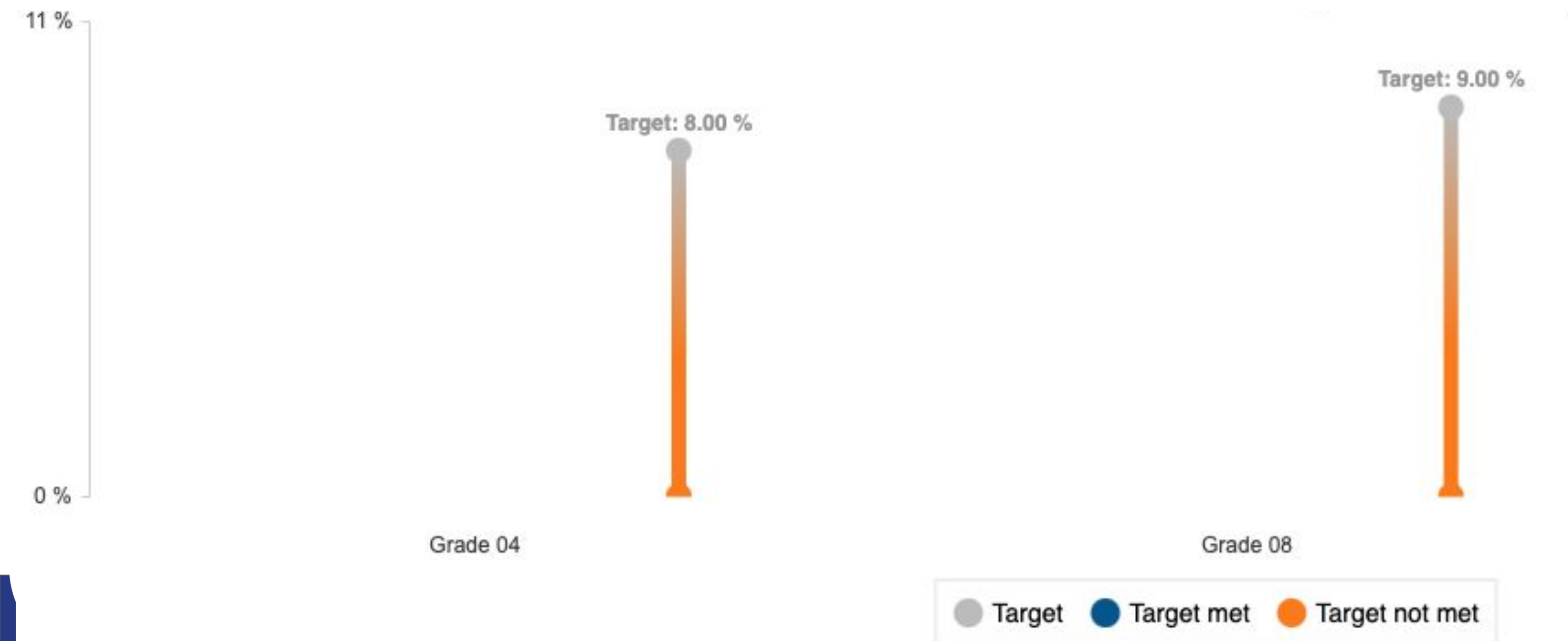
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 **3** Statewide Assessment

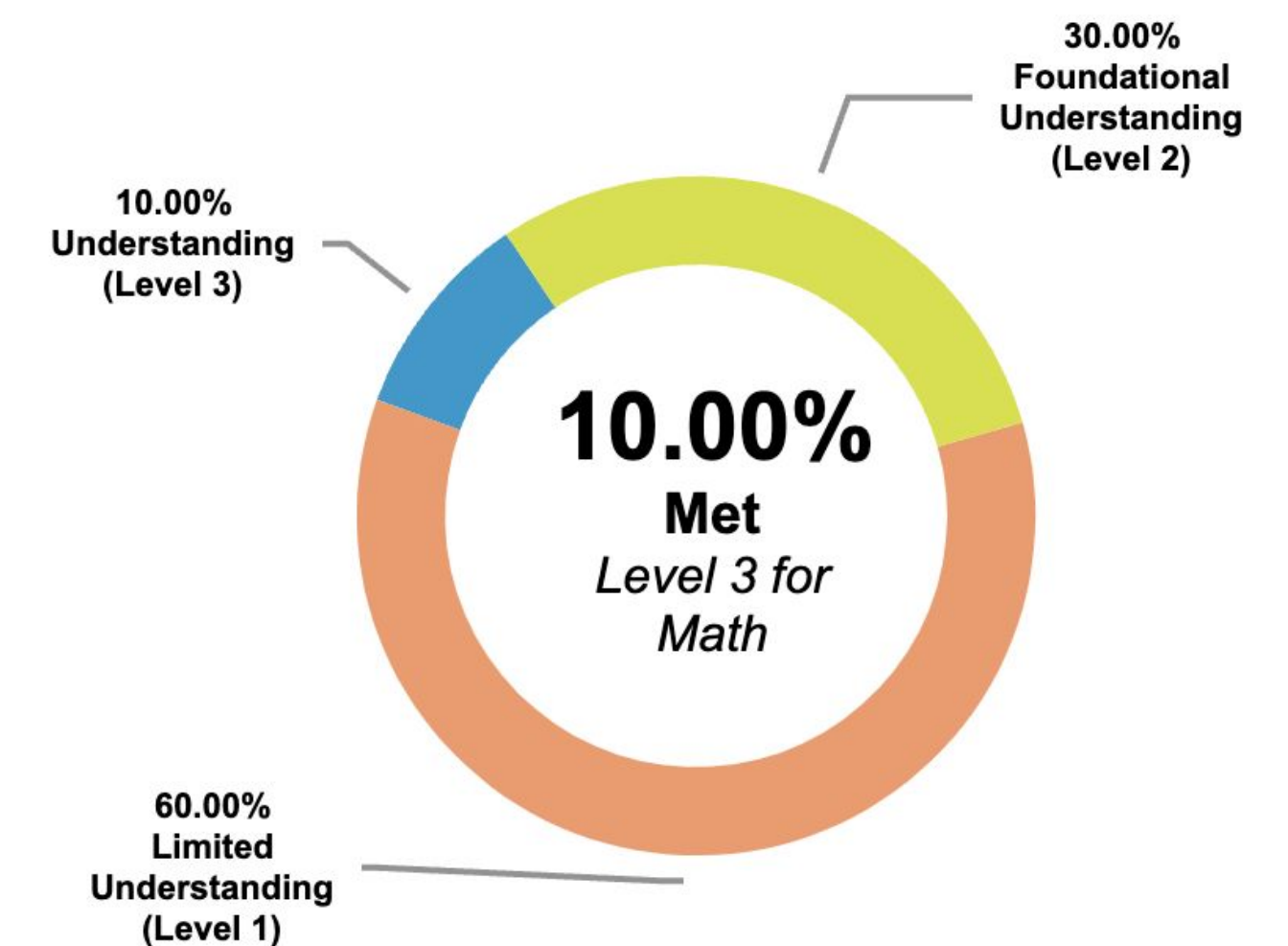
Mathematics
CAA

PM
Score

What is the **proficiency rate** against **alternate standards** in Math for our students with disabilities on statewide assessments?



Percent of students within each achievement level



LEARN

We use **strong instructional** practices (that are evidenced-based and in alignment with like programs), so that students with disabilities can **LEARN** constantly as their life and world change;

 **3** Statewide Assessment

Mathematics
Proficiency Gap

PM
Score

What is the **proficiency gap** in Math for our students with disabilities compared to all students on statewide assessments?



LEARN

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7

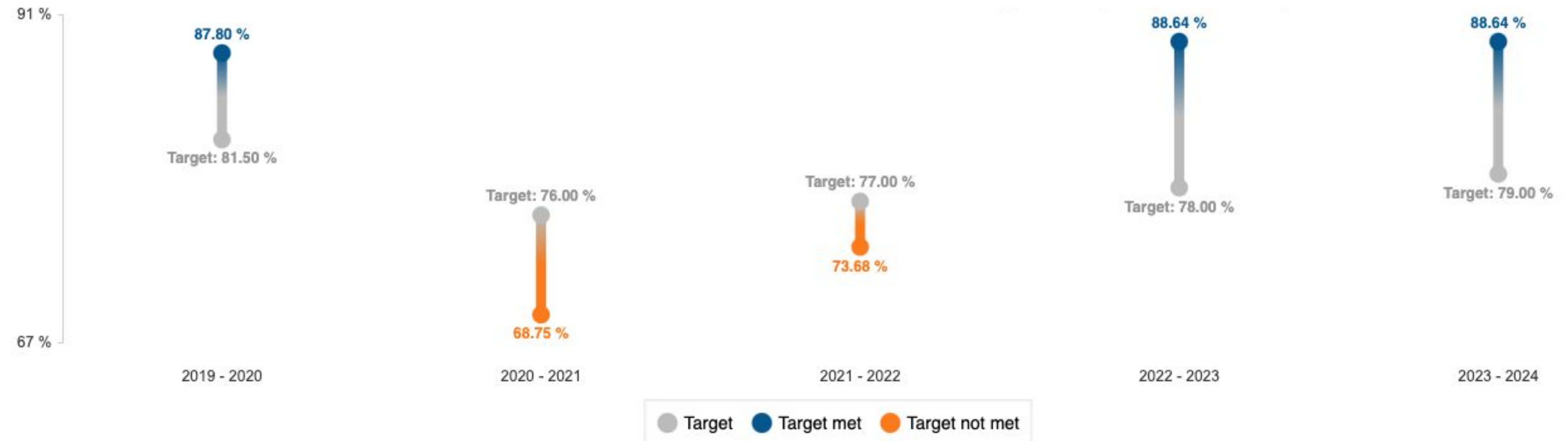
Preschool Outcomes

PM
Score

What are we doing to support improvement in this area:

- Create district wide alignment of evidenced based practices/curriculum across like special education programs.
- Implementation of Learning Without Tears, a multi-sensory program designed for Kinder readiness in early childhood programs
- Trainings and collaboration focused solely on Early Childhood Special Education
- Dedicated administrator to guide effective IEP assessment & case management as well as instruction

7a) What percent of our preschool students with disabilities were functioning within age expectations in positive social-emotional skills?



LEARN

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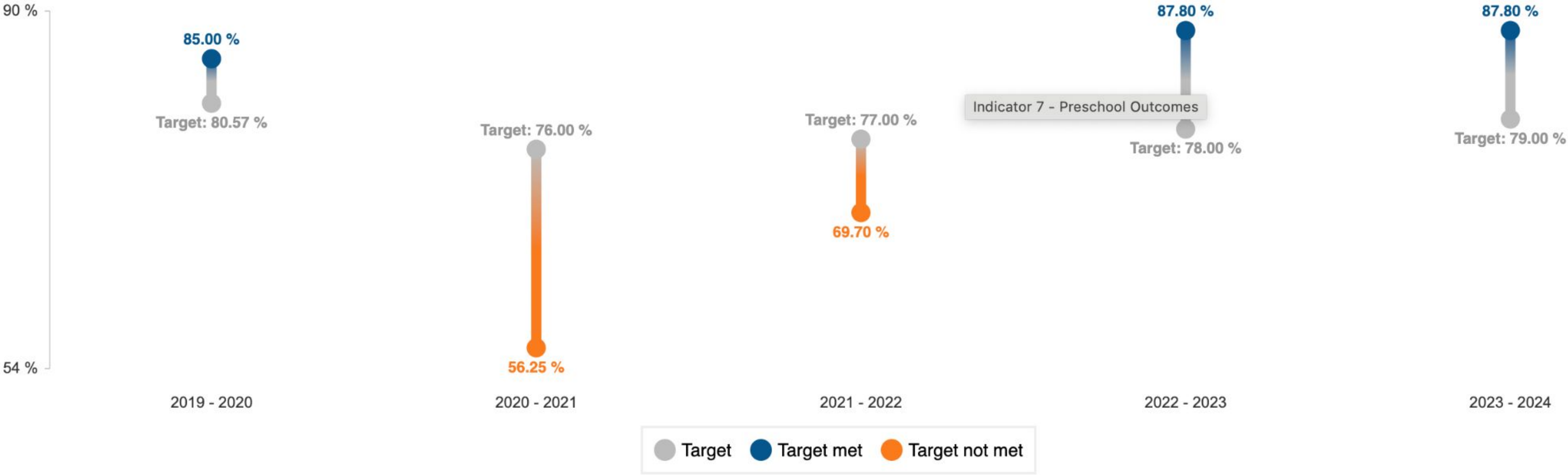
✓

7

Preschool Outcomes

PM
Score

7b) What percent of our preschool students with disabilities were functioning within age expectations in acquisition and use of knowledge and skills?



LEARN

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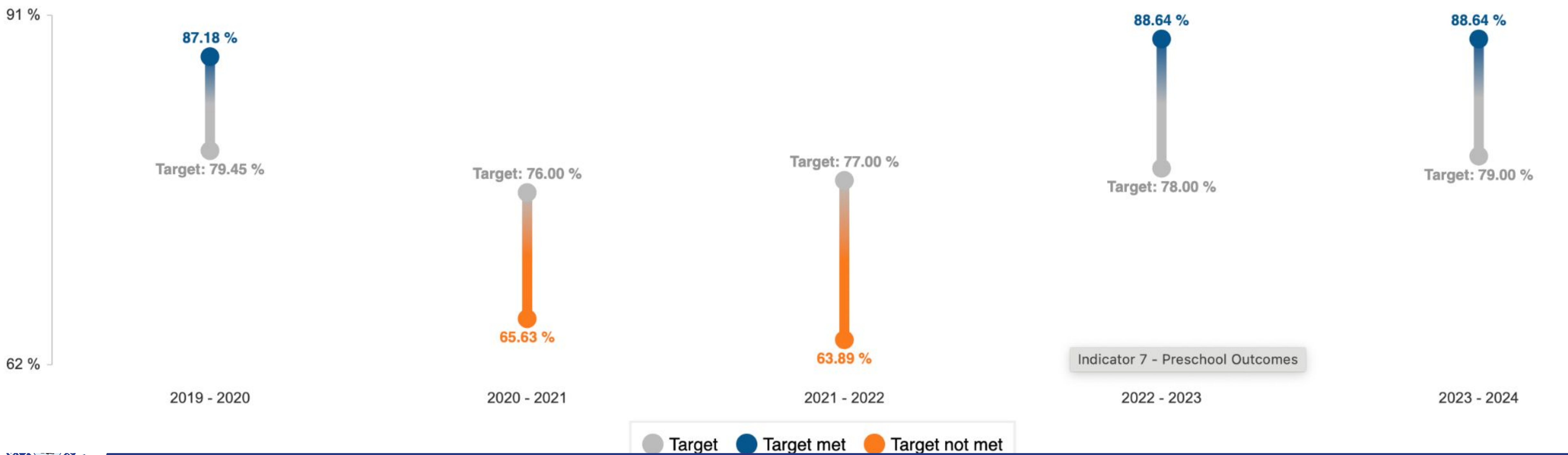
✓

7

Preschool Outcomes

PM
Score

7c) What percent of preschool students with disabilities were functioning within age expectations in appropriate behaviors to meet their needs?



LEARN

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14 Post-Secondary Outcomes

What are we doing to support improvement in this area:

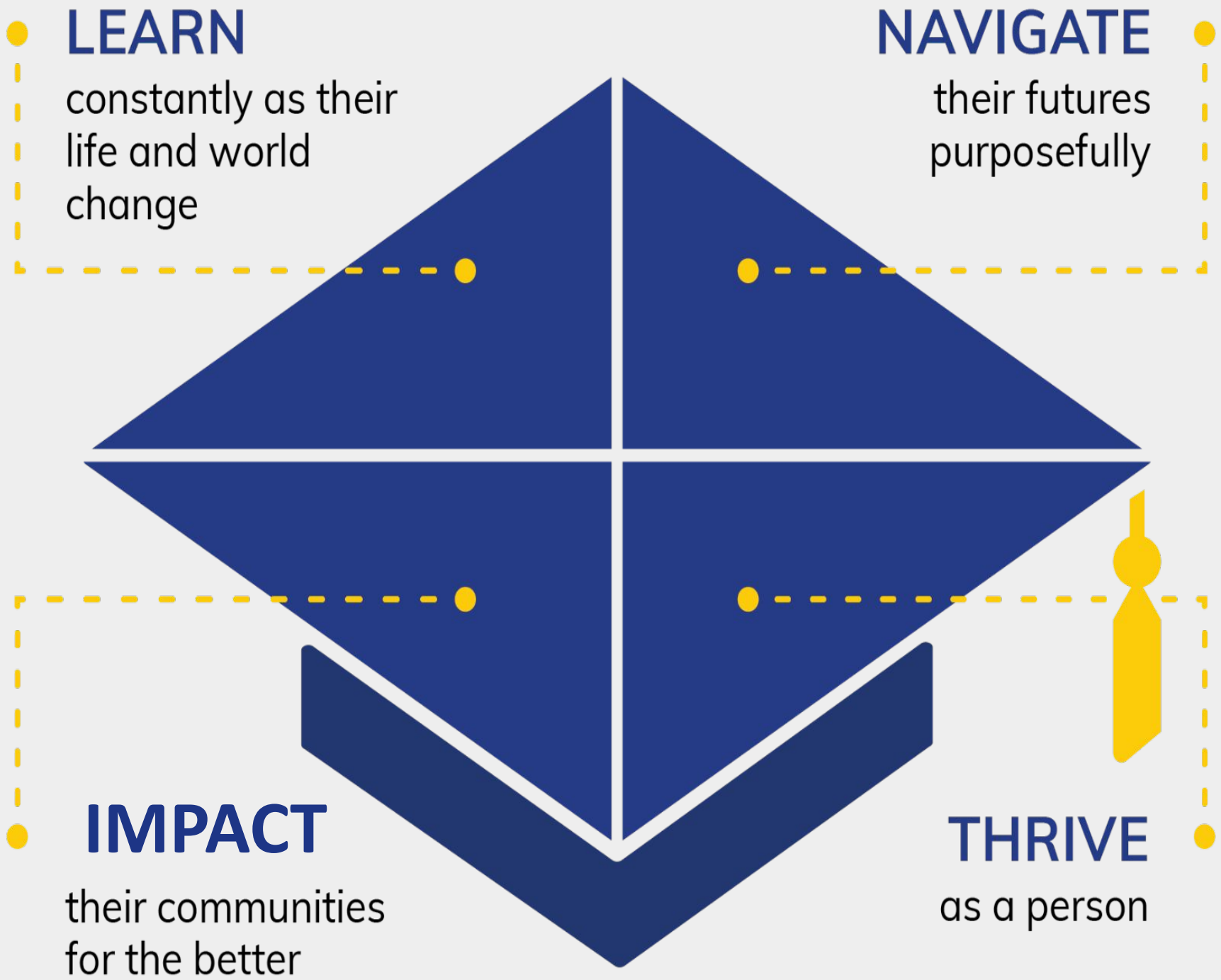
- Annual Survey of previous year's graduates
- Ensuring data sources become linked to assess through Systems Improvement website

- A. What percent of our students with IEPs in effect when they left high school, **enrolled in higher education** within one year of leaving?
- B. What percent of our youth (with IEPs in effect when they left secondary school) were **enrolled in higher education** or **competitively employed** within one year of leaving high school?
- C. What percent of our youth (with IEPs in effect when they left secondary school) were **enrolled in higher education** or **other post secondary education/training program**; or **competitively employed** within one year of leaving high school?



IMPACT

This our promise to each SSFUSD student



Engaged Students

caring and effective **case management** to enable students to **IMPACT** their communities for the better

✓ **4** Discipline Rate

✓ **8** Parent Involvement



IMPACT

caring and effective **case management** to enable students to **IMPACT** their communities for the better

**4** Discipline Rate

PM
Score

Suspension



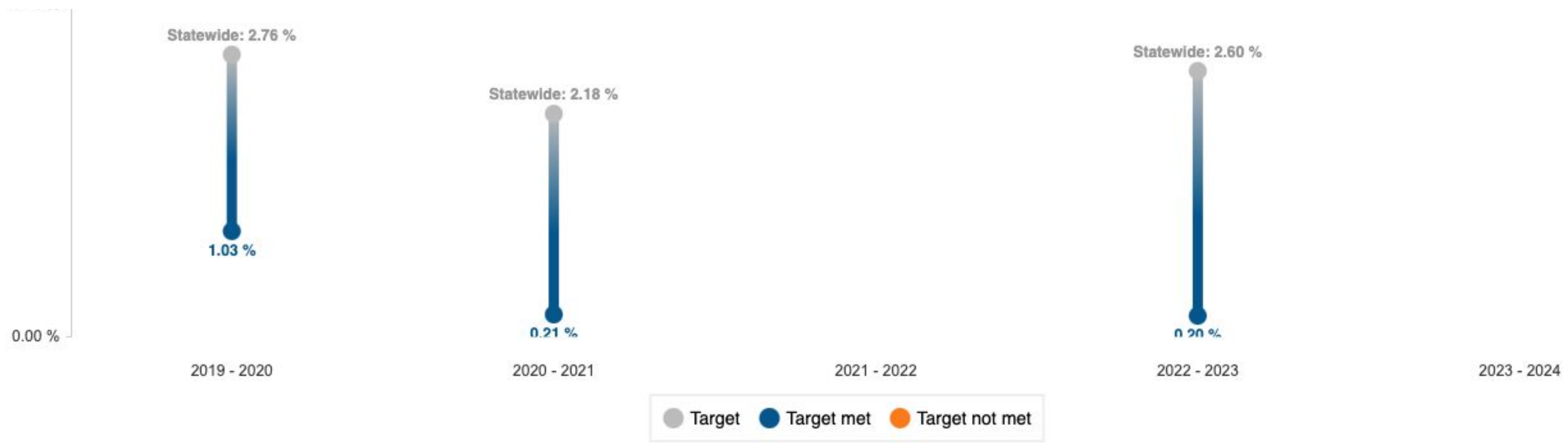
6.2% suspended at least one day

Declined 0.6% ☺

What are we doing to support improvement in this area:

- Training: School Climate / Culturally Responsive
- Training: ALS/E
- Trained Certified Emergency Response Teams for behavioral emergencies at all sites
- Training: Mental health & e-engagement
- Creating procedures to use current databases.

How does the discipline rate for our students with disabilities compare to the statewide rate?



IMPACT

caring and effective **case management** to enable students to **IMPACT** their communities for the better

Absenteeism



Yellow

19.9% chronically absent

Declined 8.4% ↴

PM
Score

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Alta Loma Middle	120	18	15.0%
Baden High (Continuation)	51	8	15.7%
Buri Buri Elementary	104	6	5.8%
El Camino High	158	27	17.1%
Junipero Serra Elementary	68	16	23.5%
Los Cerritos Elementary	81	28	34.6%
Martin Elementary	75	7	9.3%
Monte Verde Elementary	53	5	9.4%
Parkway Heights Middle	112	25	22.3%
Ponderosa Elementary	75	14	18.7%
Skyline Elementary	62	6	9.7%
South San Francisco High	210	73	34.8%
Spruce Elementary	82	29	35.4%
Sunshine Gardens Elementary	78	18	23.1%
Westborough Middle	90	24	26.7%

Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
South San Francisco Unified	1,405	298	21.2%

What are we doing to support improvement in this area:

- Training: School Climate / Culturally Responsive
- Training: ALS/E
- Trained Certified Emergency Response Teams for behavioral emergencies at all sites
- Training: Mental health & e-engagement
- Creating procedures to use current databases.
- Creating internal procedures on gathering data and interventions



IMPACT

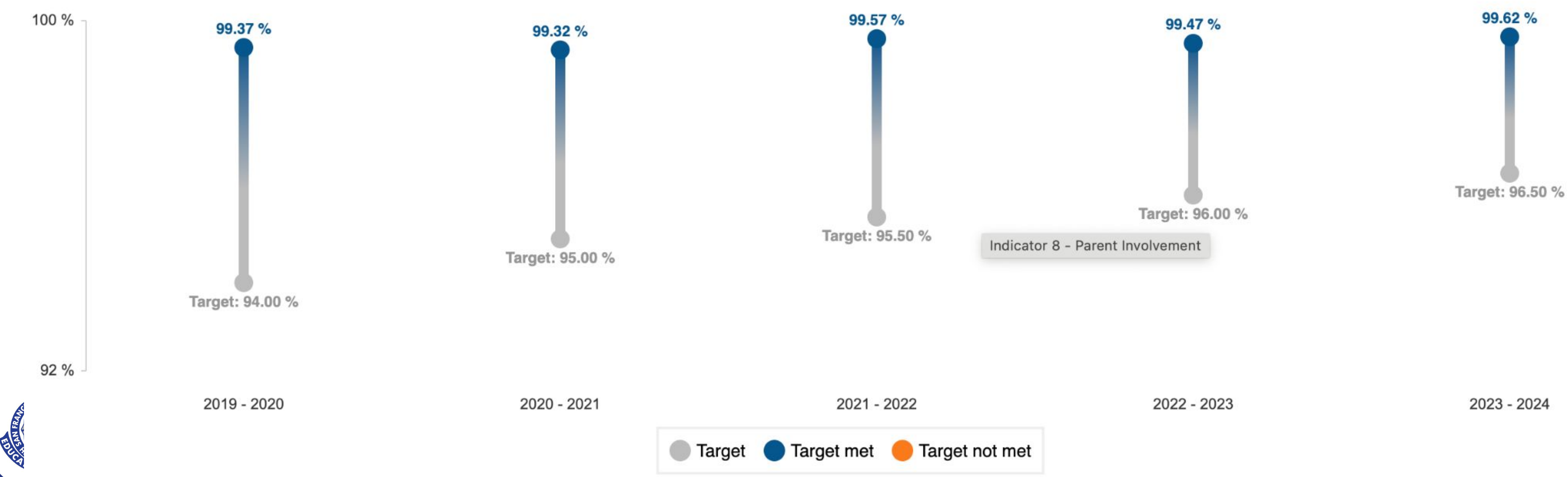
caring and effective **case management** to enable students to **IMPACT** their communities for the better

 **8** Parent Involvement

PM
Score

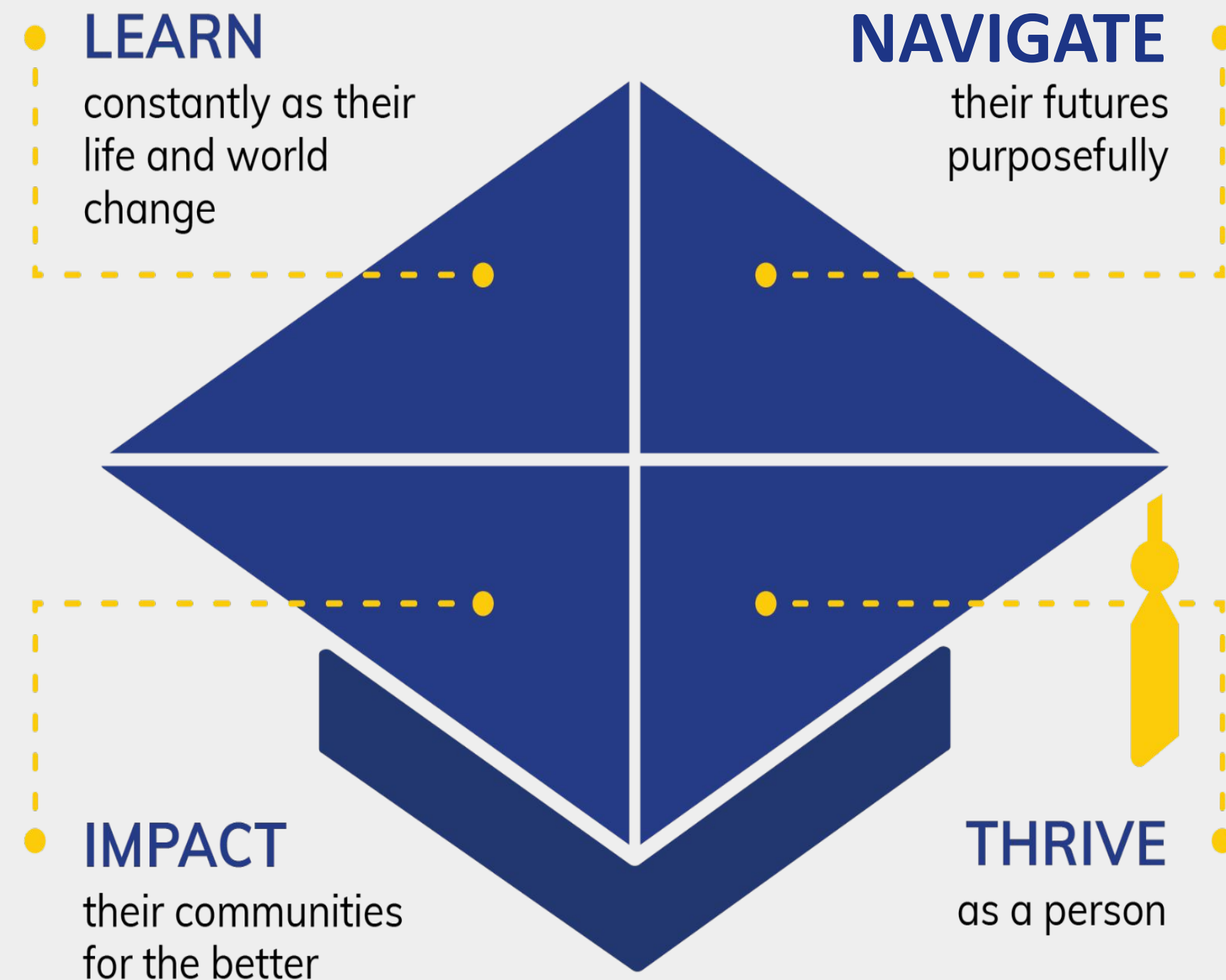
- What are we doing to support improvement in this area:
- Parent Night and Workshops (Orientation to IEP, Meet the Special Education Team)
 - Building a culture of collaboration between home and school in development of student plans and outcomes.
 - Relationship with SMFRC

Among parents of students with a disability who received special education services, what percent reported that schools facilitated parent involvement as a means of improving services and results for students with disabilities?



NAVIGATE

This our promise to each SSFUSD student



Purposeful Partnerships

ensure that **IEPs** are **well written** and **held on time** to empower students to **NAVIGATE** their futures purposefully



9 Disproportionate Representation



10 Disproportionate Representation by Disability



11 Timely Eligibility Evaluation



12 Timely Part C to B Transition



13 Post-Secondary Transition Goals and Services



NAVIGATE

ensure that **IEPs** are **well written** and **held on time** to empower students to **NAVIGATE** their futures purposefully

**9** Disproportionate Representation

PM
Score

A risk ratio is a calculation performed by dividing the risk of a particular outcome (special education identification) for children in one racial or ethnic group within the LEA by the risk for children in all other racial and ethnic groups within the LEA. Risk ratios in excess of 3.0 are considered to be the result of inappropriate identification.

$$\left(\frac{\text{Students with disabilities in a specific race/ethnicity group}}{\text{Students in the same race/ethnicity group in general education}} \right) \times 100$$
$$\left(\frac{\text{Students with disabilities NOT in a specific race/ethnicity group}}{\text{Students NOT in the same race/ethnicity group in general education}} \right) \times 100$$

measures whether risk exists that a disproportionate representation of any racial and ethnic groups are receiving special education and related services as a result of inappropriate identification



NAVIGATE

ensure that **IEPs** are **well written** and **held on time** to empower students to **NAVIGATE** their futures purposefully

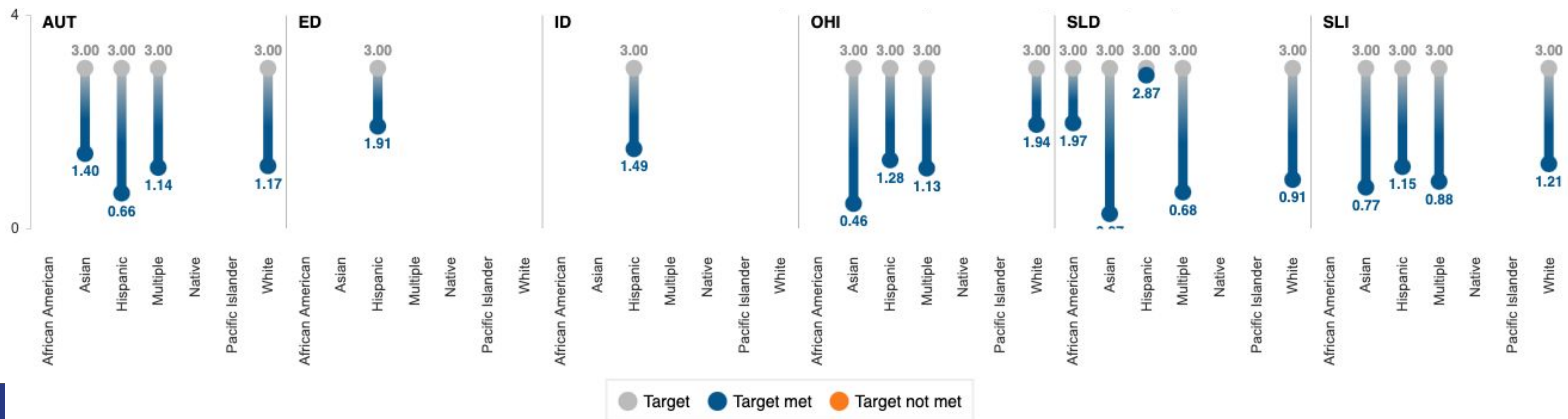
✓ **10** Disproportionate Representation by Disability

PM
Score

What are we doing to support improvement in this area:

- Ensuring school psychologists have training and tools to ensure all students are being appropriately identified and are using culturally sensitive and appropriate assessment tools and practices.
- Multi-Disciplinary Reports
- Annual IEP reviews - sharing of assessment tools with school psychologists
- Access to interpreters for students who do not speak English or are multilingual

measures whether risk exists that a disproportionate representation of any racial and ethnic groups are receiving special education and related services as a result of inappropriate identification within each eligibility area



NAVIGATE

ensure that IEPs are **well written** and **held on time** to empower students to **NAVIGATE** their futures purposefully



11

Timely Eligibility Evaluation

PM
Score

What are we doing to support improvement in this area:

- Training: How to ensure IEP are held on time and importance of
- Training: How to write and finish tasks in timely manner to reflect IEPs held on time in SEIS
- Resources to support staff in development and finalization of tasks associated with IEP meetings
- Data updates at department meetings
- Accounts provided to each site administrator to track their site’s IEP compliance data

Timeline Compliance Data	
Timeline Compliance Element	Number of Students
The count of children who were not evaluated within 60 days of receiving parental consent for initial evaluation. ¹	0
The number of students who did not have an annual IEP meeting within one year. ⁴	70
The number of students who did not have a “triennial” re-evaluation to determine the student’s continued eligibility for special education at least once in the past three years. ⁵	43



NAVIGATE

ensure that IEPs are **well written** and **held on time** to empower students to **NAVIGATE** their futures purposefully

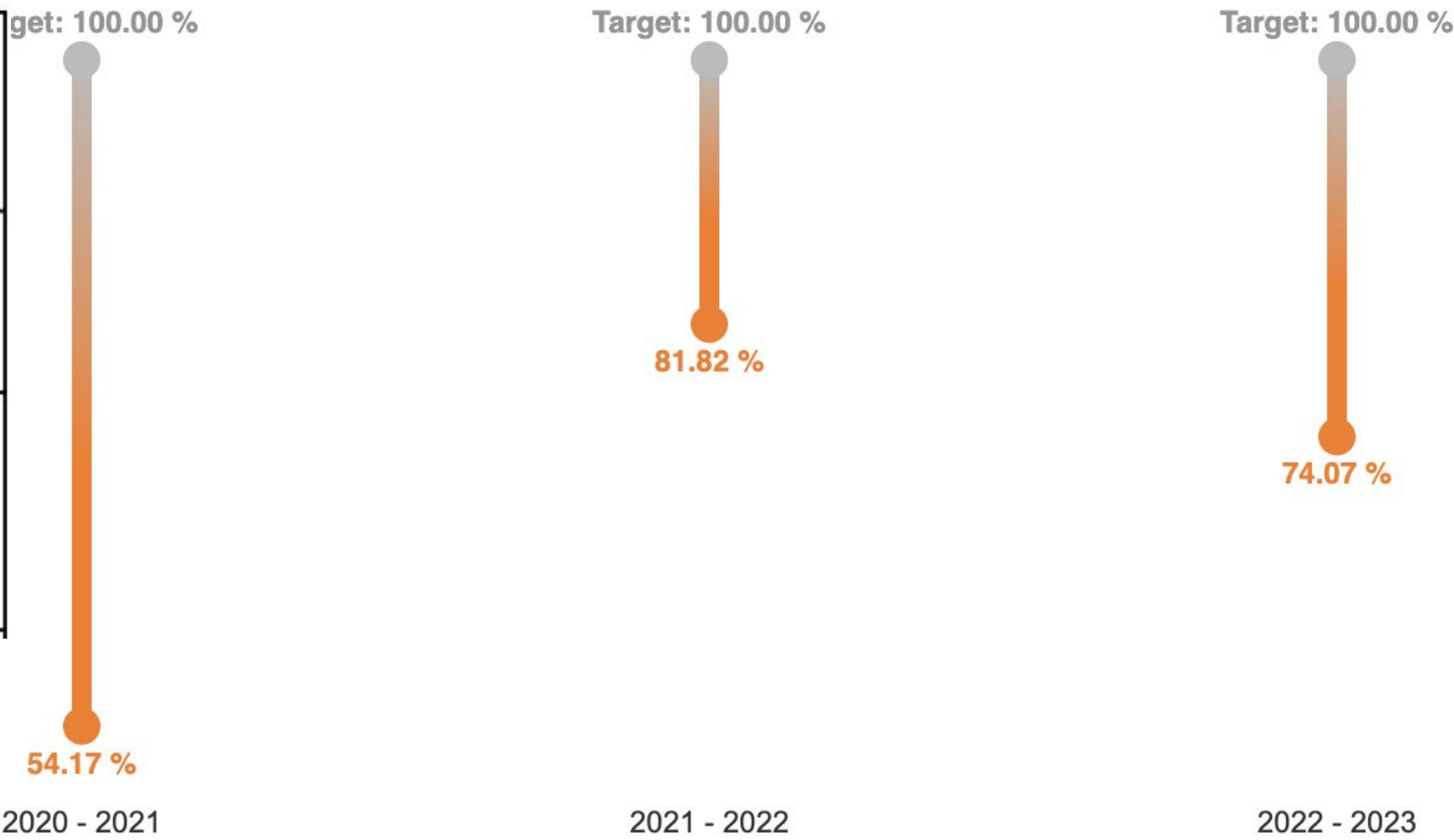
**12** Timely Part C to B Transition

PM
Score

What are we doing to support improvement in this area:

- Establish working relationship with GGRC to ensure timely referrals
- Staffed preschool assessment team to ensure staff in place to respond to continuous evaluations
- Included staffing allocations during summer programming/school to ensure students with birthdays during the summer are held by that 3rd birthday

Timeline Compliance Data	
Timeline Compliance Element	Number of Students
The count of children referred by Part C prior to age 3, who are found eligible for Part B, but who did not have an IEP developed and implemented by their third birthday. ²	0



● Target ● Target met ● Target not met



NAVIGATE

ensure that IEPs are **well written** and **held on time** to empower students to **NAVIGATE** their futures purposefully



13

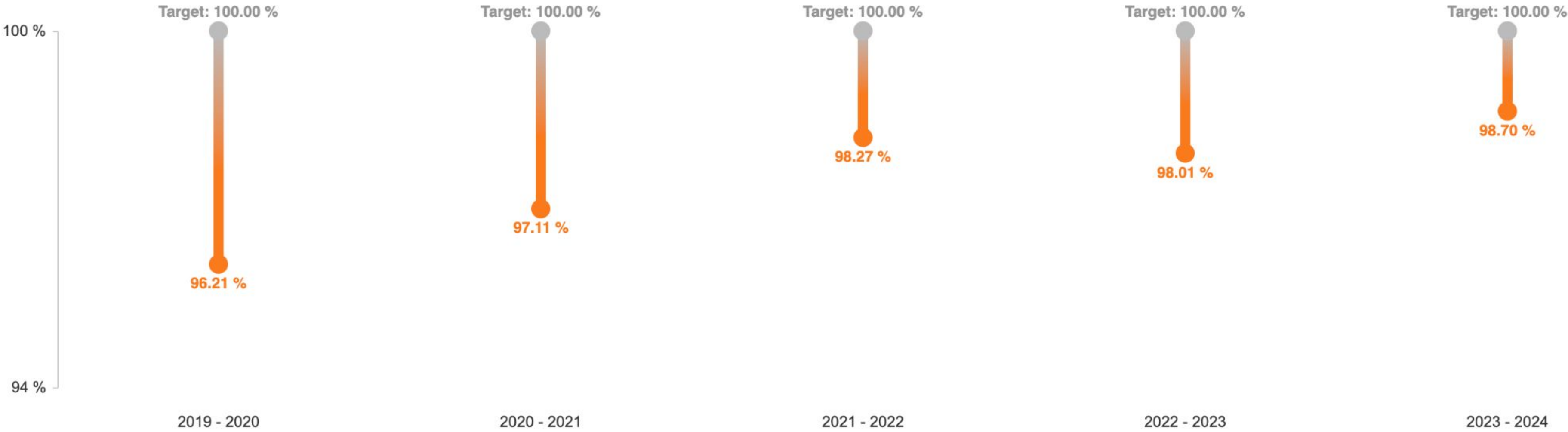
Post-Secondary
Transition Goals
and Services

What are we doing to support improvement in this area:

- Training: How to ensure IEP are held on time.
- Scheduling IEP meetings for the school year at the beginning of the year.

PM
Score

Timeline Compliance Data	
Timeline Compliance Element	Number of Students
The count of youth aged 16 and older who has an IEP that does not include the eight required elements of transition from school to adult life. ³	4

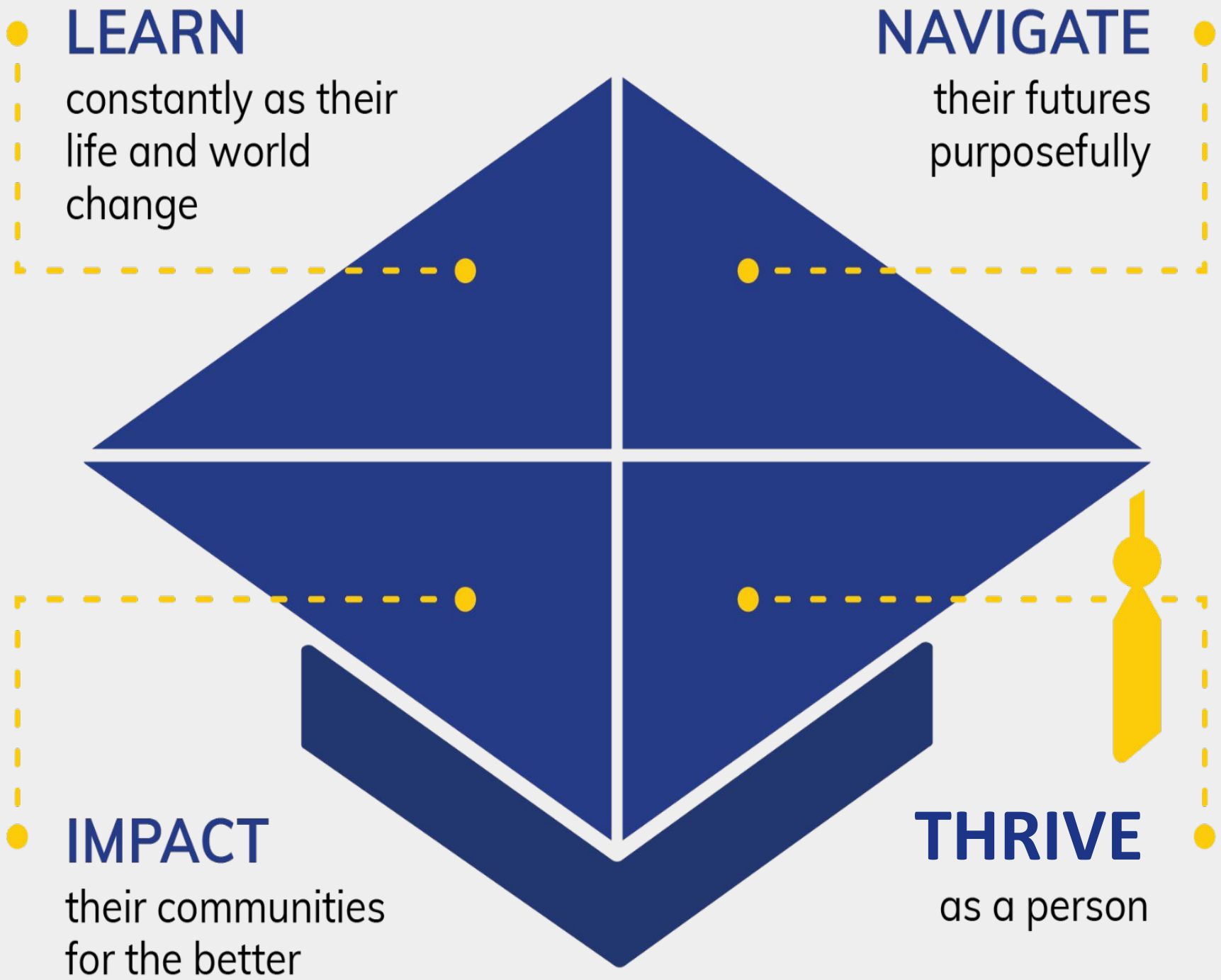


● Target ● Target met ● Target not met



THRIVE

This our promise to each SSFUSD student



Equity-Centered Systems

in the **least restrictive environment (LRE)** as close to their home school as possible, so that our students can **THRIVE** as a person.



5 Least Restrictive Environment



6 Preschool Least Restrictive Environment



THRIVE

in the **least restrictive environment (LRE)** as close to their home school as possible, so that our students can **THRIVE** as a person.



5

Least Restrictive Environment

PM
Score

- Training: how to capture FAPE for preK
- Training: calculation of LRE
- Site data analysis of LRE data, efficacy of capturing on Ed Setting page
- Site review of how ed benefit and services are calculated based on general education minutes
- Co-Teaching & UDL Trainings

What percent of our students with disabilities are served inside the regular classroom for least 80% of the day?



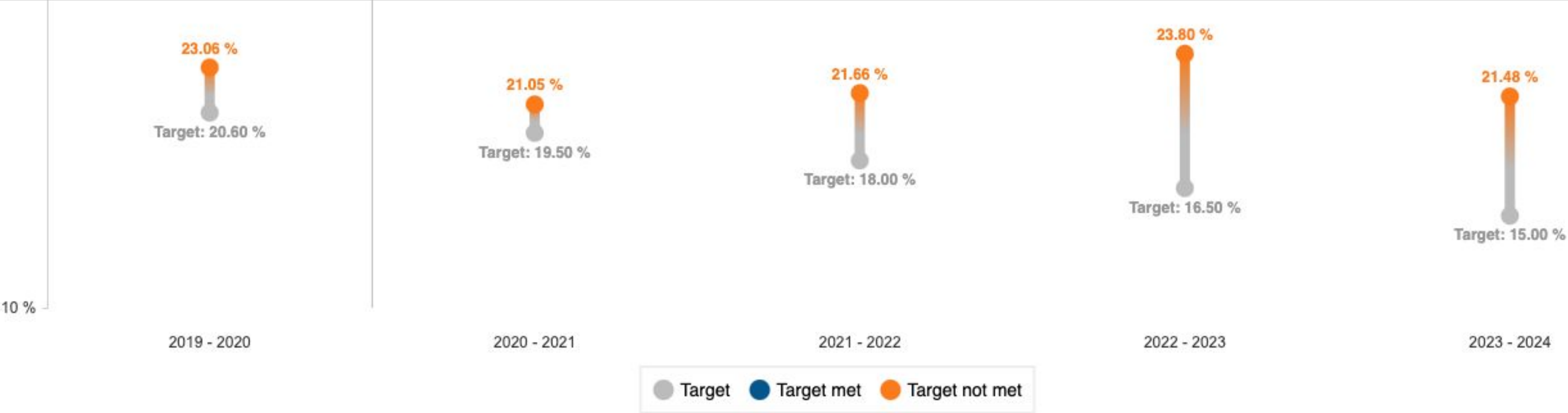
THRIVE

in the **least restrictive environment (LRE)** as close to their home school as possible, so that our students can **THRIVE** as a person.

**5** Least Restrictive Environment

PM
Score

What percent of our students with disabilities are served inside the regular classroom 40% of the day or less?



THRIVE

in the **least restrictive environment (LRE)** as close to their home school as possible, so that our students can **THRIVE** as a person.

 **5** Least Restrictive Environment

PM
Score

What percent of our students with disabilities are served in separate schools?



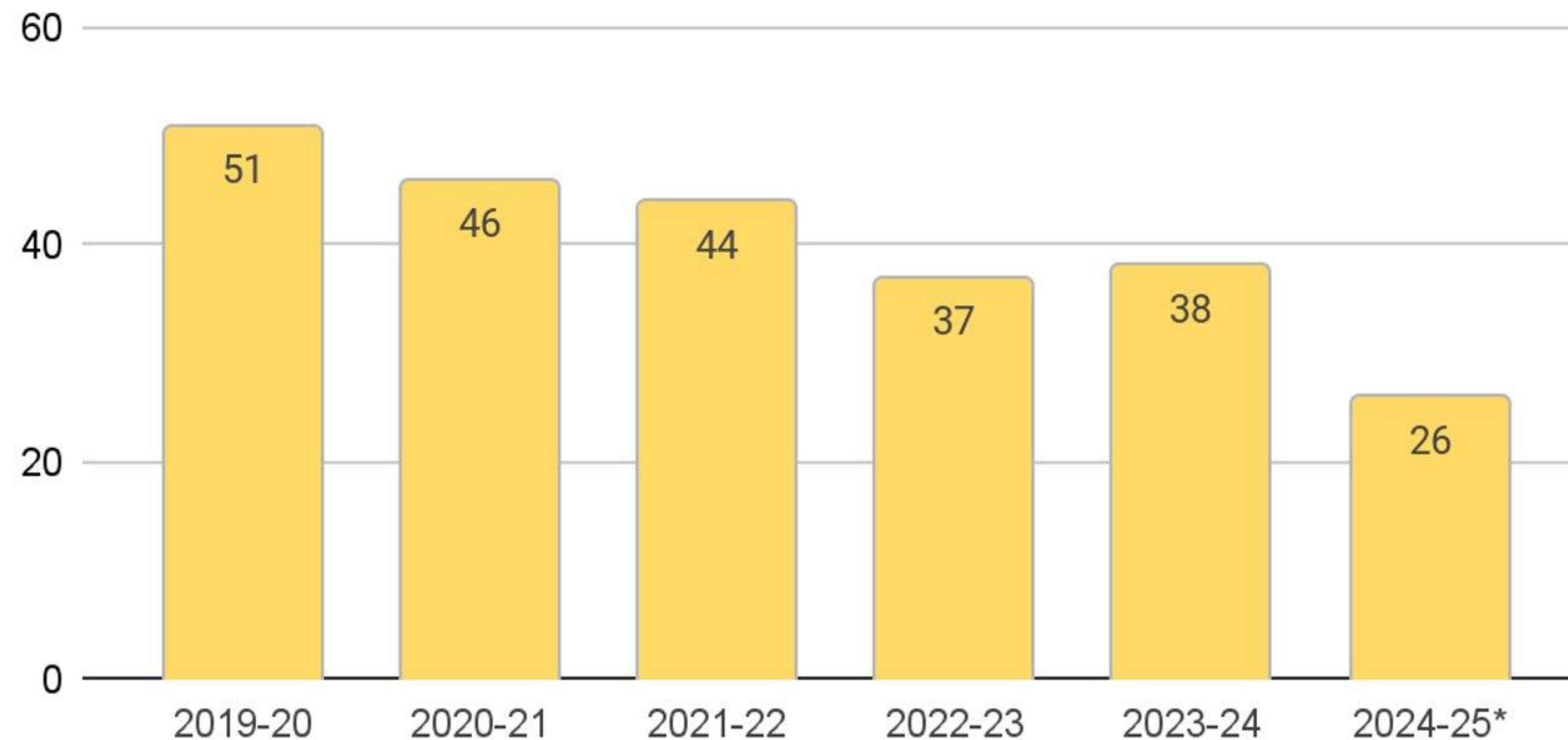
Special Programs Through-Line, 2025-26

Type	PreK	Elementary	Middle	High	Adult
MM (incl. RSP, MM SDC and Hybrid)	JS, Skyline, & Spruce PreK SDC	MM/RSP or Hybrid available at each Home School	MM/RSP available at each Home School	MM/RSP available at each Home School	n/a
Tx - Level 1		SG	ALMS	SSFHS & ECHS	n/a
Tx - Level 2			ALMS	Baden	n/a
Extensive Needs Programs					
Mod	Spruce PreK SDC	*Embedded in RSP/MM SDC Programming with modifications			ATP
		BB	WMS	SSFHS	ATP
				ECHS	
MS	JS	Los Cerritos	PHMS	ECHS	ATP
MS Aut		JS	PHMS		
*MS MD/OHI/ID	Skyline	Ponderosa	WMS	SSFHS	

Built Programs for Students to Attend School in District

Decreased NPS and County Placements

Number of SSFUSD Students in Non Public Schools



Savings as students returned from NPS placements were allocated to create internal programs (\$2.55M)

- Tuition for each NPS student is \$150-200K annually, plus the cost of transportation
- NPS students rarely returned to district, making this a recurring cost until they are 18 (or 22). With internal programs, opportunity for students to attend in district in more inclusive settings



Equity-Centered Systems

THRIVE

in the **least restrictive environment (LRE)** as close to their home school as possible, so that our students can **THRIVE** as a person.

**6** **Preschool Least Restrictive Environment**

PM
Score

What are we doing to support improvement in this area:

- Training: how to capture FAPE for students in ECSE program
- Site data analysis of LRE data
- Site review of how ed benefit and services are calculated based on general education minutes
- Collaboration with sites and Children’s Center to find opportunities for students to access regular programs

What percent of our preschool students with disabilities received the majority of special education and related services in regular early childhood programs?



THRIVE

in the **least restrictive environment (LRE)** as close to their home school as possible, so that our students can **THRIVE** as a person.

**6** Preschool Least Restrictive Environment

PM
Score

What percent of our preschool students with disabilities received the majority of special education and related services in separate settings?



THRIVE

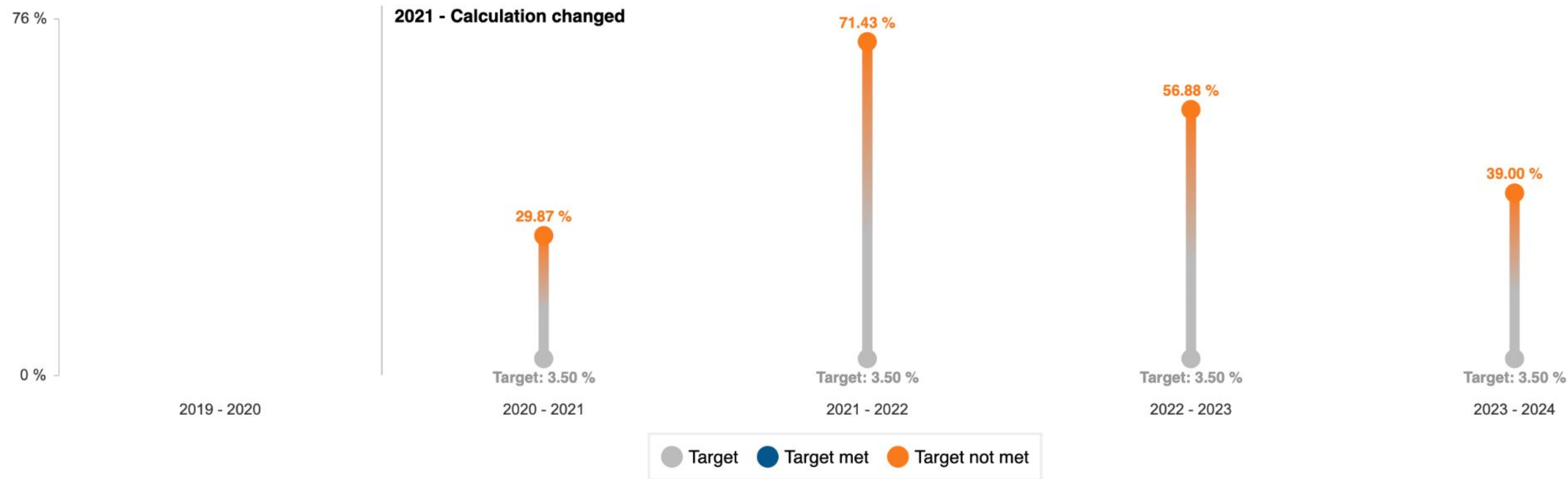
in the **least restrictive environment (LRE)** as close to their home school as possible, so that our students can **THRIVE** as a person.

**6**

Preschool Least Restrictive Environment

PM
Score

What percent of our preschool students with disabilities received the majority of special education and related services in home settings?



In order to support implementation plan to achieve vision and strategic priorities

Robust PD schedule for 462 special education staff

- Monthly department meetings and trainings (LIST TOPICS)
- Specialized trainings (Spire, Goalbook, Unique, etc.), including on-site coaching for SPIRE
 - 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
- New special education teacher support (LIST TOPICS)
- Special education teacher leadership team meetings
- Tailored meetings & support for related providers, categorical programs & PreK teachers (LIST TOPICS)
- Monthly paraeducator trainings LIST TOPICS)
- Access to participate in same trainings as general education teachers



Exceptional Instruction



Engaged Students



Purposeful Partnerships



Empowered Educators



Equity-Centered Systems



✓1

Graduation Rate

*Includes CCI

✓2

Dropout Rate

✓14

Post-Secondary Outcomes

✗3

Statewide Assessment

✓7

Preschool Outcomes

✓4

Discipline Rate

*Includes Absenteeism

✓8

Parent Involvement

✓9

Disproportionate Representation

✓10

Disproportionate Representation by Disability

✗11

Timely Eligibility Evaluation

✗13

Post-Secondary Transition Goals and Services

✓12

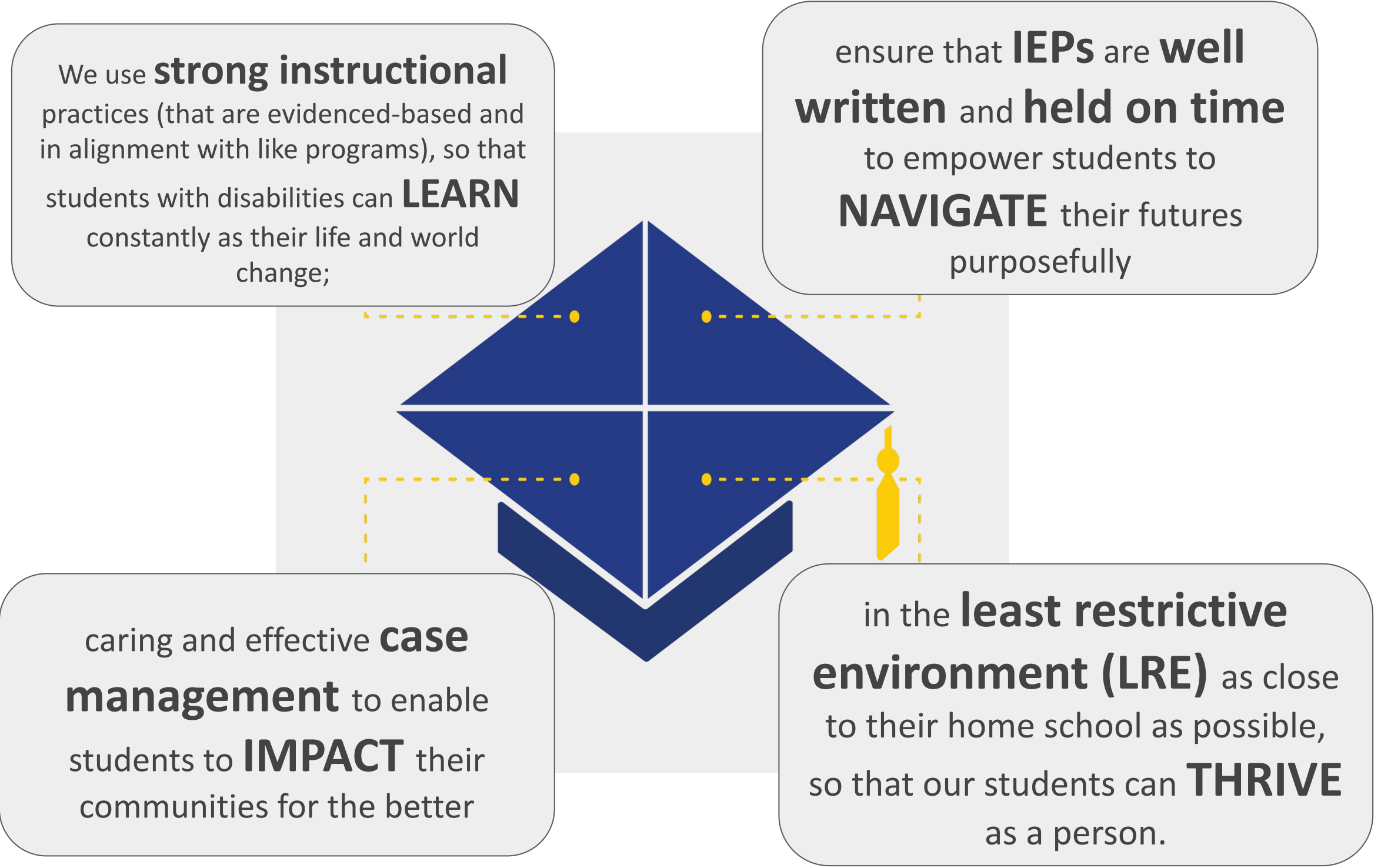
Timely Part C to B Transition

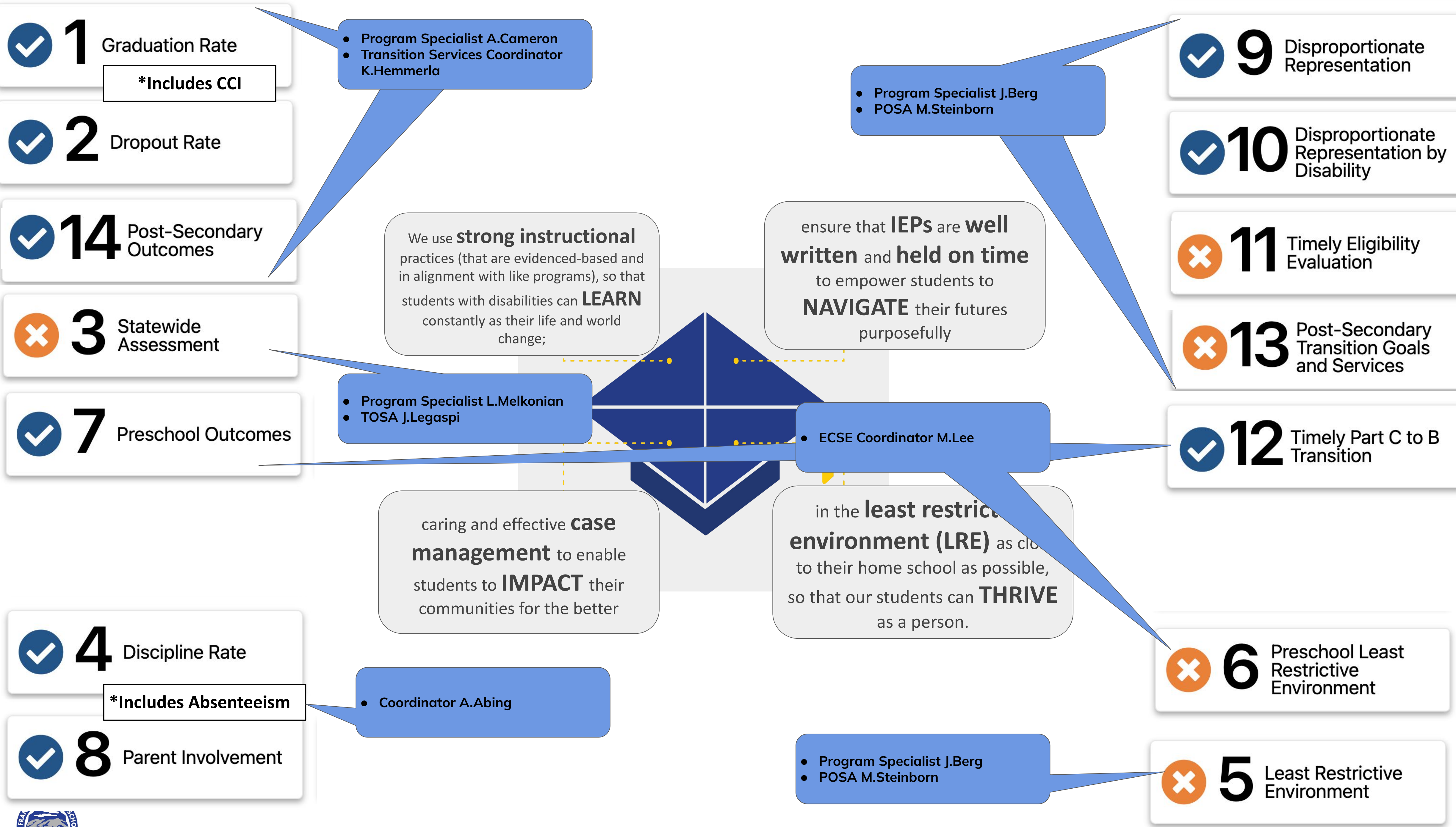
✗6

Preschool Least Restrictive Environment

✗5

Least Restrictive Environment





Agenda

1

Special Education Data as it relates to our Vision & Special Education Plan

2

School Services of California Assessment

3

Learn about who our Special Education & Pupil Personnel Department Teams are

External Special Education Program Analysis

- **School Services of California, Inc. (SSC) completes special education studies which offer an assessment of how to improve program implementation in a cost-effective and sustainable manner while remaining focused on student outcomes and educational benefit**
- **Studies use a multifaceted approach to make recommendations to operate fiscally responsible, high-quality, and legally compliant programs with a focus on inclusive practices, equity of access, and student outcomes**
- **SSC conducted their independent study of SSFUSD's special education department in Spring of 2024, and had previously also conducted one in 2017**



SSFUSD History: Program Challenges in 2019

2017 Assessment of the special education department had not been implemented

- Special education Dashboard data in the red in all but one area  1 Exceptional Instruction  2 Engaged Students
- Unresolved grievances from parents, principals, and staff  3 Purposeful Partnerships
- Lack of continuum of services and specialized/categorical programs district wide to resolve programmatic concerns  5 Equity-Centered Systems
 - All sites had Resource Teachers and Speech Pathologists at least part time, but not all sites had special classes.
 - High caseloads for RSP, SLPs and School Psychologists.
 - High rate of students with transportation services and costs transporting students to other sites/schools
 - Hi transfer rates of general education students of siblings at sites with the special education continuum of services
 - High rate of County or Non-public school (NPS) placements
- High personnel count for of 1:1 paraeducators and behavior support services  4 Empowered Educators
 - Continuous requests for 1:1 para support from sites and parents
 - 50% of paraeducator positions were vacant leading to scarcity of resources and more requests for 1:1's
 - \$1.7M in contracted services costs for behavior intervention 1:1s not part of district staffing budget

Assessed the situation and created a 5-year proposal to resolve issues presented with a focus on:

- A department vision and plan, building out the missing components of our continuum of services, developing processes and procedures, and increasing quality of instruction



SSC Assessment Outcome Strengths of Special Education Dept.

 **5** Equity-Centered Systems

- Strong use of student data and outcome analysis

 **1** Exceptional Instruction

- Student needs guide service delivery, placements, and Program support

 **2** Engaged Students

 **4** Empowered Educators

- Department policy and procedures for special education practices are strong, compliant, and communicated clearly

 **3** Purposeful Partnerships

- Systemic themes of trust, strong communication, and clear expectations were reported by staff

 **4** Empowered Educators

- Leadership team acknowledged for skills, capacity building, and partnership by all



SSC Assessment Outcome Accomplishments of Special Education Dept. since last assessment in 2017

- Created a department vision and a special education strategic plan in alignment with district strategic plan, as well as a culture that uses data to inform programmatic decisions and support
- Developed clear policy and procedure and communication strategies on an internal website for all special educators and administrators to access
 - Adopted evidence-based curriculum which provides multisensory, direct, explicit, structured, and sequential approach to instructing pupils for Math and ELA (Education Code 56335(a) across programs
 - Increased achievement rate on ELA state testing scores and exited Differentiated Assistance
- Built continuum of service options/pathways for all students at SSFUSD district schools from PreK to adult
 - Reduced NPS/County placements by building internal programming options
 - Standardized the number of staff per self-contained class by creating a sustainable staffing plan focused on program and student need and filled vacancies which reduced requests for 1:1 staffing, behavior technicians and need for administrative transfers each spring
 - Increased district support for sites by adding and increasing positions to create a dedicated team that supports programs focused on continuous improvement and growth, including alignment with instructional practices identified in the Strategic Plan



Purposeful Partnerships



Exceptional Instruction



Engaged Students



Empowered Educators



Exceptional Instruction



Engaged Students



Purposeful Partnerships



Empowered Educators



Equity-Centered Systems



SSC Special Education Program Analysis Summary & “What’s left to do”



Exceptional Instruction

- SSFUSD must evaluate the implementation of MTSS, and ensure the interventions, instructional practices, and curriculum meet the needs of all students, especially those of struggling learners to ensure special education is not the only option for intervention
- Site leaders and general education staff must hold shared responsibility for the teaching and learning of all students in support of inclusive practices for all students with disabilities
- SSFUSD’s mission to provide an inclusive environment for all learners through “exceptional instruction, engaging experience, and equitable and accessible opportunities and resources” requires the commitment of all levels of the system



Empowered Educators



Equity-Centered Systems



Equity-Centered Systems

- Work with Human Resources, Business Services and Cabinet/Board to:
 - Establish and follow communication and collaboration procedures between departments
 - Establish Position Control procedures for agency staff and continually calibrate staffing
 - Ensure special education is included in Facilities/Space Planning for sites, as well as district office team (currently at both Hillside and DO)
- Staff - less reliance on agencies
 - Continue to invest internally and reduce agency expenses
 - Continue to create pathways of employment with agency contracts



Equity-Centered Systems



Empowered Educators



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Special Education Data as it relates to our Vision & Special Education Plan

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School Services of California Assessment

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Learn about who our Special Education & Pupil Personnel Department Teams are

Department of Special Education & Pupil Personnel

Director of Special Education and Pupil Personnel

Coordinator of Pre
K, Special
Education

Program Specialists

TOSAs,
Special
Education

Coordinator of Behavior,
Mental Health and
Assessment & POSA

Administrative
Assistant
Team

PreK
oversight &
Testing (ESY)

Early Childhood
Special
Education
Services

Transition
Coordinator

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

IEP
Teams

SLPs

Nurses &
HTs

OTs,
PTs,
AT/AAC,
DHH,
APE, VI,
O&M,
Audiologist

Special
Education
Teachers &
Classrooms

Para
Educators

BCBAs

Tx
Classrooms

Private
School
Evaluations

School
Psychologist
& MH/Tx
providers

504's
(moved to
SS),
Counselors

SEPAC

Interpretation,
Records &
CALPADs
reporting,
Transportation,
and other
operational
tasks



District Office Support Team



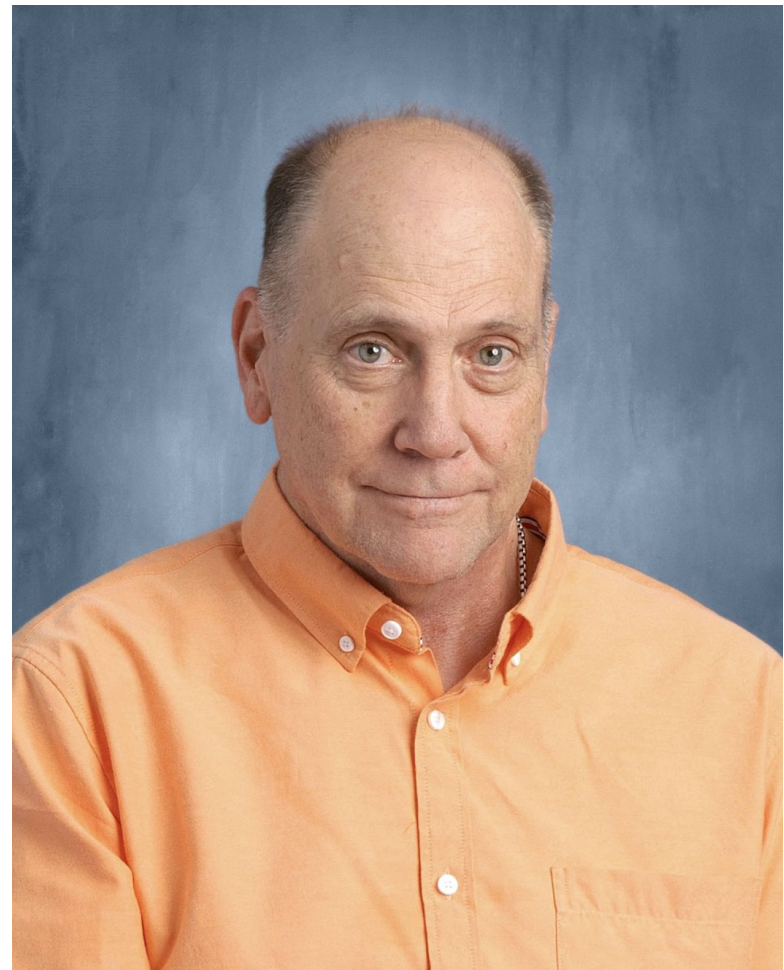
Director



Administrative Program Specialist Team

Coordinator Behavior, Mental Health and Assessment

Psychologist OSA



Operations Team

Coordinator, ECSE

Transition Services Coordinator

Special Education Teacher OSA



District Office Support Team

Program Support Transactions Aug 2024-Feb 8, 2025

Service Related

- 56 Add New Student or returning student with special education file
- 59 Add provider for services
- 9 Change of Placement
- 181 Change Case Manager

Assessment Related

- 157 Add Student for Initial Eval
- 166 Add Provider(s) for Assessment
- 123 Pending Student, Make Eligible (add Flag in IC)(include adding to Projected also)
- 141 PreK Add Student for Initial Eval
- 64 PreK Pending Make Eligible (add to projected) and IC Flag

Exits

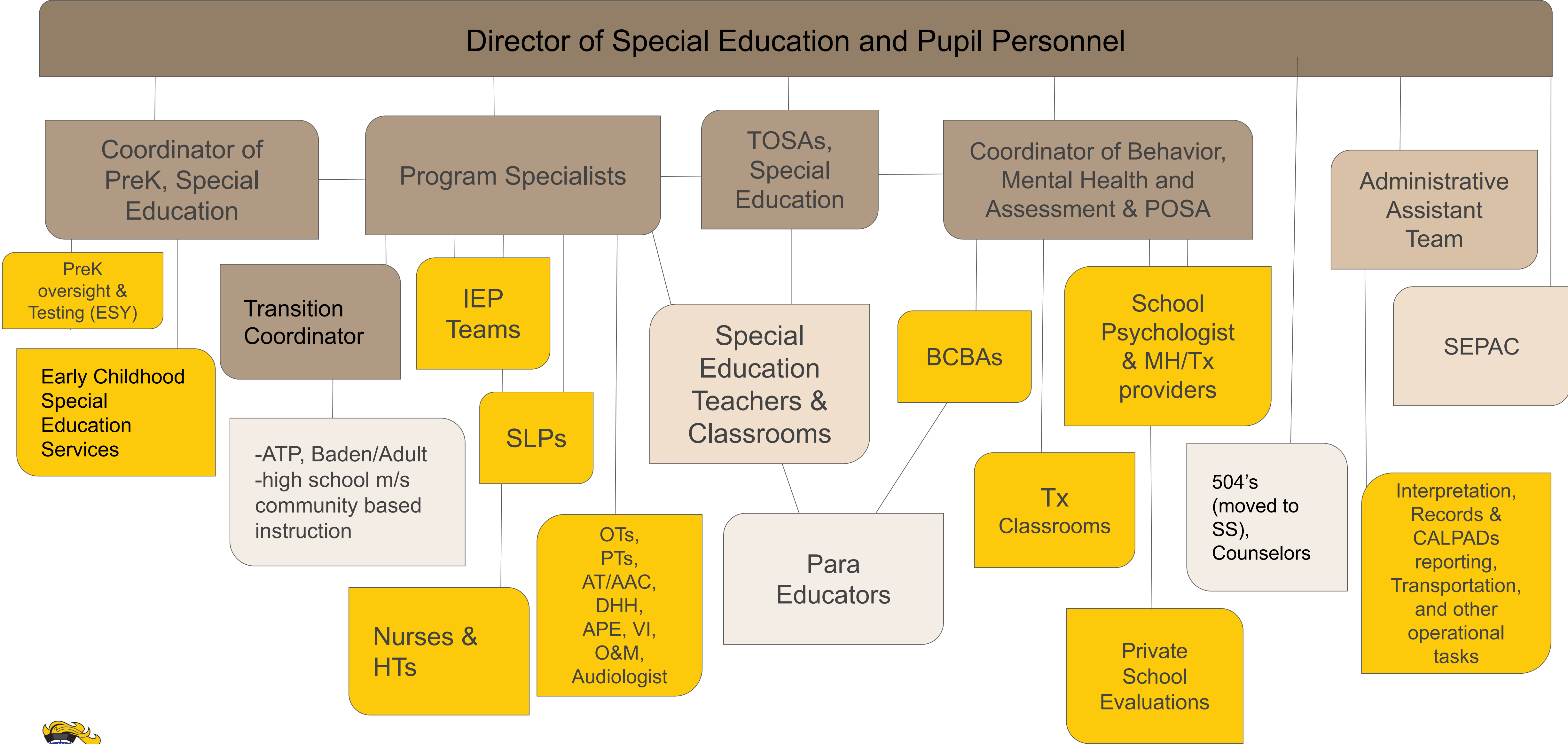
- 3 Exit - Aged out (turned 22)
- 10 Exit - Graduated from High School
- 69 Exit - Returning to regular ed, no special education services
- 18 Parent/Adult Student revoking consent
- 42 Transfer - Student transferred out of district
- 57 Related Services - Student no longer needs this related service
- 35 Take Provider(s) off after an Assessment, exited service not IEP

Other Data Points

- 172 Students transportation set up for
- 476 IEPs set up for Interpretation services
- 135 Requests for IEPs to be translated



Related Service Providers



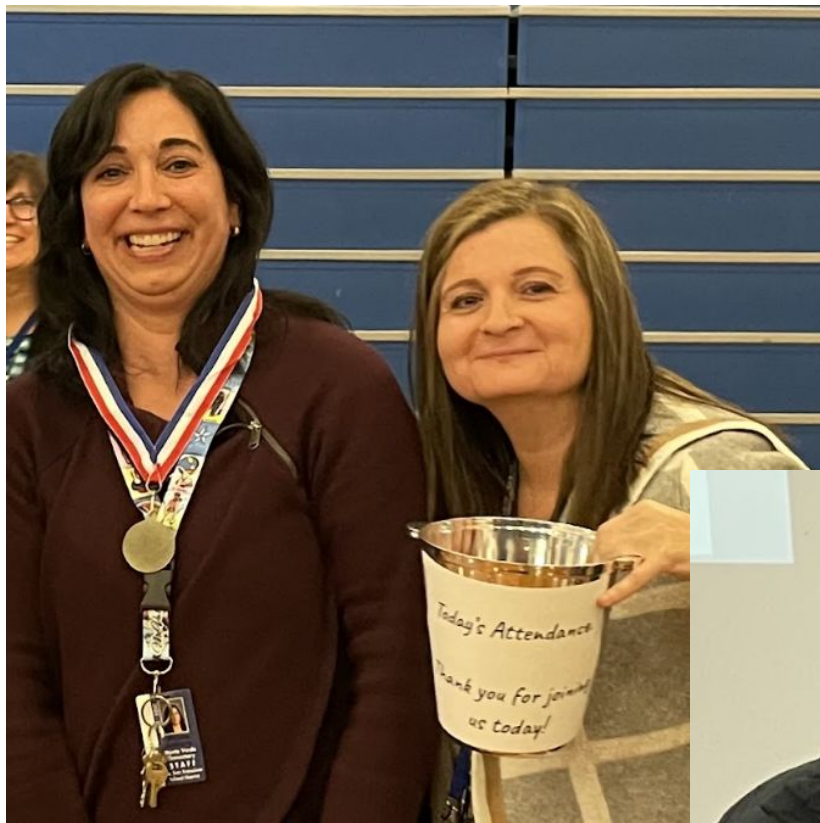
92.5 Related Service Providers

+Transportation & BHRS (mental health)

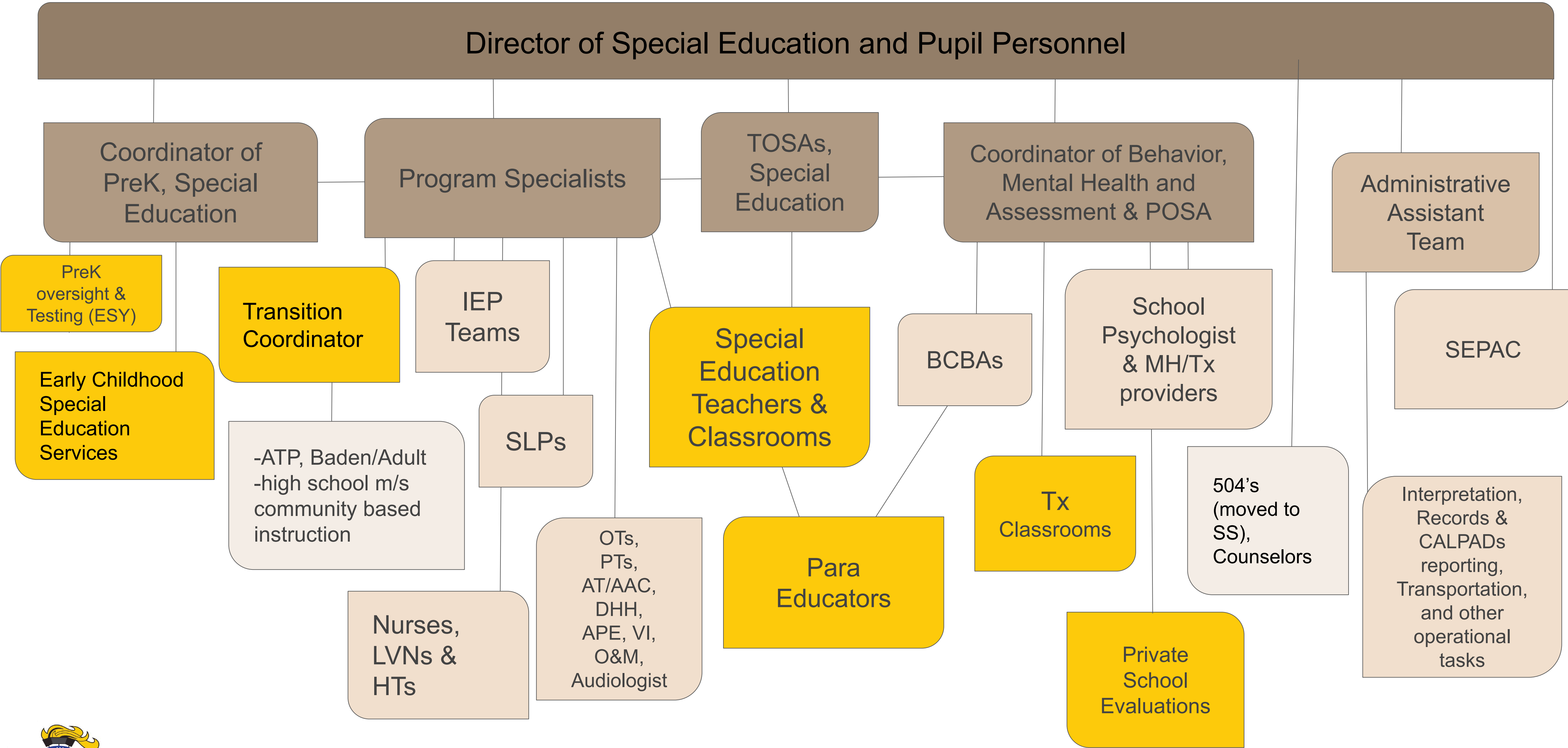
- Adapted Physical Education Teacher x1
 - APE Assistant x1
- Board Certified Behavior Specialists x10
- Certified School Nurses x4
 - Licensed Vocational Nurse x7
 - Health Technicians x7 (1 vacant)
- Deaf & Hard of Hearing Teacher x2 (1 vacant)
- Occupational Therapists x3 (1 vacant)
- Physical Therapist x1
 - Physical Therapist Assistant x1
- School Psychologists x20.5
- Specialized Mental Health Providers (LMFT, LCSW) x4
 - Specialized Mental Health Providers in Tx Classrooms x2
 - Contracted through Beacon x5
 - Contracted through BHRS
- Speech & Language Pathologists x22
 - AT/AAC Specialist
 - Spanish Bilingual Assessor
- Transportation Services
- Teacher of the Visually Impaired (.5), Orientation & Mobility Specialist (.5), & Audiology through County (as needed)



Related Providers



Special Education Teacher & ParaEducator Teams

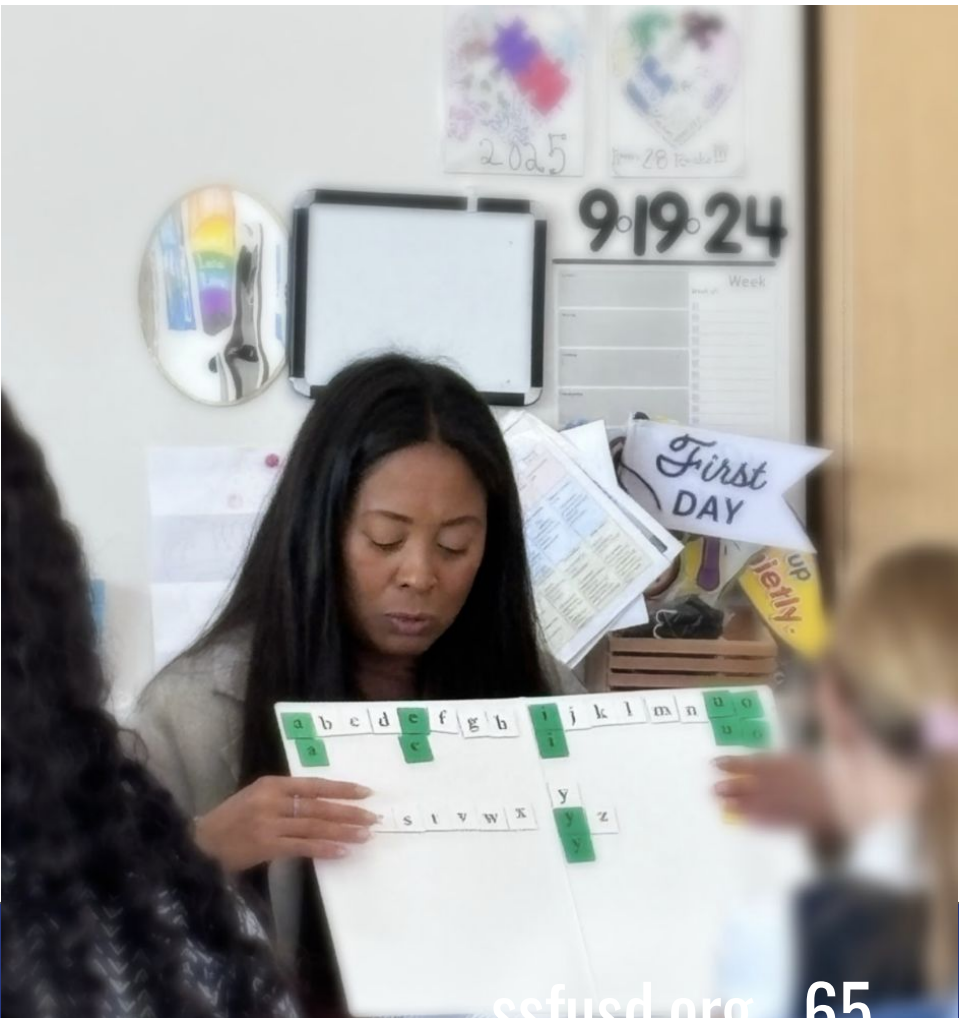
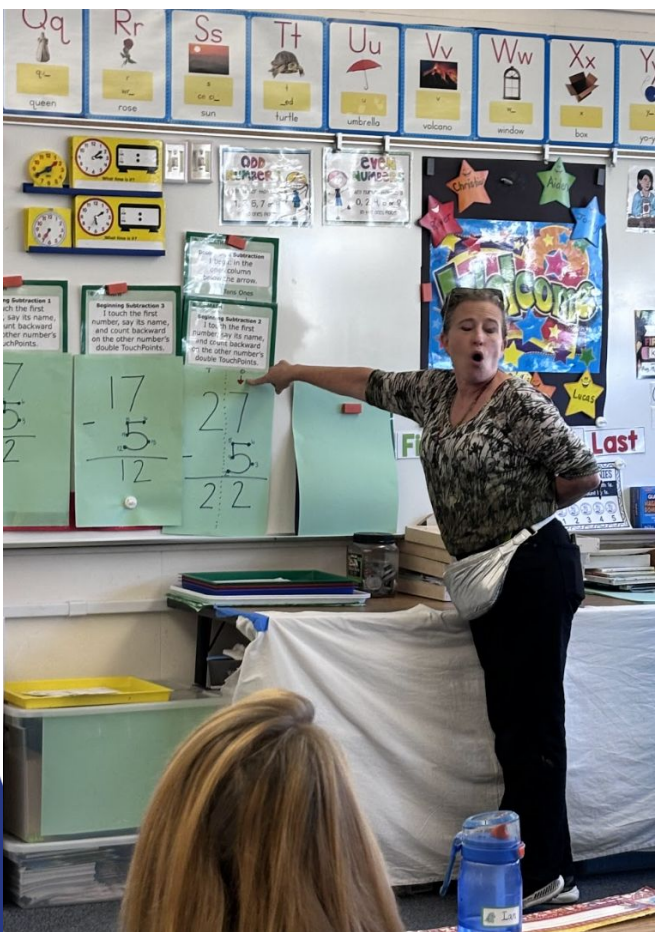
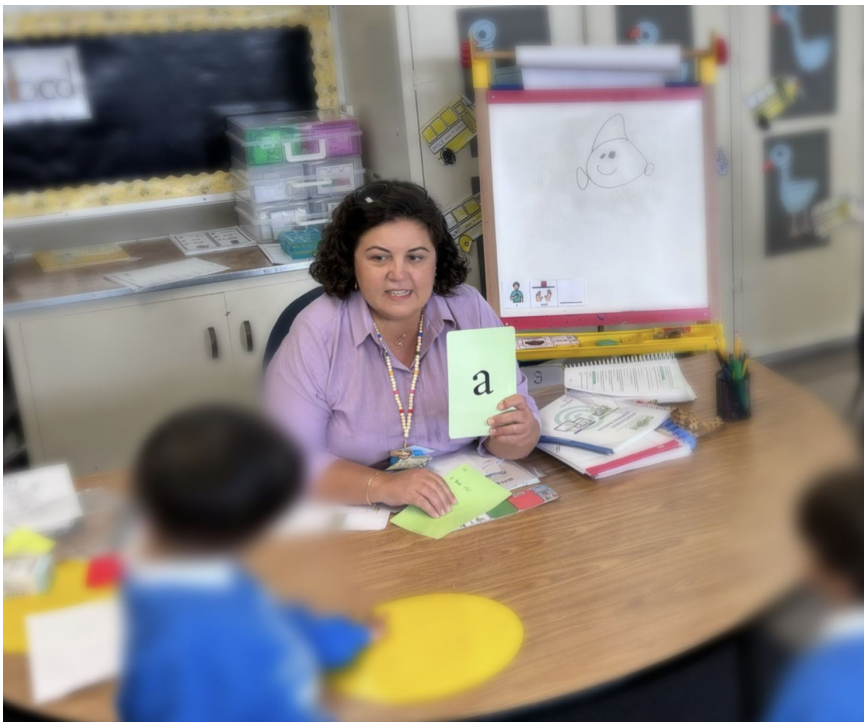
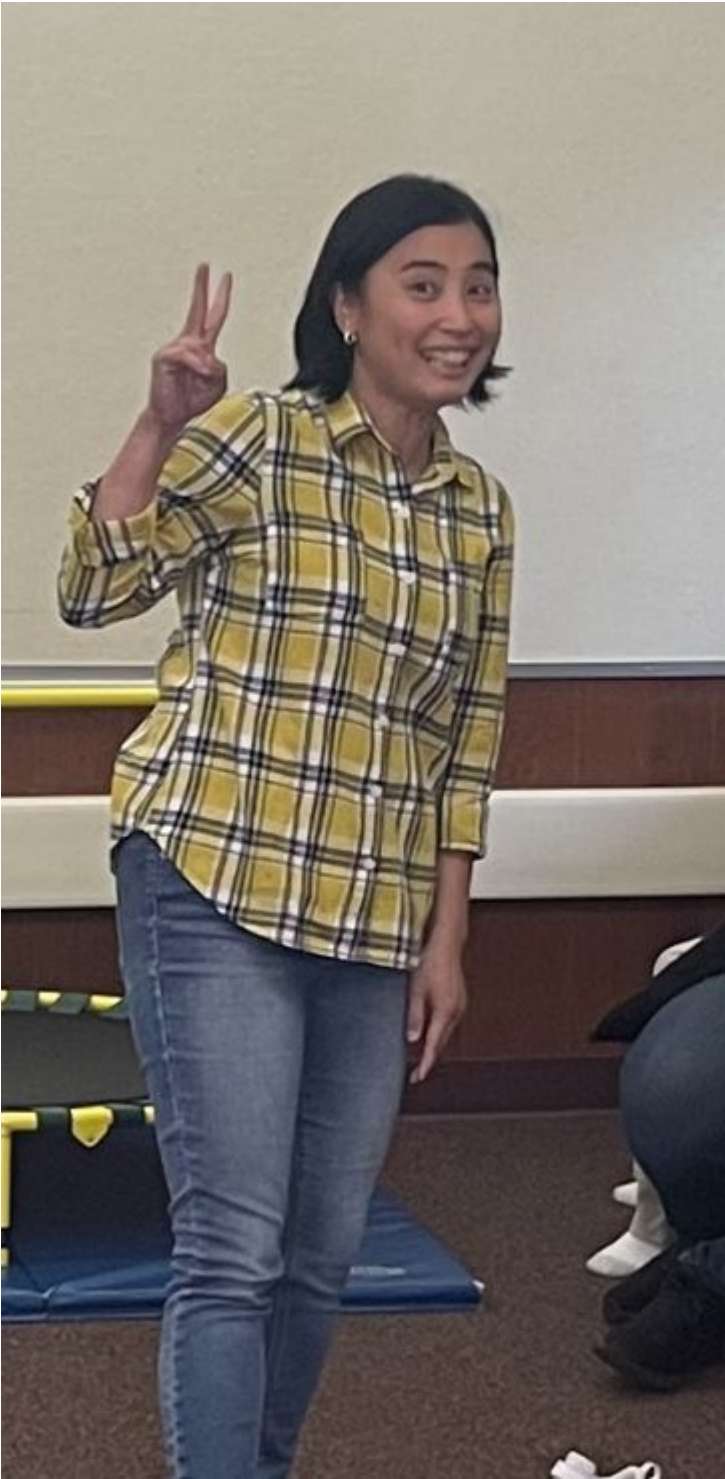
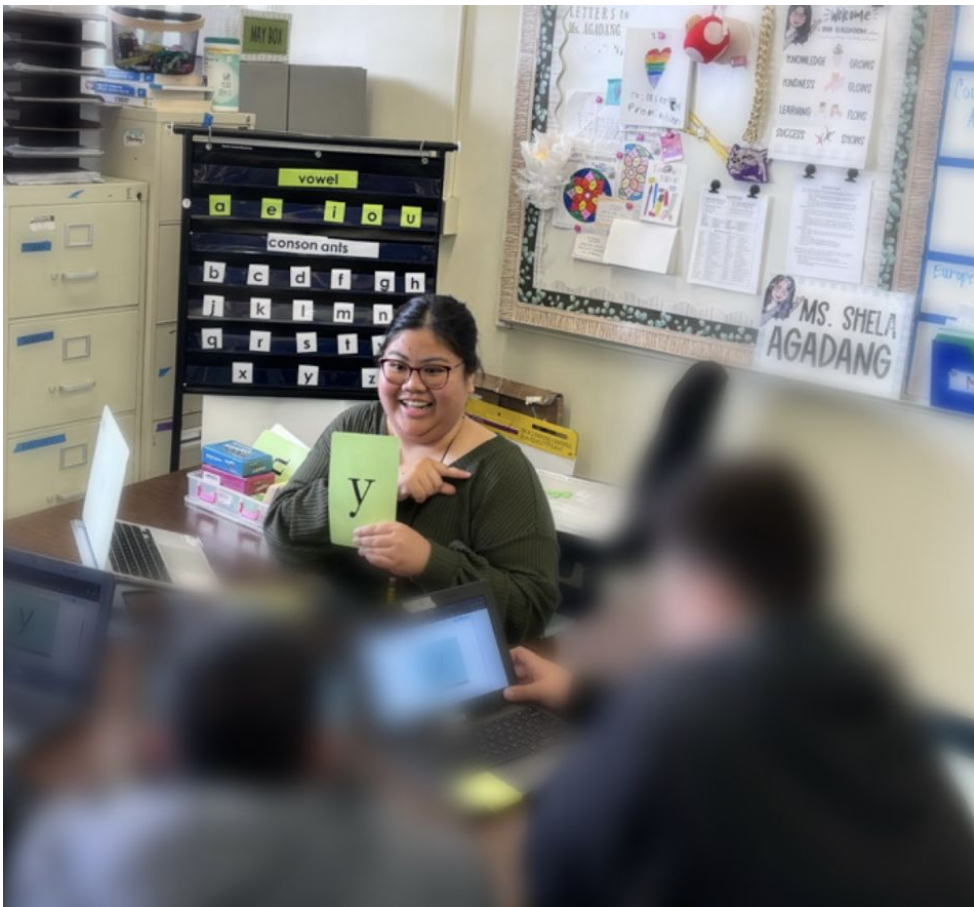


90.5 Special Education Teachers & 210 ParaEducators

	Mild-Moderate (RSP, MM SDC, and Hybrid Model)	Specialized Programs (Moderate-Severe, Therapeutic, and Adult Transition Programming Teachers)
Early Childhood Special Education	6 classrooms at 4 schools only 2 RSP & Assessment Teachers (2 vacant)	2 classrooms at 2 schools only
Elementary	25.5 Teachers (2 vacant)	7 Teachers at 4 schools only
Middle	16 Teachers (1 vacant)	6 Teachers at all sites
High & Adult	17 Teachers across all 3 schools (2 vacant)	9 teachers at all sites
● Tosa x2 (1 vacant) ● Transition Coordinator x1 ● Individual Service Plan Case Manager x1 ● Para Educators x206 (75 filled by NPAs; 14 vacant) ● ASL Interpreters x2 ● Job Developers x1.6		



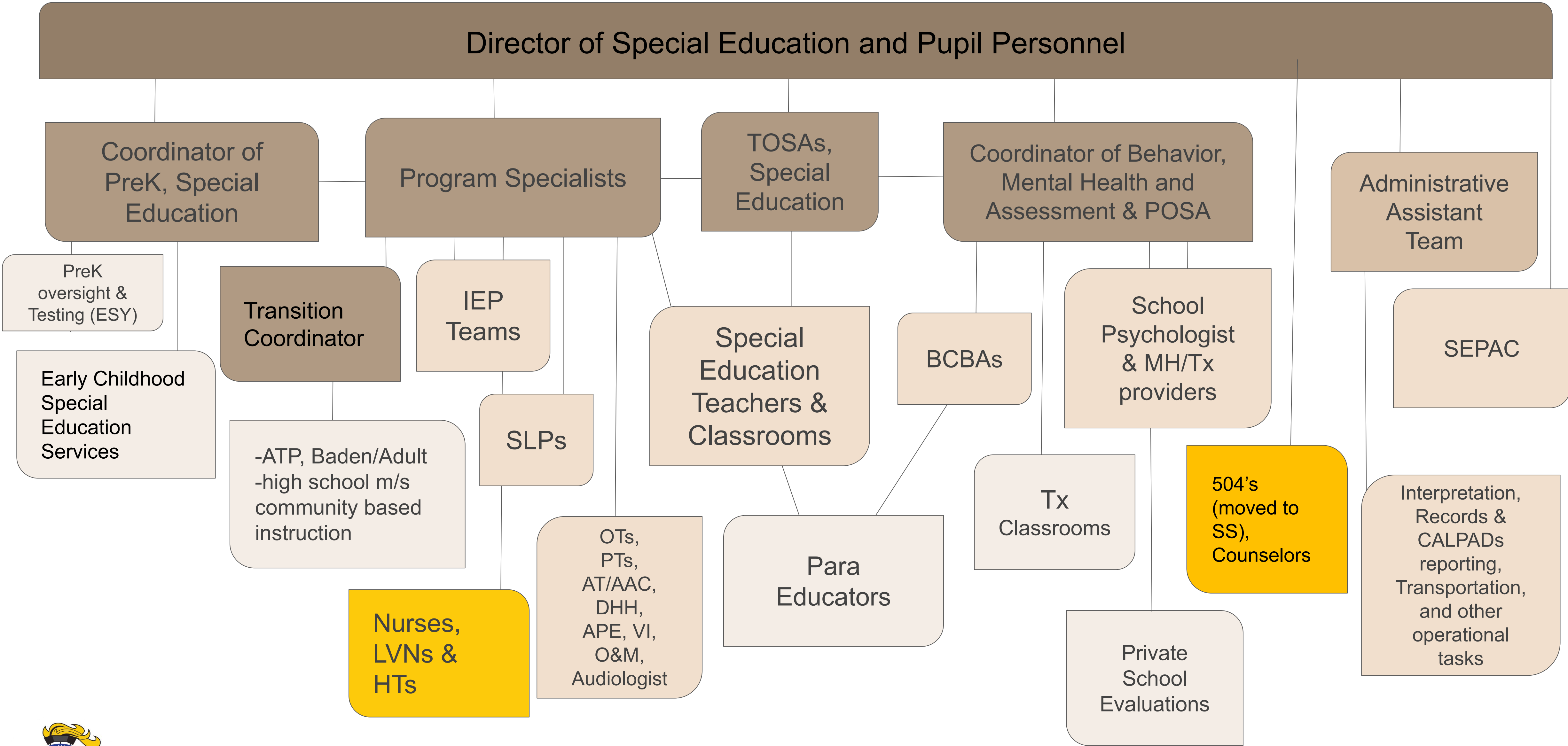
Special Education Teachers



Special Education Department Teammates



Pupil Personnel Teams



Health Team

**4 Certified School Nurses,
7 Licensed Vocational Nurses &
7 Health Technicians led by Program Specialist**

- 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
- 4th Grade Puberty & Hygiene Classes
- Coordination of on-Site Dental Screenings for Kindergarteners at our Title 1 Elementary Schools.
- Develop Health Plans, and support 504 accommodations and IEP supports and services



Counseling Team

Collaborative effort to support dynamic school counselor role

Monthly Support Group Meeting

- Lead: Dr. Elin Cervantes, Counselor on Special Assignment
- Dr. Marianne Hew, Director of Student Performance, Program Evaluation, and Instructional Intervention
- Aura Abing, Special Education Coordinator of Behavior, Mental Health and Assessment
- Matt Steinborn, School Psychologist on Special Assignment
- Luca Tirapelli, Multi-Tiered System of Supports (MTSS) Coordinator
- Sabrina Yacoub, Director of Special Education & Pupil Personnel



Department of Special Education & Pupil Personnel

Director of Special Education and Pupil Personnel

Coordinator of
PreK, Special
Education

Program Specialists

TOSAs,
Special
Education

Coordinator of Behavior,
Mental Health and
Assessment & POSA

Administrative
Assistant
Team

PreK
oversight &
Testing (ESY)

Early Childhood
Special
Education
Services

Transition
Coordinator

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

IEP
Teams

SLPs

Nurses &
HTs

OTs,
PTs,
AT/AAC,
DHH,
APE, VI,
O&M,
Audiologist

Special
Education
Teachers &
Classrooms

Para
Educators

BCBAs

Tx
Classrooms

Private
School
Evaluations

School
Psychologist
& MH/Tx
providers

504's
(moved to
SS),
Counselors

SEPAC

Interpretation,
Records &
CALPADs
reporting,
Transportation,
and other
operational
tasks



End of Year Department Celebration (Spring 2024)



Special Education & Pupil Personnel at SSFUSD

February 27, 2025

