

San Mateo SELPA Strategic Plan

Vision	We envision a community of excellence where, together with our partners, we improve outcomes for all students because we believe that everyone can thrive.
Mission	Our mission is to transform systems with the communities of San Mateo County so students with disabilities have equitable opportunities to live and learn.
Strategic Goal and Objective 1 Rightful Presence	By 2030, member LEAs will increase the rightful presence of students with IEPs to engage with their peers in general education classrooms and coursework. Current SELPA-wide data (2023 - 2024 SY): - 80% or more (Target > 64%): 65.20% - 40% or less (Target < 15%): 14.64% - Separate settings (Target < 2.80%): 2.71% - Preschool majority of services in regular early childhood (Target > 45%): 11.69% - Preschool separate settings (Target < 27%): 38.53% - Preschool home (Target < 3.50%): 12.99% LEA data: District/LEAs who did not meet LRE Target - 5a (80% or more {Target > 64%}): 5 District/LEAs (24%) - 5b (40% or less {Target < 15%}): 9 District/LEAs (43%) - 5c (Separate school {Target < 2.80%}): 5 District/LEAs (24%) - 6a (Target > 45%): 15 District/LEAs (71%) - 6b (Target < 27%): 12 District/LEAs (57%) - 6c (Target < 3.50%): 7 District/LEAs (33%) Action 1 By Spring 2027, increase the number of member LEAs across the entire SELPA to meet the statewide target of 45% for preschool children receiving special ed services in regular early childhood programs. Action 2 By Spring 2029, for the initial 8 member LEAs that participate in the SELPA/SMCOE/Supporting Innovative Practices (SIP) Inclusion Academy, decrease the number of their mild/moderate SDC classrooms to 0 by increasing access to general curricula and supports for students with IEPs. Action 3 By Spring 2029, increase the number of member LEAs with the majority of services in regular early childhood programs from ____ to ____ (need to figure out what the baseline here is).

	Action 4 By Spring 2029, the SELPA will add 8 additional member LEAs to create another cohort for the yearlong Inclusion Academy, in order to increase student outcomes for students with IEPs from orange/red to yellow in 3 dashboard categories.
Strategic Goal and Objective 2 Disproportionality & Significant Disproportionality	By 2030, the SELPA will decrease the number of LEAs identified for significant disproportionality to 0, and disproportionality to no more than 3. Current Status: - Dispro: 14 LEAs - New to Sig Dis: 1 LEAs - Significant Disproportionality (mult years): 9 LEAs Action 1 By Fall 2025, identify key SMCOE individuals to partner with for collaboration in order to support general ed leaders ability to increase inclusive practices to increase access to general education content for students with IEPs. Action 2 By Spring 2026, complete introduction and guidance sessions about the SELPA Patterns of Strengths and Weakness (PSW) Guidelines approved by the SELPA Governing Board in June 2024. Action 3 By Spring 2026, establish an initial cohort of member LEAs with SMCOE staff, and community agencies to participate in Inclusion Academies that include vertically aligned administrative teams of general and special ed staff. Action 4 By Spring 2027, decrease the number of LEAs identified in ongoing identification for significant disproportionality to 2 LEAs, and disproportionality to less than 7 Action 5 By Spring 2029, decrease the number of LEAs identified for ongoing identification for significant disproportionality to one LEA, and disproportionality to less than 5.
Strategic Goal and Objective 3 Dispute Resolution	By 2030 SELPA will have a clearly defined Alternative Dispute Resolution (ADR) Continuum established and in use to increase the ability of parents and LEAs to reach agreeable solutions to conflicts. 2024 - 2025 # of complaints to CDE: 32 Avg. # complaints, requests, mediation at SELPA: ~18/quarter

	Action 1 By Spring 2026, create a cohort of certified individuals for the SELPA who will train leaders on effective communication skills to use in the IEP process. Action 2 By Spring 2026, establish and distribute information about the ADR continuum of supports provided throughout the SELPA by each LEA, and the SELPA. Action 3 By Spring 2027, certified individuals will establish an annual training cycle for effective communication skills to support the IEP process. Action 4 By Spring 2028, 50 school site administrators will be trained on LEA administrative designee responsibilities during the IEP process, and effective IEP facilitation utilizing communication skills. Action 5 By Spring 2029, 20 parents/family members will be trained on the same communication skills for use during IEPs for the SELPA and LEAs to answer questions for families who have questions about the IEP process. Action 6 By Spring 2030, the SELPA will have an established parent ambassador program where parents/families trained in IEP processes and support, will be available to answer questions for families who may be new to the process or have questions.
Strategic Goals and Objectives 4 Policy and Practice	By 2028, SELPA will complete the delineation policies vs. procedures (BP and AR) aligned to IDEA and CA Education Code to support member LEAs' adherence to legal mandates, and decrease the number of complaints filed with CA Department of Education (CDE). Currently reviewed & updated: 5 In progress: 2 Needs review & Update: 22 Action 1 Annually analyze data on student outcomes, specifically disproportionality and significant disproportionality identification impacting students with IEPs in order to adjust actions and address academic performance, behavioral data, and graduation rates for students receiving special education services. Action 2 By Spring 2026, initiate additional support structures to build capacity building for leaders and leadership, such as job-alikes for

	professionals in key leverage positions, training for LEA Administrators in IEP meetings. Action 3 By 2027, SELPA will have clearly defined policies and practices delineation (BP and AR difference), and updated policies that reflect the legal requirements of IDEA, and CA Education Code. Ongoing updates will be provided to the SELPA Governing Board.
Strategic Goals and Objectives 5 Accountability and Continuous Improvement	By 2030, SELPA will develop and implement measurable improvements in collaboration and outcomes across all areas of support with member LEAs. Current status: - SELPA-wide survey at beg/end of year - Networks: directors, school psychs, preschool, SDAs, program specialists/directors, CAPTAIN, PENT - SMCOE partnerships: Curriculum & Instruction, SDI? - Guides: IEE, BER Action 1 By Spring 2026, develop systems and procedures for measuring impact, ensuring clear and consistent monitoring for areas of support to member LEAs, such as pre/post feedback, attendance, etc. Action 2 By Spring 2027, organize networks, meetings, and quarterly information sharing/advisory partner meetings to foster knowledge sharing and collaboration between SELPA and its partners. Action 3 By Spring 2027, solidify partnerships with SMCOE departments/teams to support consultation, coaching, and professional learning opportunities to impact outcomes for students with IEPs. Action 4 By Spring 2028, create resources in collaboration with partners, including training materials, toolkits, and guides, aimed at improving service delivery and compliance. - Resources to include: - Transition to preschool - Parent/family information about IEPs and IEP process - Mental health information - CAC advisory