

Special Education & Pupil Personnel at SSFUSD

Building Systems that Improve Outcomes



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

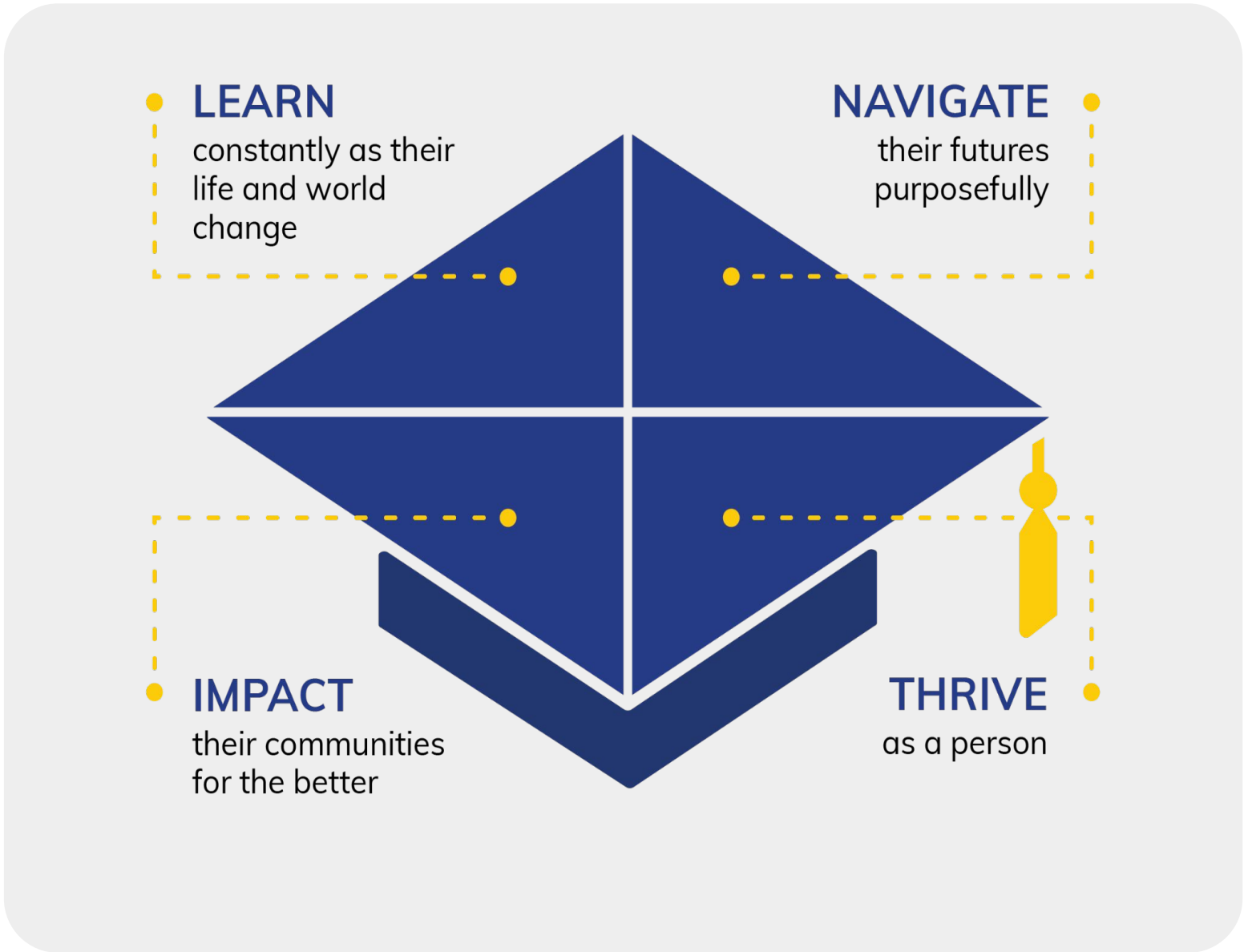
Core Values

- 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

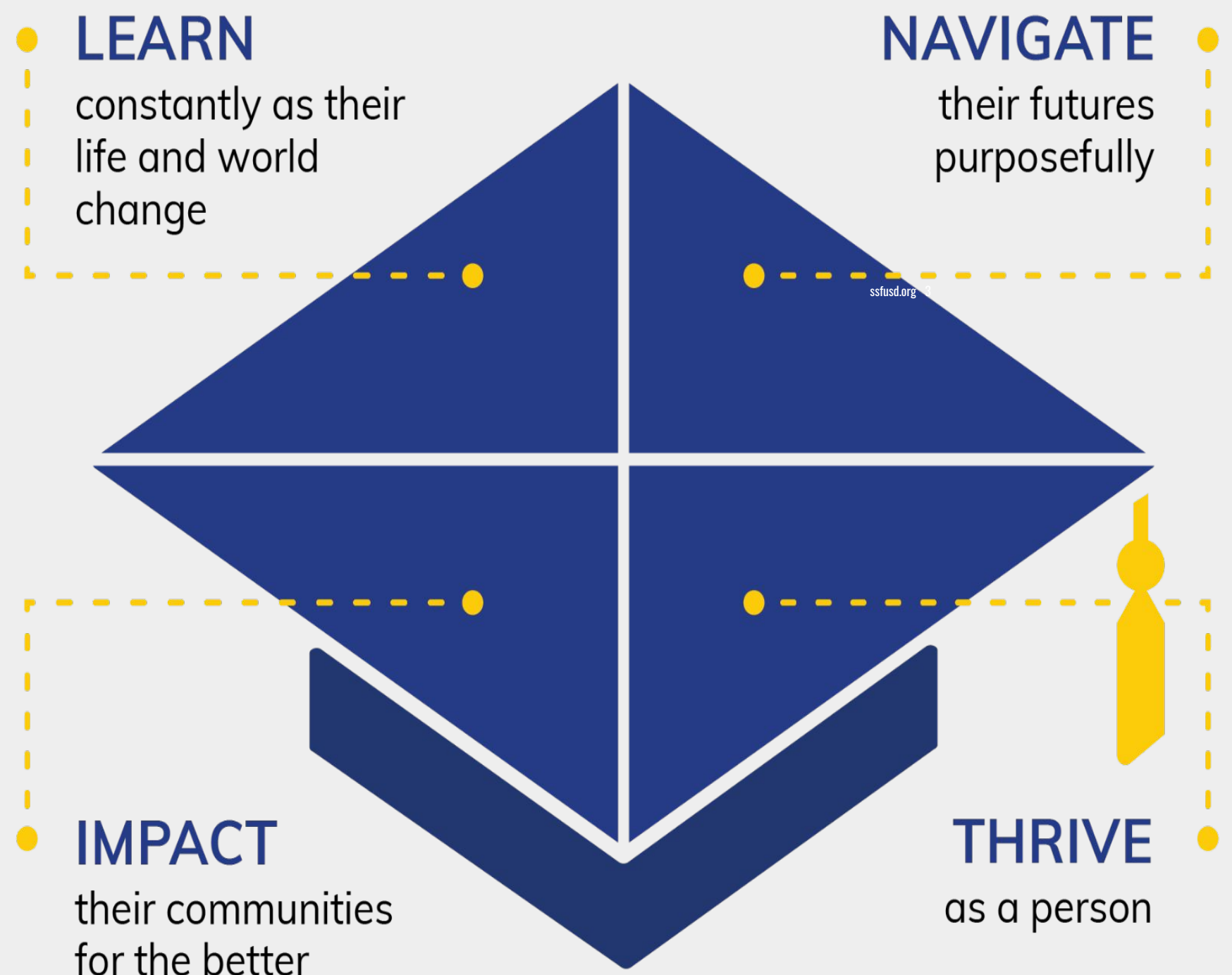


Our **Department Vision** and our **Special Education Plan** provide focus and describe how we bring our **POG** to life as a special education department

POG

Department Vision

This is 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

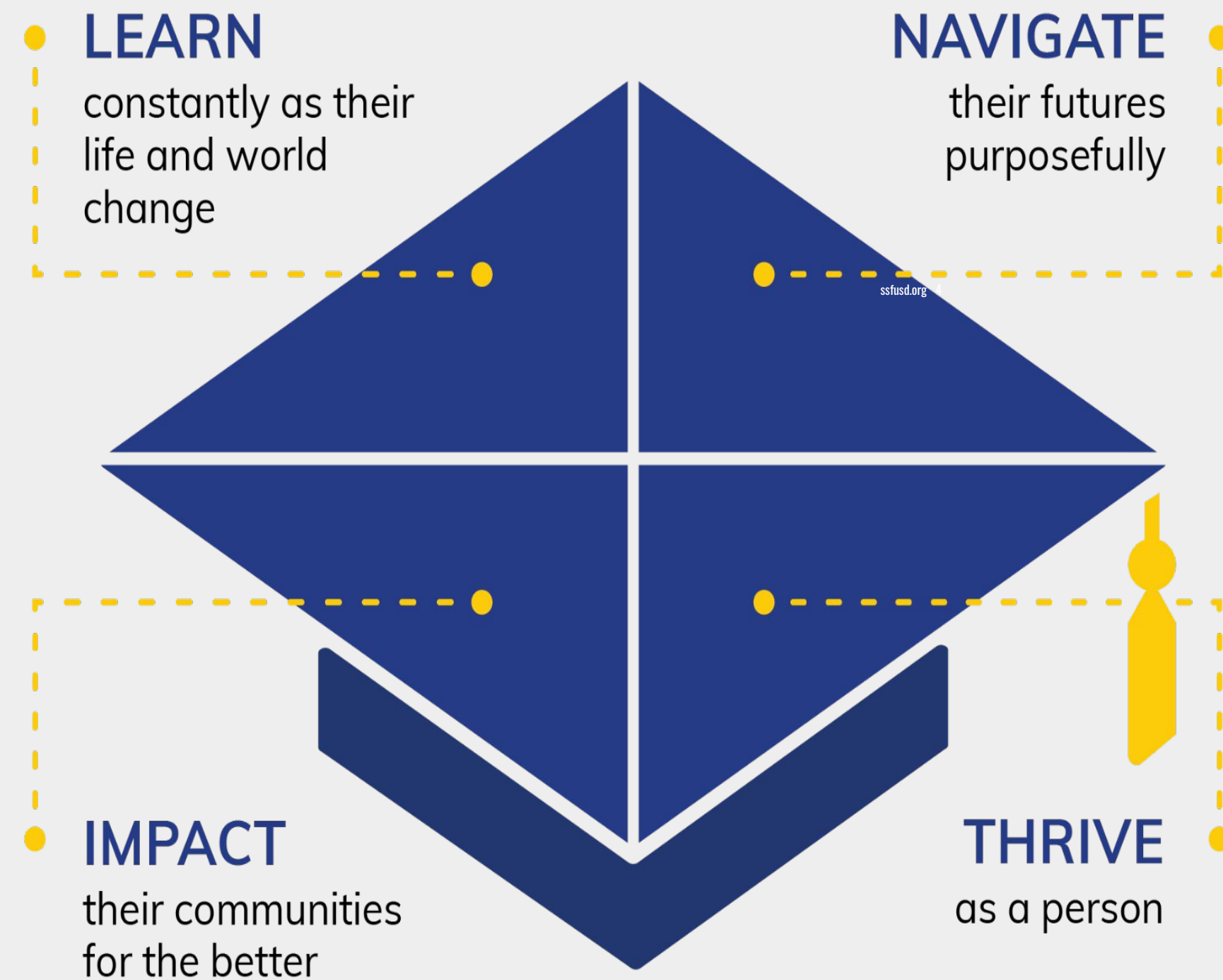
ensure that **IEPs** are **well written** and **held on time** to empower students to **NAVIGATE** their futures purposefully

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



Vision Aligned Questions Guiding Tonight's System Update

This our promise to each SSFUSD student



How are we strengthening instruction so students with disabilities can **LEARN**?

How are we using caring and effective case management so students can **IMPACT** their communities for the better?

How are we ensuring IEPs are well written and actively supporting students so they can **NAVIGATE** their futures purposefully?

How are we redesigning services so more students can **THRIVE** in inclusive settings?

Performance Indicators Associated with Questions Guiding Tonight's System Update



How are we strengthening instruction so students with disabilities can **LEARN**?

- PreSchool Outcomes
- Statewide Assessments
- English Learner Progress (dually identified)
- Graduation Rate
- College & Career Indicators



How are we ensuring IEPs are well written and actively supporting students so they can **NAVIGATE** their futures purposefully?

- Timely Part C to B transition
- Timely Eligibility Evaluation
- Post-Secondary Transition Goals & Services
- Post-Secondary Outcomes



How are we using caring and effective case management so students can **IMPACT** their communities for the better?

- Dropout Rate
- Discipline Rate
- Absenteeism
- Parent Involvement



How are we redesigning services so more students can **THRIVE** in inclusive settings?

- Disproportionate Representation (by representation & by disability)
- PreSchool Least Restrictive Environment
- Least Restrictive Environment



Special Education Performance Indicators

Origins of the State Performance Plan



State Performance Plan Indicators

Click on each State Performance Plan Indicator to see more information.

School Year: 2024 - 2025 ▾

✓ 1 Graduation Rate	✗ 2 Dropout Rate	✗ 3 Statewide Assessment
✓ 4 Discipline Rate	✗ 5 Least Restrictive Environment	✗ 6 Preschool Least Restrictive Environment
✓ 7 Preschool Outcomes	✓ 8 Parent Involvement	✓ 9 Disproportionate Representation
✓ 10 Disproportionate Representation by Disability	✗ 11 Child Find (Timely Eligibility Evaluation)	✓ 12 Timely Part C to B Transition
✗ 13 Post-Secondary Transition Goals and Services		✓ 14 Post-Secondary Outcomes

Legend

✓ Target met ✗ Target not met — Not applicable



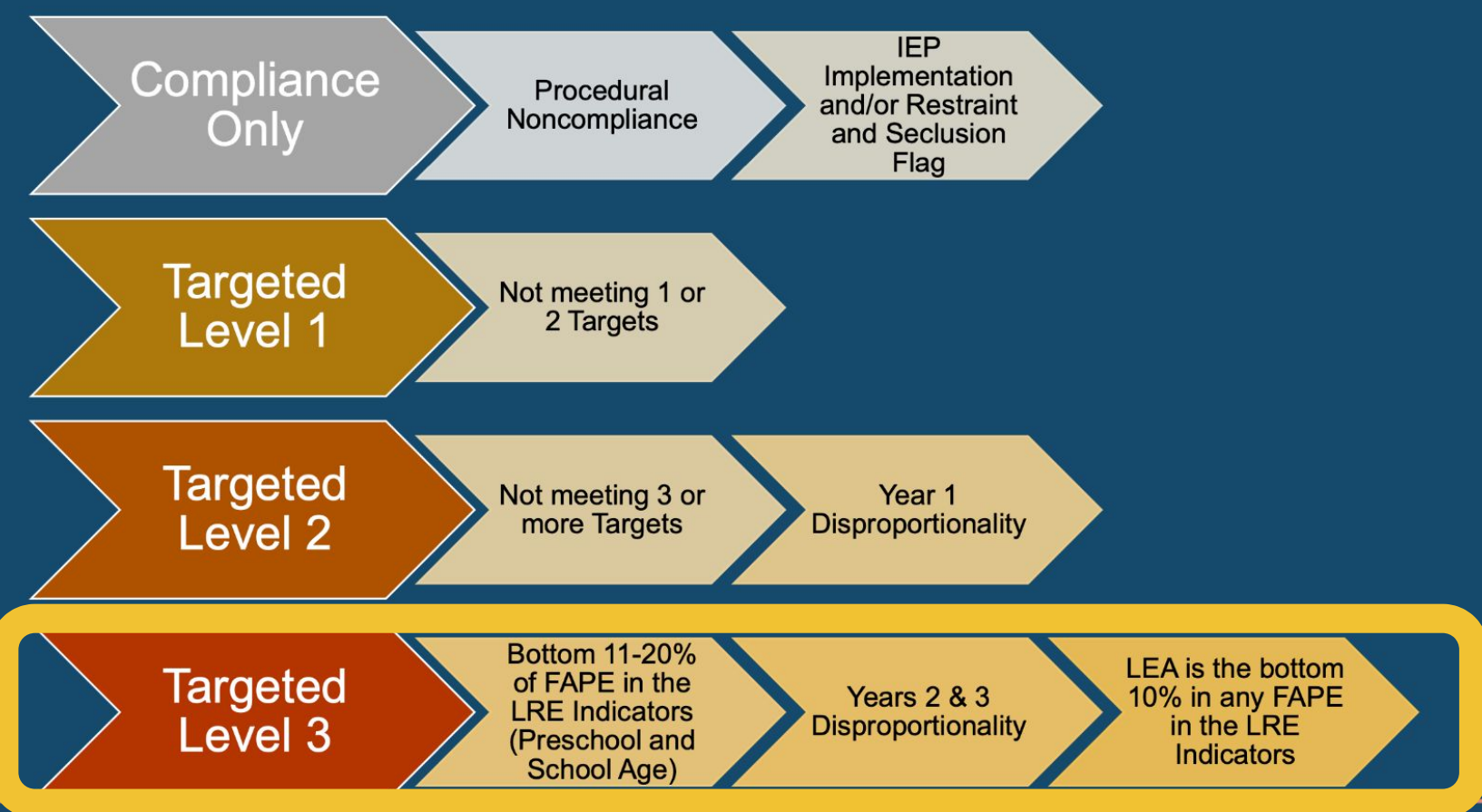
Compliance & Improvement Monitoring (CIM)

Annual Determination Letter

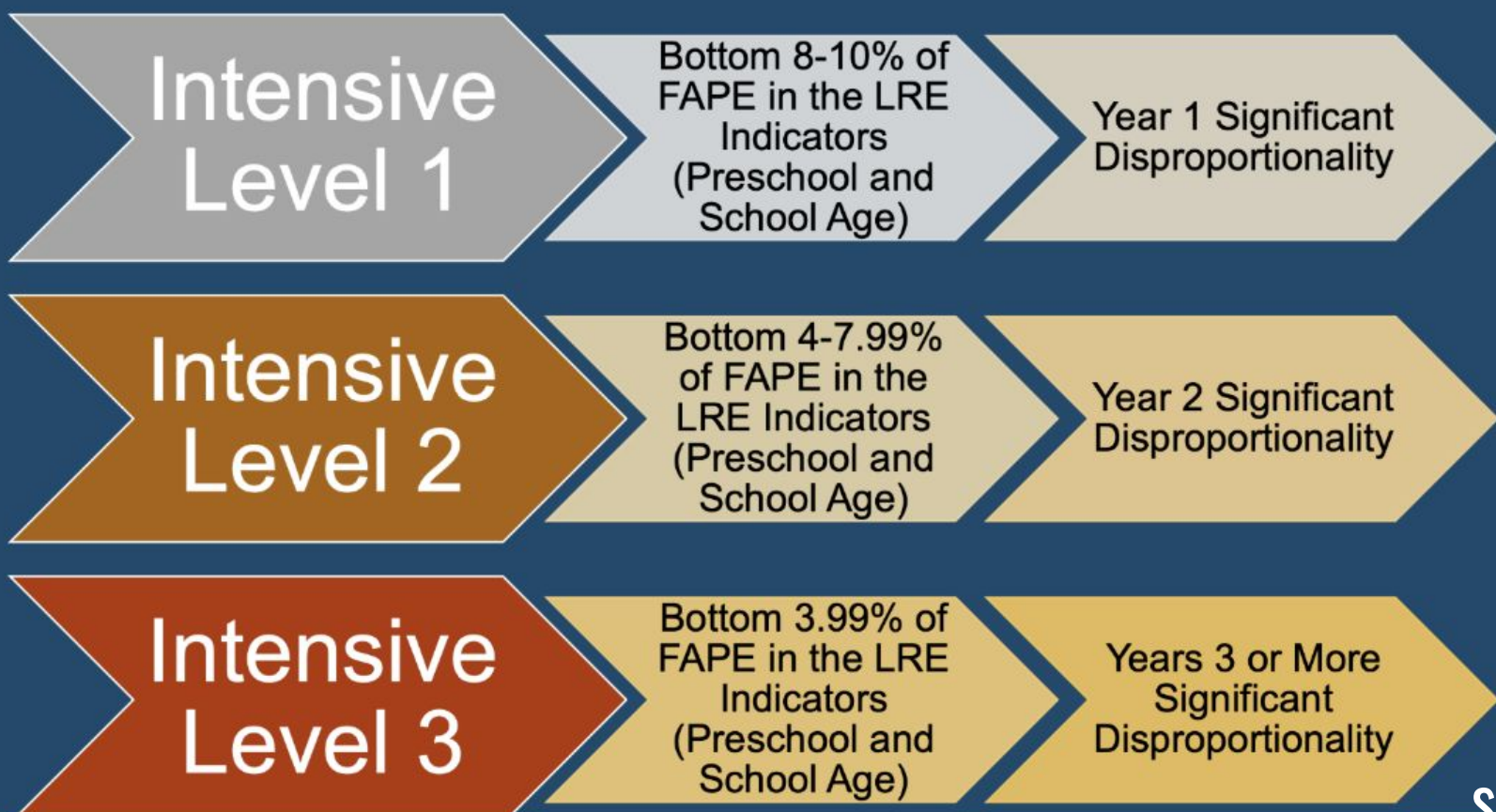
2026	
Annual Determination	Needs Assistance
2026 Monitoring Year Support Designation	Targeted Level 3 for School Age
Disproportionate	Not Disproportionate
Significantly Disproportionate	Not Significantly Disproportionate
Timeline Compliance	Noncompliant
Restraint and Seclusion Ratio and/or Data Flag	None



Targeted Tier and Level Identification



Intensive Tier and Level Identification



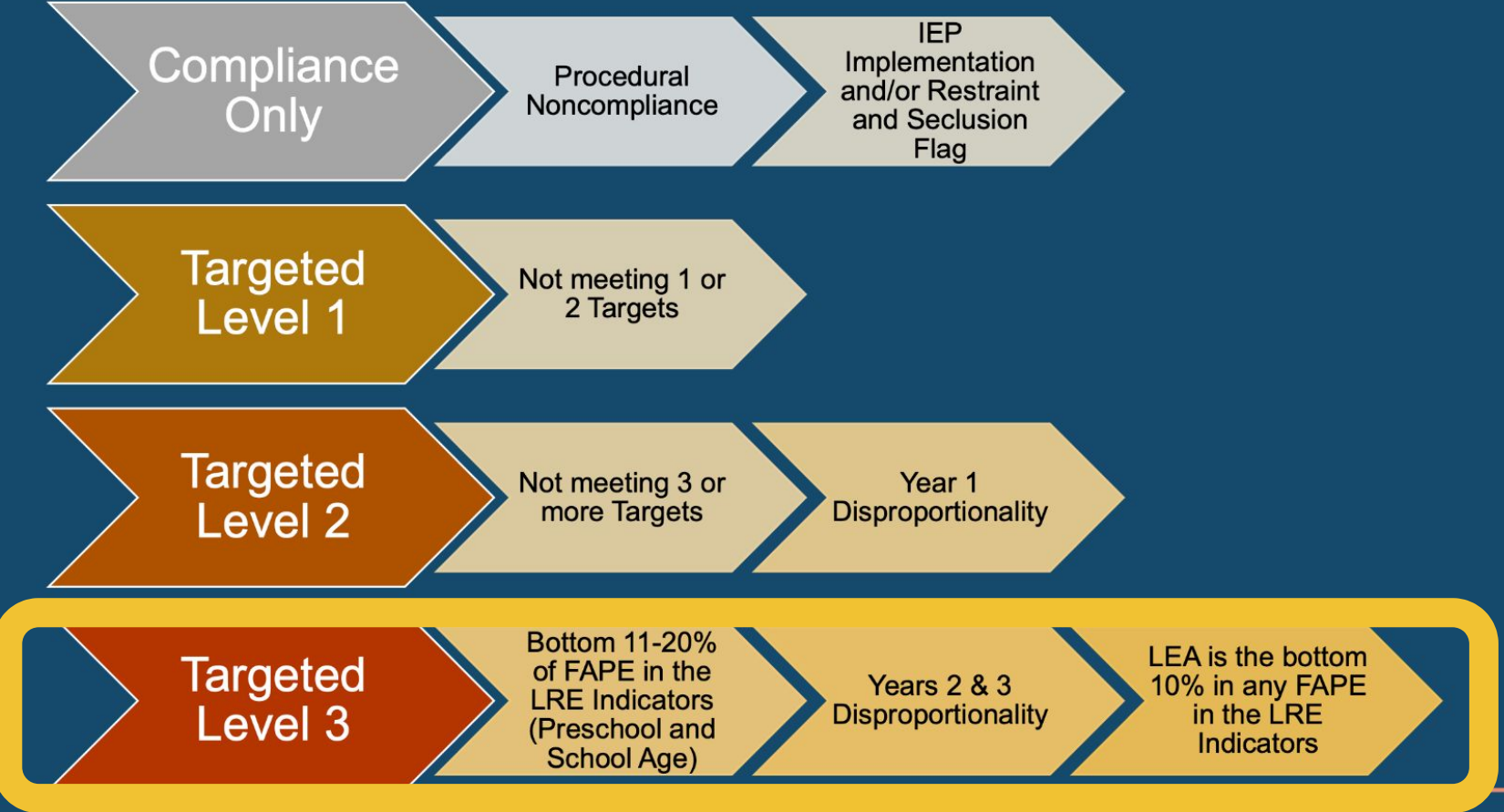
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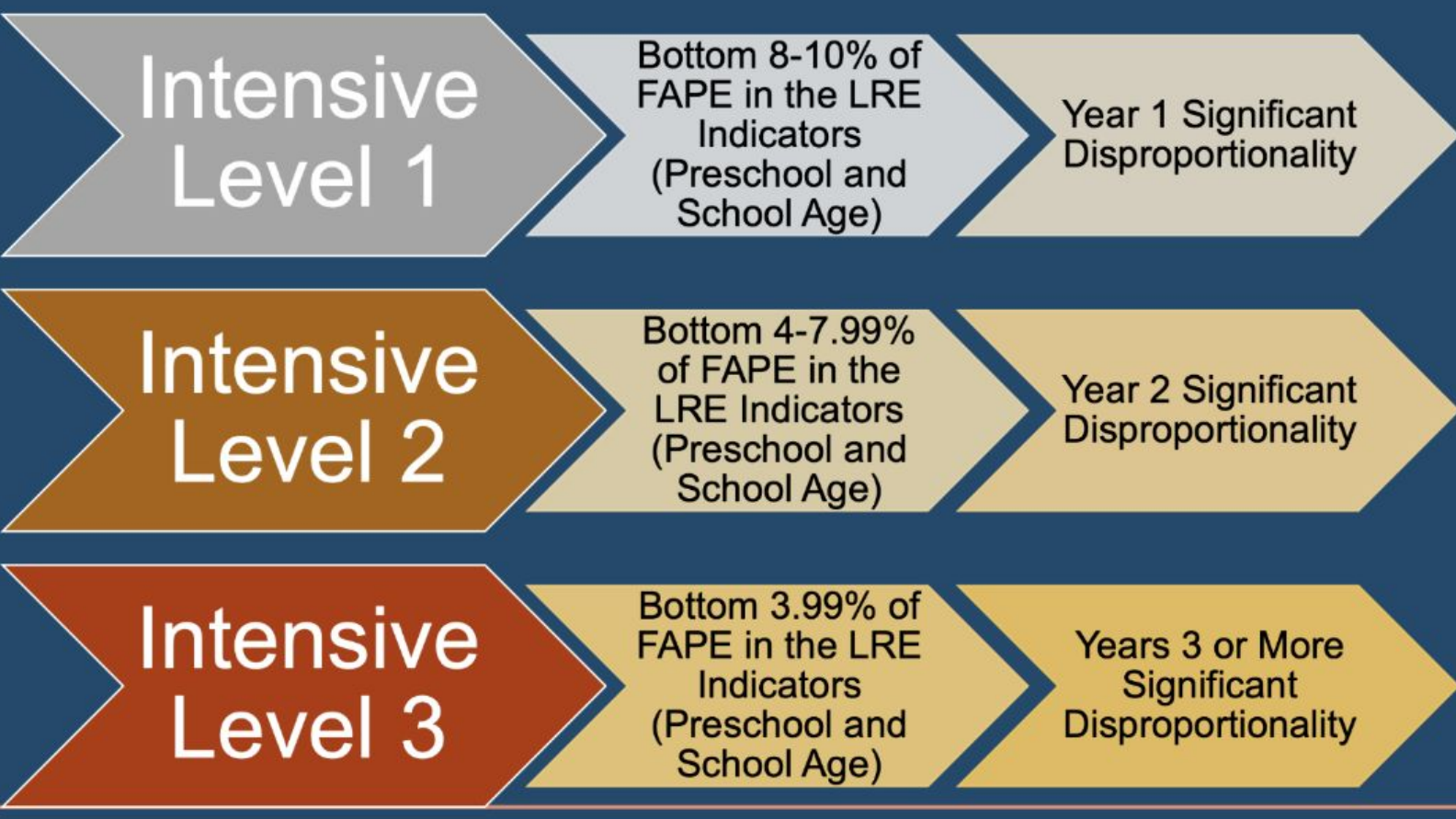
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Targeted Tier and Level Identification



Intensive Tier and Level Identification



Compliance & Improvement Monitoring (CIM)

➤ <https://caltan.info/lea/search>

School Age Intensive Determinations Data Elements

Indicator	Selection Element	Data	Rank
SPPI 3b+3c	ELA Achievement Percent	14.31%	5
SPPI 3b+3c	Math Achievement Percent	11.42%	6
SPPI 5a	LRE Regular Class 80% or more	48.96%	1
SPPI 5b	LRE Regular Class Less Than 40%	18.38%	4
Dashboard	Suspension Rate	4.94%	5
DataQuest	Absenteeism Percent	22.53%	6
Sum of Ranking			27
Total Possible (Number of Valid Indicators Multiplied by 10)			60
Percent (Sum of Ranking Divided by Total Possible)			45%



Compliance & Improvement Monitoring (CIM)

Targeted Determination Data Elements

Indicator	Selection Element	Data	Target	Target Met
Dashboard	Graduation Dashboard Result	ORANGE	BLUE, GREEN, or YELLOW	NO
Dashboard	Academic Performance ELA	RED	BLUE, GREEN, or YELLOW	NO
Dashboard	Academic Performance Math	RED	BLUE, GREEN, or YELLOW	NO
Dashboard	Suspension Dashboard Result	YELLOW	BLUE, GREEN, or YELLOW	YES
SPPI 2	Dropout Percent	7.22%	≤7.0%	NO
SPPI 5a	LRE Regular Class 80% or More	48.96%	≥67%	NO
SPPI 5b	LRE Regular Class Less Than 40%	18.38%	≤13.5%	NO
SPPI 5c	LRE Separate Schools Percent	2.01%	≤2.6%	YES
SPPI 6a	Preschool Regular Class Percent	29.27%	≥47%	NO
SPPI 6b	Preschool Separate Class	4.88%	≤25%	YES
SPPI 6c	Preschool Home Setting	6.1%	≤3.5%	NO
SPPI 8	Parent Involvement Target Met	99.32%	≥97%	YES
SPPI 14a	Post Secondary Higher Ed Percent	76.19%	≥59%	YES
SPPI 14b	Post Secondary competitively Employed Percent	92.86%	≥81%	YES
SPPI 14c	Any Education or Employment Percent	100%	≥89%	YES
--	Child Find Percent	16.05%	≥8.43%	YES

What is the target for Indicator 5a: In Regular Classroom 80% or More of the Day?
The California State Performance Plan established the following targets by school year:



Compliance & Improvement Monitoring (CIM)

Step 1 - Gather & Inquire What is occurring?			Step 2 - Investigate Why is this happening?		Step 3 - Plan How can we address it?	Step 4 - Implementation How well is our plan working?
Feb-March 2026	April-May 2026	June-July 2026	Aug-Sept 2026	Oct 2026	Nov/Dec 2026	2026–2027
• Review the Annual Determination Letter & CDE data. • Identify (CIM) Team. • Select & Begin Parent Input Data collection • Begin Student Record Review (SRR)	• Upload & disaggregate data to Improvement Data Center (IDC) • Analyze Parent Input • Complete Data Quality Activity (if applicable) • Begin regular CIM Team meetings	CIM Step 1 – Due July 10 Provide evidence of following to CDE: • CIM Team • Data Drill Down • Parent Input • Data Quality Activity • Consolidation Student Record Review (SRR) Due June 30th	• Prioritize Areas of Concern • Conduct Root Cause Analysis • Develop Theory of Action	CIM Step 2 – Due October 10 Provide evidence of following to CDE: • Prioritization • Root Cause Analysis • Theory of Action	CIM Step 3 – Due November 13 Provide evidence of following to CDE: • CIM Plan for Improvement SRR Prong II begins (if applicable)	CIM Step 4 • Implementation • Progress Monitoring & Reporting • Amendments as needed (disproportionality)



Compliance & Improvement Monitoring (CIM)

	Targeted	Intensive
Superintendent or their cabinet-level designee	Required	Required
LEA-level General education administration	Required	Required
LEA-level Special education administration	Required	Required
Site-level Administration	Required	Required
SELPA representation	Required	Required
Fiscal Administration	Optional	Required

CIM Team	
Superintendent or Designee	Roxanna Villasenor
SELPA Representative	Lansine Toure
LEA - Special Education Administration	Sabrina Yacoub
LEA - General Education Administration	Christelle Del Rosario, Jason Brockmeyer, Dr. Luca Tirapelle
Site Level Administration	Kathie Nguyen
LEA - Special Education Leads	Liza Melkonian (PS), Amber Cameron (PS), Aura Abing (Coord), Margaret Lee (ECSE Coord), Matt Steinborn (POSA), Maeghan Haywood (TOSA), Mark Abing (AA)
Supportive Partners	Karie Mullassery, Lindsay Summers, Kim Moss, SeaAnna Patrick



Compliance & Improvement Monitoring (CIM) In Alignment with POG & Department Vision



How are we strengthening instruction so students with disabilities can **LEARN**?

- PreSchool Outcomes
- Statewide Assessments
- English Learner Progress (dually identified)
- Graduation Rate
- College & Career Indicators



How are we ensuring IEPs are well written and actively supporting students so they can **NAVIGATE** their futures purposefully?

- Timely Part C to B transition
- Timely Eligibility Evaluation
- Post-Secondary Transition Goals & Services
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How are we using caring and effective case management so students can **IMPACT** their communities for the better?

- Dropout Rate
- Discipline Rate
- Absenteeism
- Parent Involvement



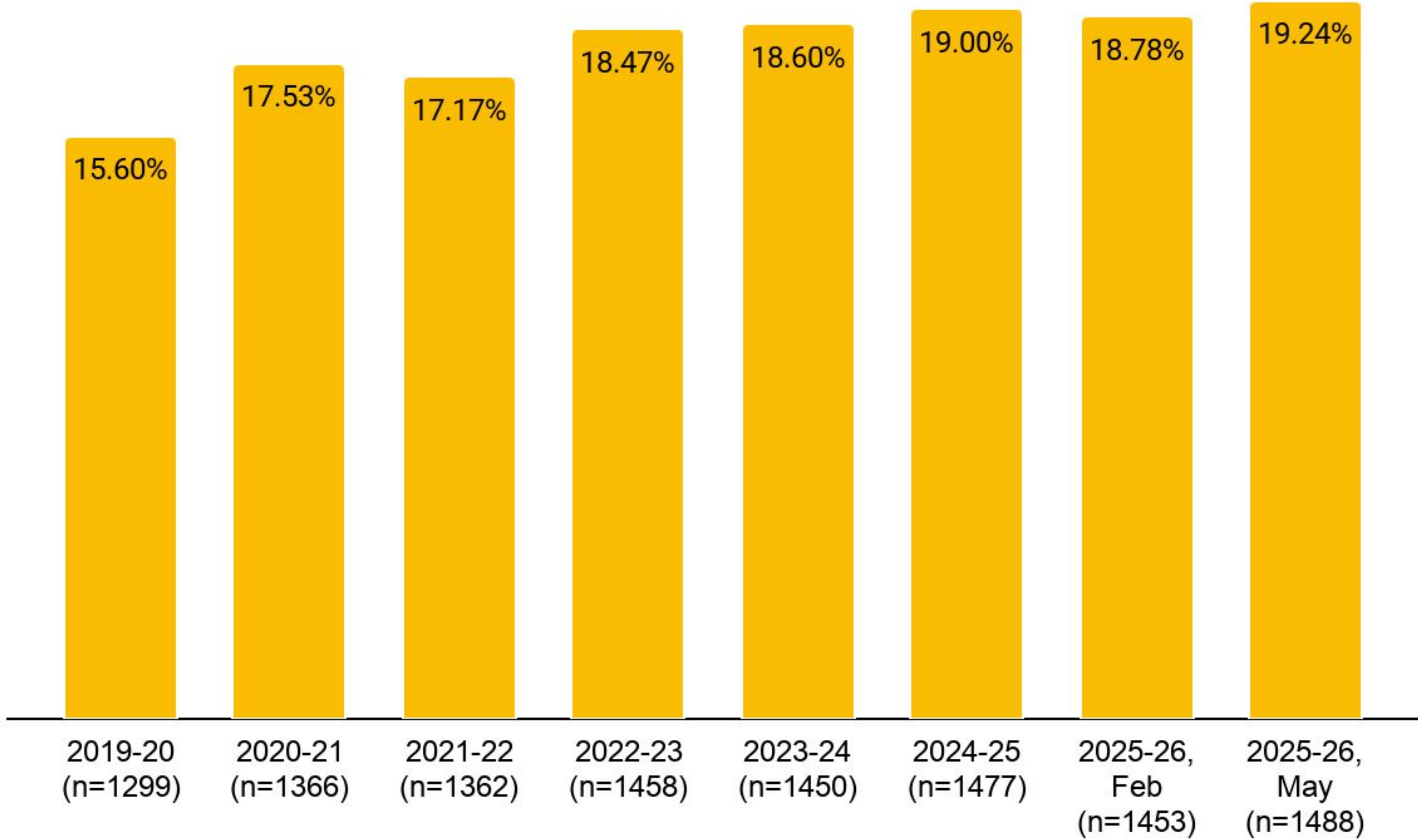
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Special Education Overall Enrollment Trends

**includes Early Childhood & Adult Programs*



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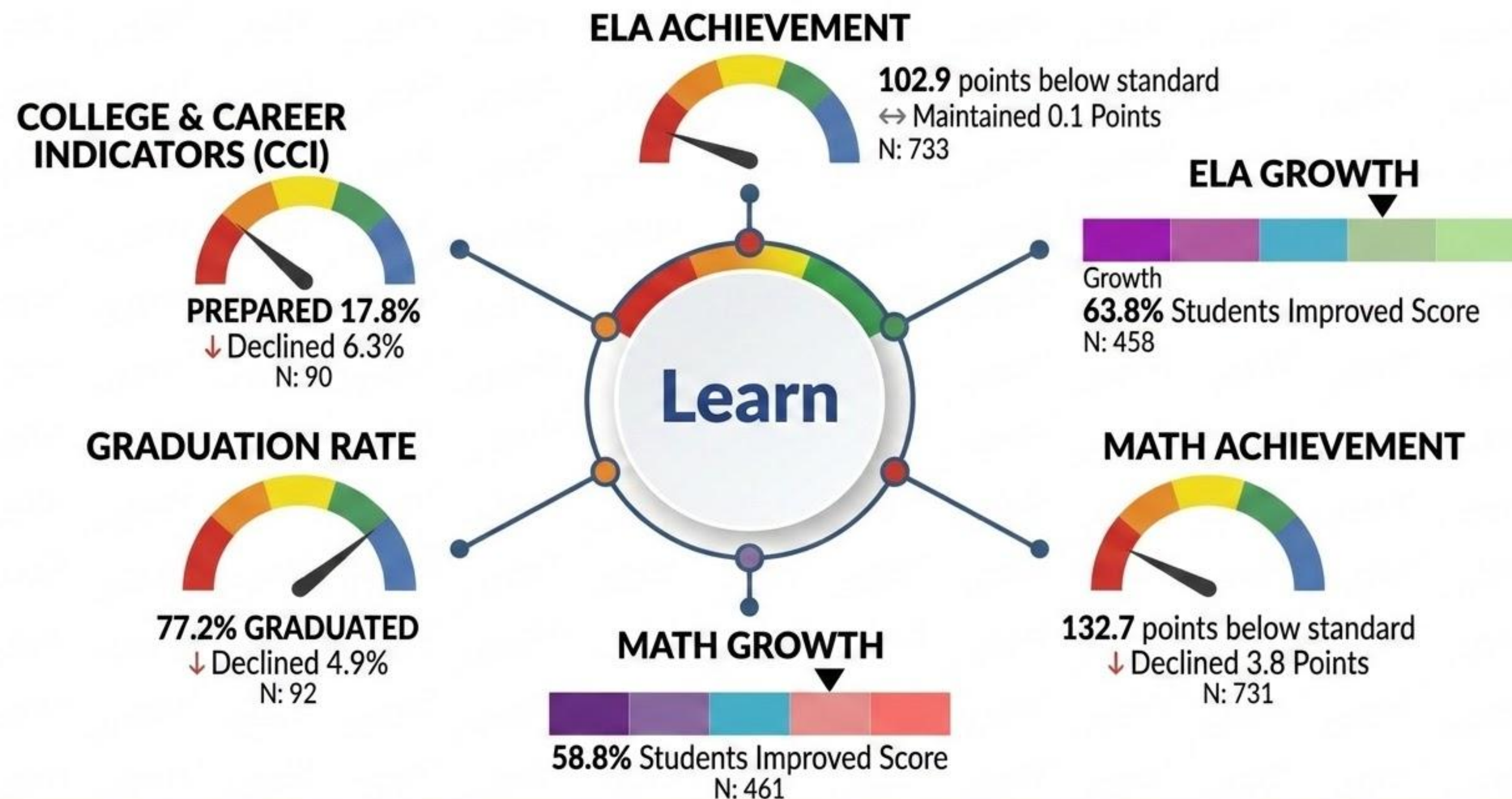


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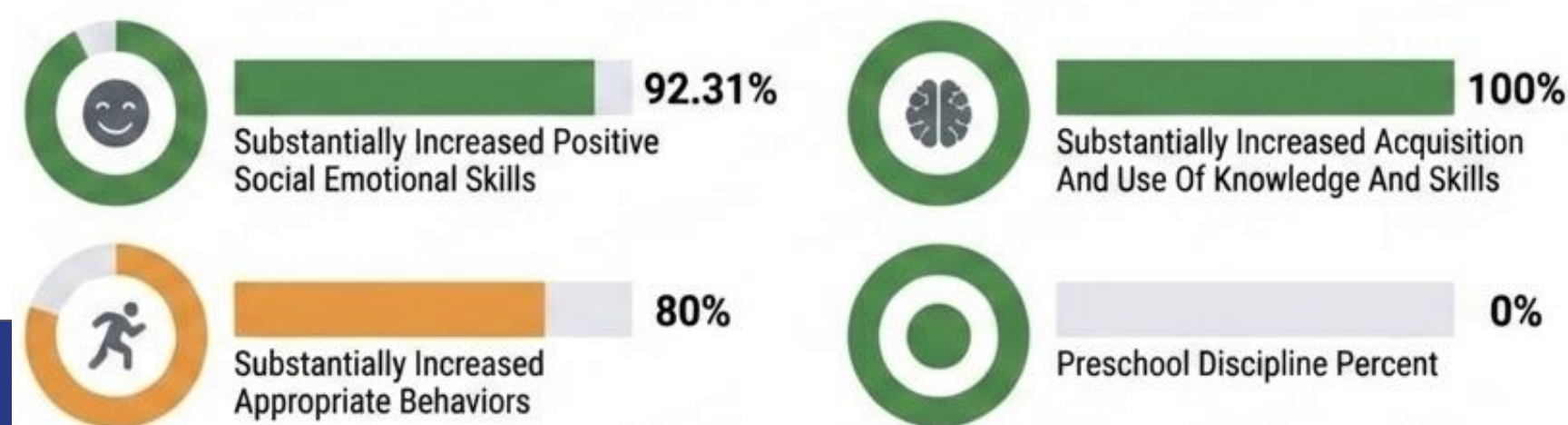
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How are we strengthening instruction so students with disabilities can LEARN?



PreSchool DRDP Rates



What the data shows

Strengths: Early Learning Outcomes (DRDP)

- **92.3%** of students demonstrated substantial growth in social-emotional development
- **100%** demonstrated substantial growth in acquisition and use of knowledge and skills
- **80%** demonstrated substantial growth in appropriate behaviors
- **0%** preschool discipline rate

Focus Area: Closing Opportunity Gaps

- Continue to address gaps in **ELA and Math achievement**
- Prioritize **evidence-based intervention** in foundational literacy and mathematics
- Strengthen outcomes in **Graduation Rate (77.2%)** and **College & Career Readiness (17.8%)** (both currently Orange)



How are we strengthening instruction so students with disabilities can LEARN?

What is expected: Instructional Access & Coherence in Instructional Support

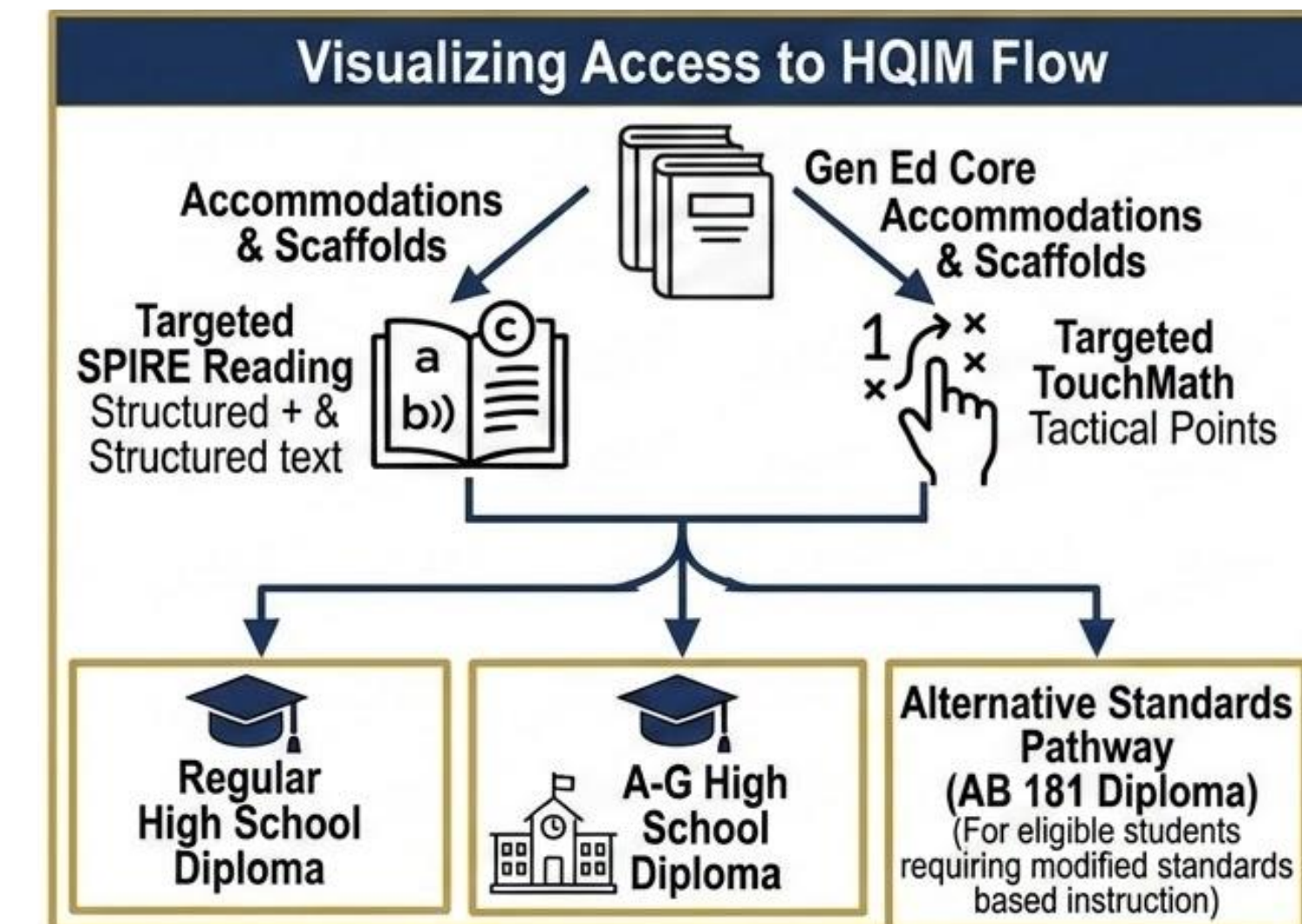
How are we building systems to improve student outcomes

Instructional Access to District Adopted Standards-Aligned Curriculum

- General education curriculum as the **first instruction** for all students
- Instruction aligned to **grade-level standards with appropriate accommodations and scaffolds**
- Special education teachers trained in **district-adopted curriculum and instructional routines**
- **Targeted, evidence-based intervention**
 - Explicit, structured, multi-sensory instruction delivered in a sequential and cumulative manner
 - Builds fluency → supports vocabulary & comprehension
 - SPIRE Reading
 - TouchMath
- AB 181 diploma pathway for students requiring **alternate standards aligned achievement standards (CAA eligible only)**

Coherence in Provider Support

- Alignment across programs and providers
- Aligning outside Coaching (Spire & TouchMath) to district model
- Strategic use of interventions (SPIRE & TouchMath) to support access (not replace core) for students who require to access



How are we using caring and effective case management so students can **IMPACT** their communities for the better?



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How are we using caring and effective case management so students can IMPACT their communities for the better?

What engagement requires:

- Presence
- Belonging
- Wellbeing

SPPI	Indicator	Current Rate	Target	Target Met?
SPPI 2	Dropout Percent	7.22%	≤ 7.0%	NO
SPPI 8	Parent Involvement	99.32%	≥ 97%	YES

How are we building systems to improve student outcomes

- Belonging Cohort
- School Psychologists Study Sessions on Engagement
- Building out inclusive educational practices that ensure access to HQIM

What the data shows:

- **Strength:**
 - Parent Involvement in the IEP process
- **Our Work:**
 - Absenteeism requires attention
 - Although Discipline declined, it still remains a concern
 - Drop out rate, although historically has not been a concern, now requires attention



How are we using caring and effective case management so students can IMPACT their communities for the better?

Ralph Barbosa
Middle School Education Specialist Award
South San Francisco Unified School District
SMCOE SELPA-CAC Teacher Awards



Emily Garfield Award - Kent Award

Angel Gonzalez, School Psychologist

Awarded by San Mateo County School Boards Association for the Emily Garfield Award. The Emily Garfield Award for counseling is part of the J. Russell Kent Awards program. They recognize individuals who exemplify the work and memory of Dr. Garfield who supported implementation of school-and community-based alcohol and drug prevention strategies.

Mr. Gonzalez was nominated for his extraordinary, years-long commitment to student wellness, his leadership across all levels of Westborough's multi-tiered system of supports (MTSS), and his dedication to building relationships with students and families that ensure every student feels seen, heard, and supported.



How are we ensuring IEPs are well written and actively supporting students so they can NAVIGATE their futures purposefully?



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How are we ensuring IEPs are well written and actively supporting students so they can NAVIGATE their futures purposefully?

What is expected:

- Timely IEPs, Well-written IEPs (that pass the stranger test)
- Smooth procedures in transitions between school levels and in the assessment process

How are we building systems to improve student outcomes

- Monthly department meetings alternate between in person focused on LRE and virtual focused on compliance measures
 - 8 meetings per year; 2 are first and last with focus on setting goals and reflection/celebrations)
 - Remaining 6 focus on either instruction related to content alone; 50% of those support compliance

What our data shows

Areas of Significant Progress

Annual IEP Timelines

Reduced from 70 overdue cases in 2024-25 to just 1 case in 2025-26.

70 Overdue 2024-25 → 1 Overdue 2025-26

Triennial Re-evaluations

Reduced from 43 overdue cases in 2024-25 to 3 cases in 2025-26.

43 Overdue 2024-25 → 3 Overdue 2025-26

Post Secondary Outcomes

Target was met for student outcomes.

Target Met

Targeted Areas for System Refinement (Our Work)

Evaluation Timelines (60 days)

Number of overdue cases increased from 0 in 2024-25 to 4 in 2025-26.

0 Overdue 2024-25 → 4 Overdue 2025-26

Post-Secondary Transition Elements (16+)

Number of cases missing required elements increased from 4 in 2024-25 to 13 in 2025-26.

4 Missing 2024-25 → 13 Missing 2025-26

Part C to B (IEP by Age 3)

Increased from 0 overdue cases in 2024-25 to 1 case in 2025-26.

0 Overdue 2024-25 → 1 Overdue 2025-26

Post Secondary Transition Goals & Services

Data decreased. Regression.

Target Not Met



How are we redesigning services so more students can **THRIVE** in inclusive settings?



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The Evidence behind the “Why” of Least Restrictive Environment (LRE)

1. Access to General Education → Higher Achievement

National Center on Educational Outcomes

<https://nceo.info>



Students with disabilities who have greater access to general education curriculums **demonstrate higher** academic achievement and improved postsecondary outcomes.

2. Belonging + Grade-Level Standards → Improved Outcomes

U.S. Department of Education Office of Special Education Programs

<https://sites.ed.gov/idea/>

Federal guidance emphasizes that access to grade level standards and inclusive institutional practices improves outcomes and supports students with disabilities.



3. Co-Teaching Strategies + Core Access → Better Results for All

Council for Exceptional Children

<https://exceptionalchildren.org>

Evidence-based practices such as co-teaching and access to core instruction improve outcomes for students with disabilities while also benefiting overall classroom performance.

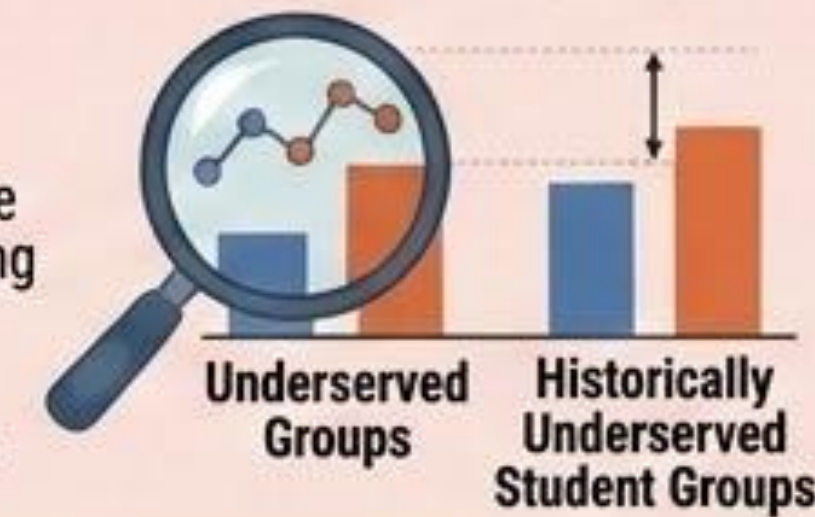


4. Grade-Level Content Access → Closes Opportunity Gaps

The Education Trust

<https://edtrust.org>

Access to grade level content is one of the strongest predictors of closing opportunity gaps for historically underserved student groups, including students with disabilities.



5. Dear Colleague Letter (OSEP/USDOE, January 2025)



Inclusive Practices → Stronger Outcomes Through Access and Collaboration.



U.S. Department of Education.



Federal guidance reinforces that inclusion is expected, with students learning best in general education settings with appropriate supports, and through collaborative practices that ensure consistent access to grade-level curriculum and opportunities.



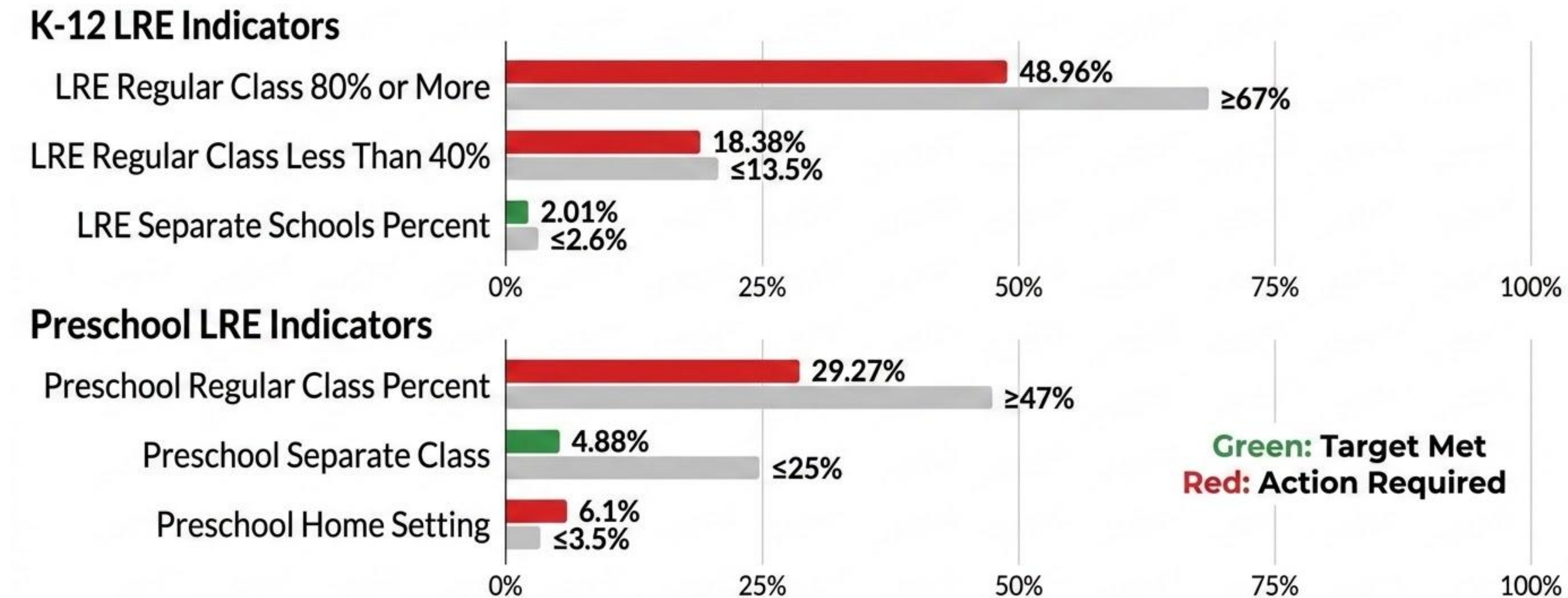
<https://www.ed.gov/media/document/dear-colleague-letter-inclusive-educational-practices-january-16-2025-199435.pdf>



“Early segregation does not merely predict later segregation; it ensures it.”

Erik Carter, Ph.D. - Cornelius Vanderbilt Professor of Special Education, Vanderbilt University

How are we redesigning services so more students can **THRIVE** in inclusive settings?



What the Data Shows:

Strengths

- Targets met for students educated in separate schools
- Preschool targets met for students in separate classes

Our Work:

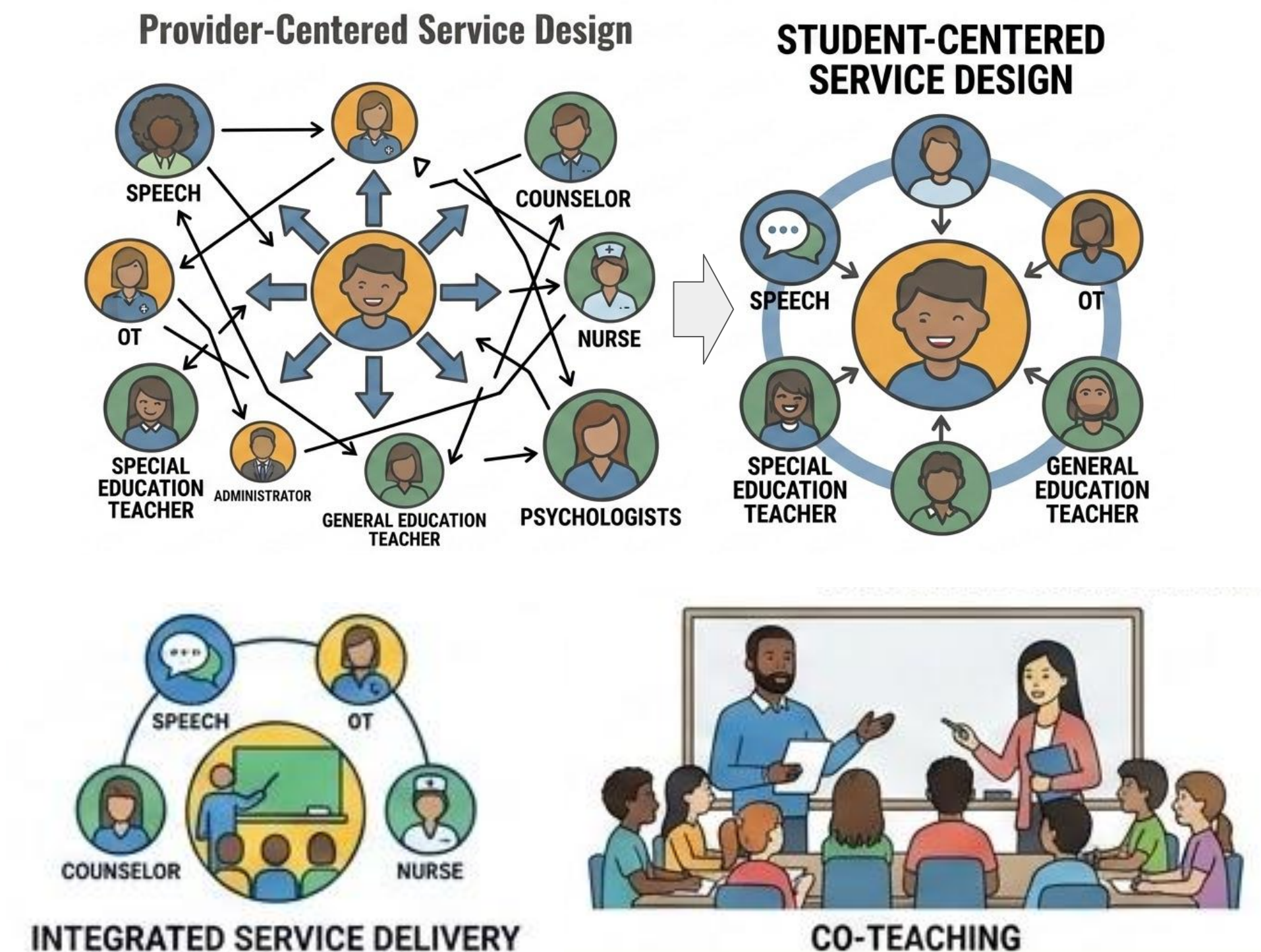
- Increase # of students educated in general education 80% or more of the day
- Decrease # of students educated in general education less than 40% of the day



How are we redesigning services so more students can **THRIVE** in inclusive settings?

What is expected:

- Instructional Coherence in support of student access to learning alongside their peers in general education settings to the maximum extent possible
- Students are not disproportionately identified by race or disability as a whole or under any eligibility category
- Services support access to graduation pathways and diplomas
- Student Centered service design
- Co-teaching and integrated service delivery strategies as core practices
- Special Education teachers take part in general education curricular trainings



How are we redesigning services so more students can **THRIVE** in inclusive settings?

How are we building systems to improve student outcomes



Co-Teaching for Belonging Training

training for co-teaching teams and their administrators



Enrollment in Inclusion Academy

SELPA (SMC)
Sponsored | 3 Days
(Fall, Early Winter, Winter) |
Interact with other districts doing same work | Learn from other districts



Ongoing Coaching & Support

From the central team and site administration



Targeted Trainings

Available by request at site educational communities



Ongoing Dept. Meetings (through 26-27)

Deeper dive on different aspects of Co-Teaching, from relationship building, collaborating, as well as instructional strategies.

Priorities for 26-27 school year



How are we strengthening instruction so students with disabilities can **LEARN**?

- Ongoing collaboration with general education to ensure special education staff are trained in district-adopted curriculum, providing students access to grade-level instruction and core content in the least restrictive environment that provides opportunity to the same graduation pathways.
- Access to high quality materials for students who require alternative standards aligned curriculum that provides eligible students opportunity to participate in AB181 aligned diploma pathway.
- Cnt Monthly para educator trainings to support integrated service delivery as well as increased effectiveness in instructional and behavioral support to increase sense of belonging



How are we using caring and effective case management so students can **IMPACT** their communities for the better?

- Continue Belonging work with Student & Family Services
- Monthly New Teacher Trainings



How are we redesigning services so more students can **THRIVE** in inclusive settings?

- Expand Co-teaching & Integrated Service Provider as strategy for improving LRE and Achievement rates
- Dedicated support and training built into department meetings
- Opportunity for ability awareness & Co-Teaching trainings
 - Secondary Cohorts at SELPA sponsored Inclusion Academy
 - District Co-Teaching for Belonging Training - held in May and may be scheduled by school site or coordinated across.
- Monthly para educator trainings to support integrated service delivery as well as increased effectiveness in instructional and behavioral support to increase sense of belonging



How are we ensuring IEPs are well written and actively supporting students so they can **NAVIGATE** their futures purposefully?

- IEP compliance monitoring & system improvement implemented by SEIS manager and program specialists
- Dedicated support and training built into department meetings

Time is finite; impact comes from how we choose to use it.

Special Education & Pupil Personnel at SSFUSD

May 2026

