



Special Education Update

Board Meeting

Date: December 19, 2024

Presented by:

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SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Acronyms

RSP	Resource Specialist Program
SDC	Special Day Class
FTE	Full Time Equivalent
MOU	Memorandum of Understanding
LEA	Local Education Agency
SELPA	Special Education Local Plan Area
CDE	California Department of Education
CCEIS	Comprehensive Coordinated Early Intervening Services
CAC	Community Advisory Committee
ADR	Alternative Dispute Resolution
SIL	System Improvement Leads

Tonight's Presentation:

1. SCUSD Vision for Special Education (2.5)
2. Department and SELPA Responsibilities
3. Organizational Structure
4. Who We Serve and How We Serve Them
5. Overview of Student Performance and Progress
6. Highlights, Challenges, and Opportunities

Where We Entered: September, 2024

- Grand Jury Report (2024)
- BPSB Settlement (2022) and Action Plan (2024)
- CDE Notification of Continued Non-Compliance (2024)
 - CDE/System Improvement Leads (SIL) Technical Assistance

Vision 2.5

We support Students with Disabilities (with a focus on Black and African American Students with disabilities) in an environment where they are seen, understood, celebrated and experience joy within every SCUSD school. We will ensure that every student, regardless of their background, is given an equal opportunity for success, grows academically and social emotionally, and foster an inclusive community that values diversity and promotes equity for all.

Special Education Department Responsibilities

- Identifying and evaluating students with disabilities
- Developing and implementing Individualized Education Plans (IEP)
- Providing specialized instruction and services
- Ensuring legal compliance with state and federal laws/mandates
- Supporting Inclusive Practices
- Facilitating family engagement and collaborating with external agencies
- Managing data and ensuring accountability and continuous improvement
- Providing opportunities for professional learning and continuous learning
- Managing resources and program oversight

Special Education Local Plan Area (SELPA) Responsibilities

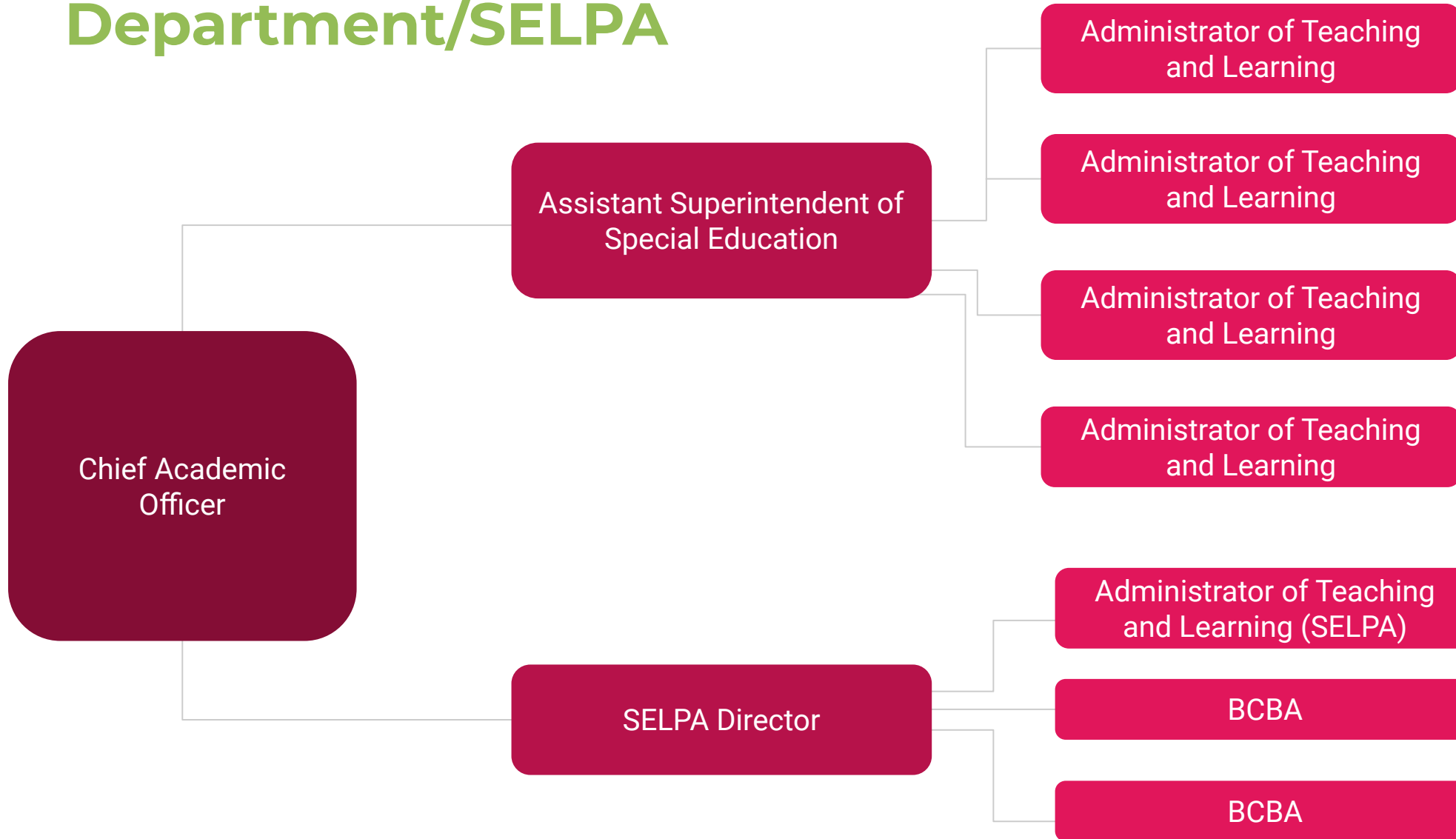
- Development of SELPA Local Plan which is the roadmap for how special education is integrated within an MTSS framework
- Technical Assistance and Facilitation of compliance items (Significant Disproportionality, Monitoring, Complaints)
- Coordination and oversight of implementation of BPSB Action Plan
- Alternative Dispute Resolution (ADR) coordinator.
- Non-Public School and Non-Public Agency oversight
- Consultation and support for Special Education department legal processes
- Professional Learning lead (co-teaching, curriculum audit, inclusive practices, BPSB Action Plan, LRE, Best Practices in Special Education, Site leader's Guide to Special Education)
- Community Engagement through the Community Advisory Committee (CAC) and BPSB Action Plan



Organizational Structure



Special Education Department/SELPA



Staff*: It Takes a Village

Teachers, Resource Specialists	156.	Speech and Pathologists Assistant (SLPA)	9
Teachers, Special Education	197	Occupational Therapists	34
Classroom Aides	386.3	Certified Occupational Therapists Assistant	6
IEP Designated Aides (1-1)	270.7	Educational Audiologist	1
Program Specialist - Special Education	16	Training Specialists (Assistive Technology, Speech)	3
School Psychologists	58.4	Vocational Specialists	1
School Social Worker	7	Interpreter for the Deaf	4.5
Clinician Psychologists/Social Worker	7	Educational Assistant	6.75
School Nurse	11	Job Developer, Employment Services	1.6
Health Aides	36.9	Employment Coach	3
Behavior Intervention Specialists (BIS)	15	Transition Assistant	2.25
Registered Behavior Technician	8	Applications Specialists, Office Technicians, Administrative Assistants, Budget Analyst, Fund Specialists, Record Technicians, Computer Technician	
Board Certified Behavior Analyst	2		
Language Speech and Hearing Specialists	104.9		



Who We Serve

Students with Disabilities:

Demographic Group	Number	Percent
American Indian Alaskan Native	51	.01%
Asian	772	10.7%
Black/African American	1208	16.8%
Filipino	73	.01%
Hispanic	3143	44%
Native Hawaiian or Other Pacific Islander	95	.01%
Two or More Races	623	.09%
White	1193	17%
English Learners	1331	19%
Socio-economically Disadvantaged	4721	60%

Students with Disabilities:

Demographic Group	% of District Enrollment	% of Students with Disabilities
American Indian Alaskan Native	005%	01%
Asian	16.8%	10.7%
Black/African American	11%	16.8%
Filipino	01%	01%
Hispanic	41.7%	44%
Native Hawaiian or Other Pacific Islander	02%	01%
Two or More Races	08%	09%
White	17%	17%
English Learners	19.6%	19%
Socio-economically Disadvantaged	67%	60%

Office of Special Education Disability Categories

- **Autism (1583)**
- Deafness (10)
- Emotional disturbance (135)
- Established Medical Disability (22)
- Hard of Hearing (46)
- Intellectual disabilities (234)
- Multiple disabilities (59)
- Orthopedic impairment (30)
- **Other health impairment (982)**
- **Specific learning disability (2235)**
- **Speech or language impairment (1930)**
- Traumatic brain injury (7)
- Visual impairment (14)

**Total
7,287**

Continuum of Service

- Inclusive Practices
- Resource Specialist Program
- Special Day Classes
- Non Public Schools
- Residential Treatment
- Adult Transition

Least Restrictive Environment

Indicator	Selection Element	Data Year 22-23	Target	Mid-Year Data 24-25	Target
5a	LRE Regular Class 80% or More	60.42%	>/= 62%	66.44%	>/= 67%
5b	LRE Regular Class less than 40%	24.21%	<16.5%	22.73%	</= 13.5%
5c	LRE Separate School	4.39%	<3.0%	3.64%	</= 2.6%



Overview of Student Performance and Progress

2023-2024 Dashboard Data

Academic Performance Levels	SCUSD	State	SCUSD Increase/Maintain/Decrease
English Language Arts	106.8. Below Standard	95.6 Below Standard	+5
Mathematics	137.1 Below Standard	124.3 Below Standard	+4.2
Chronic Absenteeism	31.7%	26.3%	-5.3
Graduation Rate	68.2%	72.7%	+1.2%
Climate and Conditions - Suspensions	8.7% Suspended at least one day	5.4% Suspended at least one day	-.5%



Highlights, Challenges, and Opportunities



Highlights

- Expansion of Epoch Compassionate Dialogue Professional Learning for Special Education Leaders
- Collaboration with SELPA on Professional Learning, Data Analysis, Small Schools Monitoring, Publications, & ADR
- Collaboration with SCTA
 - New/revised position descriptions,
 - Stop-gap measures for speech and psychology services
 - Compensatory Education services to be provided by district staff
 - BPSB Equity Walks
- Agreements with labor regarding contracting services where there are vacancies

Challenges

- Staffing shortages
- Increasing caseloads
- Equity and inclusion
- Legal filings and settlements
- CDE compliance complaints
- BPSB Implementation and monitoring
(time for growth and calibration)

Special Education Staffing Shortage

School Sites	
Position	FTE Available
Teachers (Resource and Special Education)	40.0
Instructional Aides	128.6
Education Assistant	3.75
TOTAL FTE	100.859
Department	
Position	FTE Available
COTAs	3.0
Occupational Therapist	21.40
IEP Designated Paraprofessionals	256.25
Psychologist	6.8
Clinical Psychologist/Social Worker	1.0
SLPs	67.3
SLPAs	4.75
TOTAL FTE	80.200

Opportunities: Future Goals and Areas of Work

Focus Area	Measures	Data Source	Frequency of Data Collection
1. Clear and responsive communication with students and families to build rapport, foster trust and establish transparency	<ul style="list-style-type: none"> Complaints received by CDE/Superintendent and latency period between complaints received at those levels. 	<ul style="list-style-type: none"> Number of formal compliance complaints from CDE and Uniform complaints from HR Percentage of timely responses to CDE inquiries 	<ul style="list-style-type: none"> Weekly with ATLs
2. Delivering high-quality services to close the achievement gap for All SWD with a focus on Black/African American SWDs	<ul style="list-style-type: none"> Grades (reductions of D/F (secondary/semester) and 1s and 2s (elementary/trimester) in ELA and Math iReady (elementary) Review a sampling of IEP goals and progress reports three times per year. 	<ul style="list-style-type: none"> Grade reports iReady (elementary) IEP goals 	Grades <ul style="list-style-type: none"> Trimester (elementary) Semester (secondary) iReady <ul style="list-style-type: none"> Three times per year (elementary) IEP goals (monthly)
3. Establishing clear processes for assessing and determining eligibility for special education services (including how students are supported prior to special education identification)	<ul style="list-style-type: none"> IEP Audits including goal alignments/assessment reports]. 	<ul style="list-style-type: none"> IEPs 	Quarterly
4. Establishing clear processes for the special education department daily functioning Timely IEEs	<ul style="list-style-type: none"> Process failure analysis of process map for key processes 	<ul style="list-style-type: none"> IEE's 	Monthly (with ATLs)

Opportunities: Future Goals and Areas of Work

- BPSB Action Plan Implementation
- Revision of position descriptions to clarify roles and responsibilities
- Assess the organizational structure of the department
- Continue to establish/clarify processes for the special education department daily functioning
- Budget development for 25-26
- Staffing for 25-26
- Contracts and MOUs for 25-26
- ESY (2025) and Compensatory Education Services
- Defining LRE and a full continuum of services for students
- SELPA Curriculum Audit across all settings

Opportunities: MTSS Design Team & BPSB Action Plan Alignment

- Directives 1 & 2: School Discipline
- Directives 3, 4 & 5: Least Restrictive Environment
 - **Action 10: Reading Intervention Teacher MOU & Job Description**
- Directive 6: Bullying & Harassment
- Directives 7, 8 & 9: Special Education Identification
- Directive 13: Restraints & Seclusion
- Directive 15: School Psychologists
 - **Action 1: Reduce the School Psychologist to student ratio to 500:1 within the five-year time frame**
- Directive 17: Professional Development
 - **Action 13: Equity Walks**
 - **Actions 7 & 8: Cultural Proficiency & Staff Capacity Surveys**
- Directive 20: Root Cause Analysis
- Directive 21: Data Systems
- Directive 22: Stakeholder Input



Questions?