



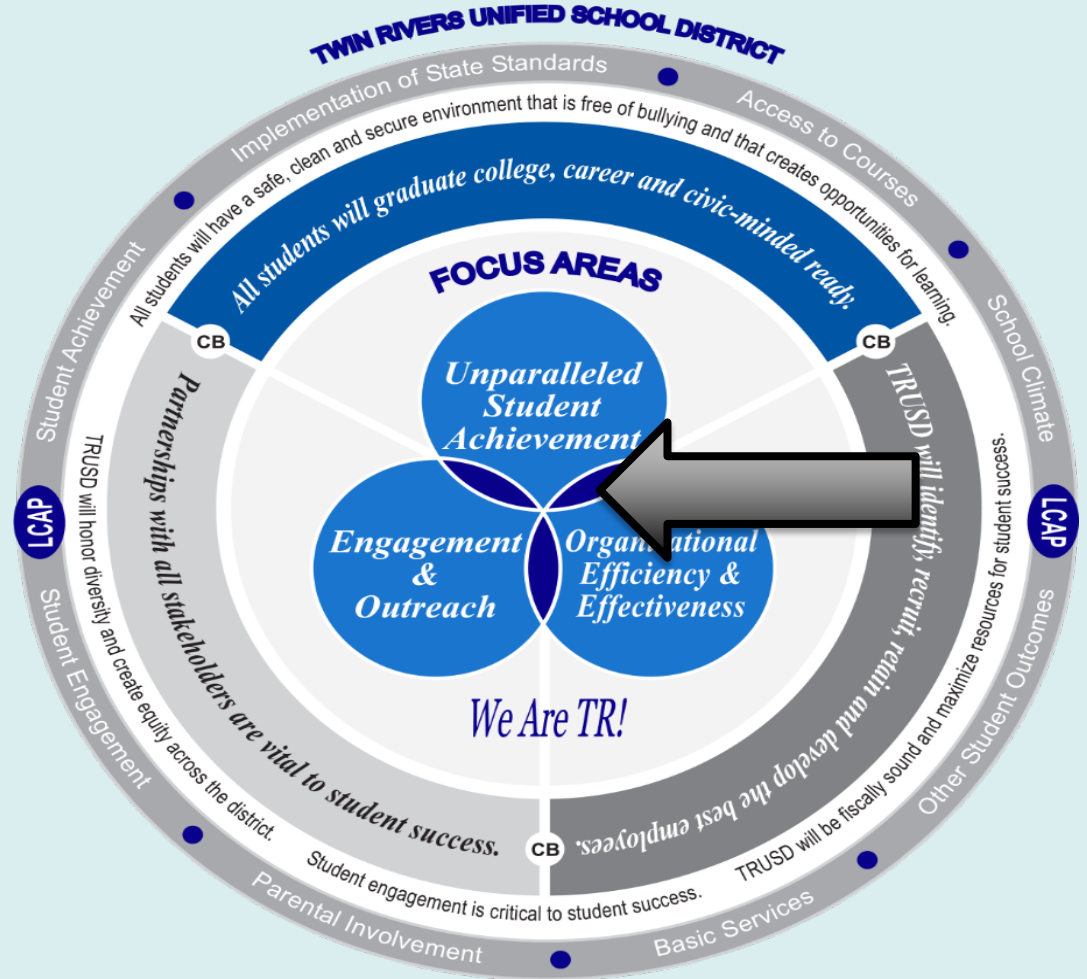
Special Education Department 3 Year Plan

*Kathleen Walker, Executive Director
December 10, 2019*

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Special Education 3 Year Plan



Purpose

To provide the Board with an overview of the three year plan for improving Special Education Services

To ensure every student qualified for special education services has an individualized education plan (IEP) that supports learning in the least restrictive environment

To ensure that all students become college, career, and community ready

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



"All Means All"

Although it is true that special education has created a base of civil rights and legal protections, children with special needs remain those most at risk of being left behind. The facts create a sense of urgency for reform that few can deny.

--President's Commission on Excellence in Special Education (2002)

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Compliance

College, Career, and Community Readiness



Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Who are our students?

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Who are our Students with Disabilities?

| | |
|---------------------------------|------|
| 1. Specific Learning Disability | 1883 |
| 2. Speech Language Impairment | 867 |
| 3. Autism | 549 |
| 4. Other Health Impaired | 317 |
| 5. Intellectual Disability | 239 |
| 6. Emotional Disturbance | 165 |
| 7. Orthopedic Impairment | 49 |
| 8. Hard of Hearing | 26 |
| 9. Multiple Disability | 13 |
| 10. Visual Impairment | 13 |
| 11. Traumatic Brain Injury | 6 |
| 12. Deafness | 3 |
| 13. Deaf-blindness | 0 |



Total Students = 4127
14.22%

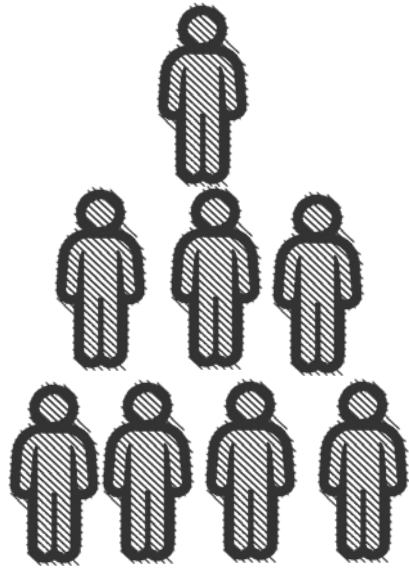
Who are our Students with Disabilities?

| Disability Category | National Percentages | Twin Rivers Percentages | Difference |
|------------------------------|----------------------|-------------------------|------------|
| Specific Learning Disability | 38.6% | 45.6% | +7 |
| Speech/Language Impairment | 16.8% | 21.0% | +4.2 |
| Other Health Impairment | 15.9% | 7.6% | -8.3 |
| Autism | 9.6% | 13.3% | +3.7 |
| Intellectual Disability | 6.9% | 5.7% | -1.2 |
| Emotional Disturbance | 5.5% | 3.9% | -1.6 |
| All Other Categories | 7.2% | 2.9% | -4.3 |

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



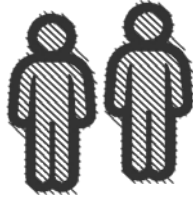
Teacher and Program Numbers



84

Resource Specialist
Teachers

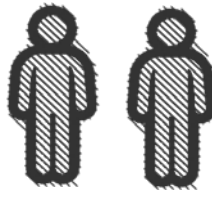
Mild/
Moderate



43

Emotionally
Disturbed

Moderate/
Severe



20



11

Autism



9

Orthopedically
Impaired



3

Transition



6

Preschool



13

Special Day Class Teachers

Compliance

How are we doing?



Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Compliance

Comprehensive Review

59 Findings
of
Noncompliance

2,054
Findings of
Compliance

| Area | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 Dec |
|----------------------------|--------------|-----------|-----------|-----------|---------------|
| 60 day Timeline | 0 | 0 | 0 | 0 | 0 |
| IEP Timelines | 52 | 19 | 8 | 2 | 0 |
| Triennial Review Timelines | 27 | 12 | 5 | 2 | 0 |
| Part C to B Transition | Not recorded | 0 | 4 | 0 | 0 |
| Secondary Transition | 139 | 7 | 1 | 0 | 0 |

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



SELPA

By June 1, 2020 100% of the policies and procedures of Twin Rivers Special Education Local Plan Area (SELPA) will be implemented.

2019-2020

- Local Plan Policies & Procedures Implemented
- Local Plan Updated with new Template
- Develop Annual Notice of Child Find
- Increase Parent Participation & Engagement
- Define SELPA Governance
- Develop SELPA Partnerships
- Ensure appropriate programs & services are provided to meet student needs
- Provide each student access to the core curriculum
- Ensure students with disabilities are integrated into extra-curricular activities
- Develop compliance monitoring timelines
- Establish Budget Committee

2020-21

- Update website
- Update Special Education Program Guide
- Revise Compliance monitoring timeline based on new legislation requirements
- Develop the educationally related mental health services plan

2021-22

- Develop community partnerships

College, Career, & Community Readiness

How are we doing?



Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Vision: Twin Rivers Special Education and SELPA

1

Ensure highly efficient and effective systems operate throughout the SELPA that support students' individual needs, are legally defensible, comply with regulations and are fiscally responsible

2

Increase awareness and engagement of parents through the Individualized Education Plan (IEP) process and Community Advisory Committee (CAC)

3

Provide:

- High quality staff and Programs
- Standards aligned instructional materials
- Individualized Education Program (IEP) Goal Attainment
- Instruction in the Least Restrictive Environment

4

Implement the Special Education Local Plan Area policies and procedures

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Key Goals

By June 1, 2022, the **graduation rate** for students with disabilities in Twin Rivers will increase from 72% to **90%** in order to close the achievement gap with their general education peers.

By June 1, 2022, the **ELA and Math achievement** scores for students with disabilities will increase by a minimum of **15%** for the purpose of closing the achievement gap with their general education peers.

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Domains of Improvement

- Program Development
- Program Improvement
- Program Monitoring
- Service Delivery Options
- Master Scheduling



- Mental Health
- Behavioral Intervention
- Coaching
- Staffing



- Policies & Procedures
- Research Based Curriculum
- Collaboration Strategies
- IEP Goal Development





Graduation Rate

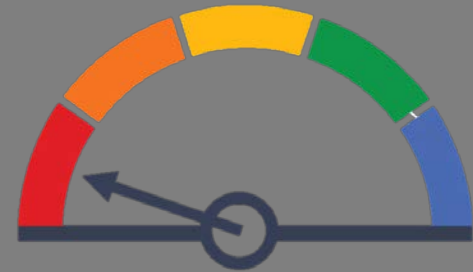
72.2% Graduated

Declined 1% ↓

Number of Students: 212

Graduation Rate and College & Career

Students with Disabilities



College & Career

3.4% Prepared

Maintained —0.5% ↑

Number of Students: 205

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Graduation Rate

By June 1, 2022, the graduation rate for students with disabilities in Twin Rivers will increase from 73% to 90% in order to close the achievement gap with their general education peers.

2019-2020



Completed

- Grade Rate root cause analysis
- Credit Monitoring



In Progress

- Increase credit recovery enrollment
- Para professional support improvements
- Design expanded continuum of services for Resource Specialist Programs (RSP)

2020-2022




Not Started

- Educational benefit identification
- College & career access & options
- Implement & refine expanded continuum of services for RSP
- Align transition goals & 4 year plans



ELA


114.7 Points Below Standard
Increased 5.6 Points 
Number of Students: 1,921

ELA & Math Dashboard 2019

Students with
Disabilities



MATH

144.5 Points Below Standard
Increased 8.5 Points 
Number of Students: 1,910

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Student Achievement

By June 1, 2022, the ELA & Math achievement scores for students with disabilities will increase by a minimum of 15% for the purpose of closing the equity gap with their general education peers.

2019-2020



In Progress

- Core content knowledge
- Assessment, goal, instruction alignment
- Credit & grad monitoring
- Service & program evaluation
- Program improvement plan
- Development of program guide

2020-2022



Not Started

- Long term continuum of services plan started
- Implement program improvements
- Prioritize needed programs
- New program development & implementation



Suspension

12.9%

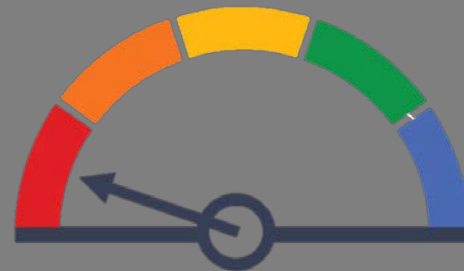
Suspended at Least Once

Declined 1.2% 

Number of Students: 4,010

Suspension & Chronic Absenteeism 2019

Students with
Disabilities



Chronic Absenteeism

20.7% Chronically Absent

Increased: 0.9% 

Number of Students: 2,873

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*



Behavior Goal

By June 30, 2020, of the schools which have implemented at least two years of Positive Behavior Intervention Systems (PBIS), they will align African American, Students with Disabilities, and Homeless and Foster Youth suspension rates to districtwide rates in closing the equity gap by 2% of the previous years' suspensions.

2019-2020



Completed

- Root cause analysis
- Data Monitoring
- Behavior Referral Process development
- ProAct training schedule
- CHAMPS training for Para Educators



In Progress

- District Behavior Workgroup
- Behavior Intervention Team Re-Design
- Social Emotional Learning Foundations and Bridge program improvement design
- Trauma informed practices PD and implementation

2020-2022



Not Started

- Social Emotional Learning Foundations and Bridge program improvement design
- Parent workshops
- Mental Health Plan review
- Intensive Behavioral Health Program

Questions?

Thank you!

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*

