
Special Education Update
SEDAC Update
Board Meeting 4/22/21

Agenda

- Special Education Plan (SEP - State and Federal Compliance)
 - Participation in Statewide Assessments
 - Achievement in ELA and Math
 - Suspension/Expulsion
 - Least Restrictive Environment
 - Disproportional Representation by Disability Category
- Special Education Strategic Plan (SMFCSD Plan - Audit Findings)
 - Staff Qualification and Expertise
 - Effective Education Practices
 - Education Opportunities and Learning Environment
 - Teamwork and Collaboration
 - School Community Partnerships

Assessing and Improving Special Education: A Program Review Tool for Schools and Districts Engaged in Rapid School Improvement - The Center of School Turnaround at WestEd

Agenda

- Comprehensive Coordinated Early Intervening Services Plan (CCEIS for Disproportionality)
 - Outcome 1 : Develop a system of interventions using the multi-tiered system of support (MTSS) Framework and District-wide student support process and protocols
 - Outcome 2: Implement robust-targeted interventions that are designed for linguistically diverse learners that are incorporated in the core instruction.
 - Outcome 3: Create and Implement a normed criteria regarding the collection and use of academic data in the eligibility determination process for special education.
- SEDAC Update

Special Education Plan (SEP)

- Outlines the federally-determined Special Education Indicators, that reflect both performance goals (e.g., statewide assessment) and compliance goals (e.g., IEPs and assessment conducted on time)
- There are 17 Indicators, though some are relevant only to high school; 14 apply to SMFCSD
- Districts are rated each year on the Indicators - Annual Performance Report (APR); with review of previous years' rating (2-3 years comparison)
- A SEP is developed to address the areas identified as not meeting the target or goal and our areas are:
 - Participation in Statewide Assessment, Achievement in ELA/Math, Suspension/Expulsion, LRE, Disproportional Representation by Disability Category

Indicator - Participation in Statewide Assessment

YEAR	TARGET (ELA)	SMFCSD	TARGET (Math)	SMFCSD
2016-2017	95%	95.2%	95%	95.7%
2017-2018	95%	95.3%	95%	95.1%
2018-2019	95%	94.4%	95%	93.3%

- The goal is for 95% of students receiving Special Education services to participate in both ELA and Math assessments

Indicator - Achievement in ELA/MATH

YEAR	TARGET (ELA)	SMFCSD	TARGET (Math)	SMFCSD
2016-2017	13.0%	11.2%	11.6%	12.4%
2017-2018	14.9%	13.2%	12.6%	10.0%
2018-2019	15.9%	14.8%	13.6 %	14.5%

- The goal is to increase the number of students receiving Special Education services meeting proficiency.

Indicator: (LRE) Percentage of Time Special Education Students Spend in General Education: Focusing on the Population Who Spend Less Than 40% of Time in General Ed

YEAR	TARGET	SMFCSD
2016-2017	<23.6%	27.8%
2017-2018	<22.6%	27.6%
2018-2019	<21.6%	24.2%

- The goal is to increase the percentage of time that students spend in the general education setting.

Indicator: Suspensions/Expulsions

YEAR	TARGET	SMFCSD
2017-2018	Met target	4.7% (no expulsions)
2018-2019	Target Not Met	5.5% (no expulsions)

- The goal is to decrease the percentage of students with disabilities suspended within a school year.

Indicator: Disproportional Representation by Disability Category(Hispanic/SLD)

YEAR	TARGET	<i>SMFCSD</i>
2016-2017	3.0%	4.47%
2017-2018	3.0%	4.07%
2018-2019	3.0%	4.32%

- The goal is to decrease the number of students of certain racial/ethnic group being identified under a specific disability category.

SEP TIMELINE

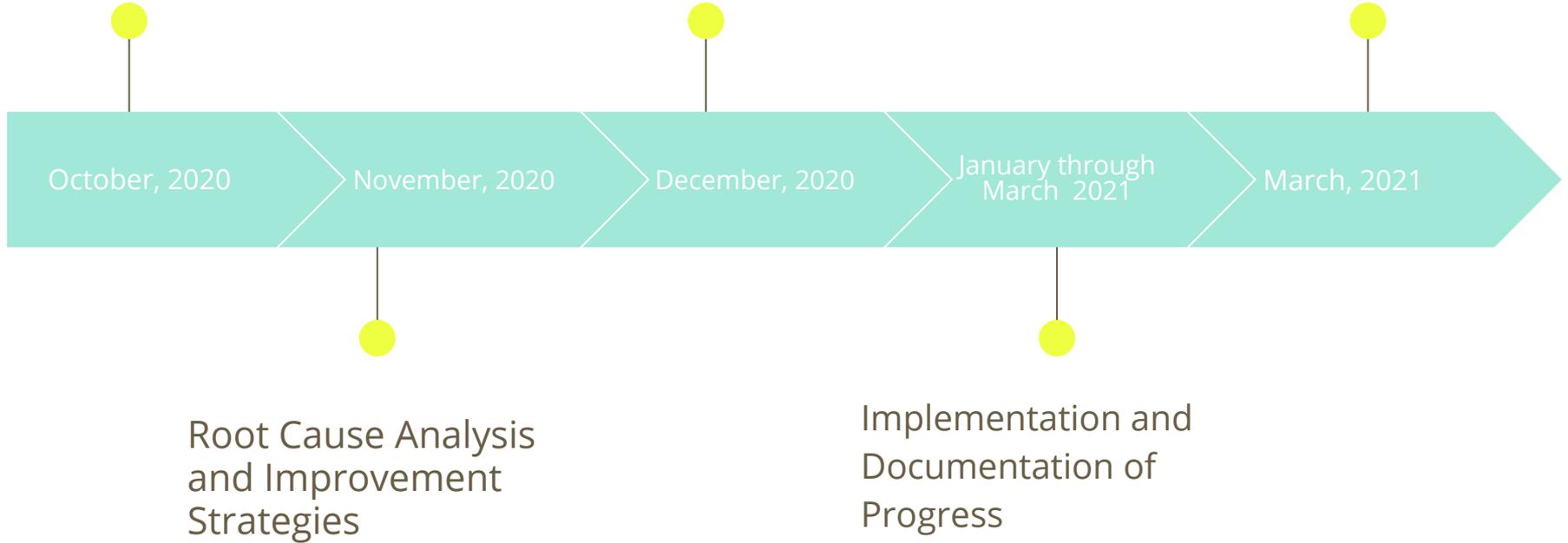
SEP Improvement
Team Formed; SEP
Data Review and
Analysis

SEP Presented to SPED
Leadership and SPED
Department

SEP Submitted to CDE

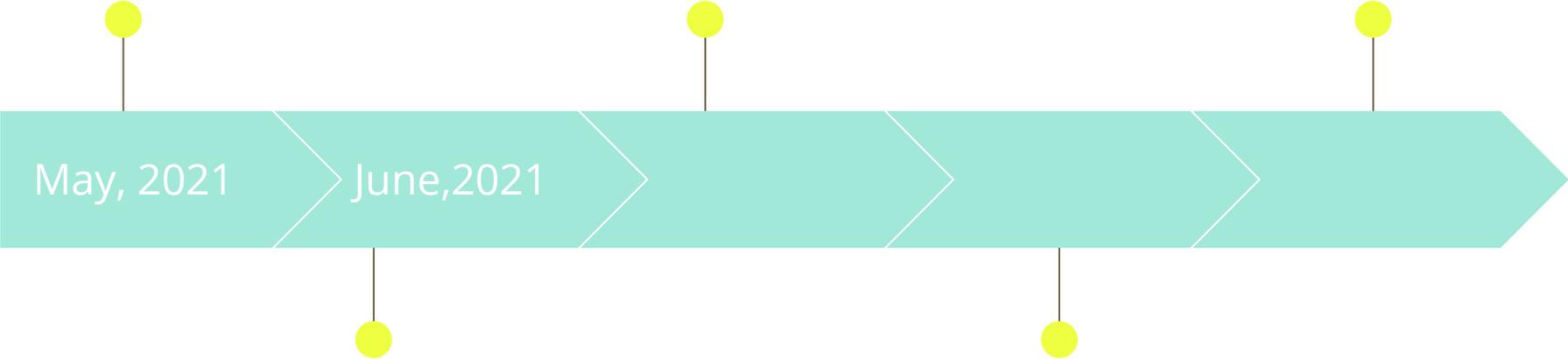
SEP Approval from CDE

Update on Progress



SEP TIMELINE (Cont)

Review Progress and Evidence of Implementation



Progress Report Due to CDE

Development of SMFCSD Special Education Strategic Plan

Essential Components of a High-Quality Special Education Program

Staff Qualification and Expertise

Effective Education Practices

Education Opportunities and Learning Environment

Teamwork and Collaboration

School Community Partnerships

Assessing and Improving Special Education: A Program Review Tool for Schools and Districts Engaged in Rapid School Improvement - The Center of School Turnaround at WestEd

Rubric from Tool for Stakeholder Engagement

Assessing and Improving Special Education

Rubric : Highest Quality Standard
 Acceptable Quality Standard
 Unacceptable Quality Standard

The tool identifies 16 features considered to be essential to a high-quality special education program, and include examples of practices that demonstrate the highest standard.

Highlights of Work in Progress

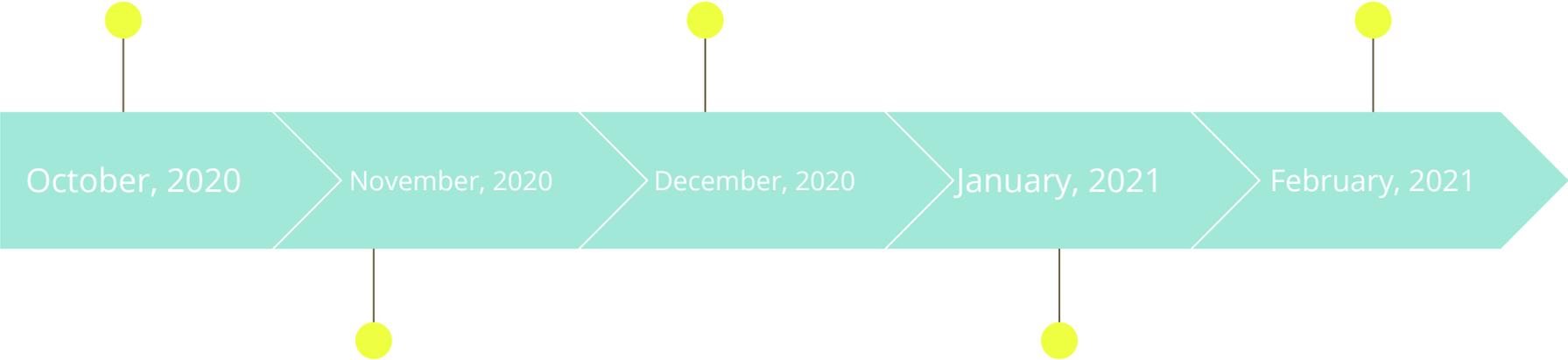
- Staff Qualification and Expertise
 - Collaborative professional learning with general education
 - Regular schedule of professional learning throughout year
- Effective Education Practices
 - Access to general education curriculum
 - Increased resources for special education teachers/online assessment resources
- Education Opportunities and Learning Environment
 - Inclusion ToSAs at 3 elementary schools
- Teamwork and Collaboration
 - Reinstatement of the Special Education Leadership team
 - Monthly cohort meetings
 - Communication tool used with department staff to provide input for meetings
- School Community Partnerships
 - Increased SEDAC presence in the District via Zoom meetings
 - Involvement in County Advisory Council
 - Parent education offerings through SEDAC

Strategic Plan Timeline

PROGRAM COMPONENTS IDENTIFIED /SURVEY TOOL SELECTED

TRIAL SURVEY SPED LEADERSHIP TEAM

SPED ASSESSMENT TOOL PRESENTED AT SPED DEPT MEETING



October, 2020

November, 2020

December, 2020

January, 2021

February, 2021

TRIAL SURVEY (SPED COUNCIL/SPED COHORTS)

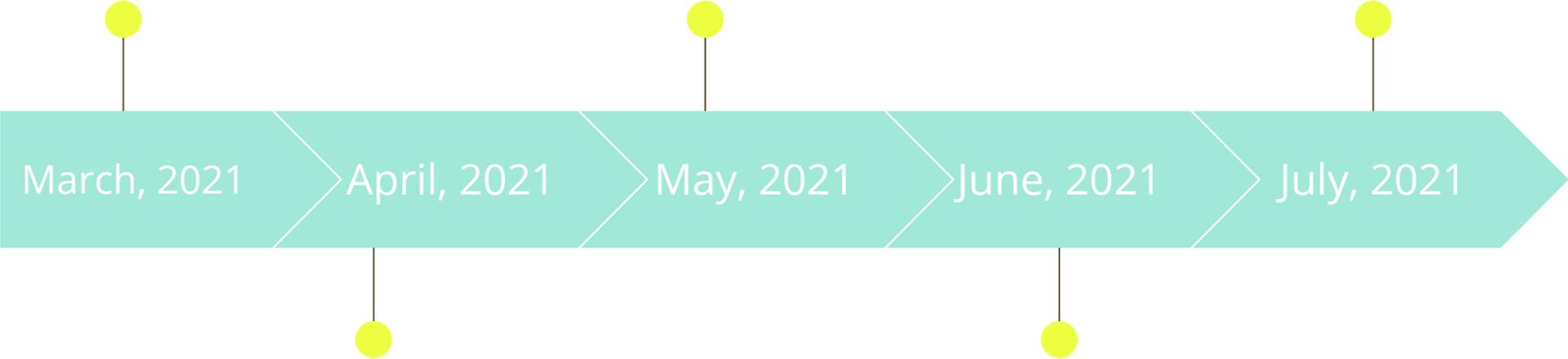
SPED ASSESSMENT TOOL REVISED

Strategic Plan Timeline (Cont)

ASSESSMENT TOOL ADMINISTERED
TO SPED STAFF

DATA PRESENTATION TO
ALL STAKEHOLDERS

STAKEHOLDERS
STRATEGIC PLANNING
SESSION



March, 2021

April, 2021

May, 2021

June, 2021

July, 2021

ASSESSMENT TOOL
ADMINISTERED TO
STAKEHOLDERS

DATA PRESENTATION
TO THE BOARD

Strategic Plan Timeline (Cont)

STAKEHOLDERS STRATEGIC
PLAN FINALIZATION

STRATEGIC PLAN
PROGRESS MONITORING

STRATEGIC PLAN
IMPLEMENTATION UPDATE



August, 2021

September, 2021

October, 2021

November, 2021

December, 2021

STRATEGIC PLAN
IMPLEMENTATION

STRATEGIC PLAN
PROGRESS
MONITORING

CCEIS

- Progress Report - April 10 (Highlights)
 - Outcome 1 : MTSS Study Sessions (Steering Committee), Determination of Team Leads, Draft of MTSS Lead position description.
 - Outcome 2: English Learner Roadmap is underway.
 - Outcome 3: Engagement in calibration sessions on the referral process for special education eligibility determination has began.
- MTSS Lead
 - Draft of position description

SEDAC Update

1. 2020-2021 Meetings

- a. Presentations from: Office of Client Rights Advocacy, AbilityPath's Family Resource Center, Disability Rights California, San Mateo County SELPA, & SMFCSD Inclusion Cohort
- b. April 20 - LCAP Engagement & AB 86 Discussion
- c. May 25th - "Understanding Dyslexia" Presentation

2. Focus Areas for 2021-2020 School Year

- a. SEDAC to serve in Advisory Committee capacity
- b. Identify members for the County Advisory Council/Resource Parent Council (CAC/RPC)
- c. Continue to provide Parent Education opportunities/workshops/resources
- d. Inclusion
- e. IEP Compliance

SEDAC Update (Cont)

Meeting Dates for 2021-2022

August 31, 2021

October 5, 2021

November 9, 2021

January 18, 2022

March 1, 2022

April 19, 2022

May 17, 2022

Questions

Thank You