SCUSD Core Value and Guiding Principle

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 to know

SPP- State Performance Plan

SPPI- State Performance Plan Indicator(s)

SELPA- Special Education Local Plan Area

LRE- Least Restrictive Environment

IDEA- Individuals with Disabilities Education Act

OSEP- Office of Special Education Programs

CALPADS- California Longitudinal Pupil Achievement Data System

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Acronyms to know

CDE- California Department of Education

APR- Annual Performance Report

LEA- Local Educational Agency

AOLT- Academic Office Leadership Team

SAI- Specialized Academic Instruction

BPSB- Black Parallel School Board

Presentation Intentions

- Provide an Overview of the compliance driven processes

- Articulate link between compliance indicators and local priorities

- Communicate shift in mindset to this work through Academic Office

- Provide an overview of how this shift is translating to student, staff, & family experience

State Performance Plan (SPP)

- **State Performance Plan: An Overview**
    - The Individuals with Disabilities Education Act (IDEA) requires that the US Department of Education, Office of Special Education Programs (OSEP) monitor states' implementation of IDEA. The State Performance Plan is a six-year plan that includes 17 measures referred to as indicators. The indicators are determined by OSEP and are related to either IDEA compliance or student performance.

    - Data for each State Performance Plan indicator is reported by LEAs through CALPADS to CDE.

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Annual Performance Report (APR)

2022-2023 SCUSD Annual Performance Report

	2022-23 Targeted Review Data			
Indicator	**Selection Element**	**Data Year (21-22)**	**Target**	**Target Met**
Dashboard	Graduation Rate	Low	> Very Low	YES
2	Dropout Rate	7.05%	≤10 %	YES
Dashboard	ELA Academic Performance	Very Low	> Very Low	NO
Dashboard	Math Academic Performance	Very Low	> Very Low	NO
Dashboard	Suspension	Very Low	> Very Low	NO
5a	LRE Regular Class 80% or more	58.94%	≥60%	NO
5b	LRE Regular Class less than 40%	24.61%	<18%	NO
5c	LRE Separate School	4.99%	<3.2%	NO
6a	LRE Regular Class	21.22%	≥41%	NO
6b	LRE Separate Schools	46.94%	<31%	NO
6c	LRE Home	26.12%	<3.5%	NO
8	Parent Involvement	99.56%	95.5%	YES
14a	Higher Education	30.38%	≥56.0%	NO
14b	Competitive Employment	62.03%	≥76.5%	NO
14c	Any Education/Employment	98.10%	≥87.5%	YES
	Child Find	14.68%	>8.07%	YES
	Total Target Not Met	11 Not Met		
For Informational Purposes				

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Least Restrictive Environment

- The provisions around Least Restrictive Environment in the Individuals with Disabilities Education Act (IDEA) specifically requires (§§300.114 through 300.117):
  - Each public agency must ensure that—
    - (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
    - (ii) Special classes, separate schooling, or other removals of children with disabilities from the regular educational environment occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Academic Office

- For the 2023-2024 school year, the Academic Office, (in consultation from educational partners like SCOE, CCEE, CDE, and others) through our CAO, has made a shift to a more systems approach to address areas of opportunity.

  - Structural changes to Academic Office Leadership Team (AOLT)

  - Mindset shift
    - Focusing on collaboration, unified messaging, and a cohesive focus

Least Restrictive Environment

- Within SCUSD, we have the opportunity to connect our data to our commitments. For LRE, we can connect:

  - Annual Performance Report Data showing we are not meeting indicator levels for LRE (5a, 5b, 5c, 6a, 6b)
    - To

  - Board Resolution 3338 (Rights of Students with Disabilities to a Quality and Inclusive Education)(BPSB connection)
    - *"The Board of Education and SCUSD value and support diversity and inclusion and recognize both the legal right to and the reciprocal benefits of inclusive education…"*

Least Restrictive Environment

- Indicator 6 is a performance indicator that utilizes two components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE).

  - 6a measures the percent of children with disabilities, ages 3 through 5 years, attending a regular early childhood program and receiving the majority of special education and related service in the regular early childhood program.

  - 6b measures the percent of children with disabilities, ages 3 through 5 years, attending a separate special education class, separate school, or residential facility.

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Preschool: District Implementation Team (DIT)

- In 2022-2023, the SELPA initiated a preschool program review process to help address the growing number of assessments and supports available to our youngest learners.

- Developed a District Implementation Team (DIT) that is representative of cross-departmental perspectives, including a designated coordinator, and used an effective meeting process.

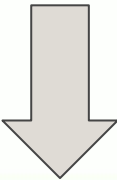# Preschool: District Implementation Team (DIT)- Year 1

- Completed District Capacity Assessment and created a Shared Vision for DIT

  - *The SCUSD Preschool Implementation Team will work collaboratively with key stakeholders to develop a comprehensive full continuum of supports and services at the preschool level. Current research in implementation science will be used to support the implementation of Evidence Based Practices (EBPs) at SCUSD with fidelity through selection, training, and coaching of educational partners to improve student outcomes.*

Preschool: District Implementation Team (DIT)- Year 1

- Completed comprehensive assessment of current programs and services through Teacher survey, Observations, and teacher conversations.

- Developed Program Descriptions for Leveled Preschool Programs (Levels 2, 3, 4) including recommended Staff to Student Ratio, Focus of the Program and Curriculum, Instructional Format, Classroom Structure, Evidence Based Practices, and DIS Support
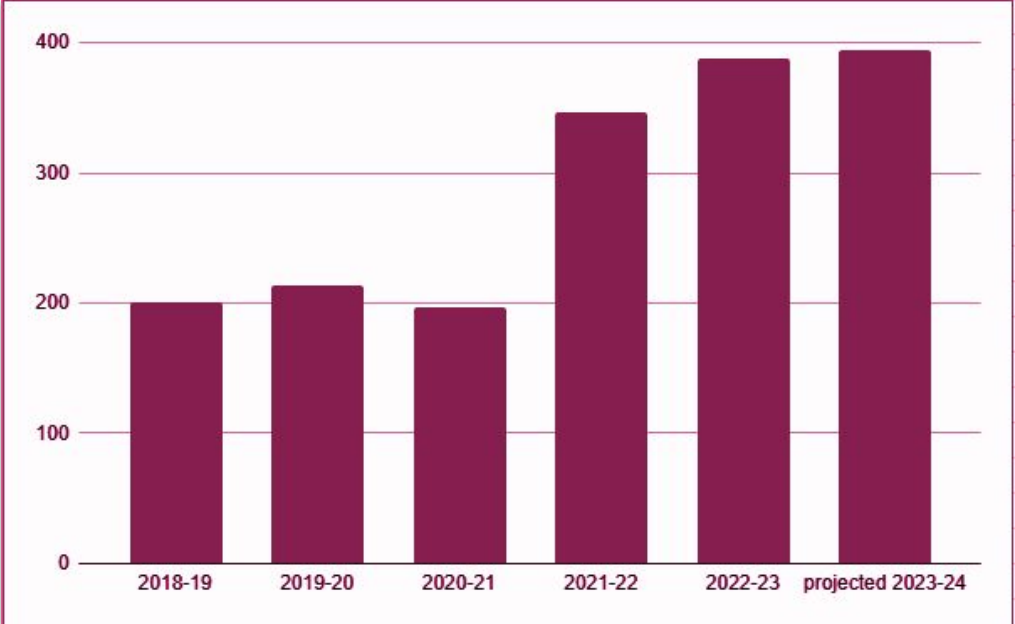
Preschool: District Implementation Team (DIT)- Year 2

Active Implementation Formula

Effective Practices ✕ **Effective Implementation** ✕ **Enabling Context** = **Socially Significant Outcomes**

Preschool: District Implementation Team (DIT)- Enabling Context

- Referrals for preschool full team special education assessments have significantly increased since 2020

Preschool: District Implementation Team (DIT)- Enabling Context

- In the 2022-2023 school year the district had 12 SDC preschool programs and contracted with 2 Non-Public Preschools capable of supporting a total of 185 students

  - Those programs reached capacity in December 2022 and **89** students did not access their Free and Appropriate Public Education for the remainder of the 22-23 school year. Those students were referred for Alternative Dispute Resolution (ADR).

  -

Preschool: District Implementation Team (DIT)- Enabling Context

- With the expansion of TK, the Non-public Schools informed the district that they would no longer be serving preschool age students.

  - To address this change 2 Extensive Support Needs (can support 26 students total) classrooms were opened for the 23-24 school year. These classrooms are based off of DIT's Level 4 Structured program descriptions.

Preschool: District Implementation Team (DIT)- Enabling Context

- SCUSD also opened 4 additional SDC classrooms to support an additional 54 students.

- Starting in December 2023 we met capacity in most of our SDC programs and started referring families to participate in ADR.

  - Preschool Assessment Team is currently averaging about 10-12 IEPs per week. (Projected that **over 100 students** will not have access to their education for the remainder of the 23-24 school year and will be referred to ADR)

- Looking forward to the 24-25 school year it is estimated that the district will need to add additional preschool SDC classrooms to avoid capacity/staffing issues impacting students access to FAPE

- Plans for staffing and ongoing training/support are essential for

Preschool: District Implementation Team (DIT)- Looking Ahead

- Successful Implementation will need to include:

  - A process for addressing internal barriers

  - A plan to continuously strengthen staff skills and secures training for all district/school personnel, with a coaching service delivery plan

  - A commitment to needed expansion of preschool programs that will support meeting SPP indicators

  - Clear program description and planning for Inclusive Preschool Programs (Level 1) (Partnership with Early Learning)
    - Working with CSUS as well

Least Restrictive Environment

- Indicator 5 is a performance indicator that utilizes three components to measure whether students with disabilities are educated within the Least Restrictive Environment (LRE).

  - 5a measures the percentage of students with disabilities, ages 6 through 22, served inside the general education classroom for at least 80% of the day.

  - 5b measures the percentage of students with disabilities, ages 6 through 22, served inside the general education classroom less than 40% of the day.

  - 5c measures the percentage of students with disabilities, ages 6 through 22, served in public or private separate schools, residential facilities, or homebound/hospital placement.

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Better Together: Creating Inclusive Learning Environments Through Co-Teaching

- To support current practices and expand capacity around efforts to implement inclusive learning environments, the SELPA has worked with the Supporting Inclusive Practices (SIP) network to provide professional learning in the area of co-teaching.

  - Better Together: Creating Inclusive Learning Environments Through Co-Teaching

Better Together: Creating Inclusive Learning Environments Through Co-Teaching

Participants in this Professional Learning…

- Understand the facts and myths about co-teaching

- Deepen their knowledge of the following essential elements of a high-quality co-teaching program:

  - Co-Teaching Partnership

  - Co-Planning

  - Co-Teaching Models

  - Co-Assessing

Better Together: Creating Inclusive Learning Environments Through Co-Teaching

Co-Teaching Is...

Instructional model	Two credentialed educators	Both educators co-plan prior to instruction
Both educators co-instruct and co-assess	SAI is provided in addition to the co-taught lesson	

Better Together: Creating Inclusive Learning Environments Through Co-Teaching

Co-Teaching Is Not...

A teacher and an assistant or paraprofessional

Two or more adults in one room- an extra set of hands

An alternative teaching schedule

Collaboration/ Push-In Support

One teacher and one "behavior monitor"

Better Together: Creating Inclusive Learning Environments Through Co-Teaching

Imagine...

...a community in which <u>everyone</u> experienced a sense of belonging, connection, and access.

Better Together: Creating Inclusive Learning Environments Through Co-Teaching

Better Together: Creating Inclusive Learning Environments Through Co-Teaching

GROUNDING ACTIVITY

Within a meaningful inclusive learning environment…

- … students would experience _____

- …students would feel _____

- …you would observe _____

SIP

Benefits of Inclusive Education

Students with Disabilities

- Higher Rates of Academic Performance

- Higher Student Engagement

- More Satisfying and Diverse Friendships

- Improved Communication

- Less Disruptive Behaviors

- Better Post High School Outcomes

Students without Disabilities

- Greater Gains in Math and Reading

- Reduced Fear of Difference

- Greater Empathy

- Improved Self-Concept

- Increased Social Cognition

- Better Ethical Principles

Least Restrictive Environment

These are two examples of how SCUSD is working to address areas of need from a compliance lens (SPPI) but...
These efforts overlap with:

Black Parallel School Board (BPSB) Litigation:
- *Substantial reduction in the placement of students with disabilities in segregated settings;*
- *Substantial reduction in the placement and/or disproportionate placement of Black students with disabilities in segregated settings;*
- *Substantial increase in the placement of students with disabilities, in particular Black students with disabilities, in inclusive and integrated classrooms, schools, and school settings in the Least Restrictive Environment;*
- *Implementation of an ongoing professional development system (including training and coaching) designed to achieve the goals of this Agreement*

Least Restrictive Environment

- In addition to the above, these efforts are also in alignment with an Academic Office focus around a comprehensive professional learning.

- The SELPA asks the following of the Board to continue this work going forward:

  - Continue to ask for updates

  - Ask Questions

  - Provide feedback

  - Support providing the "enabling context" that is needed for socially significant outcomes

Thank you