



Special Education Department Information and Updates

Board Meeting
Thursday, April 18, 2024
Agenda Item No. 9.5

Presented by:
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Assistant Superintendent of Special Education, Innovation and Learning
Special Education Team Members

SCUSD Core Value and Guiding Principle

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

Special Education Acronyms

RSP	Resource Specialist Program
SDC	Special Day Class
FTE	Full Time Equivalent
COTA	Certified Occupational Therapy Assistant
RBT	Registered Behavior Technician
SLP & SLPA	Speech Language Pathologist & SLP Assistant
CDE	California Department of Education
ELA	English Language Arts
CAC	Community Advisory Committee

Office of Special Education Tonight's Presentation

1. Driving Governance - Key Governance and Special Education Law
2. Demographic and Student Outcome Data
3. Building Trust - Listening Tours
4. Planning for Improvement
5. Questions and Answers

My Journey as a Mom and Educator...

- Diagnosis
- Challenges
- Teacher
- Principal
- Executive Director of LCAP
- Assistant Superintendent of Special Education, Innovation and Learning

**“Special Education is not a place.
It’s a service.”**

- Loretta Claiborne

Driving Governance: Individuals with Disabilities Act - IDEA

What is the Purpose?

- To ensure that all children with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- To ensure that the rights of children with disabilities and parents of such children are protected;
- To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- To ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services;
- to assess, and ensure the effectiveness of, efforts to educate children with disabilities.

Who We Serve

Special Education Department Disability Categories

- **Autism (1519)**
- Deafness (11)
- Emotional disturbance (138)
- Established Medical Disability (26)
- Hard of Hearing (54)
- Intellectual disabilities (249)
- Multiple disabilities (60)
- Orthopedic impairment (34)
- **Other health impairment (974)**
- **Specific learning disability (2397)**
- **Speech or language impairment (1986)**
- Traumatic brain injury (9)
- Visual impairment (19)

**Total
7,875**

Special Education Department Disabilities by Race/Ethnicity

American Indian/Native	1.4%
Asian	11.8%
Pacific Islander	1.5%
Filipino	1.2%
Hispanic/Latino	42.2%
Black/African American	18.6%
White	17.5%
Two or more Races	4%

Special Education Department Disabilities by Student Groups

Foster Youth	0.3%
Homeless	1%
English Learner	6.3%
Low Income	23%

Offerings to Support Students

Special Education Department Offerings to Support Students

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

“Data is not about adding more to your plate. Data is about making sure you have the right things on the plate.”

- Paul Fleming

Special Education Department Data Review: What's the Status?

2022-2023 California Dashboard Data

Academic Performance Levels	SCUSD	State	SCUSD Increase/Maintain/Decrease
English Language Arts	111.8 Below Standard	96.3 Below Standard	+7.7
Mathematics	141.4 Below Standard	127.3 Below Standard	+11.4

Special Education Department Data Review: What's the Status?

2022-2023 California Dashboard Data

Academic Engagement	SCUSD	State	SCUSD Increase/Maintain/Decrease
Chronic Absenteeism	36.9%	33.1%	-8.1
Graduation Rate	67%	72.7%	-7.6
Climate and Conditions - Suspensions	9.3% Suspended at least one day	5.9% Suspended at least one day	+1

Least Restrictive Environment

Indicator	Selection Element	Data Year 22-23	Target	Target Met (Y/N)
5a	LRE Regular Class 80% or More	60.42%	>/= 62%	NO
5b	LRE Regular Class less than 40%	24.21%	<16.5%	NO
5c	LRE Separate School	4.39%	<3.0%	NO
5d	LRE Separate Schools	41.51%	<29%	NO
5e	LRE Home	23.72%	<3.5%	NO

Special Education Staffing Shortage

School Sites	
Position	FTE Available
Teachers	45.
Instructional Aides	78.
Education Assistant	5.25
IEP Designated Paraprofessional	35.3750
TOTAL FTE	165.
Department	
Position	FTE Available
COTAs	4.
Occupational Therapist	50
Psychologist	0
RBTs	20
SLPs	35.2
SLPAs	7.
TOTAL FTE	54.500

Celebrations!

Special Education Department Bright Spots



Harvest
Festival



Special
Olympics



Thanksgiving
Luncheon

“A goal without a plan is a daydream.”

- Nathaniel Branden

What I Realized...Trust is Key



From: "Begin with Trust," by Frances Frei and Anne Morriss, May-June 2020



Strengths:

- Collaboration with colleagues
- More positive environment (district/sites)
- Supportive teams

Weaknesses:

- Lack of Communication
- Lack of Processes and Procedures
- Unresponsiveness

Opportunities for Improvement:

- Increased relevant, job-embedded training/professional learning
- Increased aide support

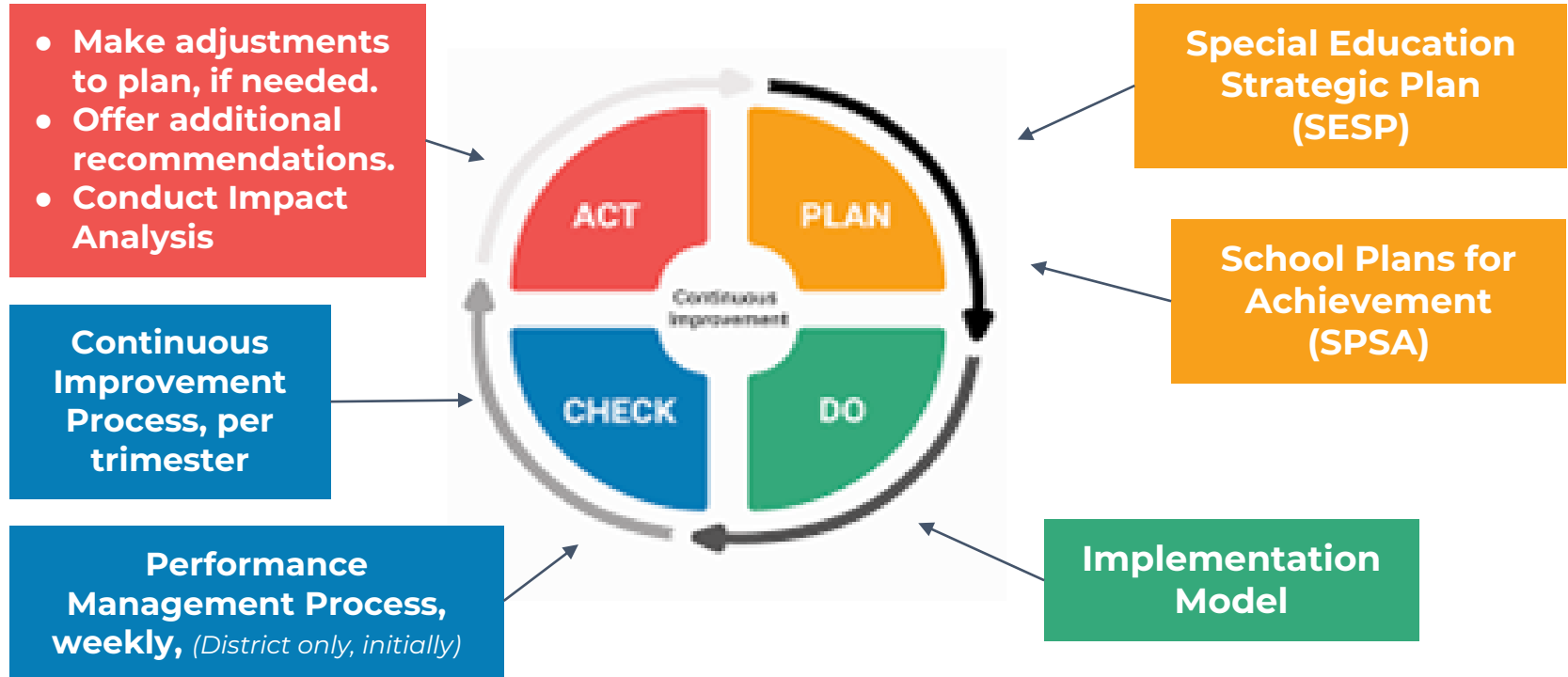
Threats to Opportunities:

- Funding
- Top-down Approach

Strategic Priorities, Continuous Improvement and Cycles of Inquiry

How do we utilize cycles of inquiry to monitor progress once goals are established?

Continuous Improvement Model - Plan Do Check Act



“There's a difference between interest and commitment. When you're interested in doing something, you do it only when it's convenient. When you're committed to something, you accept no excuses - only results.”

- Ken Blanchard

Questions & Answers