



SCUSD SELPA Update

CAC General Meeting
September 20, 2022

Presented by:

Geovanni Linares, SELPA Director



Agenda

- California SELPA CAC Guide 5th Edition
- SCUSD Local Plan Collaboration
- 2022-2023 Reopening of School
 - Benefits and impacts for students with disabilities

California SELPA CAC Guide: 5th Edition

CAC Guide: 5th Edition

- Foundational Understanding
 - Providing a high-quality special education experience for each child involves a team effort, and parent participation is central to meeting student needs and IEP goals. Collaboration with parents through the SELPA is facilitated through the Community Advisory Committee (CAC).
- Collaborative Effort
 - The CAC Guide was originally developed by the Community Advisory Committee Network of California and produced by Resources in Special Education under an interagency agreement between the California Department of Education and the California State University, Sacramento. This 5th Edition is an update from the 2011 edition and provides updated information regarding general and special education while providing a framework for an effective CAC.



CAC Guide: 5th Edition Cont.

- Contents
 - What is a CAC?
 - Who may attend a CAC meeting?
 - How are CAC representatives appointed?
 - What is a SELPA?
 - How do SELPAs and CACs work together?
 - Best Practices for effective CACs
- Next Steps
 - Executive CAC Officer Meeting Discussion
 -

SCUSD Local Plan Collaboration

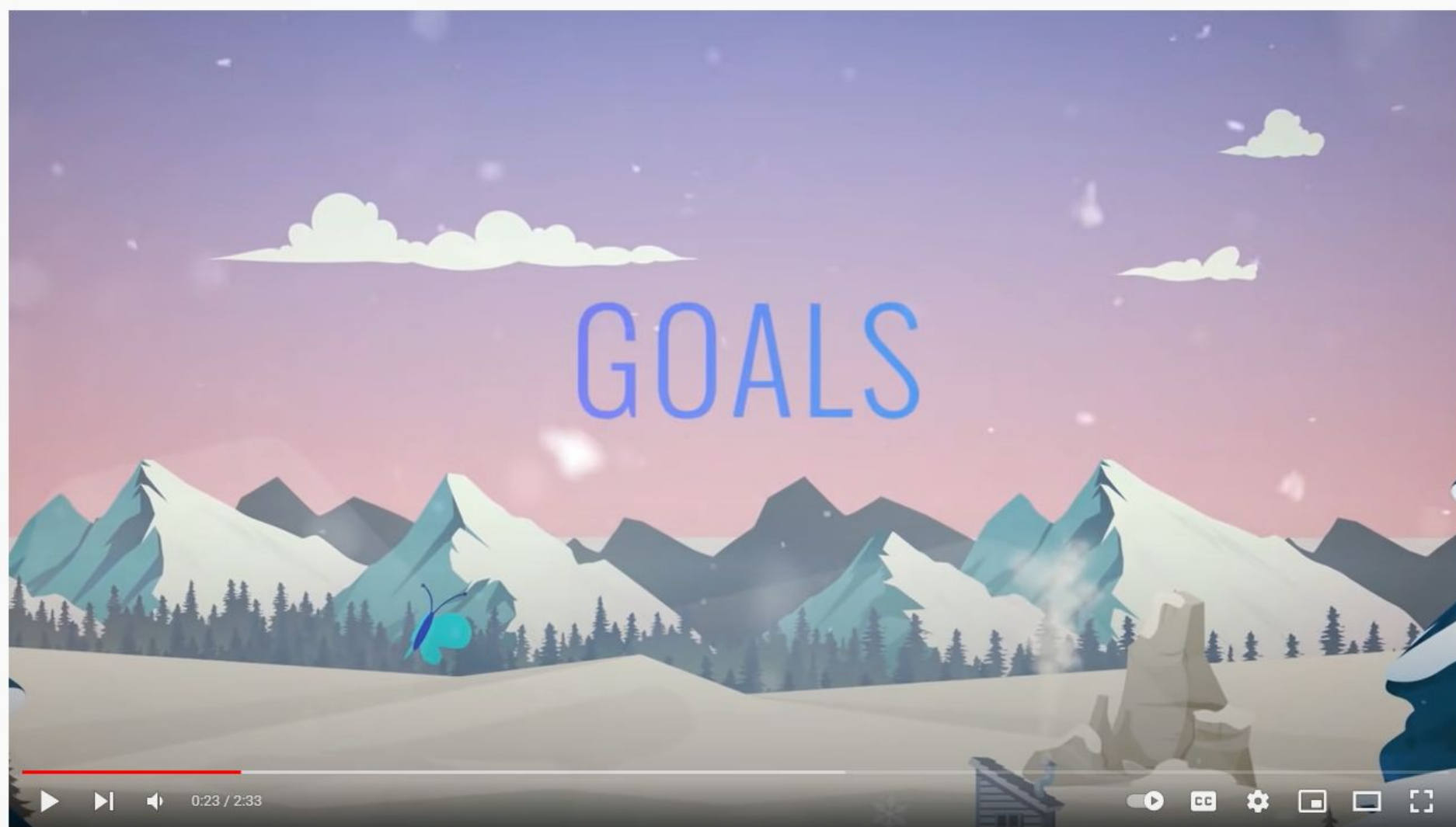
Local Plan Revision Cycle

- **For the 2022-2023 school year, the SCUSD SELPA will revise:**
 - SELPA Annual Service Plan
 - SELPA Annual Budget Plan
- SCUSD will continue to use the SELPA Local Plan [Padlet](#) to update information and provide opportunities for community input
- SELPA will work with CAC to provide an overview of updated sections at an upcoming CAC meeting

2022-2023 Reopening of School

A photograph of two students in a classroom setting, both wearing face masks. The student on the left is a young man with glasses and a plaid shirt, pointing towards a laptop. The student on the right is a young woman with a white apron that has 'bon appetit!' written on it, looking at the laptop. The image has a green overlay and a red and blue bar at the bottom.

Special Education Department Focused Goals



LEAD Department Focus

Launch proactive systemic data-based decision making

Empower through adult professional learning & coaching

Accelerate Instruction & Learning

Deepen understanding in order to implement MTSS



Launch



- Focused Goals
 - Hold timely IEP meetings
- Data
 - **LCAP Action 3.17: Data Practices for Students with Disabilities**
 - Quarterly review of timely completion of initial, annual, and evaluation meetings by school site.
- Resources
 - SEIS Office Hours
 - SEIS Database Home Page

Empower



- Focused Goals
 - Deliver ongoing, collaborative training regarding special education compliance related topics
- Data
 - Attendance & Feedback

- Resources

- [Principal Delivery Package](#)
 - Making High Quality Instruction (HQI) accessible to all students
 - IEP Goal Writing & Progress Monitoring
 - Transition
 - Extended School Year
 - Building a Community of Support Paraeducators Series

Accelerate



- Focused Goals
 - Ensure that special education staff and students are included in the collaborative planning and implementation of Tier 1 High Quality Instruction (HQI).
- Observational Data
- Resources
 - Presentation templates and resources previously provided through Department & Site Leader Professional Learning Days

Accelerate



Local Control & Accountability Plan

Goal 9:

Provide every SCUSD student eligible for special education support and services with an educational program in their least restrictive environment and includes standards-aligned instruction enabling students to meet or exceed state standards.

Deepen

- Focused Goals
 - Encourage representation of special education staff on MTSS Leadership Teams
- Data
 - Site MTSS Leadership Team rosters



LEAD_SELPA Procedural Guide

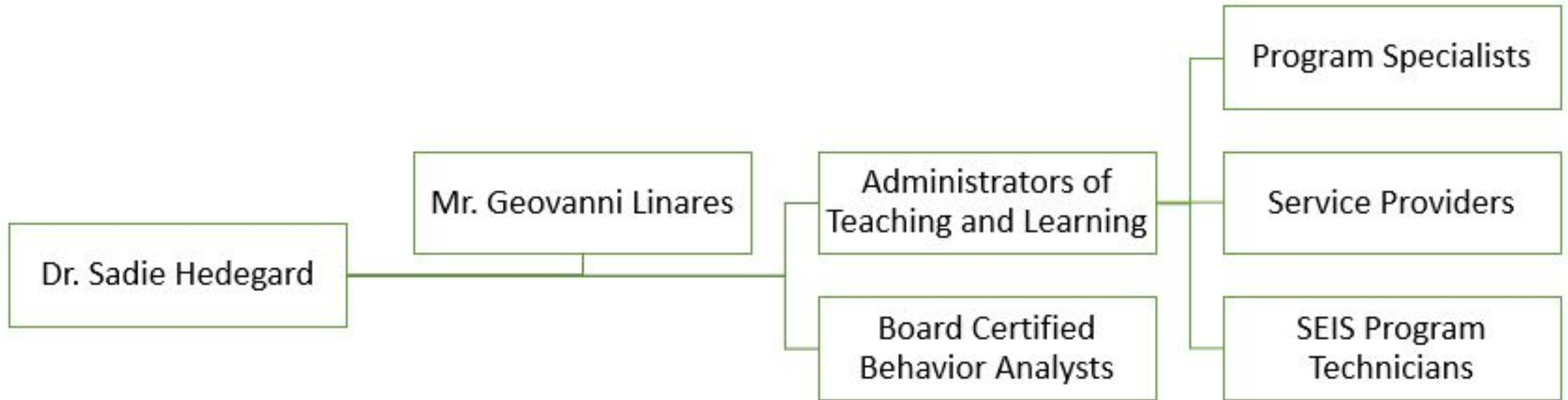
- Focused Goals
 - Establish alignment in special education process and procedures.
- Various Compliance Data Metrix
- Resources
 - <https://www.scusd.edu/selpa-procedural-guide>



A photograph of a classroom with a green overlay. In the foreground, a student with long dark curly hair is sitting at a desk, wearing a black face mask and writing on a piece of paper with a pen. In the background, several other students are seated at their desks, some looking towards the camera and others looking down. The text 'SELPA & Special Education Organizational Chart' is overlaid in white on the image.

SELPA & Special Education Organizational Chart

SELPA & Special Education Department



Special Education Site Support





Special Education LCAP Metrics

Special Education LCAP Metrics

Goal #	Goal Description	Metric	Metric Description	Metric Source	Actions	Action Title	Action Description
One (1)	100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan.	Post-Secondary Outcomes and Competitively Employed	Rate of student respondents that are enrolled in higher education or competitively employed.	SpED Annual Performance Report (APR)	1.1	Transition Planning for Students with Disabilities	
					1.11	Post-secondary Tracking of Students with Disabilities	
Two (2)	Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.	Least Restrictive Environment	Rate of students with disabilities in Regular Class more than 80%	SpED Annual Performance Report (APR)	2.1	Professional Development to support implementation of state standards	
		Least Restrictive Environment	Rate of students with disabilities in Regular Class less than 40% of the time.	SpED Annual Performance Report (APR)	2.4	Multisensory Reading Intervention: Curriculum and Training	
		Reclassification Rate	Percentage of English Learners reclassified to Fluent English Proficient (RFEP)	CDE Dataquest Reporting	2.13	Transitional Kindergarten	
		District Common Assessment Participation Rate in ELA & Math	Percentage of students completing the second Interim District Common Assessment in ELA & Math	District Analysis			
		Third Grade Reading Proficiency (State Assessment)	Percentage of third grade students above standard on the Reading-specific domain of the state's ELA assessment	California Assessment of Student Performance and Progress (CAASPP)			
		District Common Assessment Performance (Math & ELA)	Percentage of correct responses on the second Interim District Common Assessment (Math & ELA)	District Analysis			

Special Education LCAP Metrics

Goal #	Goal Description	Metric	Metric Description	Metric Source	Actions	Action Title	Action Description
Three (3)	Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs	Chronic Absenteeism Rate	Percentage of students in grades K8 who were absent for 10% of more of the total instructional days	California School Dashboard	3.3	School Psychologists	School psychologists conduct special education assessments, serve as a member of Student Success Team (SST) to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals.
					3.4	Instructional assistance for Students with Disabilities	Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP).
					3.17	Data practices for Students with Disabilities	Continue efforts to improve engagement and practices with district data system, Special Education Information System (SEIS), to better monitor providing compliant special education services and supports. This will include a quarterly review of timely completion of initial, annual, and evaluation meetings by school site.
Four (4)	School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and LGBTQ+ Youth.	Suspension Rate	Percentage of students suspended 1 or more times during the school year	California School Dashboard	4.7	Behavior Interventions and Data Management	Provide access to and deliver training for an online platform for site teams to collaborate, develop, and track progress regarding Tier 1, 2, and 3 behavioral supports. This action is intended to specifically support Behavior Interventions and Data Management for Students with Disabilities and will utilize the online program Behavior Advantage.
		Suspension Disproportionality	Percentage of students with 1 or more suspensions whose student groups are disproportionately represented* among all suspended students	California School Dashboard			
		Expulsion Rate	Percentage of students expelled at any time during the school year	California School Dashboard			

Special Education LCAP Metrics

Goal #	Goal Description	Metric	Metric Description	Metric Source	Actions	Action Title	Action Description
Five (5)	Parents, families, community partners, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.	CAC Attendance	Average number of attendees at Community Advisory Committee (CAC) meetings/workshops	Special Education Department	5.9	Special Education Adult Professional Learning (New)	Provide adult professional learning regarding federal and special education law, Multi-Tiered System of Supports, and alternative dispute resolution to SCUSD Ombudspersons to expand their expertise in providing information and supports to guardians' requests for assistance in achieving resolution.
Nine (9)	Provide every SCUSD student eligible for special education support and services with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.	Post-Secondary Outcomes and Competitively Employed	Rate of student respondents that are enrolled in higher education or competitively employed.	SpED Annual Performance Report (APR)	9.1	Preschool District Capacity Assessment	Conduct a cross departmental District Capacity Assessment with Child Development and Special Education which will inform the development of a SCUSD Capacity Action Plan. The action plan will support a common infrastructure for the implementation of effective innovations to achieve desired outcomes for students
		4 Year Cohort Graduation Rate	Combined graduation rate, which reflects all students who: (1) graduate in four years as part of the most current graduating class and (2) graduate in five years as part of the prior year graduating class.	SpED Annual Performance Report (APR)	9.2	Educational Technology for Students with Disabilities	Establish a Department Computer Support Technician position and provide educational technology (including hardware, software, and connectivity) for special education students and staff. These actions will support regular and substantive educational interactions between students and their special education service providers and student access to assistive technology.
		Least Restrictive Environment	Rate of students with disabilities participating in a separate school.		9.3	Expanded Special Education Staffing	Additional special education staffing to expand student access to appropriately credentialed/licensed special education providers and district access to special education leadership positions, which support the organization and appropriate supervision of staff.
					9.4	Team Engagement specific to the needs of Students with Disabilities	Develop and invest in opportunities to engage diverse teams to monitor improvement, build professional capacity, and build towards long-term restorative change. This includes investments in adult professional learning for staff and community regarding legal compliance and effective instructional practices, educational partner engagement, and regular collaboration work which fosters continuous improvement practices that positively impact students with disabilities.
					9.5	California Commission on Teacher Credentialing (CCTC) Authorization Alignment (New)	Review and, where necessary, update special education job descriptions to ensure qualifications and duties align with California Teacher Credentialing requirements and authorizations.

A young boy with glasses and a white face mask is pointing towards a woman on the right. The woman is also wearing a white face mask and a white apron with the text "bon appetit!" repeated on it. She is holding a laptop. The background shows a classroom with a bulletin board. The entire image has a green tint, and the text "Certificated & Classified Staffing" is overlaid in white.

Certificated & Classified Staffing

Certificated & Classified Staffing

“Teacher shortages are a long-term national issue exacerbated by COVID-19 and California is no exception”.

- [State Superintendent Tony Thurmond](#)

California has been experiencing a shortage of teachers, especially in special education, bilingual education, and science & math for some years. The Covid-19 pandemic has exacerbated the problem.

SCUSD Openings

- HR currently working through Leveling process with our teachers. Number of elementary classrooms will likely be filled by Monday.

Recruitment

HR Dedicated Staff: Dr. Tiffany Smith Simmons, Human Resources

- Summer Hiring Fairs
- Department Eligibility pools for positions
- SCOE Certificated Pipeline
- Sac State Recruitment
- Los Rios Community College Recruitment
- Review of assignments of adult support to be proactive in meeting the needs of students and staff



Special Day Classes



Parent Professional Learning

Upcoming Professional Learning Opportunities

- **SELPA Administrators of California 2023 ADR Conference**
 - March 16 & 17 2023
 - Riverside Convention Center
- **Unapologetically Able: Courageous Conversations with Chaeli Mycroft**
 - September 26, 2022
 - Virtual
 - [LINK](#)

THANK YOU