Special Education Services

CVUSD
Ms. Miller, Assistant Superintendent
Ms. Johnson, Director
Ms. Ashmore, Director

Purpose

- To provide a brief overview of:
  - Legal obligations
  - Dedicated staff who serve our students
  - Students we serve
  - Continuum of special education services
  - Why location of services matters
  - Our challenges
  - Our highlights
  - Looking forward

Legal Background

- Individuals with Disabilities Education Act
  - Initially entered into federal law in 1975 - students with special needs had the right to an education
  - Reauthorized and amended in 1997 - strengthened academic expectations of students with special needs and increased accountability measures for school districts
  - Reauthorized in 2004 - increased focus on early intervention, increased accountability measures for school districts and consistent with NCLB now required teachers to be "highly qualified"
- Important to note- IDEA is to *supplement* general education, not supplant

Central Components of the Regulations

- **Child Find -** we are required to assess students if we suspect a disability
- **Free and Appropriate Public Education (FAPE) -** the goals and special education services offered to the student to support them in accessing general education
- **Least Restrictive Environment (LRE) -** the maximum extent possible the student is educated with non-disabled peers
- **Individual Education Plan (IEP) -** combination of **FAPE** and **LRE**

Dedicated Professionals

We are so thankful to all CVUSD special educators!

1,994 students benefit from your dedication and expertise.

Role	Full Time Equivalents (FTE)
Special Education Teachers	96.8
Paraeducators	214
Speech and Language Pathologists	21
School Psychologists	19.3
Occupational Therapists	5.5
Adapted PE Teachers	4.2
Coordinators (Administrators)	4
Board Certified Behavior Analysts (BCBA)	3
Behavioral Health Clinicians	2
Clinician Interns	7
Deaf and Hard of Hearing Teachers	2
Teacher for Visually Impaired	1
Teacher on Special Assignment (TOSA)	2
Registered Nurses	5
Total	386.3

The Students We Serve

Special Education Enrollment by Disability
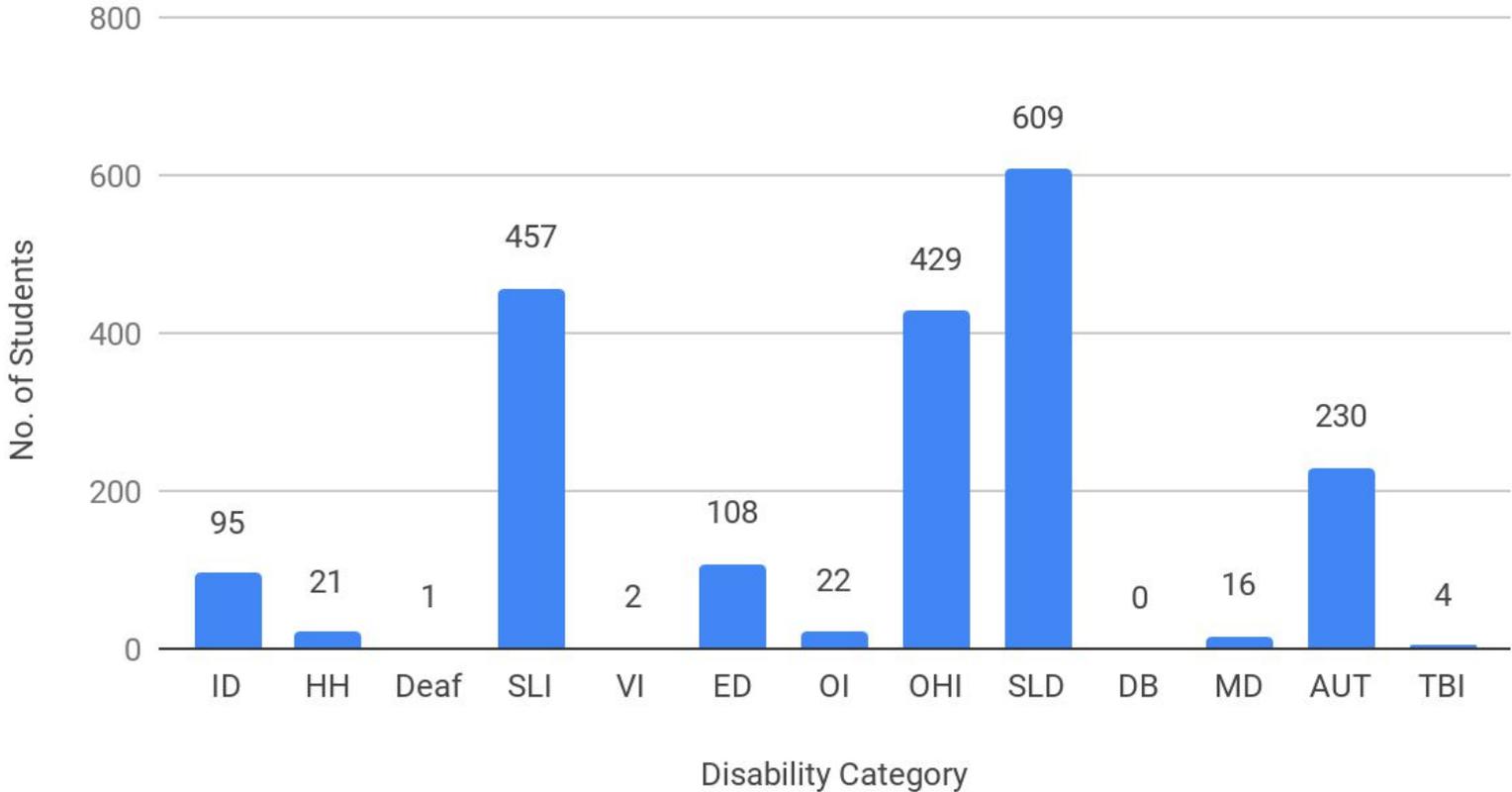
Legend:
ID = Intellectual Disability
HH = Hard of Hearing
SLI = Speech and Language Impairment
VI = Visual Impairment
ED = Emotional Disturbance
OI = Orthopedic Impairment
OHI = Other Health Impairment
SLD = Specific Learning Disability
DB = Deaf and Blind
MD = Multiple Disabilities
AUT = Autism
TBI = Traumatic Brain Injury

# The Students We Serve

Number of Students with an IEP by School Year
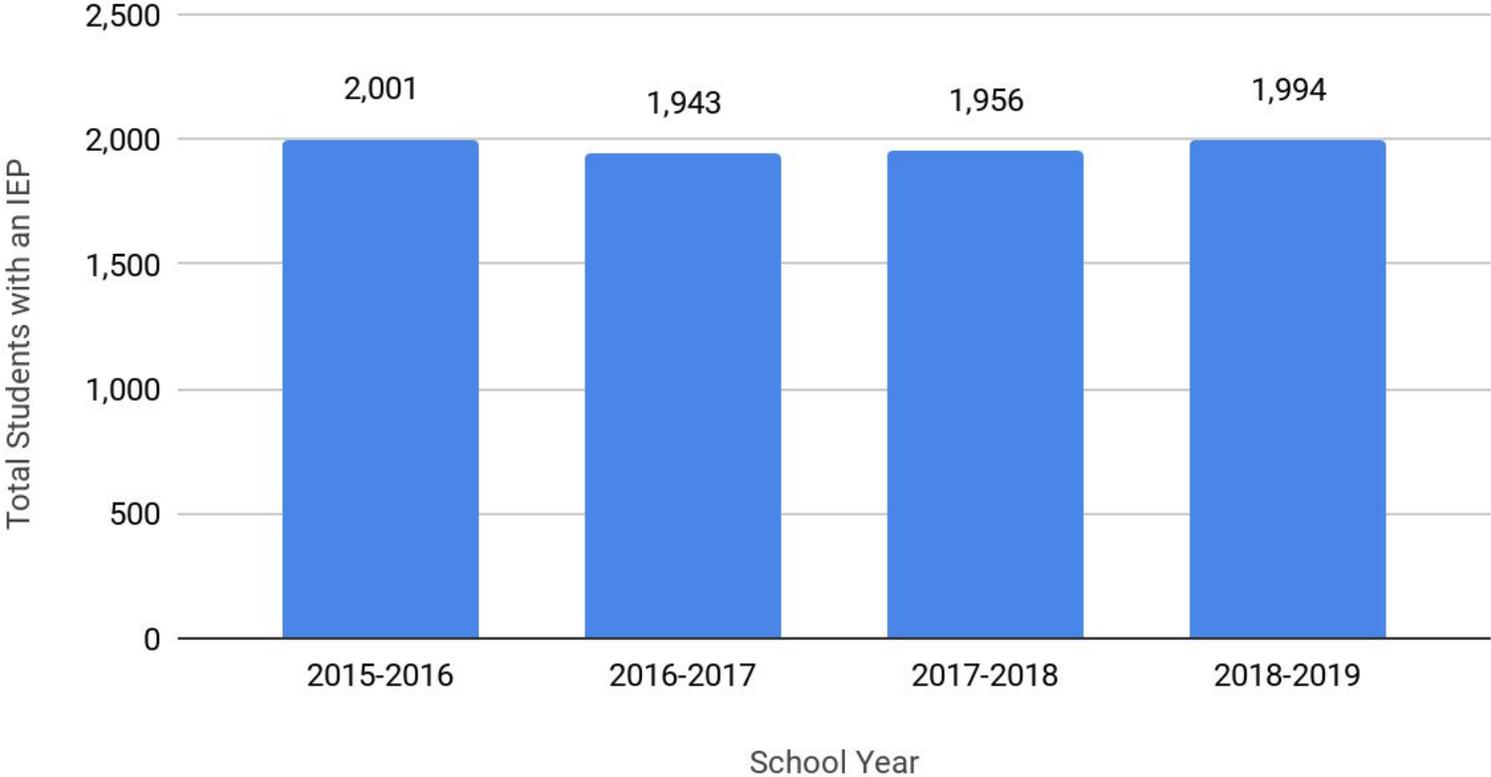
The Students We Serve

No. of Students with an IEP in Elementary School 2018-2019
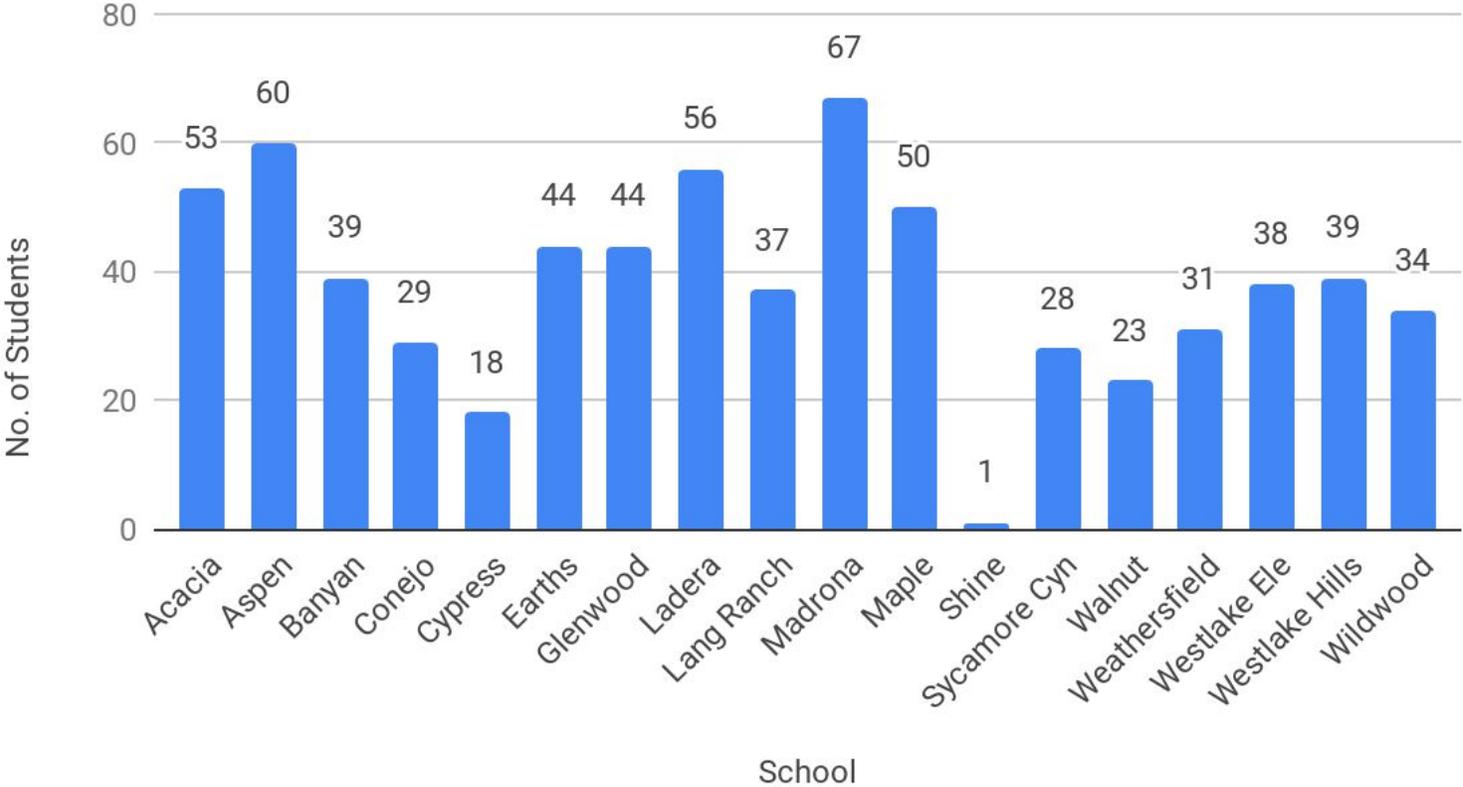
The Students We Serve

No. of Students with an IEP in Middle School 2018-2019
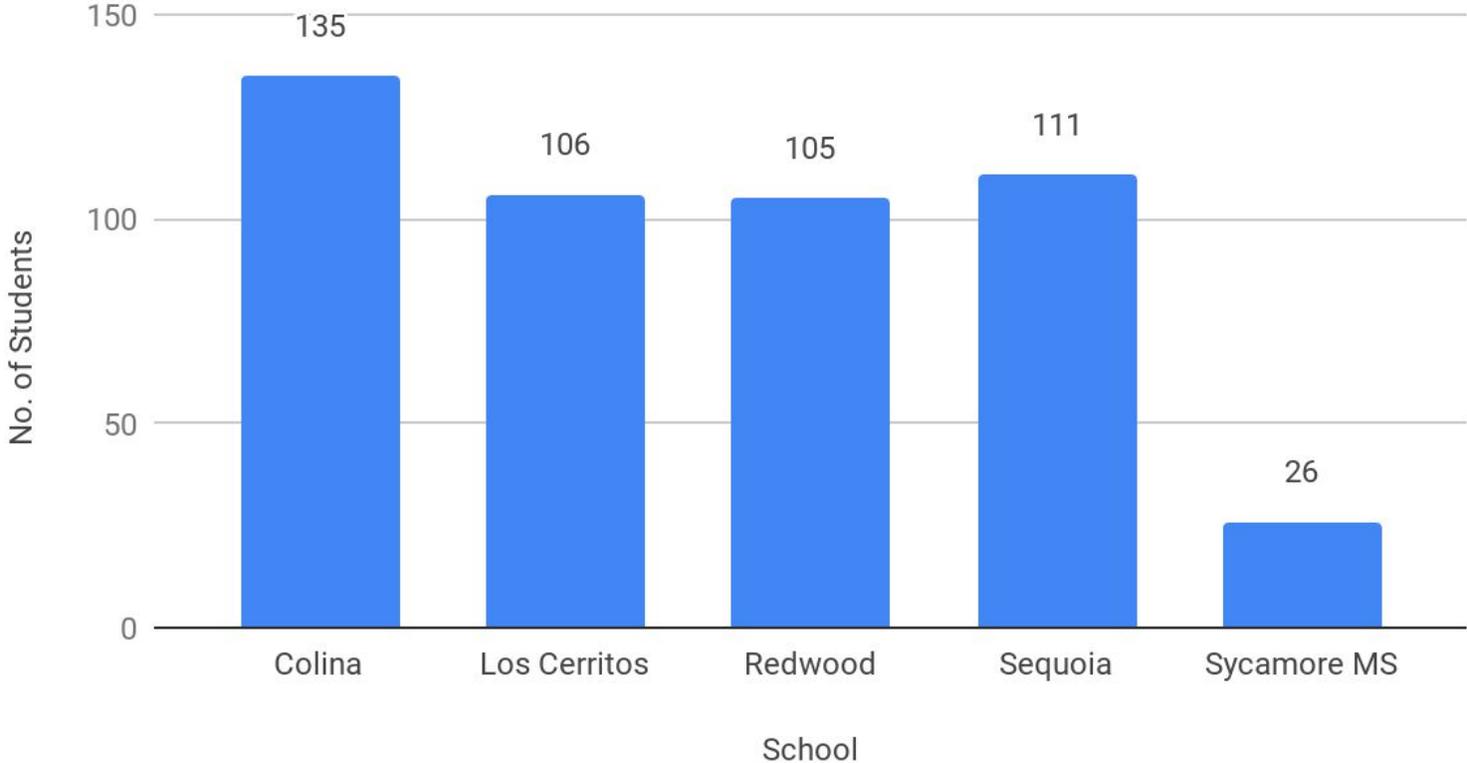
The Students We Serve

No. of Students with an IEP in High School in 2018-2019
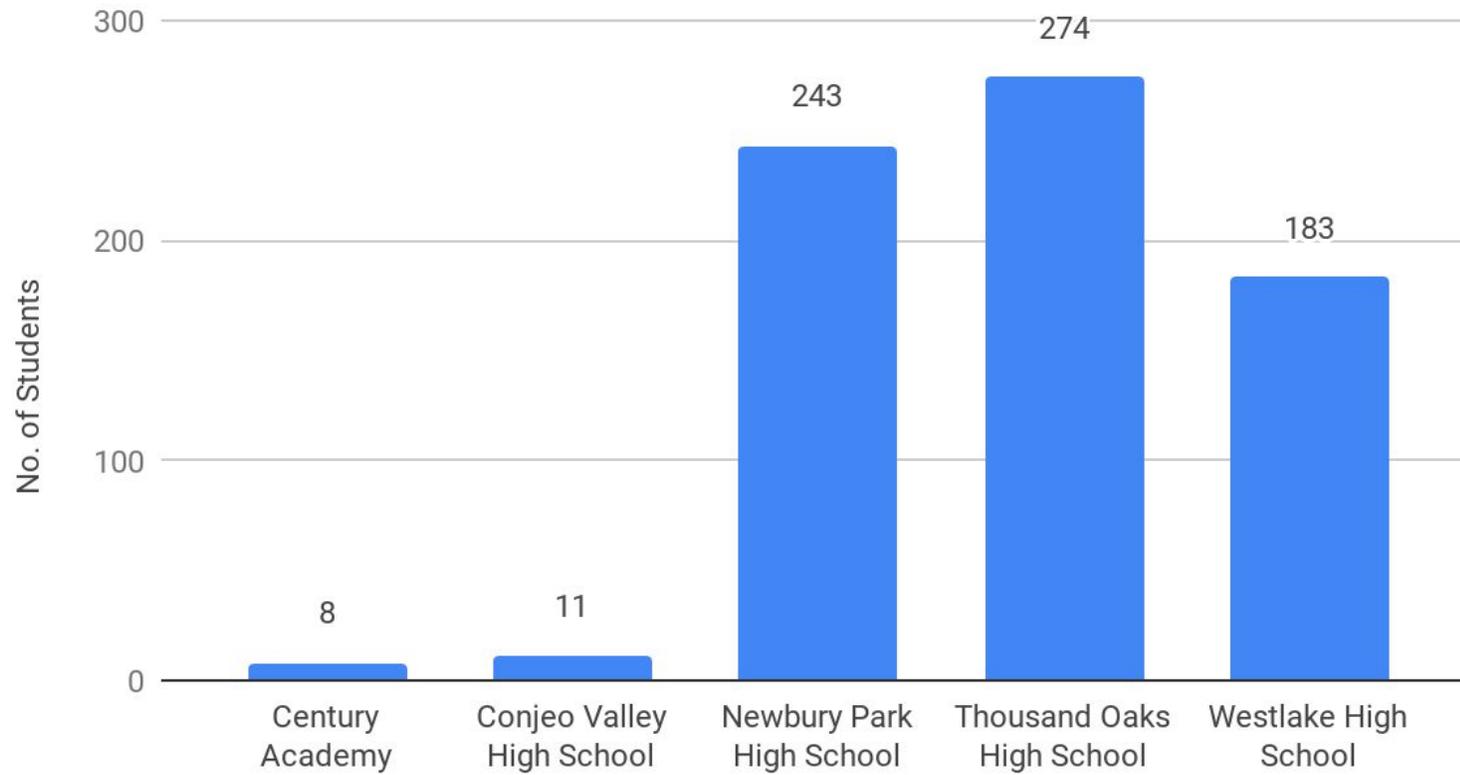
The Students We Serve
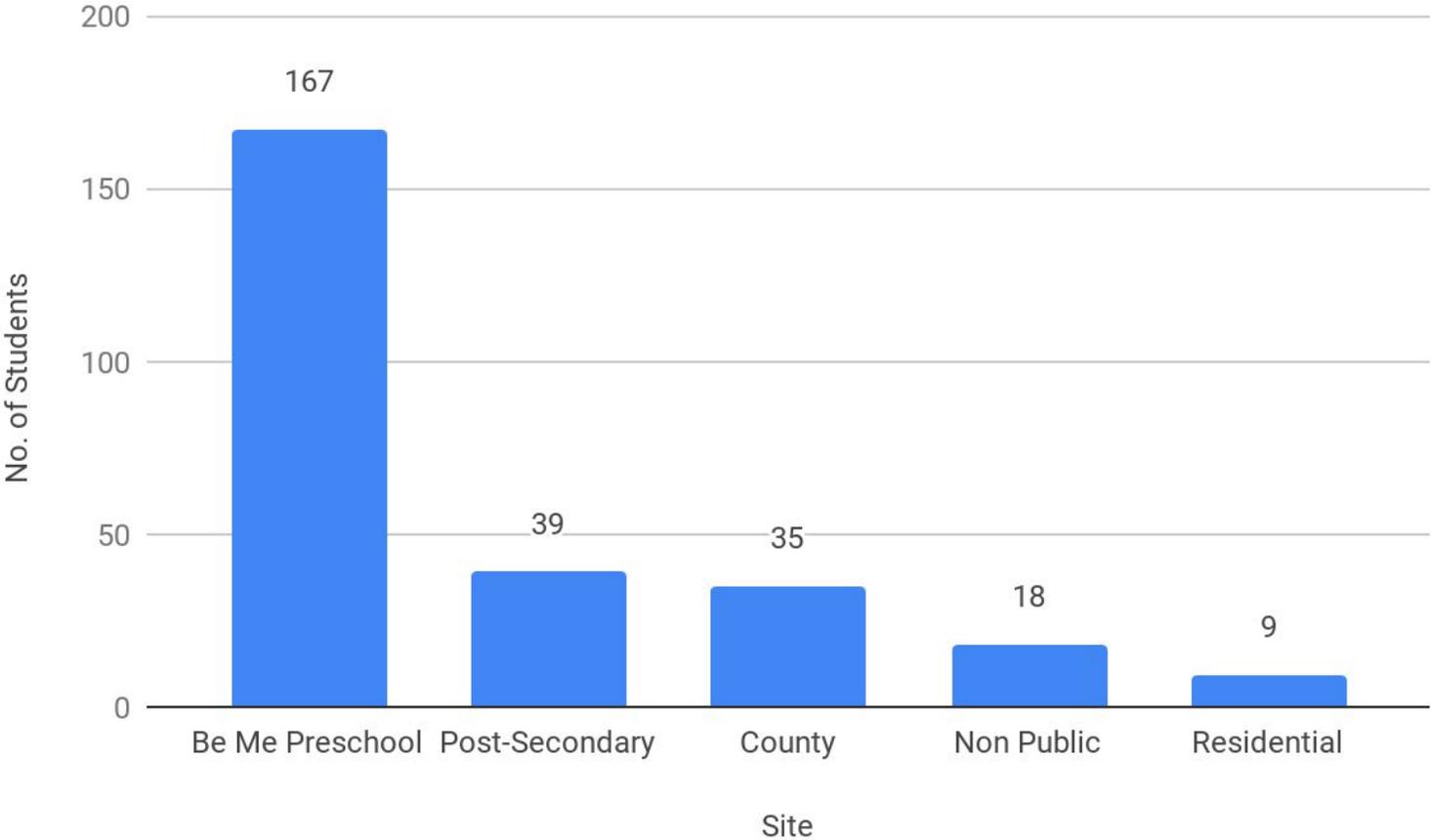
The Local Control Funding Formula (LCFF) and Special Education Overlap

Targeted Groups in LCFF
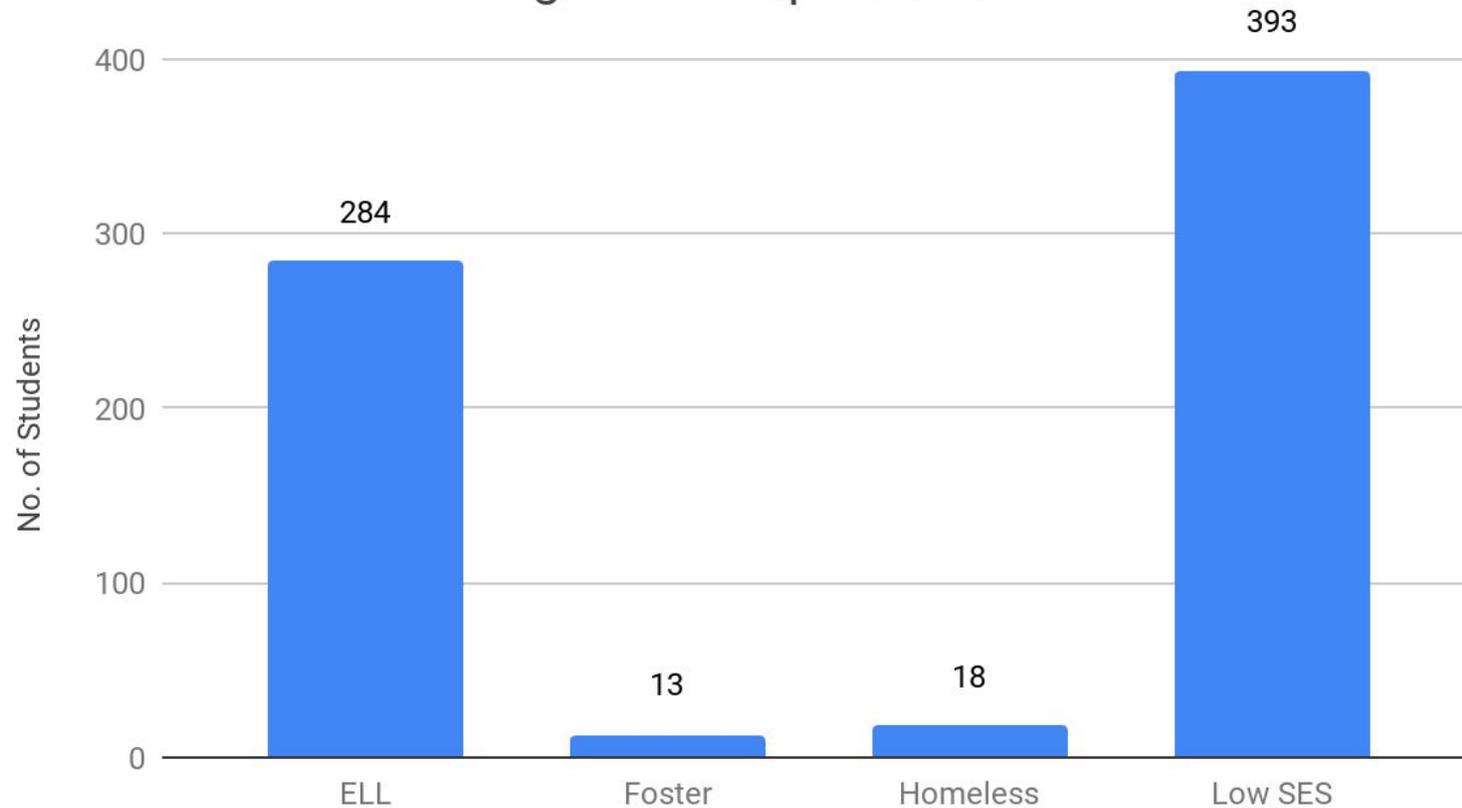
35.5 % of students with an IEP are also LCFF Target Student Groups

Representation of Students with an IEP
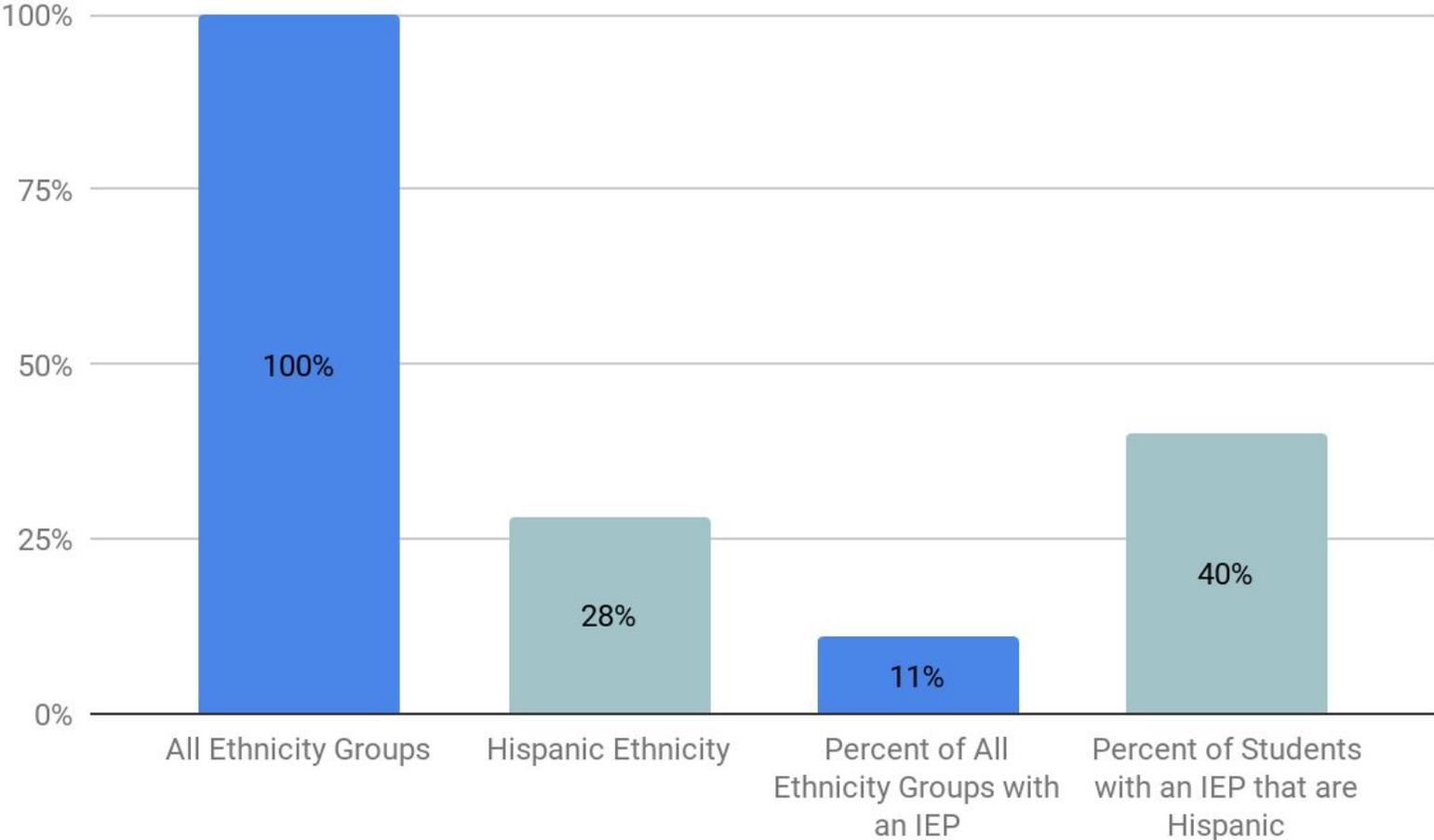
Continuum of Special Education Services
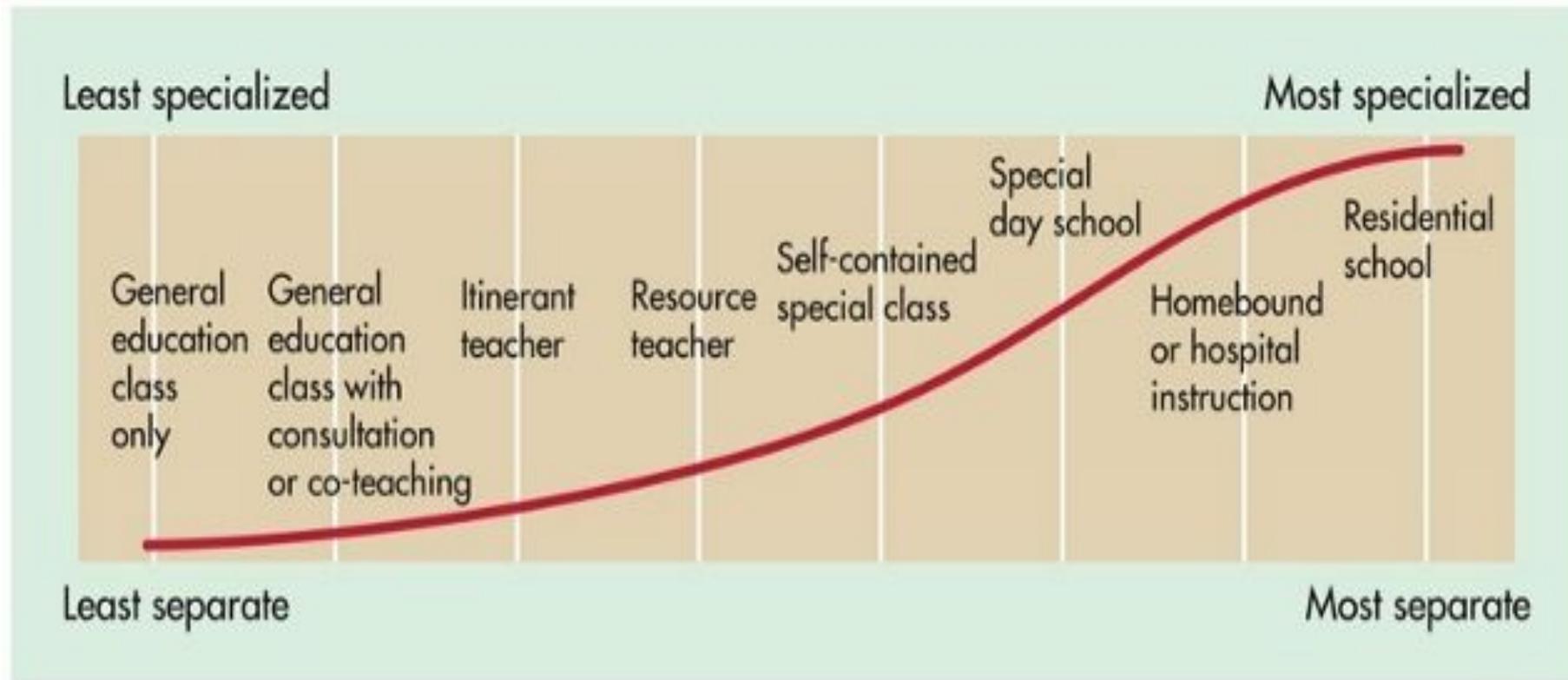
Where Our Students Receive Education

Least Restrictive Environment Per CDE December 2017

Target ≥51.2%

Target ≤22.6%

Target ≤4.0%

50.00%	
40.00%	41.49%
30.00%	
20.00%	
10.00%	16.42%
0.00%	2.90%

In General Education Class More Than 80%
In General Education Class Less than 40%
Separate Schools
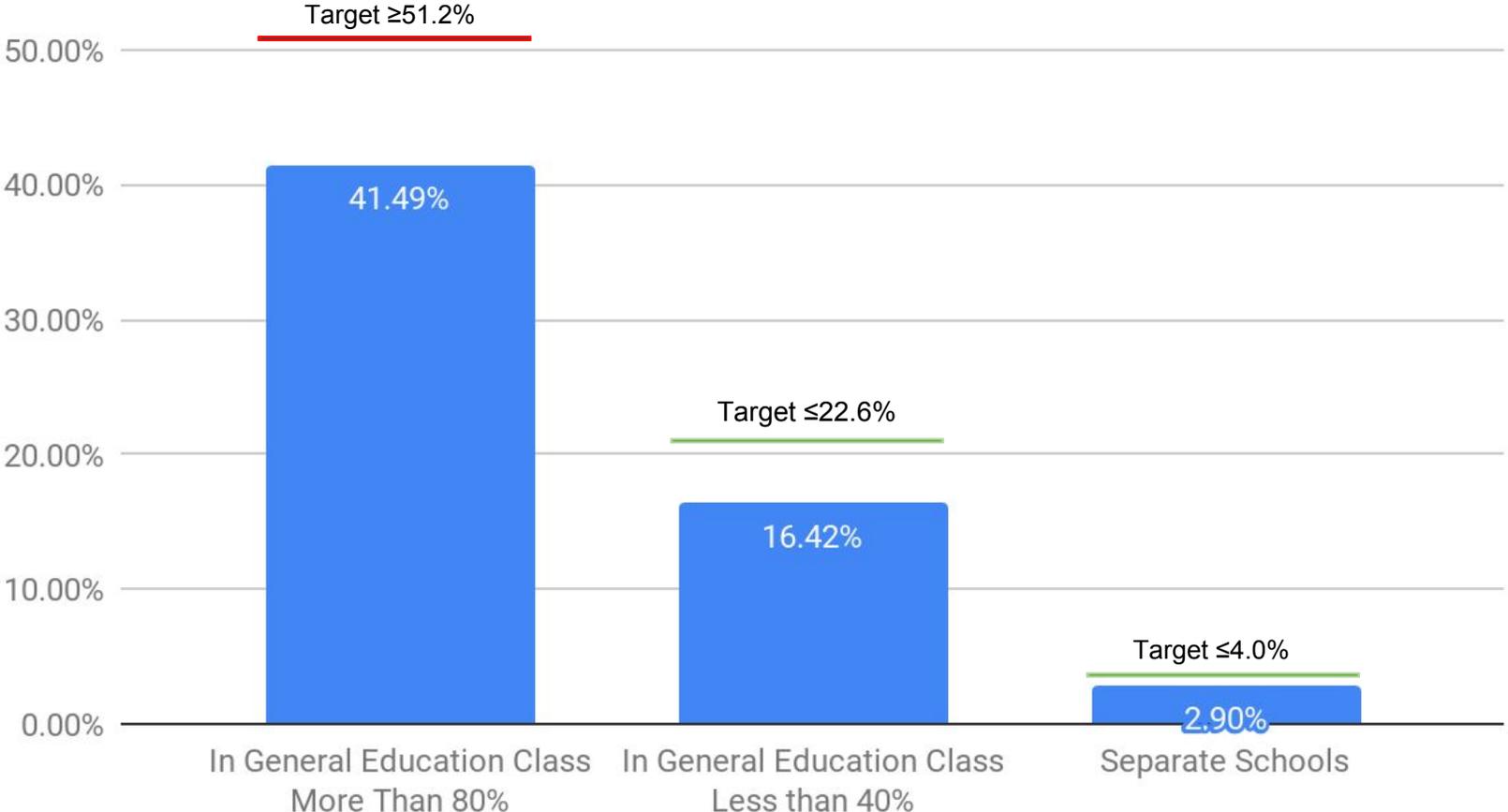
December 2017 is our most recent data from CDE. We will receive December 2018 data this summer. CDE monitoring is always one year back.

Where Our Students Receive Education

Percent of Students in Gen. Ed. Class More Than 80% by Grade Span-April 2019

Districtwide	Grades K-5	Grades 6-8	Grades 9-12
47.85%	71.40%	32.47%	35.71%

Target ≥51.2%
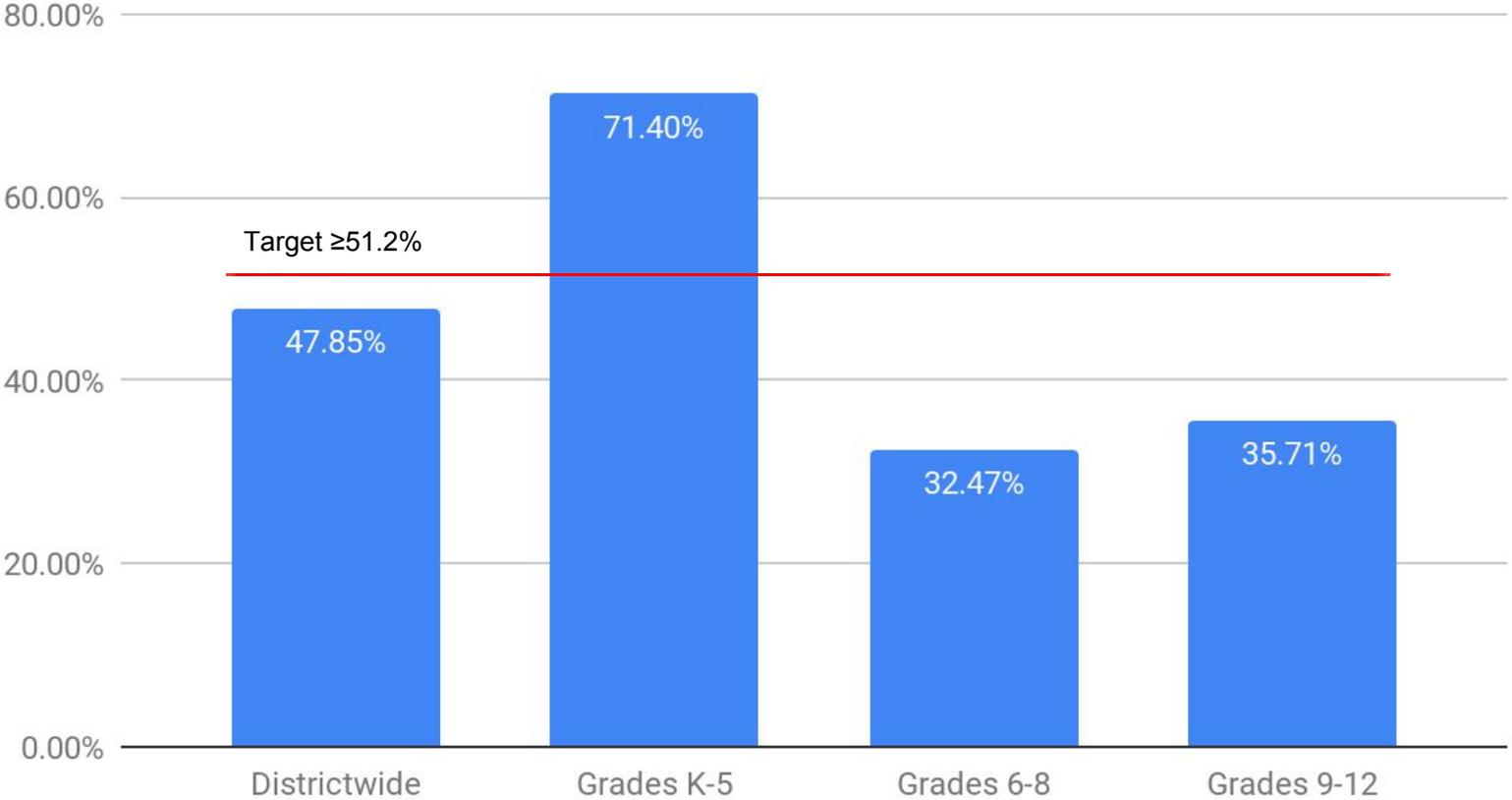
Percent of Students in Gen. Ed. More Than 80% - 2015-2019

Why Location of Services Matters: Language Arts

ELA: Students with Disabilites, Average 2016/17 CAASPP Scale Score by Grade and Percent of Day in General Ed Classes (SLI, OHI, SLD, Autism with Primary Service of SAI or S/L)

Why Location of Services Matters: Math

Math: Students with Disabilites, Average 2016/17 CAASPP Scale Score by Grade and Percent of Day in General Ed Classes (SLI, OHI, SLD, Autism with Primary Service of SAI or S/L)
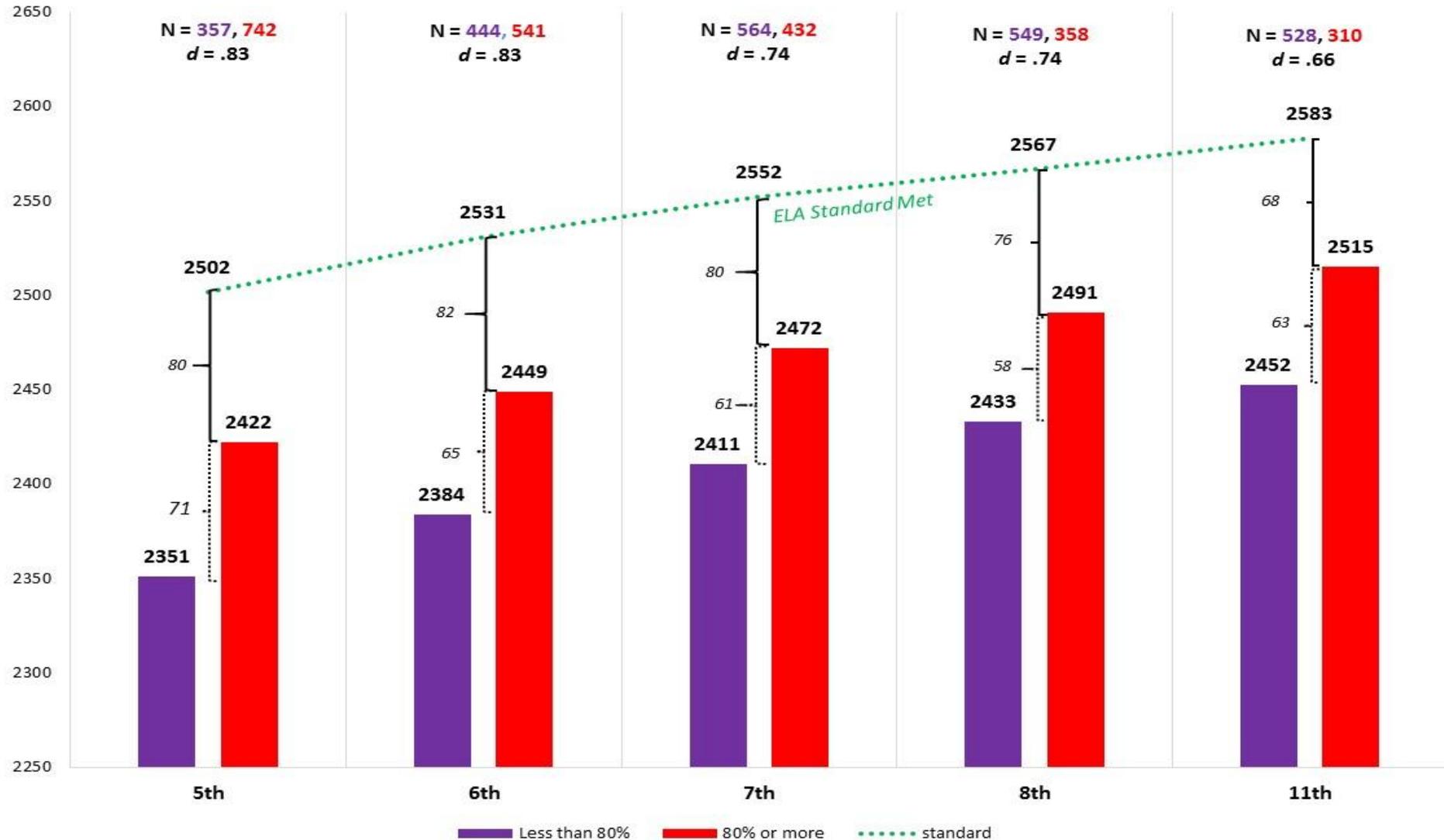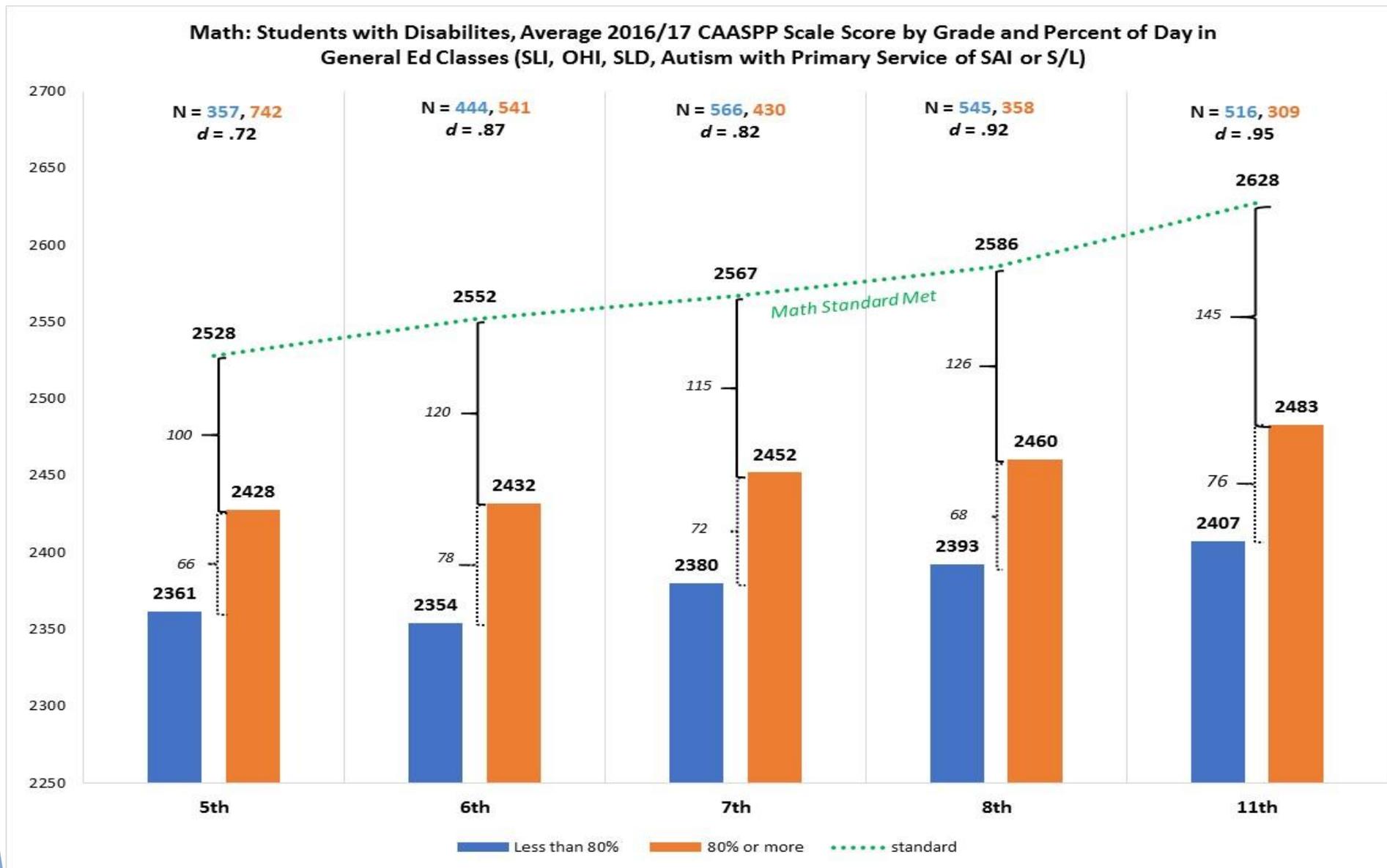
Why Location of Services Matters

2017-2018 Language Arts

2017-2018 Math

2017-2018 Graduation Rate

Students with Disabilities

Student Group State

Red

77.2 points below standard

Declined -9.5 Points

Number of Students: 1,014

Students with Disabilities

Student Group State

Red

107.8 points below standard

Declined -10.7 Points

Number of Students: 1,007

Students with Disabilities

Student Group State

Orange

84.6% graduated

Declined -4.2%

Number of Students: 182
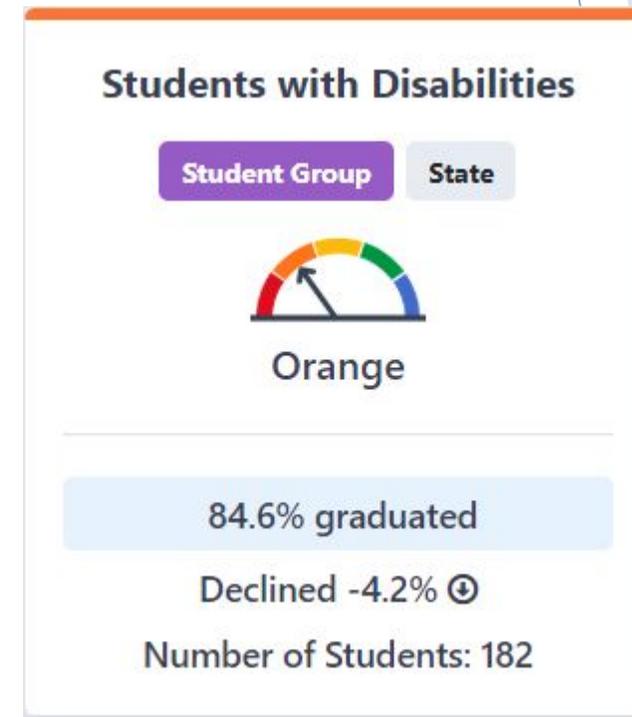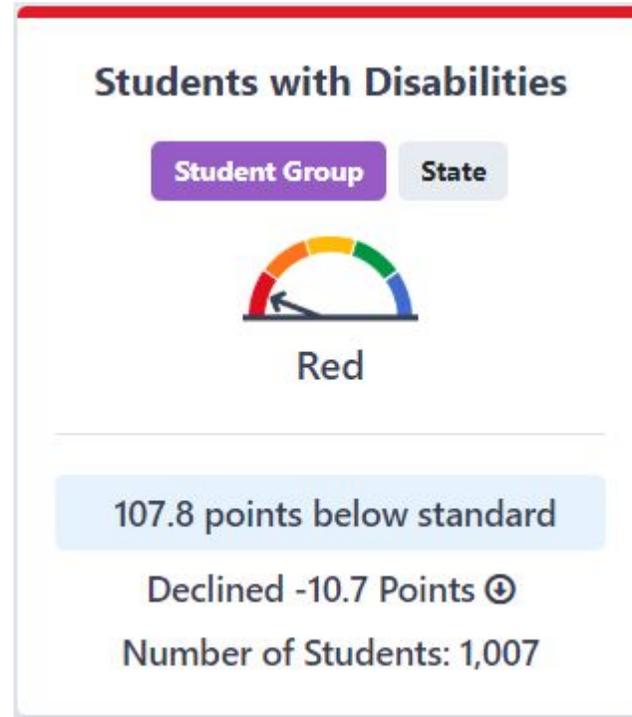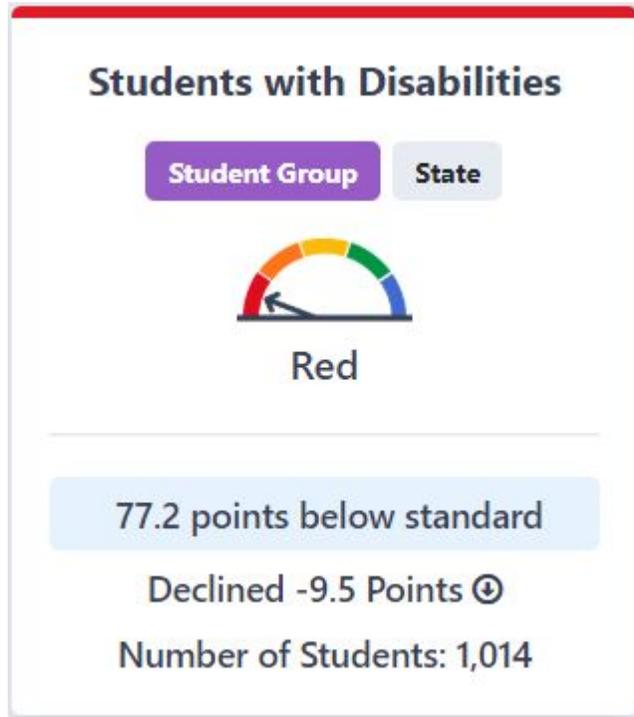
Our existing path is *not* resulting in the outcomes we expect for our students.

Causes of Least Restrictive Environment Disproportionality

- Review what is available to our students in general education
  - Secondary sites have a special education parallel track to general education courses
    - Shift from providing instruction in *goal* areas to content areas
  - As more students with an IEP are placed into special education classes, a reduction in general education teacher allocation results
    - Reduction in general education teacher allocation ultimately reduces seats made available to students with an IEP in general education
- Insufficient training for all staff
  - Minimal training provided to general education teachers on instructing students with disabilities in California credential programs
  - Varying emphases on professional development with teachers and site administrators
- Changes in Department leadership
  - 5 Special Education Directors in 8 years
  - Varying expectations and vision
  - Reduces confidence within the department

How Special Education Services are Determined and Recommended
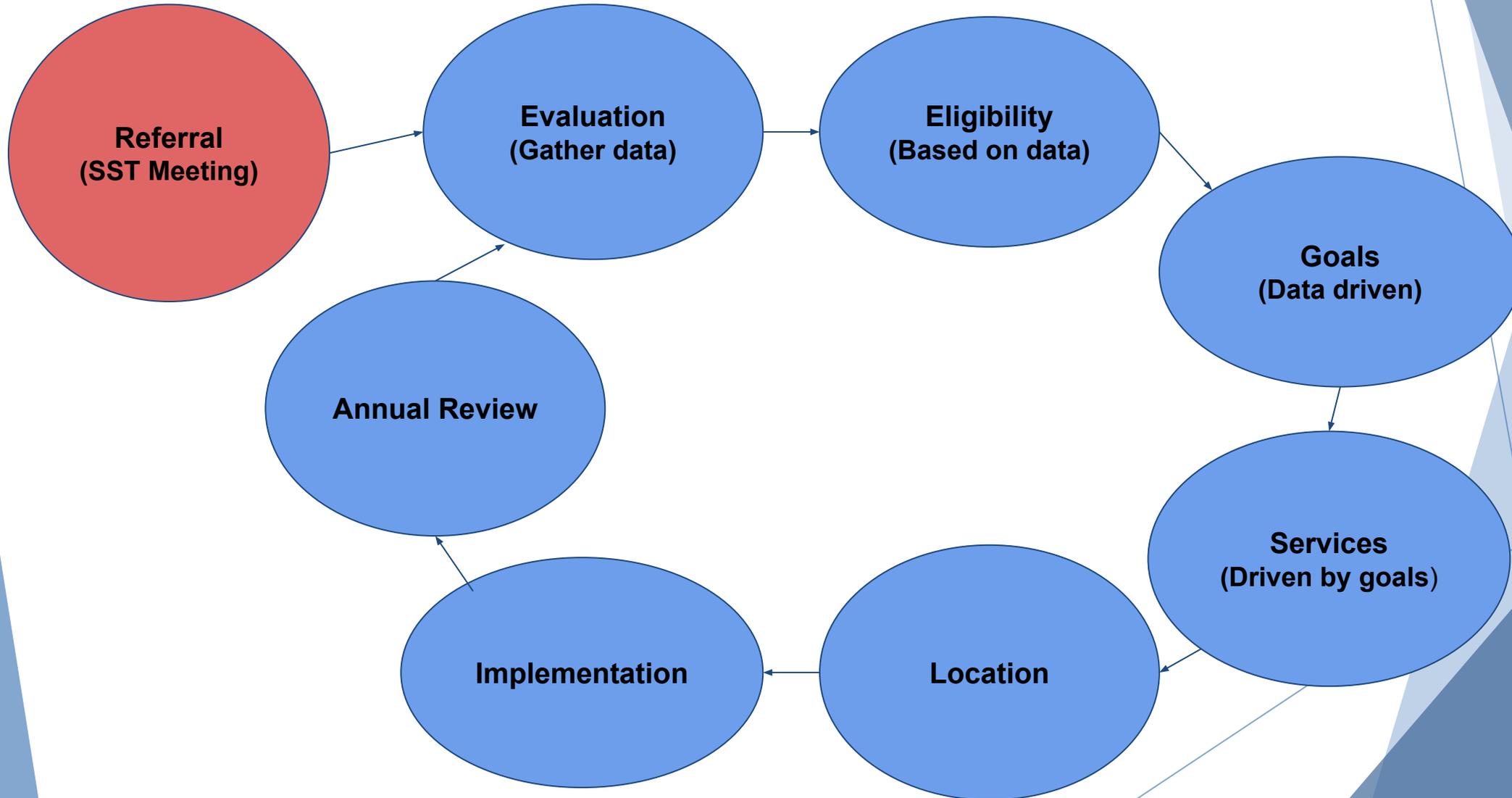
Range of Special Education Services

Specialized Academic Instruction

Intensive Individualized Services

Individual and Small Group Instruction (preschool only)

Speech and Language

Adapted Physical Education

Health and Nursing - Specialized Physical Health Care Services

Health and Nursing - Other Services

Assistive Technology Services

Occupational Therapy

Physical Therapy

Individual Counseling

Counseling and Guidance

Parent Counseling

Social Work Services

Psychological Services

Behavior Intervention Services

Day Treatment Services

Residential Treatment Services

Specialized Services for Low Incidence Disabilities

Specialized Deaf and Hard of Hearing Services

Interpreter Services

Audiological Services

Specialized Vision Services

Orientation and Mobility

Braille Transcription

Specialized Orthopedic Services

Challenges

- Not yet meeting the needs of all of our students
  - Data on student performance and access (Dashboard, CDE monitoring)
  - Increased placements into restrictive settings
  - Parent groups formed
  - Increased litigation

- Staff turnover and staff vacancies
  - Ongoing vacancies for speech, psychologists, teachers and paraeducators

- Ideological differences about general education and special education

CDE Compliance Monitoring Timeline
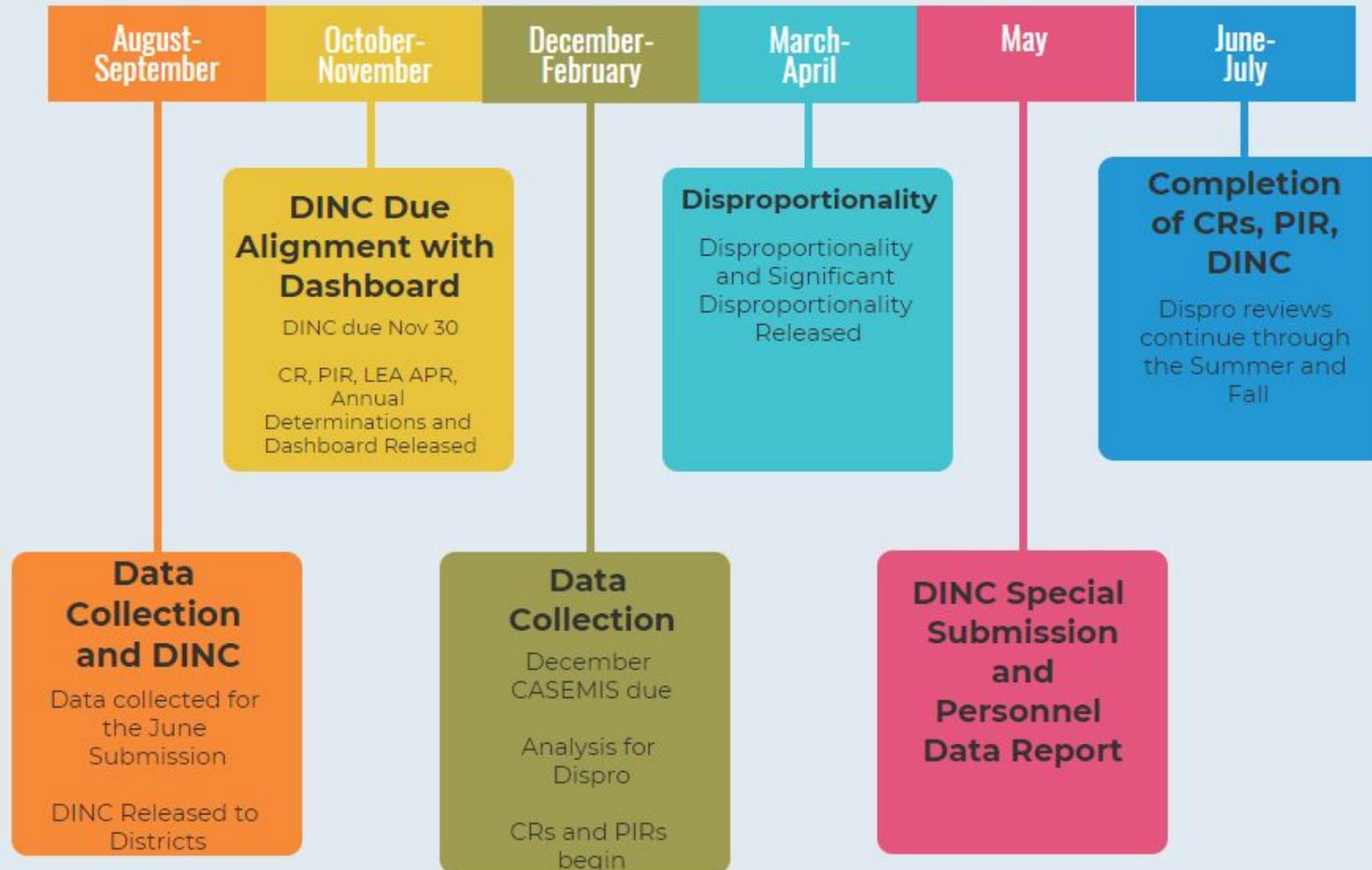
Highlights

- Special Education District Advisory Committee (SEDAC) - increase engagement with parents
- Reorganization of paraeducators (created 3 classifications)
- Increased delivery of mental health services, internally
- Increased focus on LRE and Inclusive Practices:
  - Increased number of co-teaching sections at secondary sites
  - Increasing access to general education PE as opposed to only in Adaptive PE
  - Securing seats in general education classes for our students so they are not "above the class size"
  - Unified Basketball League
  - Shift from "program" to "services"

Highlights Continued

- All elementary learning center teachers trained in LindaMood Bell reading instructional strategies

- Ensuring Measure I funds also support technology in our special education classes and for our special education students

- Purchased vans for our Community Based Instruction (CBI) opportunities

- Students at Be Me Preschool now accessing general education each week via a partnership with Wonder Preschool

- Eliminated the restrictive practice of parents not being able to volunteer in special education classes (volunteering is teacher determined- see parent handbook)

- All parents can participate in school choice - having a child with an IEP does not preclude you from doing so

Looking Forward

- Professional development for all staff
  - Universal Designs for Learning
  - Co-teaching
  - Classroom management strategies
  - Social Emotional Learning
- Increase capacity to serve more students at our school sites- particularly with our students who have moderate-severe needs
- Reduce staff turnover and increase job satisfaction
- Collaborate with Instructional Department to close achievement gap
- Increase parent engagement and satisfaction
- Continue to build an inclusive community

One More Highlight