



# LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) GOAL REVIEW

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Chris Heller, Chief Academic/Human Resources Officer

# SHUSD LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) GOALS

All members of the school community will report increased levels of engagement as measured by surveys, participation, attendance, and observation.

All students will demonstrate increased academic achievement as measured by formative and summative assessments.

Key identified conditions of learning will be demonstrated as effective by increased student achievement.

# LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

## Monthly Board Presentations

- September Summer School/Academic Support
- October Multi Tiered System Of Support (MTSS)
- **November** **Special Education Services**
- December District Mathematics Update
- January Technology/ILEP Projects
- February District Student Enrichment Programs
- March Parent/Community Engagement
- April LCAP Stakeholder Report
- May Draft LCAP presentation
- June LCAP Consideration for Approval

# SPECIAL EDUCATION SERVICES

## Required by Individuals with Disabilities Act of 1975

- Requires districts to provide a Free Appropriate Public Education (FAPE)
- Established thirteen criteria for eligible student to receive additional services
  - Autism, Deaf-blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment
- To meet the needs of students who qualify, district develop an Individualized Education Plan (IEP) to meet their educational goals with parent/guardian input

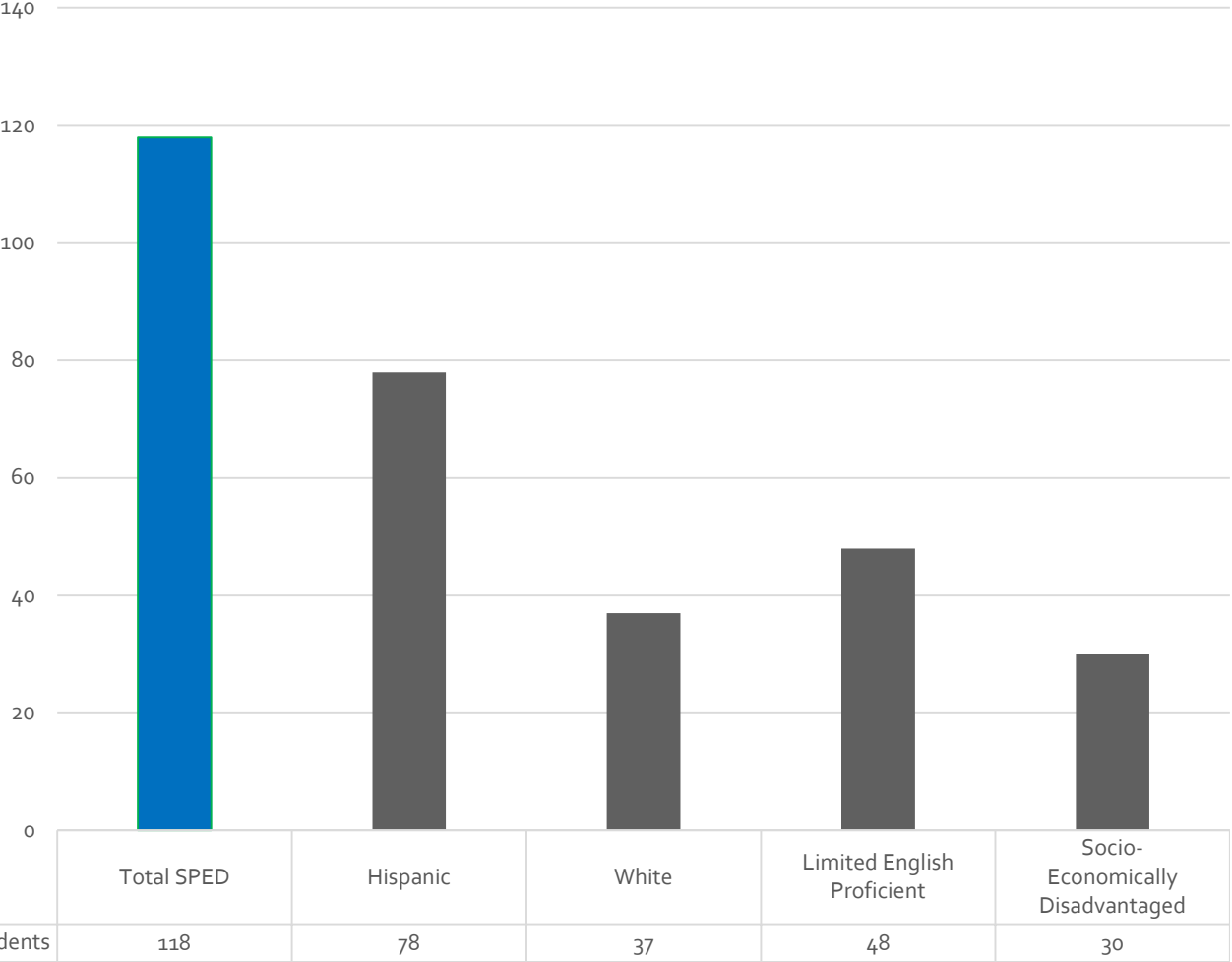
# SPECIAL EDUCATION SERVICES

## District Staff

- Seven (7) TK-12 teachers who manage the IEP caseloads
- Paraprofessionals who support the work of the teacher in the classroom
- Psychologist
- Nurse
- Speech/Language Pathologist
- Behaviorist
- Occupational Therapist







# Number of Special Education Students








# SPECIAL EDUCATION DEMOGRAPHICS

# SPECIAL EDUCATION DASHBOARD DATA

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 12.1%	Declined Significantly -2.8%
Graduation Rate (9-12)		*	*
College/Career (9-12) <a href="#">Select for one year of available data</a>		N/A	N/A
English Language Arts (3-8)		Very Low 77.6 points below level 3	Increased +10.9 points
Mathematics (3-8)		Very Low 100.3 points below level 3	Increased Significantly +24.4 points

## Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

# SPECIAL EDUCATION SERVICES

## Services and training provided to staff

- Mr. Pauls teaching Adaptive Physical Education for students at RLS/SHHS
- Districtwide professional development: How to construct an Individualized Education Plan (IEP), Autism Awareness, and Restraint Training
- Many individual trainings based on job classification: Speech/Language, Secondary Transition, Legal Seminars, Psychologist and Nurse job specific conferences





# SPECIAL EDUCATION NEXT STEPS



## Ongoing Next Steps

- Analyze data from student assessments to develop IEP growth targets and academic goals
- Provide trainings appropriate for group and individual staff to develop appropriate services for students
- Continue monthly Special Education staff meetings
- Access support from our Special Education Local Plan Agency (SELPA) for guidance and training

# LCAP QUESTIONS

- Opportunity for any additional questions or comments

