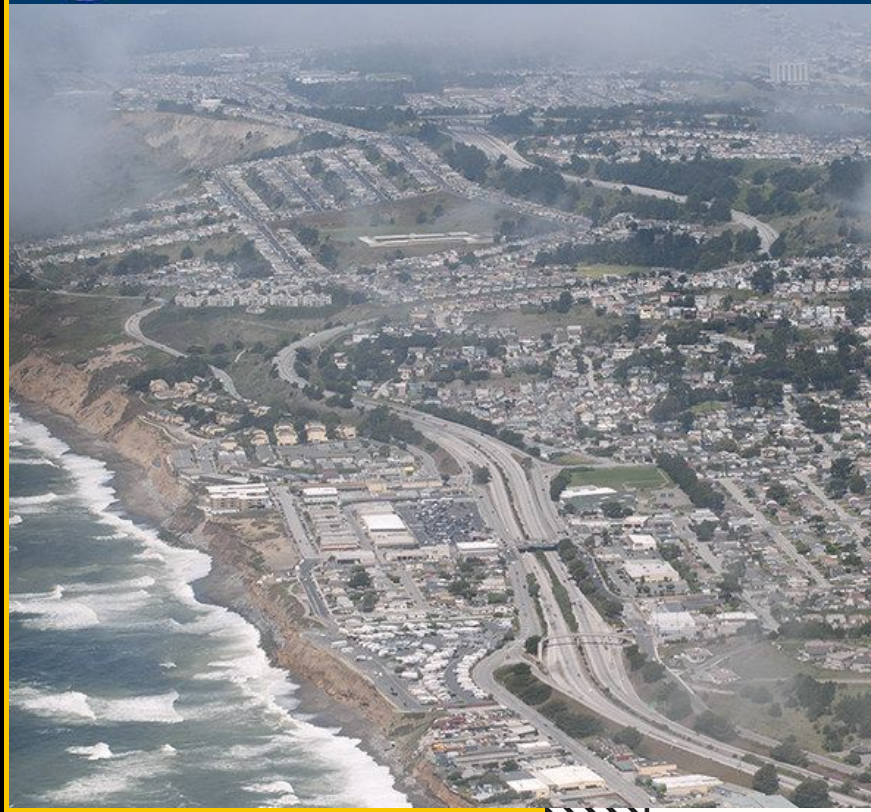




Jefferson Union High School District

699 Serramonte Blvd, Suite 100 | Daly City, CA 94015 | (650) 550-7900



Special Education Department

Grace Ventura, Lee Medvedoff
Directors of Special Education

June 7, 2022

Presentation Overview

01

Special Ed Dept

At-A-Glance

02

CIM

New state monitoring system

03

Data Dive

State indicator data

04

Closing

2022-23 + Q & A

01

Department At-A-Glance

Programs

Enrollment Data

Department Staff



Programs Overview

Mild-moderate support needs    Extensive Support Needs

Jefferson	Mild-moderate Program		
Oceana	Mild-moderate Program		Life Skills
Terra Nova	Mild-moderate Program	Therapeutic Day School	Life Skills and Visually Structured
Westmoor	Mild-moderate Program	Mental Health Enhanced	
Serramonte			Adult Transition (18-22)
Thornton	Mild-moderate Program		

Student Enrollment 2021-22

Mild-moderate support needs    Extensive Support Needs

	Mild/Mod	Therapeutic	Daily Living
Jefferson	106		
Oceana	52		27
Terra Nova	68	10	16
Westmoor	76	7	
Serramonte			48
Thornton	7		

Total = 417

Projected Enrollment 2022-23

Mild-moderate support needs    Extensive Support Needs

	Mild/Mod	Therapeutic	Daily Living
Jefferson	113 ↑		
Oceana	56 ↑		33 ↑
Terra Nova	85 ↑	9	19 ↑
Westmoor	82 ↑	6	
Serramonte			56 ↑
Thornton	≥10		

Approx = 469 ↑

Nonpublic School Placements

2021-22

22 students



2022-23

18 students



Staffing



Director of Special
Education
(2)



Special Education
Administrative Assistant
(1)



Lead Psychologist
(1)



School Psychologist
(5)



Education Specialist
Mild-Moderate
(20)



Education Specialist
Extensive Support Needs
(10)

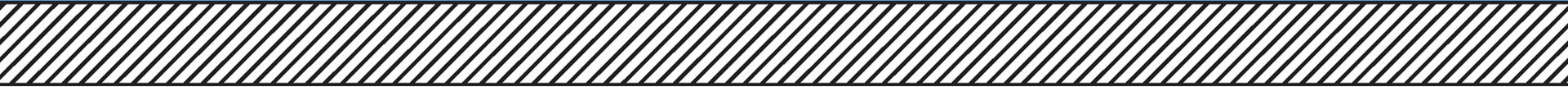


Related Services Providers
& Specialists
(12)



Classified Staff
Paras/Job Coaches
(53)

New District Positions in 2022-23



BCBA

Board Certified
Behavior Analyst

COTA

Certified
Occupational
Therapist Assistant

APE

Adapted Physical
Education Teacher

02

CIM

Compliance and
Improvement Monitoring

Timeline



What is CIM?



CIM stands for Compliance and Improvement Monitoring.

This is a new state system for supporting LEAs to meet statewide targets for FAPE in the LRE.

Acronyms Defined



FAPE

Free and Appropriate
Public Education



LRE

Least Restrictive
Environment

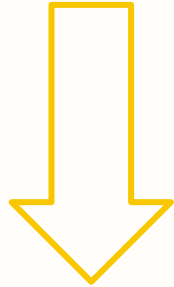
CA Performance Areas

Highest Need  Significant Disproportionality (CCEIS)

Intensive Monitoring (CIM)

Disproportionality

Lowest Need  Compliance Only



8-10%

Intensive Level 1

4-7.99%

Intensive Level 2

0-3.99%

Intensive Level 3

JUHSD was found to be "Intensive Level 1" based on Least Restrictive Environment Indicators

What is required with CIM?

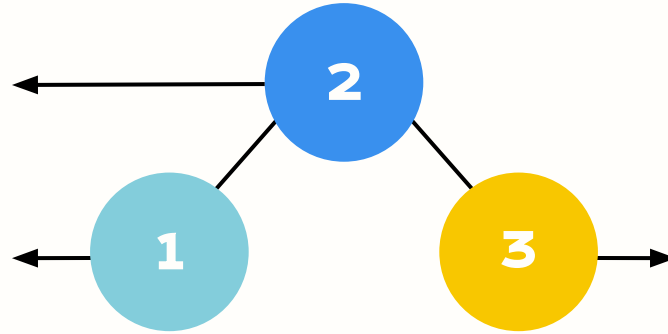
- ❑ Weekly meeting with Technical Assistance provider
 - ❑ New data system (BASICS) with SPED indicators
 - ❑ Upload CALPADS extract
 - ❑ Data analysis protocol
 - ❑ Root cause analysis
 - ❑ Parent survey
 - ❑ Policy & procedures review
 - ❑ Education Benefit Review
 - ❑ Initiative crosswalk
 - ❑ Develop plan in Stepwell
- and more...*

Investigate

"Why is this happening?"
Root Cause Analysis

Gather & Inquire

"What is happening?"
Data gathering

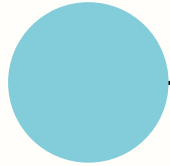


Plan

"How will we improve?"
1 - 2 High Leverage
Activities

CIM Process

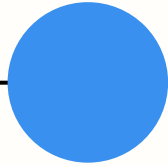
CIM Timeline



Now - June

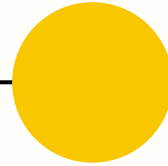
Step 1: Gather and
Inquire

Introductory
Webinar was
held on
March 30th.



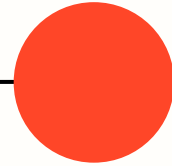
June - Aug.

Step 2: Investigate



Aug. - Nov.

Step 3: Plan &
Implement



Nov. - Ongoing

Implement &
Improve

03

Data Dive

State Indicator data

School-level LRE data



Statewide Indicator Data 18-19

School Year: 2018 - 2019 ▼



1

Graduation Rate



2

Dropout Rate



3

Statewide
Assessment



4

Discipline Rate



5

Least Restrictive
Environment



6

Preschool Least
Restrictive
Environment



7

Preschool
Outcomes



8

Parent
Involvement



9

Disproportionate
Representation



10

Disproportionate
Representation by
Disability



11

Timely Eligibility
Evaluation



12

Timely Part C to B
Transition



13

Post-Secondary
Transition Goals
and Services



14

Post-Secondary
Outcomes

Statewide Indicator Data 19-20

School Year: 2019 - 2020 ▼

 **1** Graduation Rate

 **2** Dropout Rate

 **3** Statewide Assessment

 **4** Discipline Rate

 **5** Least Restrictive Environment

 **6** Preschool Least Restrictive Environment

 **7** Preschool Outcomes

 **8** Parent Involvement

 **9** Disproportionate Representation

 **10** Disproportionate Representation by Disability

 **11** Timely Eligibility Evaluation

 **12** Timely Part C to B Transition

 **13** Post-Secondary Transition Goals and Services

 **14** Post-Secondary Outcomes

GRADUATION RATE

What is the data showing about the percentage of students with disabilities (within a four year cohort), who graduated from high school with a regular diploma within four years?

✘ **Target not met:** Our 2019 - 2020 data indicates 55.37%, which is **below** the state target.



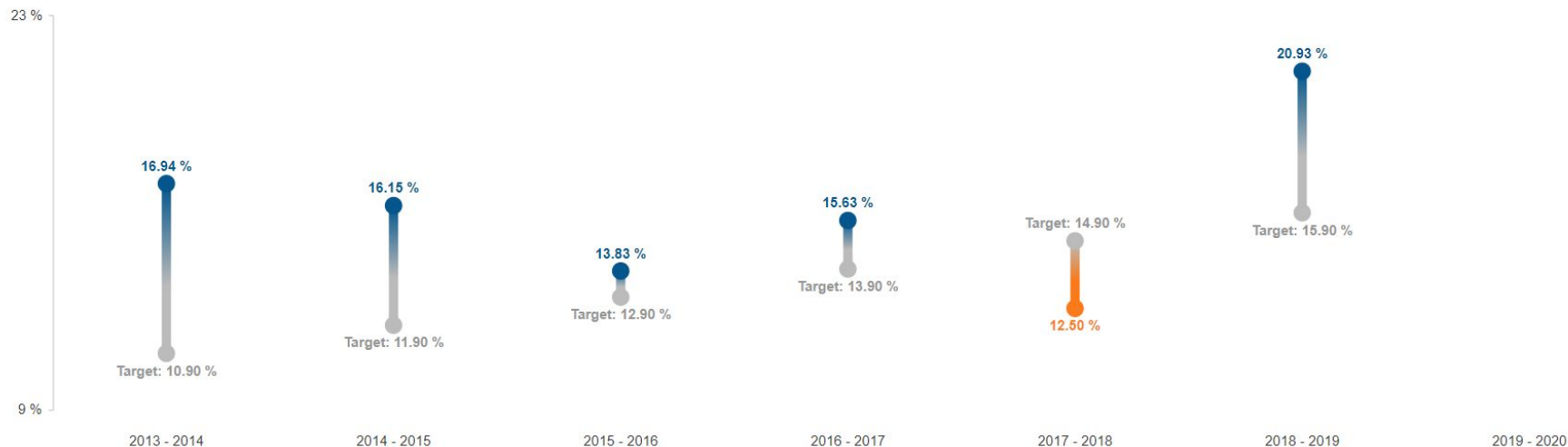
2020-2021 = 70.7%

STATEWIDE ASSESSMENT

English Language Arts

What is the data showing about the proficiency rate of our students with disabilities on statewide assessments in the area of English Language Arts?

⊖ **Not calculated:** Data is not calculated for the 2019 - 2020 year.



STATEWIDE ASSESSMENT

Math

What is the data showing about the proficiency rate of our students with disabilities on statewide assessments in the area of math?

⊖ **Not calculated:** Data is not calculated for the 2019 - 2020 year.



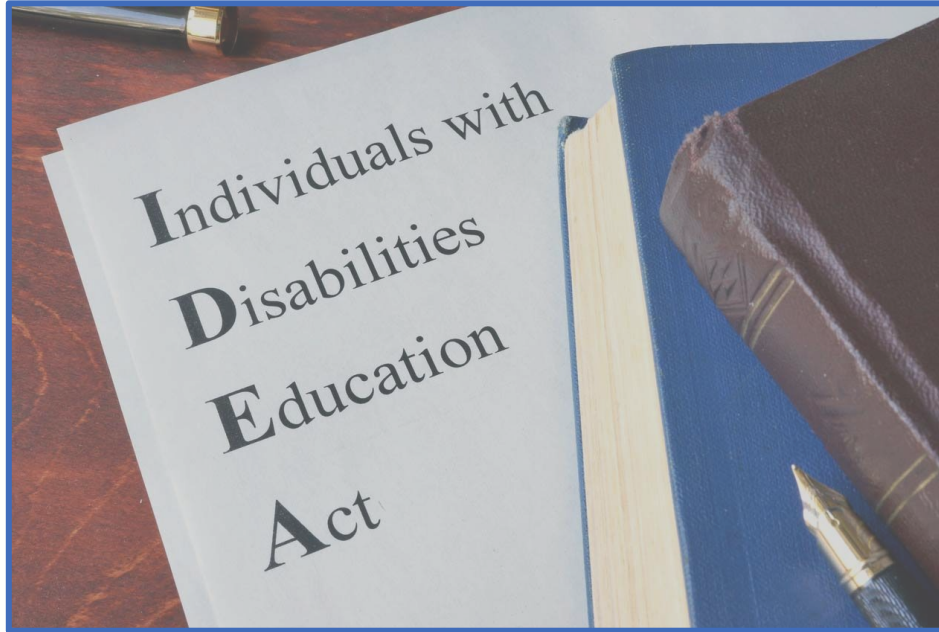
DISCIPLINE RATE

What is the data showing as to how our discipline rate for students with disabilities compares to the statewide rate?

✓ **Target met:** Our 2019 - 2020 rate for suspension and expulsion for students with disabilities is 0.97% which **does not exceed** the statewide rate.



2020-2021 = TBD

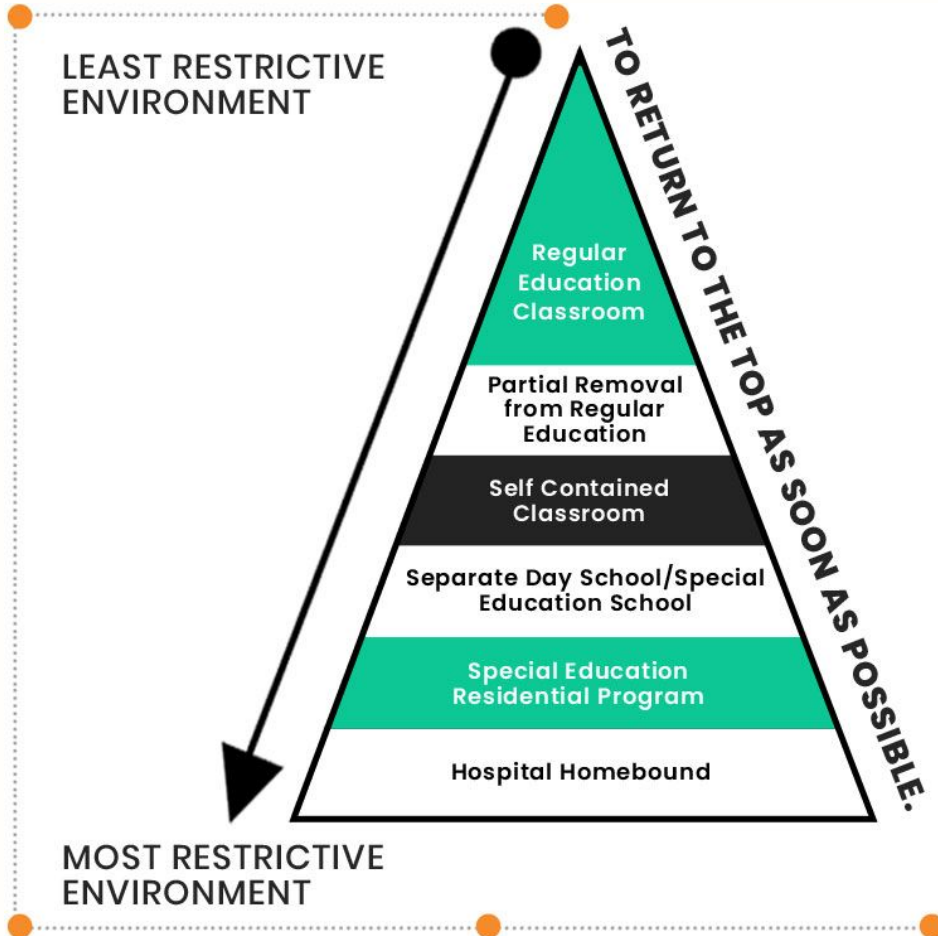


“Least Restrictive Environment (LRE) is the requirement in federal and state law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers.”

Disability Rights California

20 U.S.C. Sec. 1412(a)(5)(A); 34 C.F.R. Sec. 300.114; Cal. Ed. Code Sec. 56342(b)

LRE Infographic Example



LEAST RESTRICTIVE ENVIRONMENT >80% in General Education

What is the data showing about our practice of including students with disabilities in general education 80% or more during the school day?

✘ **Target not met:** Our 2019 - 2020 data indicates 32.12% which is 21.08 points **below** the state target.



2020-2021 = 49% (Target >52%)

LEAST RESTRICTIVE ENVIRONMENT >40% in General Education

What is the data showing about our practice of serving SWD in general education 40% or less during the school day?

✘ **Target not met:** Our 2019 - 2020 data indicates 22.55% which is 1.95 points **above** the state target.



2020-2021 = 16% (Target < 22%)

Indicator 5 Data (LRE)

	> 80% (5A)	40-79%	< 40% (5B)	Separate School (5C)
Jefferson High School	<u>68 %</u>	<u>26 %</u>	<u>6 %</u>	<u>0 %</u>
Oceana High School*	<u>54 %</u>	<u>33 %</u>	<u>13 %</u>	<u>0 %</u>
Terra Nova High School*	<u>67 %</u>	<u>14 %</u>	<u>17 %</u>	<u>2 %</u>
Westmoor High School	<u>21 %</u>	<u>72 %</u>	<u>7 %</u>	<u>0 %</u>
Target	>52%		<22%	<4%

(above percentages do not reflect NPS placements)

*data includes students enrolled in Daily Living Skills programs

04

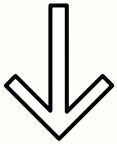
Closing

Next in 2022-23

Q & A

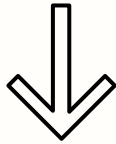


Special Education Dept in 2022-23



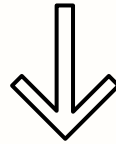
CIM

determine a root cause related to LRE indicator data and create/implement a plan



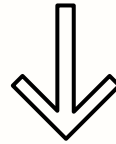
CCEIS

continue to implement our 20 & 21 plans which include UDL training and other activities



LRE

collaborate at site level to meet and exceed state LRE targets



SEPAC

partner with parents through our new Special Education Parent Advisory Council



The background image is a grayscale architectural rendering of a modern, multi-story apartment building. The building features a mix of light and dark gray panels, large windows with dark frames, and a flat roof with overhanging eaves. In the foreground, there is a bus stop shelter on the left, a person walking a dog on the right, and some landscaping with trees and shrubs. The address '699 SERRAMONTE' is visible above the main entrance. A solid blue rectangular box is overlaid on the right side of the image, containing the white text 'Q & A'.

Q & A