

Update on Special Education Goals and Projects as they Align with District Priorities

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Outcomes

- Highlight various special education indicators.
- Provide an update on the priority goals of the special education department aligned with the district's goals.

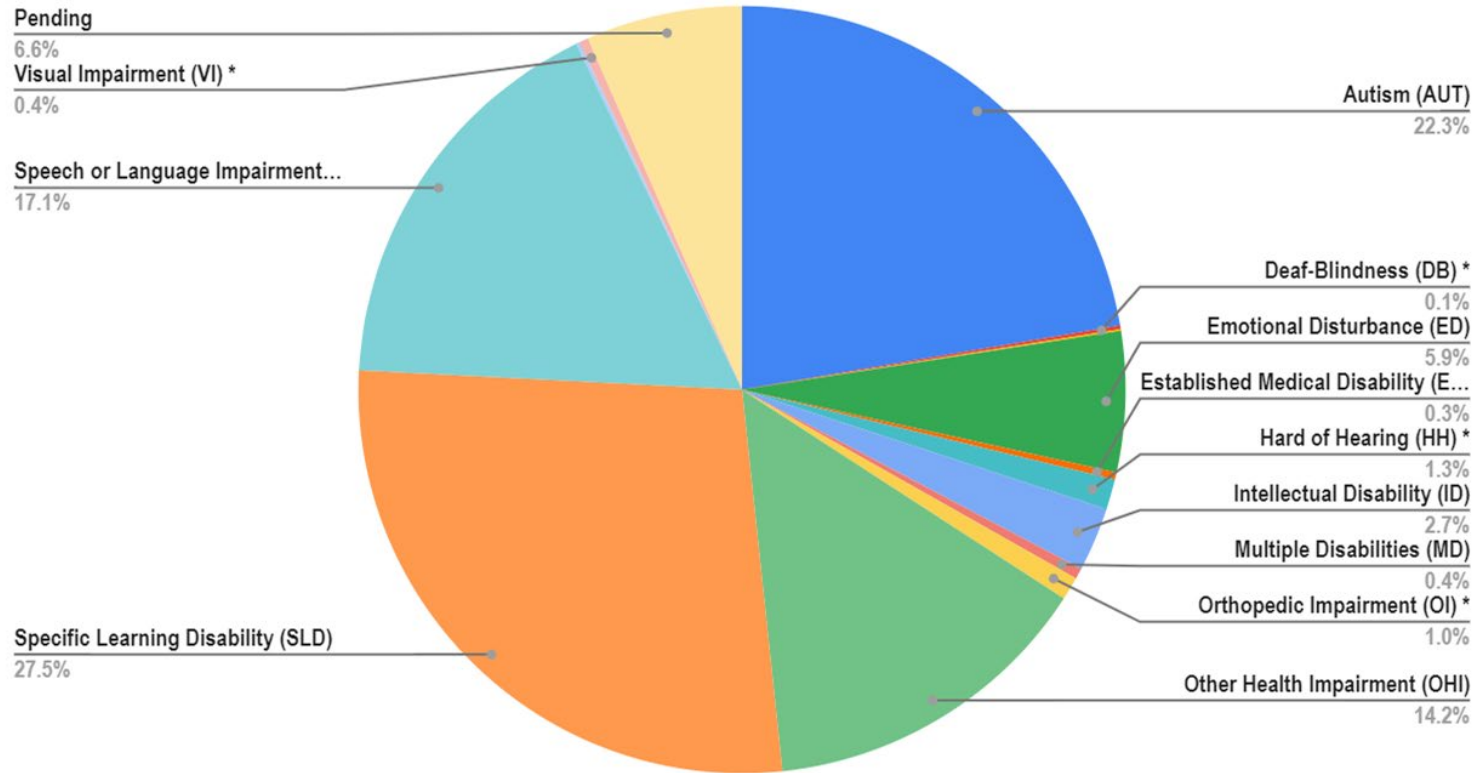
Special Education Strategic Goals

Goal	Key Activities	Timeline
Develop a Parent Resource Network (PRN) at select schools.	<ul style="list-style-type: none"> • Create/administer parent interest survey to support the virtual PRN. 	3.25.24
	<ul style="list-style-type: none"> • Create support call line. 	4.30.24
	<ul style="list-style-type: none"> • Create support email address. 	4.30.24
	<ul style="list-style-type: none"> • Create and disseminate literature promoting PRN to parent community. 	5.30.24
Create Alameda Unified School District's alternate pathway to a high school diploma.	<ul style="list-style-type: none"> • Create and submit for Board review and approval new course syllabi aligned to the common core standards. 	4.25.24/5.9.24
	<ul style="list-style-type: none"> • Submit for review and approval updates to Board policy 6146.1 	4.25.24/5.9.24
Implement Use of Timelines Tracker	<ul style="list-style-type: none"> • Continue to monitor the implementation of the timelines trackers for the schools of the district. 	Ongoing
	<ul style="list-style-type: none"> • Work with secondary schools to identify root causes that delay IEPs being held on time. 	3.18.24
	<ul style="list-style-type: none"> • Update systems to support timely completion of IEPs 	5.30.24

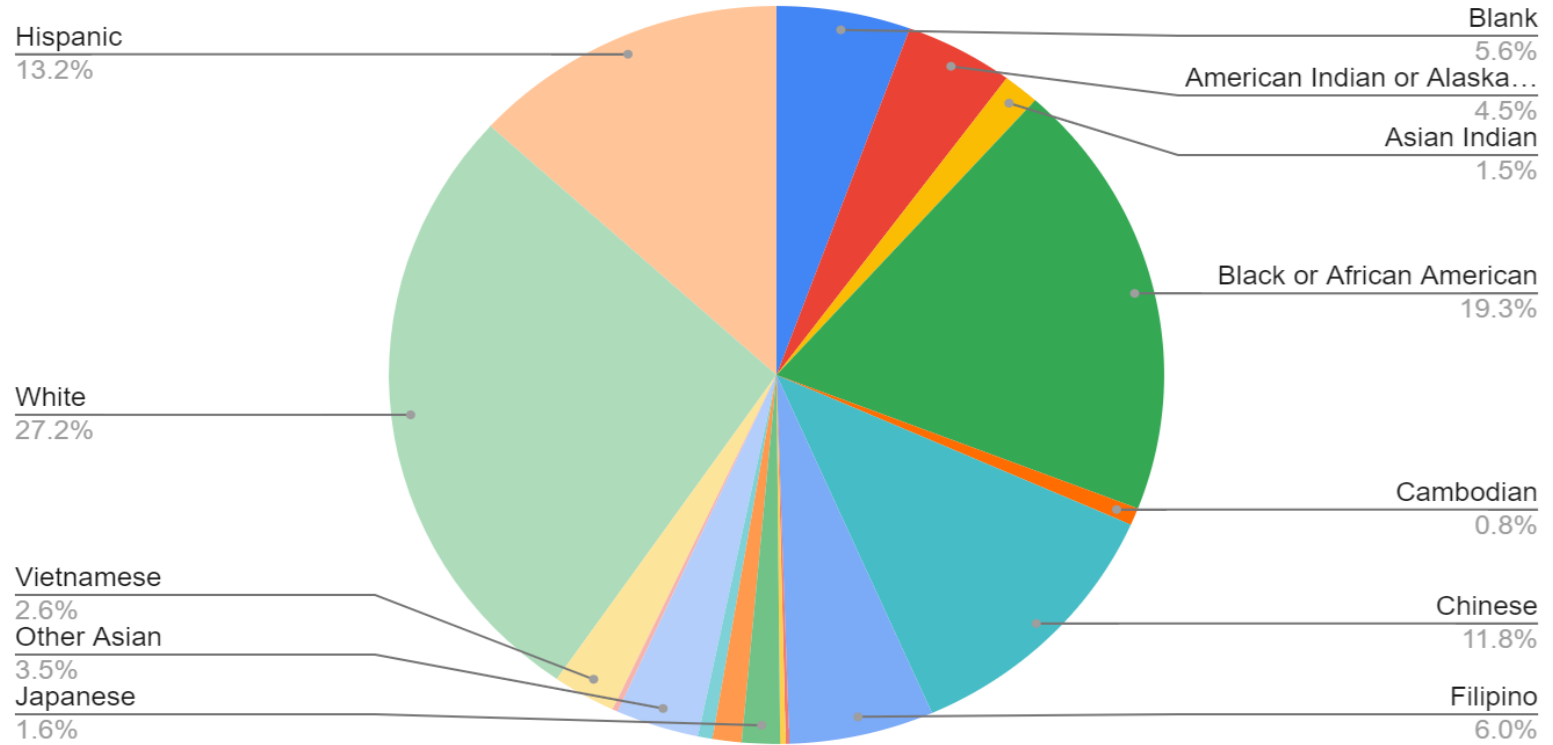
Other Major Projects

Goal	Key Activities	Timeline
Extended School Year	<ul style="list-style-type: none"> ESY administrators identified, and planning to begin. 	3.25.24
	<ul style="list-style-type: none"> Notify parents of eligible students about ESY opportunity this year. 	4.1.24
	<ul style="list-style-type: none"> Determine staffing needs to support ESY 	Ongoing
Transportation	<ul style="list-style-type: none"> Debrief with staff to determine the effectiveness of the online transportation request and registration processes and make recommendations for improvement for school year 2024-35. 	4.8.24
Matriculation IEPs	<ul style="list-style-type: none"> Review updated continuum of special education programs with special education teachers, administrators. 	Ongoing
	<ul style="list-style-type: none"> Share with parents/families the continuum of special education programs prior to transition IEP meetings. 	3.18.24
	<ul style="list-style-type: none"> Support school sites to host open houses that include special education programs. 	Ongoing

Special Education Enrollment by Disability Category









Special Education Enrollment by Race/Ethnicity



Special Education Team

STAFF	FTE		STAFF	FTE
Special Education Administrator	1		Psychologists	15.6
Database Administrator	1		Transportation/Records Specialist	0.875
Budget Analyst	1		Transition Services Specialist	0.8
Special Education Coordinators	2		Speech Language Therapists	13.6
Program Managers	2		Preschool Special Education Teachers	4
Occupational Therapists	5		Mild/Moderate Teachers	54.2
Nursing Services	1.5		Extensive Support Needs Teachers	13
Paraprofessionals	127		Itinerant Support Staff	7.6
			Teachers on Special Assignment	3

Special Education Continuum of Services: Elementary

Mild/Moderate Special Day Class		Practical Special Day Class	
 <p>Students access modified general education curriculum aligned to grade level content standards in addition to:</p> <ul style="list-style-type: none"> • interventions environmental and curricular accommodations and modifications 	 <p>Students access common core curriculum connectors in addition to:</p> <ul style="list-style-type: none"> • foundational academic skills interventions environmental and curricular accommodations and modifications 		
 <p>Primary Classroom: Special Day Class with General Classroom Inclusion</p>	 <p>Primary Classroom: Special Day Class with General Classroom Inclusion</p>		
 <p>Specialized academic instruction service provided through whole group and small group instruction; staff to student ratio 2:15</p>	 <p>Specialized academic instruction service provided through whole group and small group instruction; staff to student ratio 3:12</p>		

[Click here for the full Continuum of Special Education Programs](#)

Special Education Steering Committee Meetings

Meeting Date	Topics	High Level Takeaways
9.27.23	Share and review the focus areas from the special education strategic plan for 2023-24.	Continue to keep the steering committee updated on the special education department's focus areas.
11.13.23	Part One: Receive feedback on the idea to implement the Parent Resource Network at the schools of the district.	Team members shared and supported the idea of a virtual parent resource network per school site due to the challenges of providing in person support.
12.11.23	Part Two: Share out and receive feedback on Parent Resource Network model. Solicit feedback on how to receive feedback from the larger parent community on the PRN model. Solicit feedback on how to recruit volunteer parents to staff PRN.	Team members shared ideas on how to recruit individuals to support the parent resource network, including flyers, surveys, working through PTAC.
3.11.24	Share out for information and answer questions related to the updated continuum of special education programs to be used for the first time during this year's matriculation IEPs.	Make the slide deck available on the district's website, email a copy to parents, along with a recording of the meeting.

Family Relationships and Trust Survey and Test Results

- Family Relationship and Trust Survey Results
 - Presented to the Board of Trustees on June 27, 2023 by Lindsey Jenkins-Stark, Senior Manager of Research, Data and Assessment.

- SBAC Results
 - Presented to the Board of Trustees on November 28, 2023 by Lindsey Jenkins-Stark, Senior Manager of Research, Data and Assessment.

- STAR Results
 - Presented to the Board of Trustees on March 12, 2024 by Lindsey Jenkins-Stark, Senior Manager of Research, Data, and Assessment.

Family Relationships and Trust Survey and Test Results, *cont...*

- The responses from families of students served through Special Education were statistically similar to those of families not using Special Education services.
- In mathematics and ELA, opportunity gaps persist between students with IEPs compared to those without IIEPs.
- In mathematics, 22% of AUSD students with IEPS met or exceeded expectations compared to the state rate of 12.3%.
- In ELA, 23.2% of AUSD students with IEPS met or exceeded expectations compared to the state rate of 18.4%.
- Star Reading Percent of Students with Typical or Greater Growth Fall to Winter for students with IEPs increased by 5% from 2021-2024.
- Star math percent of students with typical or greater growth fall to winter for students with IEPs remained constant at by 60% from 2021-2024.

Post IEP Parent Survey Results

		Initial or eligibility IEP (formally known as triennial IEP)							
	I understood the purpose of the IEP team meeting.	I was offered a copy of the Special Education procedural safeguards (special education parent rights) and the opportunity to have them explained.	I have received a copy of my child's assessment report.	I feel that my child's IEP team has a good understanding of his/her educational needs.	I was comfortable asking questions during the IEP meeting.	My input was received and considered by the IEP team.	I understand the outcome of the initial/eligibility IEP meeting and the supports my child receives.	I understand what my signed consent means and that I can consent to all or part of the IEP.	I know what to do if I disagree with something in the IEP.
Yes	39	39	40					40	33
No	2	2	1					1	8
Agree/Strongly Agree				36	37	35	35		
Disagree/Strongly Disagree				4	3	5	4		
Neutral				1		1	2		

Post IEP Parent Survey Results, cont...

		Annual IEP or Amendment IEP									
	I understood the purpose of the IEP team meeting.	I was offered a copy of the Special Education procedural safeguards (special education parent rights) and the opportunity to have them explained.	I feel that my child's IEP team has a good understanding of his/her educational needs.	I was comfortable asking questions during the IEP meeting.	My input was received and considered by the IEP team.	I understand why the IEP goals were proposed.	I had an opportunity to discuss the proposed IEP and had my input considered by the IEP team in a meaningful way.	I know who to contact if I have questions or concerns about my child's IEP.	I understand my child's special education program and the services my child receives.	I know what to do if I disagree with something in the IEP.	I understand what my signed consent means and that I can consent to all or part of the IEP.
Yes	53	52				53			53	52	53
No		1								1	
Agree/Strongly Agree			51	44	45		43				
Disagree/Strongly Disagree			2	8	8		10				
Neutral				1							

Special Education Update

Board Discussion