Agenda

- SELPA Update
    - Staffing Updates
    - Professional Learning
    - Local Plan Timeline
    - LCAP Goal specific to Students with Disabilities

SELPA Update

SELPA Update

- Staffing Updates
  - Assistant Superintendent
    - Dr. Hedegard has started her transition back and will hopefully be joining us in early March.

  - Administrators of Teaching & Learning
    - Jill Weber started today, January 18, 2022
    - Krista Arrata will start soon (scheduled for 3/14/22)

SELPA Update

- Board Certified Behavior Analysts (BCBA)
  - Lara Levine (will start on 2/22)

- Fund Specialist
  - Doris Quan

- Medi-Cal Specialist
  - Pending

Professional Learning

- Although it has been tough this year, we have been working to provide Professional Learning opportunities when we can.

  - Teachers have had the opportunity to participate in training around *Individualized Transition Plans*. We are also working on a training on *Writing Transition Assessment Reports.*

  - Program Specialists will participate in training on *Writing Legally Sound and Compliant IEPs*

  - Administrators of Teaching & Learning along with Instructional Assistant Superintendent's will participate in training on **Alternative Dispute Resolution (ADR)**

Professional Learning

- ○ ADR Conference coming up in March
  - ■ CAC Representation

- ○ First Annual virtual Supporting Inclusive Practices (SIP) conference (REGISTRATION IS OPEN)
  - ■ May 4th and 5th the Supporting Inclusive Practices Project is hosting its first annual conference. Theme is MISSION: POSSIBLE

    Spend these days hearing from a diverse selection of speakers on topics including culture, policy, practice, and shared leadership as they relate to inclusivity. Inclusion is far from impossible, but it is a choice.

Professional Learning

- A review and revision committee has updated the original sections of the "CAC Community Advisory Committee Guidelines" Fourth Edition 2011 and are now seeking additional input and feedback from CAC members, SELPA, CDE, Parent Centers, and related partners. Information you share is important and will enhance the collaborative effort of creating the California Special Education Local Plan Area (SELPA) Community Advisory Committee Guide, 5th Ed. (2021).
  - Hope you all had a chance to share your thoughts!

SCUSD SELPA Local Plan Timeline

● Slightly Revised forms are expected in March for SELPA Local Plan.

● New Padlet will be created to support development of updated plan.

● Working with Budget ad hoc team to develop a companion fiscal publication that will go along with SELPA Local Plan to provide greater context, rationale, and transparency regarding Special Education budget.

LCAP Goal

- Participated in SCOE-led support session for Sac County districts who are in Differentiated Assistance and must develop LCAP goals specific to the eligible student groups.
  - SCUSD student groups are
    - Students with Disabilities
    - Homeless Youth
    - Foster Youth

WHY HAVE REQUIRED GOALS?

▷ In order to create a clear connection between an LEA's performance and the planning process that is memorialized in the LCAP, Senate Bill 98 revised the LCAP statute to require certain LEAs to include goals focused on improving the outcomes of low-performing student groups and schools when specific conditions are met.

▷ The legislative intent of these requirements is two-fold:

a. to ensure that LEAs are addressing the needs of consistently low-performing student groups; and

b. to ensure that higher performing LEAs are addressing the needs of low-performing schools within the LEA.

ELIGIBILITY FOR DIFFERENTIATED ASSISTANCE (DA)

▷ From 2017-2019, the California School Dashboard performance indicators were used to identify districts for DA. Due to the impact of the COVID-19 pandemic, the status of districts identified based on 2019 performance has not changed.

▷ Student groups identified in two or more State Priority Areas trigger Differentiated Assistance

| State Priority	Dashboard Indicator
Pupil Achievement (LCFF Priority 4)	Academics (ELA and Math)
Pupil Engagement (LCFF Priority 5)	Graduation Rate Chronic Absenteeism
School Climate (LCFF Priority 6)	Suspension Rate
Other Pupil Outcomes (LCFF Priority 8)	College/Career Indicator (CCI)

57 LEAs in CA

required to add a goal or goals to the LCAP; of those 57:
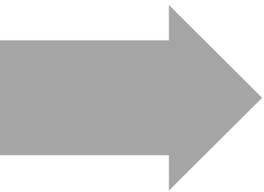
43 will add a goal for SWD
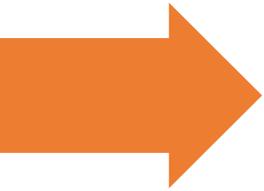
18 will add a goal for Homeless and 9 for Foster Youth

SACRAMENTO CITY UNIFIED IDENTIFICATION

School District	2017 Dashboard		2018 Dashboard		2019 Dashboard	
	Student Group	Indicator	Student Group	Indicator	Student Group	Indicator
Sac City	African American, **Homeless**	ELA, Math and Suspension	African American	ELA, Math, Chronic Absenteeism and Suspension	**SWD**	ELA, Math and Graduation
	Foster, **SWD**	ELA, Math, Graduation and Suspension	**Foster**	ELA, Math, Chronic Absenteeism, Suspension and College/Career	**Foster**	ELA, Math, Graduation and Suspension
			Homeless	Chronic Absenteeism and Suspension	**Homeless**	ELA, Math and Chronic Absenteeism
			SWD	ELA, Math, Graduation and College/Career		

PERFORMANCE OF IDENTIFIED STUDENT GROUPS

State Indicator	Student Group	Elk Grove 2017	Elk Grove 2018	Elk Grove 2019	Sacramento 2017	Sacramento 2018	Sacramento 2019	San Juan 2017	San Juan 2018	San Juan 2019	Twin Rivers 2017	Twin Rivers 2018	Twin Rivers 2019
Academics	FY	orange	orange	gray	orange	orange	orange	gray	orange	gray			
Academics	SWD	purple	purple	gray	purple	purple	purple	purple	purple	gray	purple	purple	
Academics	H	gray	gray	gray	green		green	gray	gray	gray			
Graduation Rate	FY	orange	orange	orange	orange		orange	orange	orange	orange			
Graduation Rate	SWD	gray	purple	purple	purple	purple	purple	purple	gray	purple			
Suspension Rate	FY	orange	gray	orange	orange	orange	orange	orange	orange	gray			
Suspension Rate	SWD	purple	gray	purple	purple			gray	purple	gray	purple		
Suspension Rate	H	gray	gray	gray	green	green		gray	gray	gray			
Chronic Absenteeism	FY	gray	orange	gray		orange		gray	orange	gray			
Chronic Absenteeism	SWD	gray		gray				gray	purple	gray			purple
Chronic Absenteeism	H	gray	gray	gray		green	green	gray	gray	gray			
College / Career	FY	gray	orange	gray		orange		gray	gray	orange			
College / Career	SWD	gray	purple	purple		purple		gray	purple	purple		purple	purple

ADDITIONAL INFORMATION

▷ Today, we are focusing on the requirement for districts to write a specific goal in the LCAP to address the needs of persistently-underperforming student groups.

REQUIREMENTS FOR THE STUDENT GROUP GOAL (1 of 3)

▷ Goal Description:

- Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- A SMART goal format with short-term, measurable outcomes is recommended

REQUIREMENTS FOR THE STUDENT GROUP GOAL (2 of 3)

▷ Explanation of why the LEA has developed this goal:

  ○ Explain why the LEA is required to develop this goal, including

    ■ identifying the student group(s) that led to the LEA being required to develop this goal,

    ■ **how the actions and metrics included in this goal differ from previous efforts** to improve outcomes for the student group(s), and

    ■ why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

REQUIREMENTS FOR THE STUDENT GROUP GOAL (3 of 3)

▷ This goal must include metrics, desired outcomes, actions, and expenditures that are specific to addressing the needs of, and improving outcomes for, the identified student group or groups.

  ○ If addressing multiple student groups within the goal, the LEA must provide disaggregated metrics for each identified student group.

▷ As previously noted, an LEA that is required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal.

LCAP GOAL IDEAS

Jamboard
https://jamboard.google.com/d/1ywyC_n-_daFUGSgNzVwUBma26Ua1Brpw4SM4sXyyGCg/edit?usp=sharing

LCAP Goal Considerations (SWD)

▷ LRE-Statewide targets in the area of Least Restrictive Environment are increasing. How are you ensuring that all students are in the Least Restrictive Environment?

▷ MTSS-How are you building out a Multi-tiered System of Support in your district?

▷ UDL-Where is your district in the process of implementing Universal Design for Learning? What are your next steps in this area?

▷ Behavior Supports-What behavior supports would be beneficial for your students? What professional learning in this area could benefit your staff?

▷ Inclusion-Where is your district in ensuring all students are experiencing an inclusive education?

▷ NPS-What supports/strategies are needed to support students returning to the district from Non Public Schools?

▷ Specific disability areas-Is there a specific group of students with disabilities, such as students with autism, that could benefit from a focus goal or expanding staff knowledge and strategies for this population?

"

"Setting the goal is not the hard part. Building the system that executes upon it is the hard part."

James Clear, <u>Atomic Habits</u>

THANK YOU