

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)  
BOARD PRESENTATION

OCTOBER 5, 2016



# Outcomes

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- Understanding of the Programs and Services provided by the West Contra Costa Unified School District Special Education Local Plan Area (SELPA).
- Taking a deeper look at the statistics and data of services provided to special needs students.





WCCUSD is a Single District SELPA  
(one of four SELPAs in Contra Costa County)  
We serve students 0-22 years of age

Least Restrictive

General  
Education  
Classroom  
(support)

Learning  
Center

Special  
Day  
Class  
NSH/SH

Counseling  
Enhanced  
Special Day  
Class

Non  
Public  
School

Most Restrictive

Residential  
Facility



## WCCUSD Statistics (By Program)



Students Served	Number	Percentage
Special Day Class - NSH	772	2.7%
Special Day Class - SH	625	2.2%
Resource Specialist Program	1519	5.3%
Special Day Class – TEP	83	.03%
Non Public School	82	.03%
Speech Only	725	2.5%
Speech (Duplicated)	1788	6.2%
Residential	5	
Hearing Impaired	136	
Visually Impaired	69	


## CASEMIS Data (By Disability)

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Students served by Disability	12/2004	12/2010	12/2015
Speech and Language Impaired	1,772	1,449	998
Other Health Impaired	65	89	157
Specific Learning Disability	2,135	1,650	1,878
Autism	146	245	418
Emotionally Disturbed	87	62	75
Hard of Hearing	57	99	107
Intellectually Disabled	317	325	308

# Innovative Programs

- Learning Infant Family Together (LIFT)
  - West Contra Costa Assistive Technology Resource Center (WATR)
  - Intensive Speech Program for Youngsters (ISPY)
  - Transitional Education Program (TEP)
    - Elementary School: Harding, Sheldon, Tara Hills, Montalvin
    - Middle School: Pinole Middle, Korematsu
    - High School: Kennedy, De Anza, El Cerrito
  - Catalyst – SENECA/WCCUSD Collaborative (housed at El Sobrante School)
  - Preschool (Autism) (25 hours/week)
  - Applied Behavioral Analysis Intern Program
  - Learning Center – Elementary
  - Collaborative Model – Secondary
  - Inclusion Models
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- A stylized illustration of a human head profile in orange, facing right. The interior of the head is filled with various colorful icons representing different fields of study: a blue flask, a green microscope, a pink person icon, a yellow book, a purple musical note, a red gear, a blue DNA helix, a green atom, a yellow lightbulb, a pink speech bubble, a blue person icon, a green calculator, a yellow book, a purple square root symbol, a red book, and a blue book. The background is black.



# Inclusion Model

## Originally – Castro Elementary School

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### Inclusion

Harding

Madera

Fairmont

Kensington

Tara Hills

Lupine

Highland

### High Function- ing Autism

Wilson

Kensington

Korematsu

El Cerrito

### Full Service Learning Center

Stege

Dover

Montalvin

# Aligning Special Education Services to the Common Core

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- Triumphs Training
- Teaching and Reaching – Universal Design Learning Training
- Keep it Legal Training
- English Learner's with Disabilities Training
- Basics 3 Training
- Unique Training
- A-Z Training
- RAZ Kids Training
- Behavioral and Instructional Interventions for Executive Function and Attention Deficit and Hyperactivity Disorder (ADHD) Training
- Special Education Parent University Conference – November 5, 2016





# Local Control Accountability Program (LCAP) Funding

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- Provide an additional 5.8 FTE for School Psychologist positions:
  - Counseling
  - Behavior Support
  - Assessment
- Funding to Implement Response to Intervention (RtI) and Universal Design for Learning (UDL) training and materials:
  - Touch Math
  - Read Naturally
  - Phonics for Reading
  - Rewards
  - Six Minute Fluency Solution
  - Measuring up (Reading/Math) Secondary
- Funding Adaptive Curriculum for special needs students; software, technology equipment and training:
  - Moby Max
  - Learning A-Z Suite – includes Reading A-Z and Raz Kids
  - Read & Write for Google
  - Unique Learning System – includes Unique and News-2-You
  - Boardmaker Online
  - Read Naturally Live



# Data, Data, Data .....

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## State Performance Plan (SPP) Indicators:

These are the indicators used to determine if a district's special education program is meeting state targets.

## Performance Indicator Review (PIR):

This is an annual review of a district's indicators to determine if the district has met the required targets. If not, a corrective action plan is required.



# 2014-15 Annual Performance Report Measure

## Indicator 1 – Graduation Four Year Rate

Graduation Rate	Target	Target Met
55.04%	69.25%	No

## Indicator 2 – Dropout Four Year Rate

Percent Dropped Out	Target	Target Met
18.83%	<14.72%	No

## Indicator 4 – Statewide Suspension/Expulsion

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than 10 Days	State-wide Rate	Over Statewide Rate?
52	4,405	1.18%	2.43%	No

# 2014-15 Annual Performance Report Measure

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## Indicator 5 – Least Restrictive Environment

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	3,551	2,105	59.3%	>49.2%	Yes
B. <40%		991	27.9%	<24.6%	No
C. Separate Schools		150	4.2%	<4.4%	Yes

# 2014-15 Annual Performance Report Measure

## Indicator 6 – Preschool Least Restrictive Environment

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	629	606	96.3%	>32.9%	Yes
B. Separate		19	3.0%	<34.4%	Yes

## Indicator 8 – Parent Involvement

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target this year	Target Met
4,749	4,788	99.2%	>90%	Yes

# 2014-15 Annual Performance Report Measure

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## Indicator 9 – Disproportionality Overall

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not	Not	Not	Not	Not	Not	Not

## Indicator 11 – Eligibility Evaluation

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (i.e. school breaks)	Percent On Time	Target	Met Target
921	737	181	99.6%	100%	No

# 2014-15 Annual Performance Report Measure

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## Indicator 13 – Secondary Transition Goals and Services

No. with Post-Secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of Students with Post Secondary Goals and Transition Services	Target	Target Met
998	983	98.5%	100%	No

# Strengths/Challenges/Next Steps

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## Strengths:

- Inclusion of Students who are Severely Handicapped (SH)
- Not Disproportionate by race or disability
- Preschool Program

## Challenges:

- Graduation Rate
- Drop Out Rate
- Least Restrictive Environment (LRE)

## Next Steps:

- Form a Special Day Class Task Force to look at Models in other districts
- Revise the Collaborative Model to increase Graduation rate and reduce Drop Out rate
- Revise the Applied Academic Academy (AAA) Curriculum and Delivery model.





# Questions?

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