

# Performance Indicator Review

## State Performance Plan Indicator Improvement Process Packet

2016-17

California Department of Education

**Local Educational Agency**

**West Contra Costa Unified School District**

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**Special Education Local Plan Area**

**West Contra Costa Unified School District**

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Note: All LEA data needs to be transferred from the LEA's 2015-16 Annual Performance Report found at: <http://www.cde.ca.gov/sp/se/ds/leadataarpts.asp>

Note: Each ? indicates the Local Educational Agency (LEA) must provide a written response. The LEA should only respond to those indicators identified as unmet in the letter accompanying this packet. The final page of this packet is for use on those indicators that continue to be unmet from previous years. Include this page in addition to all responses for each unmet indicator.

## Planning Team Participants and Position

(including special education director, general education administrator,  
and SELPA representative)

Name	Position	Organization
Darlene Almeida	504 Coordinator	WCCUSD
Geri Auten	Elementary SPED Teacher	"
Rachel Avanesian	School Psychologist	"
Nick Berger	Director, SPED, Elementary	"
Alicia Bowman	Exec. Dir, Research, Accountability, Assessment and Data	"
Sarah Breed	Exec. Dir, Teaching, Learning, and Leading	"
Mary Campbell	School Psychologist	"
Elizabeth Carmoney	Dir, Community Engagement	"
Steve Collins	Asst. Supt/SELPA Director	"
Jodi Couick	Coordinator, Special Ed, ERMS	
Cheryl Cotton	Dir, Human Resources, Cert.	"
Michele Harrison	Secondary SPED Teacher	"
Kevin Nazario	Dir, SPED, Secondary	"
Lawrence Pang	High School Math Teacher	"
Sonja Nelly-Johnson	Dir., Ed. Serv, Secondary	"
Nia Rashidchi	Assoc. Supt, Ed Services	"
Anne Shin	Exec. Dir., College & Career	"
Ken Talken	SPED Coordinator, Transition Support Serv.	"

### **Date(s) of Planning Team Meetings**

November, 15, 2017

January 17, 2018

March 14, 2018

May 9, 2018

## **State Performance Plan Indicator 1 - Graduation Four Year Rate**

### **Current Performance**

**Graduation Four Year Rate:** According to the LEA's 2015–16 SPPI, the four-year graduation rate was 57.1% and did not meet the state target rate of 67.5%.

1. Review the data related to the LEA's graduation rates. It is critical each LEA collect, maintain, and submit accurate data. Remember Indicator 1 uses lag year data. Lag year data is not current, but prior year data from 2014–15.

a. The source of this data is CALPADS which collects data reported by the LEA. Determine if the CALPADS data for the LEA's special education students are reported accurately.

b. The graduation rates are based on a 4-year adjusted (students moving out or transferring into the LEA) cohort, which represents a standard 4-year high school career, beginning with a student's first time enrollment in the ninth grade.

2. Compare the graduation rates for students in general education with the rates for students who received special education services. If the general education rate exceeds the special education rate, develop some working hypotheses as to the reasons for the difference. Investigate the hypotheses by interviewing students with disabilities who have not graduated with their cohort. Summarize the responses from the interviews.

### **Sample Graduation Drill Down Activities**

1. Review the secondary transition plan for a sample of students who received special education services but did not graduate. Determine if each transition plan contained the required components, such as transition assessments, measurable postsecondary goals, and transition services and activities. Document any interventions made to promote graduation for each student. Detail the results of this review. Determine what strategies, if any, were used to

connect students (who later failed to graduate) with programs and/or agencies that support students who are at-risk.

2. Review the transcripts and courses of study for the students who did not graduate to determine if any patterns emerge from the review as to any specific group. Report the results of that review for any group of students with similar transcript history.

3. Describe how transition services were provided to a sample of students who received special education services during the preceding twelve months. If transition services were provided to some students and not others, indicate what those services were and report how the provision of transition services related to the likelihood of a student's graduating.

### **Summary of Root Causes Interfering with LEA's Ability to Improve this Indicator**

(describe root causes that interfere with meeting graduation rates)

- Student outcomes are significantly impacted by high staff turnover and inexperienced teachers.  
(For example, attrition rate of SPED teachers hired in 2013-14 is 63%; for those hired in 2014-15, the rate is 48%.)  
WCCUSD currently employs 9 intern SPED teachers, 2 SPED teachers on Provisional Internship Permits, 3 SPED on Short Term Staff Permits, 15 SPED on CBEST waivers. There are 30 SPED teachers with out-of-country credentials.
- Lack of expectation that all students can graduate; staff not as successful with African American, Hispanic, and male students as indicated by lower graduation rates for these students.
- Students and families not consistently thoroughly involved in the development of student IEP and Transition plans that are well thought out and comprehensive; transition plans are not always fully implemented.
- A lack of meaningful vocational and job training, including credit-bearing internships in Pathways, and lack of vocational and job training for younger adolescents.
- Some SPED students who are in a non-graduation track are not appropriately placed. (Currently, 1,242 are in graduation track and 404 are in a non-diploma track.)
- Student with poor attendance are less likely to graduate in four years than those with better attendance.

### **Summary of Current Improvement Strategies**

(describe current strategies to improve graduation rates)

- Active programs for both in-state and out-of-state recruitment; full-time staffing recruiter has been hired.

- Very robust non-school-day paid teacher staff development programs that address inclusive practices. (56 workshops completed or scheduled for the 2017-18 school year with trainings averaging 80-90 certificated participants.)
- Practices for African American Student Support and Success (PAASSS), including Mafanikio Academic Coaching Program, Selina Jackson Improving Instructional Practices, and African American Site Advisory Teams.
- Credit recovery through summer school, Extended School Year, and Edmentum on-line courses.

## Improvement Strategies

<b>Description of Planned Strategies</b>	<b>Resources Required</b> (Staff, Training, Curricula, etc.)	<b>Person(s) Responsible</b>	<b>Methods and Standards to Measure Success</b>	<b>Due Date</b>
Increase teacher retention by allowing all teachers to skip one step on the Salary Schedule.	Funding	Board of Education	Compare teacher retention rates prior to and after teachers skip step	Sept. 1, 2017
Increase teacher retention through negotiated compensation increase.	Funding	Board of Education	Compare teacher retention rates prior to and after compensation increase	June 1, 2018
Increase districtwide staff development days on salary schedule to 4, thus increasing skills training to all teachers not just those who volunteer for extra-pay afterschool and weekend trainings.	\$3,781,822	Board of Education; District and Site Administrators	Minutes of Board of Ed meeting  Increase in number of trained staff	Sept. 1, 2017

Expand implementation of African American Student Success and Support.	\$400,000 for 2017-18 school year; \$415, 436 for 2018-19 school year; \$429,987 for 2019-20 school year.	Associate Supt., Ed. Services (N. Rashidchi) and staff implementing programs	Increase in graduation rates among African American students	Sept 1, 2017
<p>Increase five-year SPED teacher retention rate:</p> <ul style="list-style-type: none"> <li>--Provide 4-day training in July for all newly hired first year teachers.</li> <li>--Engage new teachers through ½ day New Teacher Orientation and year-long on-going support services.</li> <li>--Hold fall and spring gatherings for teachers in years 1-3 with content based on surveyed needs.</li> <li>--Waive fees for CBEST prep courses at adult school and provide one-on-one tutors to assist teachers in passing CBEST and CSET.</li> <li>--Conduct exit surveys and interviews to determine why teachers leave WCCUSD, what district can do to improve retention rates, and take appropriate steps based on feedback.</li> </ul>	Staff time	Director of Human Resources, Certificated (C. Cotton)	Compare year-to-year data to determine retention rates	July 2017; ongoing

<p>Increase number of SPED students who participate in internships, job training and employment through collaboration between the District SPED Dept and the District College and Career Dept; include SPED teachers in collaboration meetings and work towards credit-bearing internships, job training and employment. (At least 5 collaboration meetings per year)</p>	<p>Staff time</p>	<p>Employment Partnership Coordinator (T. Waller) and Director of SPED, Secondary (K. Nazario)</p>	<p>Increase in number of SPED students participating in internships, job training and employment</p>	<p>First meeting by Feb. 5, 2018</p>
<p>Provide staff with inservice on IEP planning and implementation:  --Include emphasis on the secondary student's status in regards to credit acquisition;  --Include a focus on how to thoroughly involve each student and family in development and implementation of the IEP and Transition Plan.</p>	<p>Staff stipends for inservice outside contracted work days and substitute costs for teachers inserviced during school day.</p> <p>Staff time</p>	<p>SELPA Director (S. Collins); Special Education Directors (N. Berger, K. Nazario)</p>	<p>Inservice sign-in sheets</p>	<p>By Nov. 1 of each school year starting in the 2018-19 school year</p>
<p>Provide parents with inservice on how to be an effective advocate for their SPED student and how to be involved in a meaningful and thorough IEP and Transition Plan process.</p>	<p>Staff time</p>	<p>SPED Directors (N. Berger, K. Nazario)</p>	<p>Inservice sign-in sheets</p>	<p>By March 15, 2018, and by Nov. 1 in future school years</p>

Increase number of SPED students on diploma track by the development of a standardized process for identification of diploma track vs certificate track.	Staff time	Dir, SPED, secondary (K. Nazario) and Alignment Team	Published criteria and guidance document; increase in percentage of SPED students on diploma track	May 1, 2018
Develop Board policy on graduation from comprehensive high schools, alternative high school, and adult education.	Staff time	Dir, SPED, secondary (K. Nazario) and Alignment Team	Approved Board policy	April 15, 2018
Improve SPED student attendance by reviewing Attention to Attendance (A2A), a software data program, every two weeks; provide followup contacts with absent students and their families.	Staff time; computer software	Asst. Supt of Special Ed and Student Services (S.Collins) and Director of Student Services, when hired	Improved attendance of SPED students	March 1, 2018 (ongoing)

## State Performance Plan Indicator 2 - Dropout Four Year Rate

### Current Performance

**Dropout Four Year Rate:** According to the LEA's 2015–16 SPPI, the percent of all students in grades nine and higher, and ungraded students thirteen and over, who exited special education by dropping out of its schools was **13.9%**, failing to meet the state target rate of **less than 13.72%**.

1. Review the data related to dropout rates for grades 9–12 to determine if the LEA reported students accurately by exit code. If numbers were reported inaccurately, detail how the data



was incorrectly gathered or tabulated by exit code. Revise procedures and training to ensure future reports are corrected. Please remember Indicator 2 uses lag year data. Lag year data is not current, but prior year data from 2014–15.

2. Determine if the LEA has an effective procedure to ensure the code for any student previously exited as either “dropped out” or “moved” is changed once the LEA receives a request for records from another school.
3. Compare the dropout rates for students in general education with the rates for students who received special education services. Describe the calculations you used to make that comparison and discuss the findings. If the special education rate exceeds the general education rate, develop some working hypotheses as to the reasons for the difference.

### **Sample Dropout Drill Down Activities**

1. Review the transition plan for each student who received special education services who dropped out. Document any interventions made prior to the student’s dropping out and determine if changes to the IEP and/or transition plan including additional services might have resulted in the student’s graduating.
2. Determine what process, if any, was used to connect students, who later dropped out of school, with programs and/or agencies that support students who are at-risk for dropping out. Identify the dropout prevention services the LEA currently uses.
3. Review the transcripts and courses of study for the students who have dropped out to determine if any pattern emerges from the review such as specific courses taken, specific grade levels involved, or any other similar pattern prior to their dropping out. Report the results of the review for any group of students with similar transcript history prior to their dropping out.
4. Describe how transition services were provided to each student who received special education services during the twelve months preceding the dropout in the academic year for which numbers indicate an unusually high dropout rate. If transition services were provided to some students and not others, indicate what those services were and report how the provision of transition services correlated to the likelihood of a student’s continuing in school.

### **Summary of Root Causes Interfering with LEA’s Ability to Improve this Indicator**

- Student outcomes are significantly impacted by high staff turnover and inexperienced teachers. (Salaries are significantly lower compared to surrounding districts.)
- Staff not as successful with African American, Hispanic, and male students as indicated by higher dropout rates among these groups.

- At-risk students not always connected to meaningful tutorial, outside agency, and other supports; not all students find meaning and connectness through their school experience.
- Not enough support to insure successful transition to middle and high school for some students.
- IEPs and IEP goals may not reflect credit recovery needs. (Student repetition of courses due to D and F grades.)
- Some students are dropped due to lack of attendance; lack of consistent and thorough followup on absent and no-show students.
- Students can be negatively impacted by master schedule limitations; lack of ideal or appropriate placement in classes.
- Research by the Solano County SELPA Director shows that due to an apparent data glitch, if CASEMIS is not submitted by June 30, some students who are not dropouts will be misidentified as dropouts.

## Summary of Current Improvement Strategies

(describe current strategies to improve graduation and dropout rates)

- (See strategies listed under Four-Year Graduation Rate.)
- Pathways serve as a means to engage students.
- Elementary strategies include strong early intervention programs at some schools and learning centers at all elementary schools.
- Strong case management at some school sites

## Improvement Strategies

Description of Planned Strategies	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
See strategies listed under Four-Year Graduation Rate				

Improve student attendance and support students and families through provision of 26 elementary and 1 secondary full-time School Community Outreach Workers (SCOWs).	\$2,884,379	Director of Community Engagement (E. Carmoney); Community Outreach Workers	Increase in student attendance	Sept. 1, 2017; ongoing
Improve school climate by providing emotional support to students through allocation of 5 additional school psychologists, 1 additional behaviorist/psychologist, and a school climate stipend, based on ADA and percentage of high needs students at each high school. (Each high school spending stipend on Restorative Practices, Building Effective Schools Together [BEST], or TOOL BOX, a social skills program.)	\$1,539,138	SELPA Director (S. Collins), school psychologists, and other staff	Increase in student attendance	Sept. 1, 2017; ongoing
Reduce SPED students misidentified as dropouts by: --Keeping all data as up to date as possible prior to automatic state capture of CASEMIS data on June 30 of each year; --Reviewing and updating all data by Aug 15 of each year to reflect status of each student on June 30.	Staff time	SELPA Director (S. Collins) or designee and CASEMIS clerk (C. Kibby)	Updated data submitted to CASEMIS before August 15, 2018.	May 1, 2017, to August 15, 2017; Ongoing data review between May 1 and August 15 of each year

Improve transition process of SPED students from elementary to middle school, from middle school to high school, and from high school to adult or transition program by having SPED teachers from outgoing and incoming schools meet to discuss the needs of each individual student.	Staff time; substitute teachers	Special Education directors (N. Berger, K. Nazario)	Sign-in sheets verifying teachers' attendance	April 1, 2018, and by April 1 of each school year
Maximize benefit of the master schedule to SPED students by providing inservice on how to address the needs of SPED students. Inservice will be provided at annual secondary vice principal training. (VPs develop master schedules in WCCUSD.) Also provide in-service at monthly counselor meeting	Staff time	Special education directors (N. Berger, K. Nazario)	Agendas for training programs	March 1, 2018, and by March 1 of each school year
Provide focused monitoring of SPED student truancy by the three district truancy technicians, with emphasis on thorough and consistent follow-up on absent and no show students.	Staffing	SELPA Director (S. Collins); Exec. Directors of K-12 Schools (C. Butcher, J. Franco, A. Taylor); District Truancy Technicians	Reduced dropout rate for SPED students	Ongoing, beginning January 15, 2018

Improve 4-year grad rate for SPED ELL students through continued implementation of the ELL Master Plan, including professional development for parents and staff, including counselors.	\$1,577,226	Exec. Director, Bilingual Ed. (L. Jimenez)	Reduced Drop out rate for SPED ELL students	Sept. 1, 2017; ongoing
Provide additional SPED services to low income, English Language Learners, and Foster Youth. (General funds are providing additional speech therapists and also additional Transition to Kindergarten classrooms for low income, ELL and Foster youth SPED students.)	\$4,872,937	Exec. Dir, Teaching, Learning, and Leading (S. Breed) or designee	Review of services provided; on-going tracking to determine dropout rate of those receiving these services	February 1, 2018; ongoing
Create a Trainer-of-Trainer model on trauma-informed practices and growth mind set practices to increase student attendance; teachers to then provide training to their students.	Staff time	Coordinator of Culture and Climate (currently being hired)	Reduce SPED student dropout	March 1, 2018; ongoing

## State Performance Plan Indicator 3 - Statewide Assessments

### Current Performance

**Statewide Assessments:** According to the LEA's 2015–16 SPPI, the District's Statewide Assessment data is as follows:

**English Language Arts Participation Rate:**

The percentage of students with disabilities who participated in academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP) in English Language Arts(ELA) was 94.3%, and the target was 95%.

**ELA Achievement Rate:**

The percentage of students with disabilities who achieved a score of 3 or 4 for ELA was 6.55%, and the target was 13.9%.

**Mathematics Participation Rate:**

The LEA's percentage of students with disabilities who participated in academic achievement testing in math was 93.2%, and the target was 95%.

**Mathematics Achievement Rate:**

The percentage of students with disabilities who achieved a score of 3 or 4 for math was 5.39%, and the target was 12.00%.

1. Review the data related to the LEA's statewide assessment rates. It is critical each LEA collect, maintain, and submit accurate data. The source of this data is CALPADS which collects data reported by LEAs. Determine if the CALPADS data for the LEA's students in special education are reported accurately.

2. Compare the statewide achievement rates for students in general education with the rates for students who received special education services. If the general education rates exceeds the special education rates, develop some working hypotheses as to the reasons for the difference. Investigate the hypotheses by interviewing staff on how to improve proficiency rates of students who receive special education. Summarize the responses from the interviews.

### Sample Statewide Assessment Drill Down Activities

1. Review CALPADS data to ensure students with disabilities' statewide assessment accommodations and modifications are being accurately reported to CAASPP.

2. Inspect the testing resources at each facility to determine if there are access issues that prevent students with disabilities from participating in statewide assessments.
3. Provide evidence the decision-making process involved during IEP development was based on meaningful dialog related to student participation in and accommodations and modifications for statewide assessments.
4. Examine the LEA's policies, procedures, and practices to ensure they enable students with disabilities to be involved in and have access to general education curriculum, materials, and instruction.
5. Describe the extent to which the LEA ensures the specific curriculum is being followed and the curriculum includes content on which student achievement is assessed.
6. Determine the extent to which the LEA uses feedback, such as formative and interim assessments, to determine whether it is accomplishing its academic goals.

### **Summary of Root Causes Interfering with LEA's Ability to Improve this Indicator**

(describe root causes that interfere with meeting statewide assessment rates)

- Overall district and subgroup attendance rates are below 95%.
- Limited buy-in by some teachers; lack of understanding of the importance of the information for the district.
- In some cases limited student and parent buy-in; students not tested due to waivers in a small number of cases.
- Many non-public-school and home instruction students are not tested on statewide assessment.

### **Summary of Current Improvement Strategies**

(describe current strategies to improve statewide assessment rates)

- Many schools have incentives for student participating in statewide assessment.
- Many schools carefully monitor student attendance to insure that students are included in make-up testing.

## Improvement Strategies

Description of Planned Strategies	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
Increase overall student attendance through increase in School Community Outreach Workers (SCOWs) at 26 elementary and 1 secondary school.	\$2,884,379	Director of Community Engagement (E.Carmony), SCOWs	Increased student attendance	Sept. 1, 2017
Disaggregate attendance data by school site during testing window vs non testing window.	Staff time	Director of Community Engagement (E. Carmony)	Increase student attendance	March 1, 2018
Identify district schools with high numbers of students using waivers to opt out of statewide testing.	Staff time	Exec. Director, Research, Accountability, Assessment and Data (A. Bowman) or designee	List of schools with high numbers of waivers	March 1, 2018
Develop specific targets for SPED participation in statewide testing for each school site.	Staff time	Associate Supt., Ed. Services (N. Rashidchi)	Increase number of SPED students participating in statewide testing.	March 1, 2018; ongoing



Develop and disseminate consistent messaging to families and school sites regarding the importance of participation in statewide testing.	Staff time	Associate Supt., Ed. Services (N. Rashidchi)	Review of standard message document	March 1, 2018; ongoing each year by March 1.
Hold school site administrators and testing coordinators accountable for the rollout of tablets and assuring that students bring tablets to school for classwork and testing.	Staff time; funding for computers (tablets)	Associate Supt., Ed. Services (N. Rashidchi) or designee; site administrators and testing coordinators	Sample 10 percent of teachers using Survey Monkey or similar tool with 5 questions or less	March 15, 2018; ongoing
Hold school site administrators accountable for make-up testing through the formal evaluation process.	Staffing	Associate Supt., Ed. Services (N. Rashidchi)	96.5% of SPED students tested and 97% of all students districtwide tested	Spring 2018; testing period in Spring of each school year
Increase participation in statewide testing of WCCUSD students in non public schools (NPS) through: 1) a contract clause that requires NPS to conduct assessments; 2) development of an accountability system with each NPS to ensure adequate infrastructure and professional development to support the administration of statewide testing.	Staff time, staff development for NPS	SELPA Director (S. Collins) or designee; Exec Director of Research, Accountability, Assessment, and Data (A. Bowman)	Increase rate of testing of NPS students	Spring 2018; testing period in Spring of each school year

Increase the participation rate in statewide testing of students enrolled in the Home and Hospital Instruction program. Implement a plan that provides clear assessment expectations and works through the logistics of staff training, equipment, and connectivity	Staff time; laptops	Administrator in charge of Home and Hospital Instruction program (S. Greenwood); SELPA Director (S. Collins); Exec Director of Research, Accountability, Assessment, and Data (A. Bowman)	Increased rate of assessment for home instruction students	Plan developed by April 15, 2018
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## State Performance Plan Indicator 5 - Least Restrictive Environment (LRE)

### Current Performance

According to the LEA's 2015–16 SPPI, the average amount of time students aged six through twenty-two years receive special education or related services in settings apart from nondisabled peers did not meet required target for one or more elements of the indicator.

#### Indicator 5a

The district's percentage of students who spent greater than 80 percent of their time inside the general education classroom was 59.3%. The target was greater than 49.2%.

#### Indicator 5b

The percentage of students who were inside the general education classroom less than 40 percent of the time was 28.49%. The target for this area was less than 24.6%.

#### Indicator 5c

The LEA's percentage of students with disabilities placed in separate schools was 4.03% which is below the state target of less than 4.4%.

1. Examine the placement options utilized in the LEA for each disability group. Is there variability in placements for each disability or do you see any instances of all students with the same disability being served in exactly the same setting?
2. Use the same process using placement data by grade. Is the pattern of more restrictive settings seen in some grades but not in others, or is the problem universal?
3. If you have multiple sites for each age group (elementary, middle, high school), examine the placement data by site. Use data from multiple years to determine if IEP team placement decisions are influenced differently in different schools.

### **Sample Least Restrictive Environment Drill Down Activities**

1. Examine the reasons students in more restrictive settings are placed in those settings. Are they placed in self-contained programs because of behavior issues or because of educational need?
2. Describe the staff development that has taken place in the areas of:
  - a. Diverse learners and cultural differences
  - b. Behavior management strategies including functional behavioral assessment and behavior intervention plans
  - c. Instructional strategies such as learning styles
  - d. Collaboration skills
  - e. Accommodations
  - f. Assistive technology
3. Inspect the physical plant at each facility to determine if there are access issues preventing students from participating with their typical peers.
4. Inspect staffing patterns to determine if sufficient supports for general education teachers are available to support an inclusive environment.
5. Provide evidence the decision-making process involved in IEPs was based on meaningful dialog related to the opportunity for placements for students in the LRE.
6. Describe the LEA's policies, procedures, and practices used to determine the education of a child cannot be achieved satisfactorily in the general classroom.
7. What are the impediments to a more inclusive environment for students with disabilities in the LEA? Include only those over which you have some control. Examples include such things as teacher attitude, administrative support, culture of collaboration, and use of assistive technology.

## **Summary of Root Causes Interfering with LEA's Ability to Improve this Indicator**

(describe the root causes that interfere with meeting the target for LRE)

- Sometimes students are placed in more restrictive educational settings due to behavioral needs.
- Some teachers have not had adequate training in addressing students with behavioral, social/emotional, and learning needs; lack of cultural competency, especially regarding students of color, ELL students, and male students
- Resistance to inclusion by some staff; lack of understanding of LRE.
- Lack of Multitiered System of Support (MTSS) / Response to Intervention (RTI) implementation at some school sites.
- Failure to properly calculate percent of student time in regular education. (Failure to include lunch, recess, and passing time.)
- There is not enough capacity in learning centers to serve all students who need services.

## **Summary of Current Improvement Strategies**

(describe current strategies to improve LRE rates)

- Robust program of staff development. (56 full- and half-day in-services during the 2017-18 school year, averaging attendance of 80-90 certificated staff per session with some topics especially related to LRE, such as Effective Reading Instruction and Successful Inclusion Interventions.)
- Instructional Support Providers (ISP) program, now in four elementary schools, is providing extensive support at home schools to students who were or would likely otherwise be slated for Special Day Class placement. (This program is typically staffed by two SPED teachers and various aides and tutors who run a learning center with leveled groups for math and language arts. With the ISP program, students who need more intensive support can remain in their home schools and have a space in a regular education classroom.)
- Programs at each school, such as Restorative Justice, Building Effective Schools Together, or TOOL BOX, to constructively address behavior.

## Improvement Strategies

Description of Planned Strategies (see attached samples)	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
Develop and provide 10-15 inservices re: benefits of LRE, consequences for not providing LRE placements, and best practices for implementation. Present at Principals Council, Vice Principals Council, job-alike meetings, and site faculty meetings	Staff time	SELPA Director (S. Collins); Special Ed. Directors (N. Berger, K. Nazario)	At least 3 presentations in 2017-18; additional 12 each in 2018-19 and 2019-20. By end of 2019-20, reduce by 1% total number of SPED students in NPS and by 2% total number of SPED students in regular classes less than 40% of day.	February 15, 2018; ongoing
Improve correct calculation of amount of time students are in general education. Send memo to teachers, psychologists, speech therapists, and other SPED service providers; review procedures at job-alike meetings.	Staff time	Directors of Special Ed. (N. Berger, K. Nazario)	Review memo and agendas at job-alike meetings	February 1, 2018; ongoing each year

Implement multi-tier system of support (MTSS) consistently at all school sites. Provide additional professional development training on MTSS strategies at school sites.	Staff time	Executive Director of Teaching, Learning and Leading (S. Breed)	Increase number of students placed in more inclusive environments	March 1, 2018; ongoing
Maximize capacity to serve students in learning centers through careful review of each school site's learning center schedule.	Staff time	Directors of Special Ed. (N. Berger, K. Nazario) or designees in collaboration with school site staff	Increase number of students placed in more inclusive educational environments	March 1, 2018; October of each school year thereafter
Implement a "Trainer of Trainer" model to provide Universal Design Training and co-teaching for team from each site. Train a dedicated team at each site to focus on developing and implementing Tier 1 strategies and interventions.	Staff time and funding	SELPA Director (S. Collins) or designee	Increase number SPED students placed in more inclusive environments	Sept. 1, 2018, for initial training; ongoing

Secure additional space in general education classes for increased mainstreaming through having a committee of principals, SPED directors, and teachers address this issue by developing and implementing recommendations.	Staff time	Directors of Special Ed. (N. Berger, K. Nazario)	Documented evidence of committee meeting at least 3 times during 2018-19 and list of recommendations by June 2019	Initiate committee by October 15, 2018
Increase implementation of Instructional Support Providers (ISP) program now at 4 elementary schools, ranging from one school in Year 6 of implementation to another 3 schools now in Year 1 or 2, with 4 more elementary schools to implement by 2018-19; increase fidelity of implementation of ISP.	Staff time	Director of Special Ed., Elementary (N. Berger); principals and teachers	Review of IEPs to determine if students are in general education classes a higher percentage of time than previously; observation of ISP implementation at school sites	February 1, 2018; ongoing
Increase inclusive placements for students by developing and implementing a plan to provide behavior management training and consultations to general ed and SPED teachers via grade-level meetings and other opportunities for collaboration.	Staff time	Director of Community Engagement (E. Carmoney) in collaboration with administrators, teachers, behavior specialists	Completed written plan	Plan completed by June 15, 2018; plan implemented by October 1, 2018

<p>Increase inclusive placements for SPED students by implementing department-level review of LRE. This will occur three times a year to look at program and student data regarding percentages of time in and out of SPED, make any needed data corrections, and address any patterns or trends based on the data analysis.</p>	<p>Staff time</p>	<p>Directors of Special Ed. (N. Berger, K. Nazario)</p>	<p>Increase number of SPED students in more inclusive environments</p>	<p>April 1, 2018; ongoing</p>
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