



**SPECIAL EDUCATION
TASK FORCE
MEETING**

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Superintendent
Eric R. Dill

Union High School District

**TUESDAY, FEBRUARY 13, 2018
9:45 AM – 2:15 PM**

**DIEGUEÑO MIDDLE SCHOOL
2150 VILLAGE PARK WAY, ENCINITAS, CA 92024**

Welcome to the meeting of the San Dieguito Union High School District Special Education Task Force.

PUBLIC COMMENTS

If you wish to speak regarding an item on the agenda, please complete a speaker slip located at the sign-in desk and present it to the facilitator prior to the start of the meeting. When the facilitator invites you to the podium, please state your name before making your presentation.

In the interest of time and order, presentations from the public are limited to three (3) minutes per person, per topic. The total time for agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from others in attendance.

In accordance with the Brown Act, public comments are limited to item(s) on the published agenda. Unless an item has been placed on the agenda, no discussion or action may be taken. The facilitator may 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

PUBLIC INSPECTION OF DOCUMENTS

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Task Force less than 72 hours prior to the Task Force Meeting will be available for review on the district website, [click here](#) and/or at the district office. Please contact the [Administrative Services](#) department for more information.

CELL PHONES / ELECTRONIC DEVICES

As a courtesy to all meeting attendees, please set cell phones and electronic devices to silent mode and engage in conversations outside the meeting room.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Special Education Task Force, please contact the [Administrative Services](#) office. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SPECIAL EDUCATION TASK FORCE
MEETING AGENDA**

**TUESDAY, FEBRUARY 13, 2018
9:45 AM – 2:15 PM**

**DIEGUEÑO MIDDLE SCHOOL
2150 VILLAGE PARK WAY, ENCINITAS, CA 92024**

The San Dieguito Union High School District has scheduled a Special Education Task Force Meeting for Tuesday, February 13, 2018, at the above location.

1. 1. CALL TO ORDER 9:45 AM

INFORMATION ITEMS

2. WELCOME: MAUREEN O’LEARY BURNES
3. APPROVAL OF MINUTES / JANUARY 17, 2018 SPECIAL EDUCATION TASK FORCE MEETING
Motion by _____, second by _____, to approve the minutes of the January 17, 2018 Special Education Task Force Meeting, as shown in the attached supplements.
4. SAN DIEGUITO UNION HIGH SCHOOL DISTRICT LOCAL CONTROL ACCOUNTABILITY PLAN 2017-2020: JULIE GOLDBERG
5. SUMMARY OF GOAL AREAS
6. SPECIAL EDUCATION STRATEGIC PLAN TEMPLATE
7. LUNCH
8. SPECIAL EDUCATION STRATEGIC PLAN TEMPLATE, CONTINUED
9. PUBLIC COMMENTS
In accordance with the Brown Act, public comments are limited to item(s) on the published agenda. Unless an item has been placed on the agenda, no discussion or action may be taken by the Task Force. The facilitator may 1) acknowledge receipt of the information; 2) refer the matter to staff for further study; or 3) refer the matter to a future agenda. (See *Task Force Agenda Cover Sheet* for further information on public comments.)
10. ADDITIONAL DATA POINTS OR RESOURCES NEEDED
11. ADJOURNMENT

*The next regularly scheduled Special Education Task Force Meeting will be held on Wednesday, March 14, 2018, at **Pacific Trails Middle School**. Pacific Trails Middle School is located at 5975 Village Center Loop Road, San Diego, California 92130.*



MINUTES

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Superintendent
Eric R. Dill

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT SPECIAL EDUCATION TASK FORCE MEETING

WEDNESDAY, JANUARY 17, 2018
9:45 AM – 2:15 PM

CARMEL VALLEY MIDDLE SCHOOL
3800 MYKONOS LANE, SAN DIEGO, CA 92130

The Special Education Task Force of the San Dieguito Union High School District held a meeting on Wednesday, January 17, 2018, at the above location.

Attendance / Committee:

Parent Representatives: Sophy Chaffee, Nancy Lazerson, Kent McIntyre, Karen Rusnak, *Lisa Shulman (Absent)*

NCCSE CAC Representatives: Julie Law-Cheeseman, Amy Flicker, JoAnne Stress

Certificated Staff (Special Education): Liz Dargan (Academic Support at TPHS), Diane Dekker (Learning Center at EWMS), Paula Goodfellow (Speech and Language Pathologist, Elizabeth Marshall (Academic Support at TPHS), Kellie Maul (Functional Life Skills at OCMS)

Certificated Staff (General Education): Duncan Brown (Counselor at SDHSA), Erin Charnow (Math at LCC), Matt Livingston (Science at TPHS), Roxzana Sudo (English at TPHS), Mark VanOver (Social Science at CCA)

Workability: Nathan Molina (Transition Services Coordinator)

Classified Support: Elizabeth DeVal (Workability / TPP)

Administrators: Rob Coppo (Principal, TPHS), Cara Dolnik (Principal, CVMS), Tiffany Hazlewood (Program Supervisor, District Office), Jeremy Meadows (Assistant Principal, LCC), Brieahna Weatherford (Principal, OCMS)

Attendance / Project Lead:

Mark Miller, Associate Superintendent, Administrative Services
Meredith Wadley, Director of School and Student Services

Maureen O'Leary Burness, Facilitator
Lesley Rhodes, Executive Assistant, Educational/Administrative Services, Recording Secretary

Attendance / SDUHSD Governing Board:

Beth Hergesheimer, President
Amy Herman, Trustee

1. CALL TO ORDER

Mark Miller called the meeting to order at 9:55 a.m.

INFORMATION ITEMS

2. WELCOME AND INTRODUCTIONS

Mark Miller welcomed the group, including SDUHSD Board Members Beth Hergesheimer and Amy Herman, and reviewed the meeting agenda.

3. APPROVAL OF MINUTES / DECEMBER 20, 2017 SPECIAL EDUCATION TASK FORCE MEETING

Motion by Amy Flicker, second by Sophy Chaffee, to approve the minutes of the December 20, 2017 Special Education Task Force Meeting, as revised. Motion carried unanimously.

4. HANOVER SURVEY RESULTS REVIEW: MARK MILLER, ASSOCIATE SUPERINTENDENT / ADMINISTRATIVE SERVICES

Mr. Miller reviewed the Hanover Survey results as presented by the Hanover organization. Table groups examined the details to identify recurring ideas and themes. Maureen O'Leary Burness invited each group to report out its findings.

5. LUNCH BREAK

Ms. O'Leary Burness convened the meeting at 12:07 p.m.
Ms. O'Leary Burness reconvened the meeting at 12:37 p.m.

6. STRATEGIC PLAN DEVELOPMENT

Ms. O’Leary Burness reviewed the notes generated from the December Special Education Task Force meeting before introducing the next task in the strategic planning process, of identifying the major topics and areas for specific goal development. Table groups discussed their priorities for overarching areas to be included in the strategic plan. Groups reported out their work.

Stakeholders participated in an activity to begin drafting strategic plan goal statements, which were shared out by each table group, and are to be reviewed at the next meeting.

7. PUBLIC COMMENTS

There were no public comments.

8. ADDITIONAL DATA POINTS OR RESOURCES NEEDED

Ms. O’Leary Burness closed the meeting by asking the group the following three questions to ponder and to then deliver feedback for future agenda development:

- a. What data points do we still need to explore?
- b. What else, generally, do you need to do your work?
- c. What questions do you have?

Discussion followed.

9. ADJOURNMENT

The meeting was adjourned at 2:15 p.m.

Maureen O’Leary Burness, Position (Facilitator)

Date

Mark Miller (Associate Superintendent)

Date

Local Control Accountability Plan

San Dieguito Union High School District

2017-2020

***Mission: To provide a World-Class
Education for All Students:
Engaged, Inspired, Prepared***

San Dieguito Union High School District Local Control Accountability Plan 2017-2020

Vision: To provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others; prepare them to be lifelong learners and responsible members of society

San Dieguito Union High School District (SDUHSD) serves students in grades 7 through 12 in North San Diego county. The District has seen a steady increase in enrollment since the 1990s with roughly 13,000 students served in the 2016-17 school year. SDUHSD is widely recognized as an outstanding district throughout San Diego County and the state. This reputation for quality is a result of many factors. First, San Dieguito is a district with a clear, unwavering focus on student learning and improving education outcomes for all students. Our students experience the very best teaching and learning strategies based on research and strong professional development. Student achievement has increased year over year and our students are among the highest-achieving students in the state.

San Dieguito Union High School District is committed to developing teachers' skill with and use of instructional and assessment strategies, including technology-based strategies, which develop students' ability to collaborate effectively, think critically, create their own ideas, and communicate effectively in a variety of modes. SDUHSD provides innovative teaching and modern learning to all of our students to ensure that they are ready for both college and a career after graduation. SDUHSD students are provided opportunities in a wide range of courses, beginning

in our feeder elementary schools, continued as they transition to our middle schools and maintained through high school, in computer sciences, STEM, and Career Technical Education that give our students a broad range of experiences.

Our teachers and leaders are committed to continuous improvement, and participate in ongoing professional development focused on developing meaningful and relevant lessons and learning opportunities for our students. Students are engaged in communicating, collaborating, and thinking both creatively and critically throughout the learning process to ensure that they gain these important skills along with the strong content knowledge needed to be successful in today's world. Our Prop AA Bond work is focused on creating innovative classrooms that are flexible, adaptable, and technology-rich learning environments for our students and staff.

SDUHSD serves as a model for the Professional Learning Community (PLC) philosophy, in which teachers and site leaders work collaboratively with the shared goal of improving student learning through the use of identified Essential Learning Outcomes (ELOs) for all students. The California State Standards (CSS) provide the foundation for powerful classroom instruction, effective intervention strategies, and rigorous and relevant curriculum. In addition, SDUHSD students continue to enjoy exemplary athletic, music, art and enrichment programs that foster well-rounded students who are prepared for global citizenship. Social emotional health as well as student safety and connectedness continues to be a priority in our district, as we continuously monitor programs in grades 7-12, to ensure that we are meeting the needs of our students. Students in San Dieguito will be ready for the challenges of the future!

The San Dieguito Union High School District 2017-2020 LCAP

The Local Control Accountability Plan (LCAP) is the benchmark by which we guide and implement our efforts to educate children. It is comprised of goals that focus District practices and resources to ensure students are college and career ready upon graduation. The LCAP shows the alignment of SDUHSD curriculum, instruction, assessment, and interventions with the eight State priorities.

Stakeholder Input

Each stakeholder has the opportunity to provide meaningful input, and through that process, develop a deeper understanding of the amount of work to be done and the valuable role they play in supporting student success. The state legislature mandates requirements for stakeholder engagement in the LCAP building process. SDUHSD stakeholder engagement is detailed in Section 1 of the LCAP. SDUHSD solicited feedback from students, parents, community partners, faculty and staff via in-person meetings, focus groups, and an online survey to elicit input. Each school utilizes their School Site Council to create school goals aligned with the District LCAP goals.

The School Plans, with engagement of stakeholder representatives and review of school and district data, are then used to inform any additional actions and expenditures for the San Dieguito Union High School District LCAP.

Goals, Actions, Services, and Expenditures

The LCAP goals, based on SDUHSD strategic themes, have been set to meet identified student needs and student program goals. These goals align with the 8 state priorities: student engagement, student achievement, school climate, course access, parent involvement, implementation of state standards, other student outcomes, and basic services. Each goal is assigned one or more progress indicators—metrics that are either quantitative or qualitative. The progress indicators, some of which are required by the state, are used to monitor the implementation of the LCAP. The LCAP goals are aligned to actions and services, as well as related expenditures, including additional actions and services directed to serve and support English Learners, re-designated fluent English proficient students, foster youth, homeless youth and low-income students.

Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.

- Provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff
- Provide standards aligned materials to all students
- Provide professional learning and coaching through Teacher on Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.
- Provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.
- Support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated curriculum for all students with focus on at-risk students.
- All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.
- Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.
- School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.

Goal #2: All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

- Provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.
- Provide professional learning and coaching through Teacher on Special Assignment model to support instruction and assessment aligned to the California English Language Development (ELD) Standards.
- Staff will continue to participate in English Language Development (ELD) curriculum and instruction training to support English Learner pupils in all content areas.
- Provide professional learning and coaching through Teacher on Special Assignment model to increase student learning outcomes and support instruction and assessment aligned to the California English Language Development (ELD) Standards.
- Provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.
- Collaborate with feeder districts to continue to support English Learners from Kindergarten through grade 12.

- Utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.
- Provide parent workshops for families of English Learners to increase parent engagement district-wide.
- Implement and refine a system to monitor progress of all EL pupils, including long term and reclassified.
- Provide bilingual staff to support EL students in core content courses.
- Implement courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to support English Learners who are new to the US (students who have lived in the US for 18 months or less).
- Provide transportation support for EL students to access specialized programs outside of their boundary school.

Goal # 3: All district graduates will be college and career ready.

- Provide a broad course of study for all students.
- Implement district agreed upon protocol to identify students who are not enrolled but may be successful in Advanced Placement and/or Honors courses.
- Provide training to support Advanced Placement teachers in differentiated instructional strategies
- Work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.
- Provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.
- Offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county.
- Provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion
- Counselors and site administrators review data regarding EL/low SES pupils UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate.
- Implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.
- Provide opportunities for first generation college bound students to participate in college preparation activities.
- Provide professional development for counselors and teachers on best practices to support unduplicated students' matriculation to higher education

Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

- Develop and implement action plans to support students' and parents' sense of connectedness to school as well as increasing their sense of safety.
- Find ways to communicate with stakeholders to support students' success
- Provide parent training sessions on a variety of parent involvement topics

- Provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.
- Develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.
- Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.
- Implement and expand programs, activities, supports and courses that promote student wellness at each school site.

Annual Update

For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions, a description of any changes to the actions or goals the LEA will take as a result of the review and assessment, and a review of the applicability of each goal in the LCAP.

The LCAP is an ambitious document created from the input of the San Dieguito UHSD community. This document meets both the requirements of the state and the expectations of the District's stakeholders. The LCAP was created to inform all district efforts and actions, through rigorous progress monitoring and data analysis, in order to meet the needs of all SDUHSD students, staff, families, and the San Dieguito community. The San Dieguito Union High School District thanks the community for its efforts in the development of this Local Control Accountability Plan.

Special Education Strategic Plan for Student Achievement

District: San Dieguito Union High School District

Director: Meredith Wadley, Director of School and Student Services

Date of this revision:

The Special Education Strategic Plan is a plan of actions to improve outcome for students with disabilities in the San Dieguito Union High School District.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:

Position:

Telephone Number:

Address:

E-mail Address:

DRAFT



A. District Special Education Information

Vision statement:

The San Dieguito Union High School District provides a full continuum of supports and services to all students in Special Education so that they are prepared and able to achieve a level of competence, self-reliance, disability awareness and independence, based on their own unique abilities, so that they each transition successfully to their future.

Mission statement:

Our students learn, grow, and thrive in innovative programs that build independence, so that we prepare each student for a successful transition to life after school.

We provide and sustain a balance of life skills, academic skills, social - emotional supports, and transition curricular options based on students' true and ever changing/evolving abilities, interests, and future goals.

Each student is respected as a unique individual and offered high expectations, not bound by label. Decisions and practices will be student-driven and based on evidence and data.

We maintain a "Students First" philosophy. We structure each classroom and educational environment to meet the needs of the students.

We support students as they enter the SDUHSD, to prepare each student to be a successful student during their years in the District, focusing on effective communication, organizational skills, and academic supports for instruction and homework.

We provide supports to students so that they each actively participate in their educational processes, including the IEP process and in activities that increase self -advocacy and self-determination.

We work with parents as partners so that they are well informed and educated about programs and supports available to students within the District as well as when they transition to young adulthood.

We will provide the necessary supports to all staff so that they are informed both of student needs and of evidence-based ways to address and support those needs.

District Special Education Profile:

The San Dieguito Union High School district enrolls 13,019 students in 9 comprehensive middle and high school sites and one alternative education school. There are 1,247 students on an IEP (9.5% of the total population) participating in a continuum of services throughout the district.

[5 Year CASEMIS Data](#)

The San Dieguito Union High School District offers specialized programs as part of the continuum of special education services for students with Individual Education Program (IEP). The specialized programs are utilized for students who may require unique instructional strategies and small group instruction. Decisions regarding Special Education services and placement can only be made by the IEP team during an IEP team meeting, and can only be made by the entire IEP team, which includes parents. These services include, but are not limited to the following SDUHSD continuum of service options at each school site. The following are summaries of SDUHSD's continuum of service options:

General Education

Related Services

- Related services are provided to students by appropriately qualified specialists/service providers as specified in the IEP. A service provider may work with a student individually, in groups, and/or through consult. The service provider is a team member who supports the student's goal areas specific to their area of expertise.

Liaison/Consult

- Service providers consult and collaborate with educational staff and students, as appropriate, to increase the educational benefit for the student in the least restrictive environment.

Co-Taught Content Area Classes

- General education classes cooperatively taught by a course-content credentialed General Education teacher and an Educational Specialist. These specific course offerings vary based on student need.

Academic Support

- Elective credit course taught in a small-group environment by an Educational Specialist that supports IEP goals as well as a variety of other focused skill areas including, but not limited to, reading intervention, writing intervention, math intervention, study skills, organizational skills and transition skills.

Fundamental

- Content area courses taught in a small-group environment by a highly qualified, content area Educational Specialist that delivers instruction and curriculum that is focused on the grade-level essential standards required to earn diploma credit. These courses do not meet A-G college prep requirements.

Foundational

- Content area courses taught in a highly-supported, small-group environment by an Educational Specialist that delivers modified curriculum (at least two years below grade level) and instruction tailored to meet the needs of the students. These courses do not meet diploma credit requirements.

Learning Center (LC)

- *Diegueno MS, Earl Warren MS, La Costa Canyon HS, Torrey Pines HS*
- Learning Center is a supportive program that may be considered by an IEP team for special education students who benefit from the general education classroom or the Fundamental classroom, but necessitate specialized supports in order to access those settings and benefit from their education. The specialized supports are tailored to address substantial needs in skill areas including, but not limited to, academics, behavior, pragmatics, executive functioning, self-regulation and transition. Students in the Learning Center program necessitate direct supports in their general education settings as well as have access to staff support and the Learning Center classroom throughout their school day; individualization is determined based on each student's needs.

Middle School Learning Academy (MSLA)/High School Learning Academy (HSLA)

- *Diegueno MS, La Costa Canyon HS*
- MSLA/HSLA are highly-supportive programs that may be considered by an IEP team for special education students who benefit from A to G, College Prep level general education curriculum and instruction, but necessitate specialized supports in order to access these settings and benefit from their education. The specialized supports are tailored to address substantial

needs in skill areas including, but not limited to, behavior, pragmatics, executive functioning, self-regulation and transition. Students in these programs travel in supported cohorts throughout both their special education settings (Academic Support courses) and general education settings (Content Area courses) for the majority of their school day; individualization is determined based on each student's needs.

Coastal Learning Academy (CLA)

- *Canyon Crest Academy*
- The CLA program is a supportive program that may be considered by an IEP team for special education students who benefit from the A to G, College Prep level courses in the general education classroom, but necessitate specialized supports in order to maintain success. The specialized supports are focused to address substantial needs in skill areas including, but not limited to, behavior, pragmatics, executive functioning, self-regulation and transition. Students in the CLA program necessitate direct supports in their College Prep general education setting as well as direct training/supports in the CLA special education classroom. They have access to CLA staff support throughout their school day as well as team-taught College Prep level courses (specific courses vary from term to term); individualization is determined based on each student's needs.

Seaside Prep

- *Torrey Pines HS*
- Seaside Prep is a highly-supported program that may be considered by an IEP team for special education students who benefit from the general education or special education (Fundamental) curriculum. These students necessitate therapeutic supports and a therapeutic small-group environment in order to benefit from their education. The specialized supports are tailored to address significant needs in the areas of, but not limited to, emotional regulation (i.e., anxiety, depression, self-injurious behaviors, etc), academics and transition. Students in the Seaside Prep program can receive courses within their therapeutic setting via small group or individual direct-instruction at the Fundamental level as well as independent online coursework (Edgenuity) with supports at the College Prep level. The Seaside prep program provides structured routines, therapeutic supports and program-embedded mental health services. Seaside Prep students will mainstream into the general education setting to the maximum extent appropriate; individualization is determined based on each student's needs.

Social Emotional Academic Success (SEAS)

- *Diegueno MS, La Costa Canyon HS*
- The SEAS program is a highly-supported program that may be considered by an IEP team for special education students who benefit from the general education or special education (Fundamental) curriculum. These students necessitate therapeutic supports and a therapeutic small-group environment in order to benefit from their education. The specialized supports are tailored to address needs in the areas of emotional regulation (ie: anxiety, depression, self-injurious behaviors, etc), academics and transition. Students in the SEAS program can receive courses within their therapeutic setting via small group or individual direct-instruction at the Fundamental level. The SEAS program provides structured routines, behavior systems (including a level system), therapeutic supports and program-embedded mental health services. SEAS students will mainstream into the general education setting to the maximum extent appropriate; individualization is determined based on each student's needs.

Transitional Academic Program (TAP)

- *Carmel Valley MS, Oak Crest MS, La Costa Canyon HS, Torrey Pines HS*
- TAP is a highly-supportive program that may be considered by an IEP team for moderate special education students who benefit from a highly individualized and modified curriculum delivered in a mixture of both special education (Foundational) and general education settings (mainstreaming to the maximum extent appropriate). These students necessitate specialized small group supports in order to benefit from their education. The specialized supports are tailored to address substantial needs in the skill areas including, but not limited to, foundational academics, behavior, pragmatics, health, community connections, career/vocational, social/interpersonal and independent living; individualization is determined based on each student's needs.

Functional Life Skills (FLS)

- *Oak Crest MS, La Costa Canyon HS, Torrey Pines HS*
- FLS is a highly-supportive program that may be considered by an IEP team for moderate/severe special education students who benefit from a highly individualized, modified, functional-skill based curriculum delivered primarily in the special education (Functional) setting, with mainstreaming into the general education setting to the maximum extent appropriate. These students necessitate an increased amount of 1:1 or very small group supports in order to benefit from their education. The specialized supports are tailored to address significant needs in the skill areas including, but not limited to, functional/applied academics, behavior, pragmatics, health, community connections, career/vocational, recreation/leisure and social/interpersonal; individualization is determined based on each student's needs.

Adult Transition Program (ATP)

- *La Costa Canyon HS*
- ATP is a highly-supportive program that may be considered by an IEP team for special education, transition-age youth (approximate ages 18-22) who have not received a high school diploma, but have participated in four years of high school. These students continue to benefit from a highly individualized and modified specialized curriculum delivered in a mixture of both special education and community based settings. The specialized curriculum focuses on student needs in the skill areas including, but not limited to, independent living, career/vocational, recreation/leisure, social and interpersonal and community connections; individualization is determined based on each student’s needs.

B. District Special Education Student Performance Data

See Appendix A for multi-year student performance data tables

Special Education Performance Summary

The following data sets were presented to the group and considered for development of the special education strategic plan:

- [Special Education Achievement Data](#)
- [2015-2016 San Dieguito Union High School District Annual Performance Measures](#)
- [Elective Enrollment for Students on an IEP](#)
- [Career Tech Ed Enrollment for Students on an IEP](#)
- [D and F rates for Students on an IEP](#)
- [Advanced Placement Enrollment for Students on an IEP](#)
- [Truancy Rates for Students on an IEP](#)
- [List Fundamental Courses](#)
- [Hanover Research Survey Results](#)

C. Involvement Process

Involvement Process: How was the Task Force involved in the development of the plan?

The San Dieguito Union High School District Special Education Task Force is comprised of stakeholders in the district who support our students on an IEP. Members include parents, administrators, general education and special education teachers, and support staff. Stakeholders met throughout the 2017-18 school year to develop a strategic plan for students on an IEP within SDUHSD. Meetings were held on the following dates:

- Wednesday, September 20, 2017 - 9:45am-2:15pm @ La Costa Canyon High School (Postponed)
- Wednesday, October 11, 2017 - 9:45am-2:15pm @ La Costa Canyon High School
- Monday, October 30, 2017 - 9:45am-2:15pm @ Oak Crest Middle School
- Tuesday, November 28, 2017 - 9:45am-2:15pm @ Canyon Crest Academy
- Wednesday, December 20, 2017 - 9:45am-2:15pm @ San Dieguito Academy
- Wednesday, January 17, 2018 - 9:45am-2:15pm @ Carmel Valley Middle School
- Tuesday, February 13, 2018 - 9:45am-2:15pm @ Diegueno Middle School
- Wednesday, March 14, 2018 - 9:45am-2:15pm @ Pacific Trails Middle School
- Wednesday, April 18, 2018 - 9:45am-2:15pm @ District Office Large Board Room
- Wednesday, May 2, 2018 - 9:45am-2:15pm @ District Office Large Board Room
- Wednesday, May 23, 2018 - 9:45am-2:15pm @ La Costa Canyon High School

Meetings were facilitated, by Ms. Maureen O'Leary Burness and were formatted to include presentations by district staff on data and programs, as well as opportunities for stakeholders to work collaboratively to develop a mission and vision for special education, and to identify specific goal areas for special education. Special Education Task Force members visited classrooms representing the continuum of services at the both the middle and high school level.

At the end of each meeting, Ms. O'Leary Burness asked Task Force members the following three questions to ponder and to deliver feedback for future agenda development:

- a. What data points do we still need to explore?
- b. What else, generally, do you need to do your work?
- c. What questions do you have?

During the strategic planning process, the following presentations were made to the group:

- California Special Education Task Force Report: Mark Miller, Associate Supt. of Admin Services
- Individuals with Disabilities Education Act (IDEA): Maureen O'Leary Burness, Facilitator
- San Dieguito Union High School District (SDUHSD) Continuum of Services: SDUHSD Special Education Staff
- SDUHSD Special Education Data: Julie Goldberg, Teacher on Special Assignment for Categorical Programs
- Evidenced Based Practices Research Articles on Special Education Delivery Models: Maureen O' Leary Burness, Facilitator
- Facilities: John Addlemen, Executive Director, Planning Services
- Special Education Financing in California: Maureen O'Leary Burness, Facilitator
- SDUHSD Special Education Financing: Tina Douglas, Associate Superintendent, Business Services
- Hanover Special Education Survey Results: Mark Miller, Associate Superintendent, Administrative Services

SDUHSD contracted with Hanover Research to collect stakeholder feedback on perceptions of special education services within the district. The survey was administered to parents of students who have an IEP, general education parents, students on an IEP, district staff, and district administrators.

D. Summary of Progress Made on Previous Year's Goals

<p>SCHOOL GOAL 1</p> <p>LCAP Priority Area:</p> <p>Targeted Pupil Student group(s):</p>

<p>A. Actual Measurable Outcomes:</p>	<p>B. Summary of progress:</p>
<p>C. Relevance:</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</p>	

Copy and paste above tables for each goal to report progress

E. Planned Improvements in Student Performance

The Special Education Task Force has analyzed the student performance data of students in special education and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP GOAL:</p> <p>Special Education Goal #1</p> <p>LCAP Priority Area:</p> <p>Targeted Pupil Student group(s): (If applicable)</p>	
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<p>Rationale:</p>	<p>Expected Annual Measurable Outcomes:</p>
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<p>Strategy:</p>

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline

Copy and paste above tables to draft additional goals



F. Special Education Task Force Membership

The Special Education Task Force is comprised of representatives of: parents, teachers, administrators, and support staff across schools in the San Dieguito Union High School District. The current make-up of the Special Education Task Force is as follows:

Names of Members	Administrators	Classroom Teacher	Related Service Provider	Counselor	Parent or Community Member	Transition/Workability	Other
Maureen O’Leary Burness							X
Karen Rusnak					X		
Kent McIntyre					X		
Nancy Lazerson					X		
Sophy Chaffee					X		
Julie Law-Cheeseman					X		
Amy Flicker					X		
Amy Flicker					X		
JoAnne Stress					X		
Liz Dargan		X					



Elizabeth Marshall		X					
Kellie Maul		X					
Diane Dekker		X					
Paula Goodfellow			X				
Erin Charnow		X					
Mark Van Over		X					
Duncan Brown				X			
Matt Livingston		X					
Roxzana Sudo		X					
Nathan Molina						X	
Elizabeth Delval						X	
Rob Coppo	X						
Jeremy Meadows	X						
Briahna Weatherford	X						
Cara Dolnik	X						
Tiffany Hazlewood	X						



Numbers of members in each category	5	8	1	1	8	2	1
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The District Governing Board approved this initial Special Education Strategic Plan on _____.

DRAFT

Planned Improvements in Student Performance

<p>LCAP GOAL:</p> <p>Special Education Goal #1</p> <p>LCAP Priority Area:</p> <p>Targeted Pupil Student group(s): (If applicable)</p>

<p>Rationale:</p>	<p>Expected Annual Measurable Outcomes:</p>
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<p>Strategy:</p>
