

LARKSPUR-CORTE MADERA SCHOOL DISTRICT

SPECIAL EDUCATION REPORT

APRIL 28, 2015

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DATA: TRENDS, SERVICES/SETTING

REVIEW STRATEGIC PRIORITIES 2014-2015

LARKSPUR-CORTE-MADERA SCHOOL DISTRICT

Identification Rates


2011-2012	2012-2013	2013-2014	2014-2015
9.8%	9.7%	9.5%	9.7%

LARKSPUR-CORTE MADERA SCHOOL DISTRICT

SPECIAL EDUCATION-SERVICES/SETTING

Setting/Services	Duplicated	Unduplicated-Primary
Inclusion-Moderate-Severe	11	11
Gen Ed. Learning Center-SDC	6	6
Gen Ed. Learning Center-RSP	41	41
Co-Taught Classroom	53	43
DIS-Speech	99	40
DIS-Occupational Therapy	46	0
MCOE Placement	4	4
Non-Public School Placements	4	4
MCOE-DIS Hearing	6	0
MCOE-Vision/Mobility	4	0
Yearly Total	274	149

LARKSPUR-CORTE MADERA SCHOOL DISTRICT SPECIAL EDUCATION GOALS ALIGNED WITH DISTRICT STRATEGIC PRIORITIES 2014-2015

- IEP's conducted with Fidelity
 - Improved Community Involvement
 - Benchmark Assessments
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LARKSPUR-CORTE MADERA SCHOOL DISTRICT

SPECIAL EDUCATION GOALS ALIGNED WITH STRATEGIC PRIORITIES

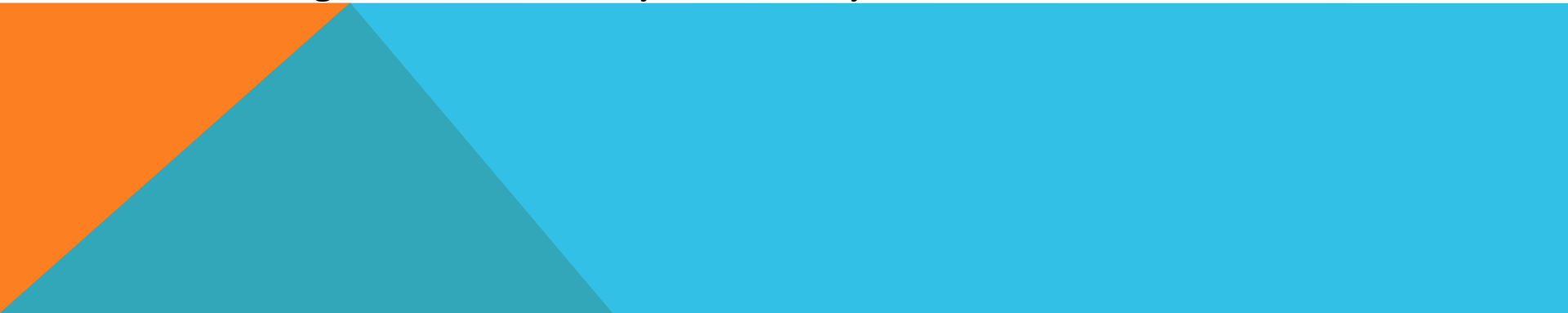
2014-2015

IEP's Conducted with Fidelity-Clean Audit

Why:

- Special education legal requirements are continuously changing but a few have stayed constant over the years. These constants are meeting legal timelines and implementing services that are agreed upon by the team. School sites need to have collaboration, consistency and access to tools to document implementation on a daily basis.

How:

- Monthly Meetings with LCMSD Special Education Staff
 - Weekly school site meeting with Special Education Staff and Administration
 - Consistent consultation with site Administration and special Education Staff
 - Establish written procedures for Special Education Staff
 - Training for All LCMSD staff by the District by Lozano and Smith
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LARKSPUR-CORTE MADERA SCHOOL DISTRICT

SPECIAL EDUCATION GOALS ALIGNED WITH STRATEGIC PRIORITIES


2014-2015

Improved Community Involvement

Why:

- Parent/Community Involvement is a core Value of LCMSD. When a school district provides opportunities for a more collaborative model for all team members who support each individual child it only enhances a student educational benefit.

How:

- Finalize Special Education Parent Handbook and posted on LCMSD website
 - Parent Feedback: Quarterly parent meetings, IEP meetings, informal contact
 - Open Door Policy for Parents
 - Access LCAP parent survey to determine areas for improvement
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LARKSPUR-CORTE MADERA SCHOOL DISTRICT

WHAT IS MOST APPRECIATED

Inclusion of students with special needs

Hard work of teachers to differentiate

High parental involvement

WHAT NEEDS IMPROVEMENT OR ENHANCEMENT

More individual help, especially for students with an IEP

Smaller caseloads

Less turnover of Special Ed staff



LARKSPUR-CORTE MADERA SCHOOL DISTRICT

SPECIAL EDUCATION STRATEGIC PRIORITY

2014-2015

Common Core Standards Benchmark Assessments

Why:

- Students in special education are assessed once a year through the IEP either formally or informally which provides students present levels of performance and progress on goals. It is best practice for the special education teams to utilize multiple measure when creating present levels of performance for each individual student

How:

- Benchmark Assessment
- Progress on Goals aligned with report card distribution



**LARKSPUR-CORTE MADERA SCHOOL DISTRICT
COMMON CORE STANDARDS
SPECIAL EDUCATION BENCHMARK DATA
2014-2015**

Tests	Advanced	Proficient	Basic	Below Basic
SSR	20%	13%	28%	39%
SMI	0%	8%	18%	73%

LARKSPUR-CORTE MADERA SCHOOL DISTRICT

RECOMMENDATIONS

2015-2016

- Continue to develop written process for LCMSD to support teachers and administration
 - Continue to develop a continuum of services within LCMSD
 - Improve upon/Refine an evaluation process for related mental health services
 - Assess District's readiness to transition to an effective Response to Intervention (RTI) model
 - Continue teacher training for both general education and special education staff
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