

CLCS Special Education Board Report

September 2018

ACLCLC

ALAMEDA
COMMUNITY
LEARNING
CENTER



Nea

NEA
COMMUNITY
LEARNING
CENTER

Learners

We continue to see an influx of new learners with IEPs this year. With nine new learners with IEPs at ACLC and 10 at Nea, our schools remain popular for learners and families with alternative educational needs. It is interesting to note that two families at Nea mentioned in IEP meetings or conversations that the school has been recommended as a school that specializes in working with students with special needs.

ACLCLC

	September '18	September '17
Current Learners on IEPs	40	44
New Learners	9	10
Pending	1	0

Nea

	September '18	September '17
Current Learners on IEPs	68	70
New Learners	7	14
Pending	3 4(SLI)	0

The disability categories have also changed since the beginning of last year at both sites with the largest increases in the Speech and Language Impairment category at both ACLCLC and Nea. Interesting to note is that the number of learners with Emotional Disabilities at Nea decreased significantly as some learners with ED either transferred or graduated with the large senior class last year.

ACLCLC

	September '18		September '17		%
Primary	# of Learners	%	# of Learners	%	Change
Autism	6	15%	7	16%	-1%
Emotional	4	10%	6	14%	-4%

Disturbance					
Orthopedic Impairment	1	2%	1	2%	0%
Other Health Impairment	6	15%	8	18%	-4%
Specific Learning Disability	21	53%	22	50%	+3%
Speech and Language Impairment	2	5%	0	0%	+5%
Totals	40	100%	44	100%	

Nea

	September '18		September '17		%
Primary	# of Learners	%	# of Learners	%	Change
Autism	8	12%	9	13%	-1%
Emotional Disturbance	1	1%	5	7%	-6%
Hard of Hearing	0	0%	1	1%	-1%
Intellectual Disability	0	0%	1	1%	-1%
Other Health Impairment	19	28%	16	23%	+4%
Specific Learning Disability	23	34%	21	30%	+4%
Speech and Language Impairment	17	25%	17	25%	0%
Totals	68	100%	70	100%	

Staff Development

We are starting off the year with the majority (4 of 5) of Education Specialists who are brand new to teaching. As such, having strong resources for brand new special educators is a focus. Partnering with our SELPA has been critical in this process as our new Ed. Specialists attended

their Teacher Academy last week spending three days learning the basics. Despite the current crisis in special education teachers many of our neighboring schools and districts are dealing with, we are fully staffed in this area!

The majority of our paraprofessionals are returning (5 of 7) to our sites. Last year the director met with paraprofessionals from both sites to provide professional development weekly and bi-weekly and help to establish a solid foundation for our work together this year. Additionally, our SELPA has introduced a Paraeducator Academy which our paras will attend in October. We are currently searching for one paraprofessional to fill a recent vacancy at Nea.

<https://clcsspecialeducation.weebly.com/>

New this year is the CLCS Special Education website! This website was created in order to house special education resources for our staff at both sites and geared in particular towards supporting all of our new Ed. Specialists with compliance. Some highlights of the website include:

- A page by page guide to writing compliant IEPs
- Behavior support tools for all staff
- Paraprofessional support videos
- Inclusive teaching resources for General Education Facilitators

Disproportionality

2015-16

ACLC was identified as being disproportional in the number of white students identified as qualifying for Special Education under the category of Other Health Impairment (typically ADHD). After California Department of Education (CDE) review, *ACLC has been cleared of this disproportionality.*

Nea was identified as being disproportional in the number of African American learners with disabilities receiving suspensions. After CDE review, *Nea has been cleared of this disproportionality.*

2016-17

Nea was identified as being disproportional in the number of African American and Latino learners with disabilities receiving suspensions. The California Department of Education is in the process of reviewing our records. The deadline for the completion of their review is unclear.

PIR - State Testing

ACLC learners with disabilities *have remained above the achievement targets* of 12% learners with disabilities receiving meeting or exceeding state standards on the CAASPP. At ACLC, 47% of learners with disabilities have met or exceeded the ELA standards and 36% of these learners have done the same in Math. Learners scores are fairly balanced across disability and grade level.

Achievement Level	English Language Arts	Math
1 - Standard Not Met	28%	32%
2 - Standard Nearly Met	28%	32%

3 - Standard Met	40%	13%
4 - Standard Exceeded	7%	23%
Total	100%	100%

Nea's math interventions and supports have been a success! Nea learners with disabilities have ***moved above the achievement targets*** of 12% learners with disabilities receiving meeting or exceeding state standards on the CAASPP. A total of 14% of learners with disabilities have met or exceeded the ELA standards and 19% of these learners have done the same in Math. Nea learners with Autism and SLI tend to score higher on Math and ELA than their peers with disabilities. Learners qualified for special education in the categories of OHI and SLD are the majority of the learners not meeting standards. Also of note is that Nea LV learners met and exceeded standards in more cases than UV learners. It is apparent that this year we need to expand our interventions to focus on ELA as well as Math with all of our learners with disabilities.

Achievement Level	English Language Arts	Math
1 - Standard Not Met	58%	58%
2 - Standard Nearly Met	28%	23%
3 - Standard Met	7%	15%
4 - Standard Exceeded	7%	4%
Total	100%	100%