



**MCS D Budget-LCAP
Advisory Committee**

Committee Resource: SPECIAL EDUCATION REPORT

The MCS D Budget-LCAP Advisory Committee’s purpose is to make recommendations to the board that works to align program priorities and spending by understanding the board’s goals and the programs and services in place that support the goals, understanding the District’s budget and expectations for solvency and to discuss, deliberate, and use consensus protocols to make recommendations.

Special Education: A Brief History

Congress enacted the Education for All Handicapped Children Act (EHA), in 1975 to support states in protecting the rights and meeting the individual needs of children and youth with disabilities and their families. This law’s name changed to the Individuals with Disabilities Education Act, (IDEA), in a 1990 update and was reauthorized again in 2004. IDEA is the law that makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation and governs how states and public agencies provide special education and related services to eligible infants, toddlers, children, and youth with disabilities. IDEA requires that schools provide additional education supports and services for eligible students. These are specifically defined in an Individual Education Plan (IEP). Students who are found eligible to receive an IEP must have a disability that has an adverse effect on their school performance.

Key Terms

Special Education (SpEd): Special education is instruction that is specially designed to meet the unique needs of a child with a disability. This means education that is individually developed to address a specific child’s needs that result from his or her disability.

Individualized Education Plan (IEP): An Individualized Education Plan (or Program) is also known as an IEP. This is a plan or program developed to ensure that a child with an identified disability who is attending an elementary or secondary educational institution receives specialized instruction and related services.

Least Restrictive Environment (LRE): LRE is a guiding principle in IDEA which requires that students with disabilities receive their education alongside their peers without disabilities to the maximum extent appropriate.

An IEP creates goals for a student’s specific needs including academic, social, emotional, and behavior in 14 eligibility categories:

- Developmental delay (DD), a category for students ages 3 to 9
- Specific learning disabilities (SLD), such as dyslexia
- Autism spectrum disorder (ASD)
- Other health impairments (OHI), such as Attention Deficit Hyperactivity Disorder (ADHD)
- Emotional disturbance (ED), such as anxiety disorders, bipolar disorder or depression
- Speech impairment, such as trouble pronouncing words or understanding them
- Visual impairments not addressed by corrective eyewear
- Hearing impairments
- Deafness, as defined by a medical diagnosis
- Orthopedic impairment, such as cerebral palsy
- A combination of symptoms, such as deaf blindness
- A traumatic brain injury, or a TBI
- An intellectual ability that can affect social skills, self-care or even communication. This may include
- Down Syndrome
- Multiple disabilities

Miller Creek School District Special Education Data				
Fall 2023-24 enrollment data: 1,811 students enrolled in District Schools 55 students enrolled in Marin County Office of Education (MCOE) Total Enrollment: 1,8665 302 Students receiving Special Education				<h1 style="margin: 0;">16.2%</h1> of MCS D students receive Special Education services through and IEP
Eligibility Summary for MCS D Students				
Autism spectrum Disorder (ASD) • LVE (12) • VAL (4) • MES (2) • MCMS (5) • MCOE (19) Total: 42	Speech/Language Impairment • LVE (23) • VAL (27) • MES (46) • MCMS (9) • MCOE (21) Total: 126	Multiple Disabilities (OI) • MCOE (2) Orthopedic Impairment • LVE (1) • VAL (1) • NPS (3) Total: 7	Emotional Disturbance (ED) • LVE (1) • MCMS (2) • NPS (1) Total: 4	Visual Impairment (VI) • VAL (1) Total: 1
Specific Learning Disability (SLD) • LVE (14) • VAL (10) • MES (13) • MCMS (31) • NPS (1) Total: 69	Other Health Impairments (OHI) • LVE (7) • VAL (7) • MES (7) • MCMS (14) • MCOE (19) • NPS (2) Total: 57	Intellectual Disabilities • LVE (2) • MCMS (2) • MCOE (2) Total: 6	Hard of Hearing • MES (2) • NPS (1) Total: 3	Deafness • LVE (1) • NPS (1) Total: 2

MCSD Special Education Site Programs

Site	RSP All Grades	SDC K-2	SDC 3-5	SDC 6-8	Inclusion
Lucas Valley	X	X	X		X
Mary E. Silveira	X				X
Vallecito	X				X
Miller Creek Middle	X			X	X

MCSD Special Education Staff

LVE Staff	#	MES Staff	#	VAL Staff	#	MCMS Staff	#
Sped Teachers	3	Sped Teachers	1	Spced Teacher	1	Sped Teachers	3
Speech Path	1	Speech Path	1	Speech Path	1	Speech Path	6
OT	.2	OT	.2	OT	.4	OT	4
IA 2	3	IA 2	1	IA 2	1	IA 2	3
IA 3	4	IA 3	.5	IA 3	2	IA 3	3

Schools in California cover special education costs through a combination of local unrestricted, state categorical, and federal categorical funding. Special Education Local Plan Areas (SELPA) are the foundational structure for overseeing and delivering special education services within regions in California. They are most often consortia of school districts and one or more COEs that band together to provide special education services in a region. SELPAs have a key role in the funding structure.

Federal Funds: Federal IDEA funds are provided through a categorical grant to states and California passes this grant money on to Special Education Local Plan Areas (SELPA) to be spent only on the **excess costs** of efforts to ensure and maintain services for students with disabilities. Each SELPA receives its allocation consistent with the federal formula but may determine how to distribute these dollars locally.

State Funds:

- LCFF
Because students with disabilities are considered general education students first, Districts support their access to general education teachers and classrooms through their general funds—as they do for all students. The state’s LCFF provides a minimum funding guarantee for Districts.
- AB 602
California’s main program for financing special education, AB 602, distributes funds based on census counts of all students, not counts of students with special needs.



REVENUE & EXPENDITURE SUMMARY

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Revenue						
● Ongoing	\$1,386,000	\$1,434,000	\$1,558,000	\$1,782,000	\$2,013,000	\$1,764,000
● One Time				\$177,000		
Contribution	\$1,930,000	\$2,321,000	\$2,602,000	\$3,135,000	\$3,233,000	\$4,273,000
Expenditures	\$3,399,000	\$3,664,000	\$4,190,000	\$4,946,000	\$5,320,000	\$6,002,000