

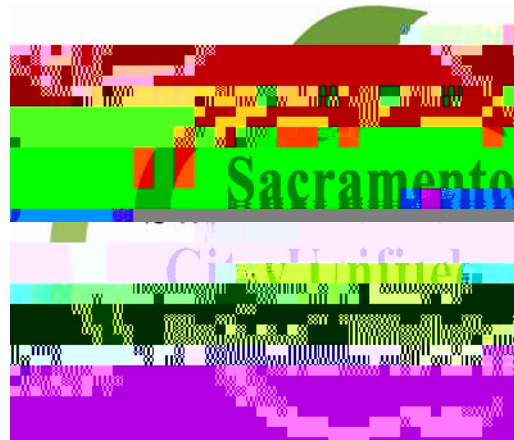


# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1c

**Meeting Date:** January 17, 2013

**Subject:** Significant Disproportiona



# **Coordinated Early Intervening Services Plan**





# **Coordinated Early Intervening Services Plan**

## **Introduction**

In August 2012, the Sacramento City Unified School District was identified by the California Department of Education (CDE) as having significant disproportionality for the academic school year 2010-2011 pursuant to the requirement of the Individuals with Disabilities Education Improvement Act (IDEA). The district was found to be significantly disproportionate due to an overrepresentation of students with Emotional Disturbance (ED) who are White or African-American. This designation has required the district to take corrective actions, including reserving 15% of its IDEA grant funds to provide comprehensive Coordinated Early Intervening Services (CEIS) to students in the district. This CEIS plan includes a number of assurances to ensure that the district complies with the necessary steps to address and correct this disparity.

## **Local Educational Agency (LEA) Information**

Sacramento City Unified School District (SCUSD) is the 12<sup>th</sup> largest school district in California, serving 44,000 students on 80 campuses in the urban core of California's capital. Seventy-one percent of SCUSD students qualify for a free or reduced lunch; at 36 schools, 100% of the students meet this federal poverty threshold. Our student population is 36% Hispanic or Latino; 19% White; 18.3% Asian; 16.3% African American; and 7% percent of the population is reported as two or more races. Currently, 12% of the district population receives special education services.

The district began working to address the significant disproportionality of African American and White students found eligible for the ED classification in September, 2012. Consultation and collaboration took place between the Special Education Director and the Chief Academic Officer to plan a series of events that would assist the district in developing this plan to address the disproportionality. On September 6, 2012, the Board was informed of this disproportionality via a Board presentation on the continuous



Such recommendations compliment the broad initiative work already in progress in the district.

*The Data Analysis Workbook*, which is a companion edition to the assessment tool listed above, was utilized to perform a comprehensive analysis of the district's demographics, risk ratio, and settings where students of different racial/ethnic groups are more likely to be identified and placed in special education programs. Due to the disproportionality in the educational classification of ED, the primary focus in the analysis was specific to that disability and hypotheses about why that might have occurred. As the Leadership Team worked through these tough issues, they constantly kept their thoughts on how to gain the participation of the Stakeholder Group and to spark enthusiasm for moving this initiative forward as a unique opportunity to take further steps in the quest for continuous improvement and implementation of high quality teaching and learning.

Additional data were revealed through the analysis process beyond what was mentioned in the beginning of this section. Findings revealed that the average rate of change over time for students with disabilities is 0.47%. This means that the district has increasingly added students to the special education census although the district enrollment is declining. Of the 5,654 students currently receiving special education services, 36.5% are Latino; 23.3% are African American; 20.7% are White; and 12% are Asian. African American students are 1.5 times more likely to be identified as needing special education services than other racial groups. African American students who have been found eligible for services under Emotional Disturbance (ED) represent 40% of the population designated with this classification. In addition, African American students with disabilities are 3.3 times more likely to be identified as ED than other racial groups. White students who have been found eligible for services under Emotional Disturbance (ED) represent 36% of the population designated with this classification. These students are 1.9 times more likely to be identified as ED than other racial groups.





the district. The Stakeholder Group readily agreed with the possible root causes that the Leadership team had hypothesized. These broad-based causes actually encompassed many concerns the Stakeholder Group brought to the table. Having this common perspective about the possible root causes of the disproportionality lent itself to some swift progress in identifying the direction the district should take and necessary action steps needed to address the disproportionality.

The group agreed that the CEIS Plan should address the following three practices in the district: Social and Emotional Learning (SEL), Multi-Tiered Systems of Supports, and Identification and Eligibility Process for Special Education. The Stakeholder Group worked in subcommittees to identify specific actions based on initiatives already underway and work that needed to be done to move the agenda forward. The specific recommendations will focus efforts to establish a cohesive, systematic process, which includes the design and implementation of specific pre-referral interventions, and improvement of special education eligibility practices, specifically the classification of ED. These recommendations and the actions to address them will provide benefit for both students who are not identified and those students already receiving special education services. Each of these actions to address the root causes of the disproportionality will be embedded in the district's closing the achievement gap framework. The specific recommendations will be delineated in the following section of the plan.



will move the district forward toward authentic and meaningful pre-referral interventions for students. It is expected that this explicit attention to the social and emotional development of our students will reduce the over referral and representation of students from certain ethnic/racial groups receiving special education services. The specific goals are as follows:

Complete an inventory and gap analysis regarding Social and Emotional Learning programming, practices, and policies at all levels, including before/after school programs and other supports offered through the district and the surrounding community.

- Assess for the following four dimensions of SEL at each site:

Explicit SEL skills instruction for all students on the site

Integration of SEL into instructional practices

Integration of SEL standards into core curriculum

Beyond the classroom – climate, culture, norms, supports, parent and community involvement, etc. on each site

Explicit SEL skill instruction for all students at the four implementation sites from the CK McClatchy network in the following areas:

- Self-Awareness
- Social Awareness
- Self-management
- Relationship skills
- Responsible Decision Making

Align the newly developed bullying prevention protocols with SEL activities.

For this initial year, the work will be primarily foundational in that the district currently lacks district-wide information and data regarding the interventions, and the level of readiness and implementation on each school site in the district. Upon completion of this initial phase, it is reasonable to expect that this plan will be amended to include next steps as they are lined out within the SEL initiative. It is imperative that this work is



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Professional learning for the standardization of the Student Study Team process, data collection, and documentation is anticipated to begin at the end of the 2012-2013 school year or summer of 2013 once the process has been revised. It is expected that additional professional learning opportunities will be designed and delivered during the 2013-2014 school year when the SEL inventory and gap analysis have been completed.

The newly created District Assessment Team for the eligibility of ED will receive ongoing professional learning on the assessment process, analysis of data, interpretation and reporting of results, defensibility of assessment reports, and Functional Analysis and Assessments (FAA's). The refinement of these skills and standardization of the assessment process will insure that staff is able to provide more intensive behavioral supports to students receiving special education services prior to making an ED assessment necessary. It is anticipated that this focus on assessment and preventative services will reduce the disproportionality over time.

### **IDEA Funds Used for SD-CEIS**

During the implementation of the CEIS Plan, it is anticipated that the required 15% set-aside from the IDEA allocation will be taken from the 2012-2013 and 2013-2014 budget years. The budget plan submitted as a part of this document will specify 2012-2013 expenditures. The budget for 2012-2013 will be allocated for direct services to students, personnel cost (salary and benefits), and indirect cost as required by the plan. As a continuous improvement process, it is expected this plan will be amended in the 2013-2014 school year based on impact and feasibility.

### **Program Evaluation**

SCUSD utilizes multiple measures to evaluate the effectiveness of its initiatives. Consequently, the effectiveness of the plan will be measured by conducting classroom observations; analyzing student work, benchmark assessment data, and CST scores;



## Leadership Team

Name	Title	Organization	Internal/External Member
Dr. Olivine Roberts	Chief of Academic Officer	SCUSD	Internal
Dr. Sara Noguchi	Assistant Area Superintendent	SCUSD	Internal
Dr. Iris Taylor	Assistant Superintendent, Curriculum and Instruction	SCUSD	Internal
Becky Bryant	Director, SELPA/Special Education	SCUSD	Internal

Dr. Wanda Roundtree  
Interim Director,



Billy Aydlett	Principal, Leataata Floyd Elementary	SCUSD	Internal
*Doug Huscher	Principal, Oak Ridge Elementary	SCUSD	Internal
*Dr. Al Rogers	Assistant Principal, Hiram Johnson High School	SCUSD	Internal
Cyndi Swindle	Supervisor, Special Education	SCUSD	Internal
Pam Whipple	Coordinator, Health Services	SCUSD	Internal
Zenae Scott	Coordinator, Youth Engagement Services	SCUSD	Internal
Kenneth McPeters	Coordinator, Student Hearing and Placement	SCUSD	Internal
*Jennifer Ellerman	General Education Teacher, California Middle	SCUSD	Internal
*Janelle Mercado	Special Education Support Teacher, California Middle	SCUSD	Internal
*Michelle Apperson	General Education Teacher, Sutterville Elementary	SCUSD	Internal
Mai Nang	General Education Teacher	SCUSD	Internal



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supports,  
smaller class  
size and on-line  
credit retrieval  
options

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## Significant Disproportionate-CEIS Budget Information

The LEA must provide its contact information and indicate the prior fiscal year (FY) 2011–12 and current FY (2012–13) Individuals with Disabilities Education Act (IDEA) 611 and IDEA 619 allocation received from the SELPA. The SD-CEIS Budget Plan allotment is 15 percent of the total FY 2012–13 IDEA 611 and IDEA 619 allocation received from the SELPA. The LEA has until September 30, 2014, to fully expend the FY 2012–13 funds. SD-CEIS Plan activities may be completed prior to September 30, 2014.

If an LEA has previously completed an SD-CEIS Plan, the LEA must amend their Plan to include any new or updated information along with the new FY 2012–13 Budget Plan Information forms for the new fiscal period. Repeating districts will have two sets of budget forms for two different fiscal periods.

### Contact Information

LEA CDS Code	LEA Name	Address	Telephone
34-67439	Sacramento City Unified School District	5735 47 <sup>th</sup> Ave. Sacramento, CA 95824	916-643-9163
SELPA Name	Address		Telephone
SCUSD	5735 47 <sup>th</sup> Ave. Sacramento, CA 95824		916-643-9163

### Prior Year Allocation for Special Education Services

List the allocation that the SELPA provided to the LEA in FY 2011–12 from IDEA 611 and IDEA 619 resources (3310, 3315, and 3320). Used by the CDE for comparison purposes only.

Resource 3310 Allotment	Resource 3315 Allotment	Resource 3320 Allotment	Total FY 2011–12 IDEA Allotment th
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