



SCUSD Comprehensive

Agenda

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SCUSD: Programmatic Improvement Process

- Our Steps

- TA Facilitator: Jon Eyler, Collaborative Learning Solutions

- Racial/Ethnic Disproportionality in Special Education Data Analysis Workbook (NYU): Self-Assessment Tool utilizing enrollment data

- Initiatives Inventory: Self review of current initiatives to improve student learning

- Systems of Support: Self review of current systems in place to support student learning

- Community Connections: Collaboration with various District & community groups

- Policies & procedures Review: Re-examine all policies and procedures through an equity and cultural lense to ensure alignment with the area(s) of disproportionality



SCUSD: Key Findings

- Key Findings from 2020:
 - Lack of comprehensive interventions equitably available across the District
 - Lack of consistent disciplinary practices
- Key Findings from 2021:
 - Overall identification rate of students with disabilities (16.1%) is higher than the state average (12%)
 - African American Students identified at the rate of 24.1%
 - American Indian Students identified at the rate of 26.1%
 - Children of color and students in poverty are overrepresented in Special Education
 - Students in 3rd grade are more likely to enter special education under the eligibility of Emotional Disturbance or Other Health Impairment
- Root Causes
 - Lack of consistent academic, behavior and social-emotional interventions across the district contributes to disproportionate identification and discipline of students based on race/ethnicity



Next Steps

Continue Stakeholder Team Meetings

Expand Team to include more voices

- Special Education File Review
- NCREST Surveys
- Board Policies Review
- Action Planning

Potential Action Items

Systems of Support Analysis (District-wide) (align CCEIS with MTSS)

Update Board Policies & Administrative Regulations

Explore Restorative Disciplinary Practices

Professional e-learning modules

Site based coaching & support

Student-driven support



THANK YOU