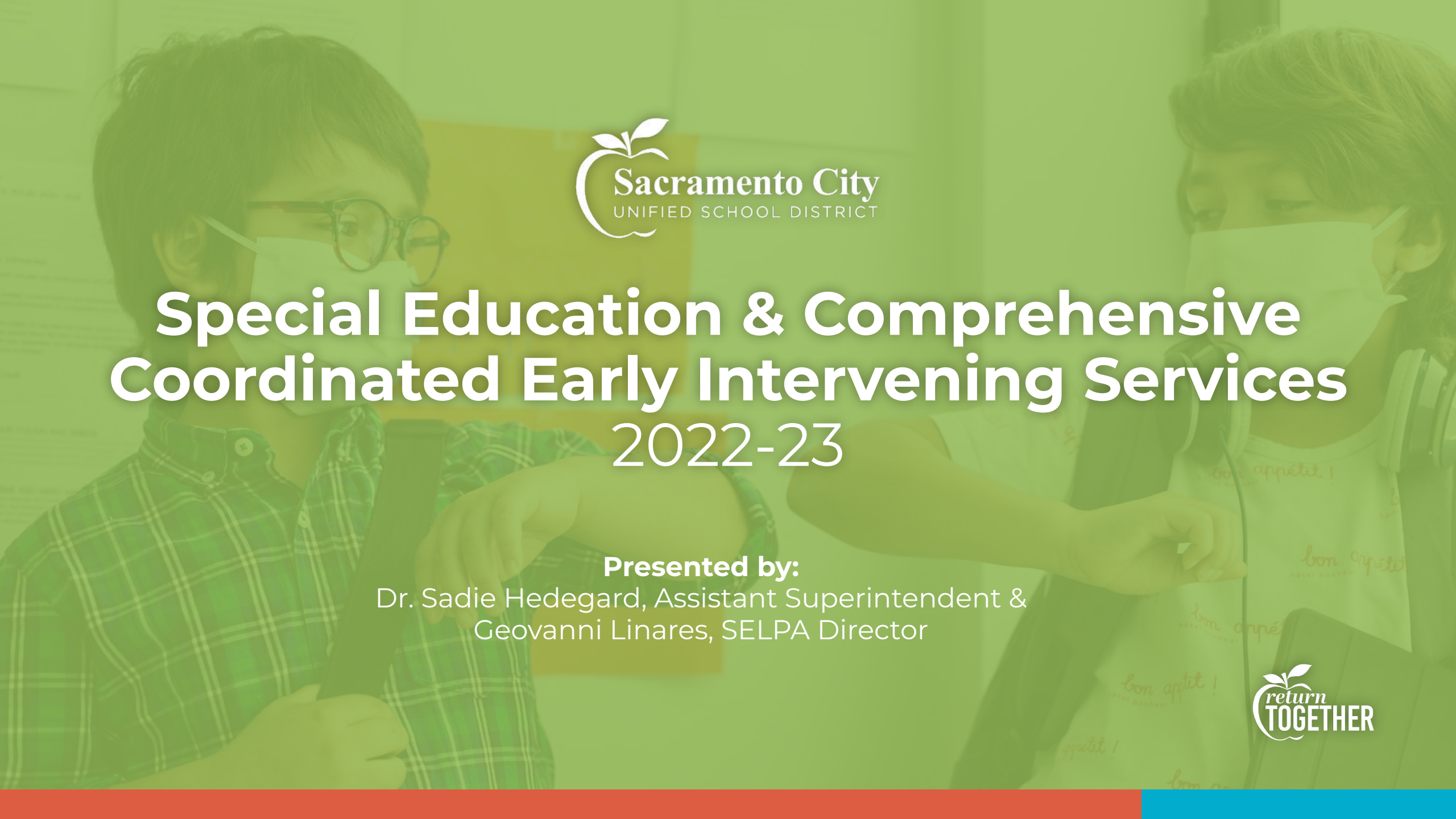


Sacramento City
UNIFIED SCHOOL DISTRICT

Special Education & Comprehensive Coordinated Early Intervening Services
2022-23

Presented by:
Dr. Sadie Hedegard, Assistant Superintendent &
Geovanni Linares, SELPA Director

return TOGETHER

Every system is perfectly designed to get the results that it gets.

– W. E. DEMINGS

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Acronym Glossary

MTSS = Multi-Tiered System of Supports

LCAP = Local Control Accountability Plan

HQI = High Quality Instruction

CAC = Community Advisory Committee

CDE = California Department of Education

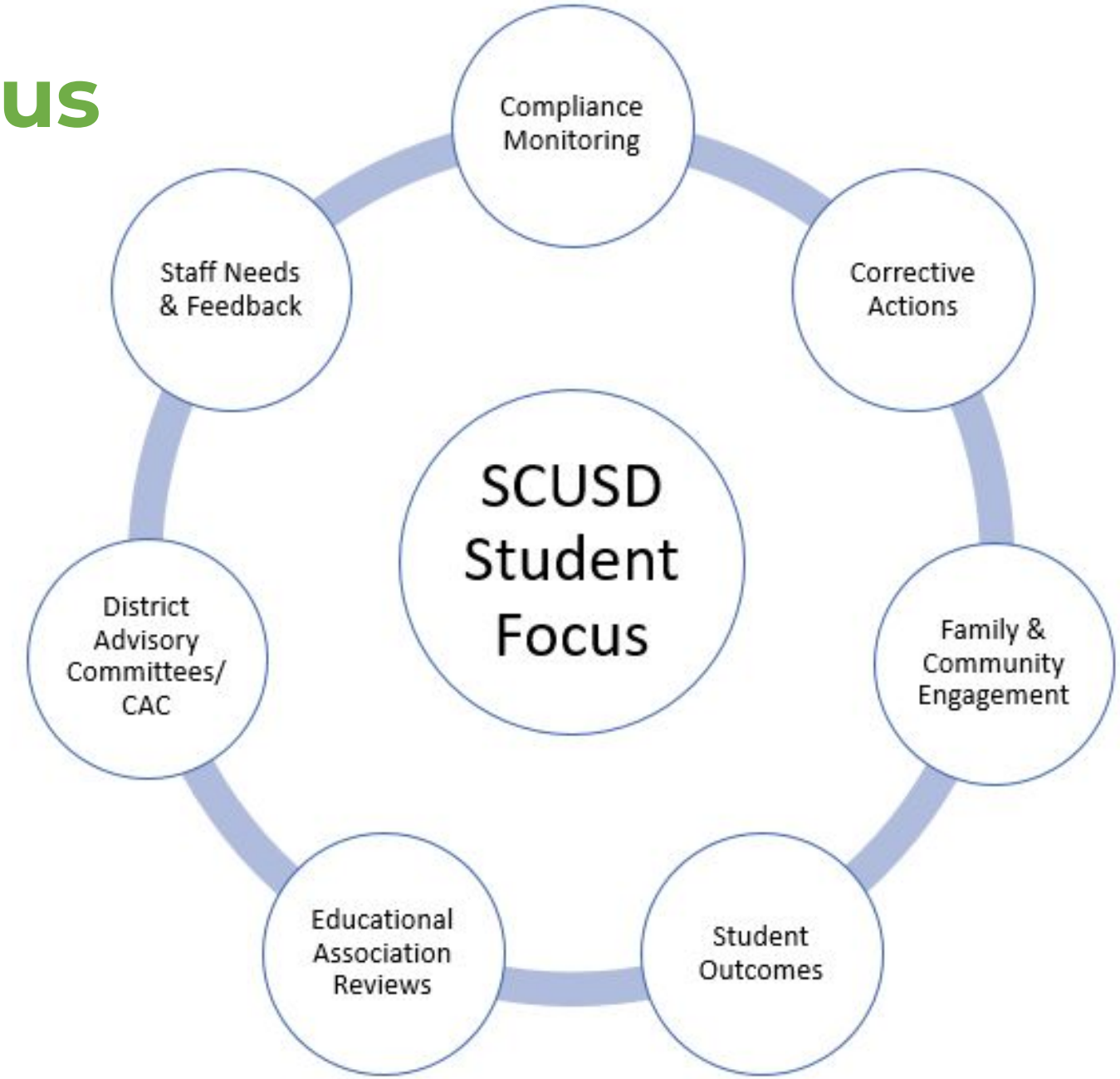
LEA = Local Education Agency

CCEIS = Comprehensive Coordinated Early Intervening Services

SELPA = Special Education Local Plan Area

State Performance Plan Indicators

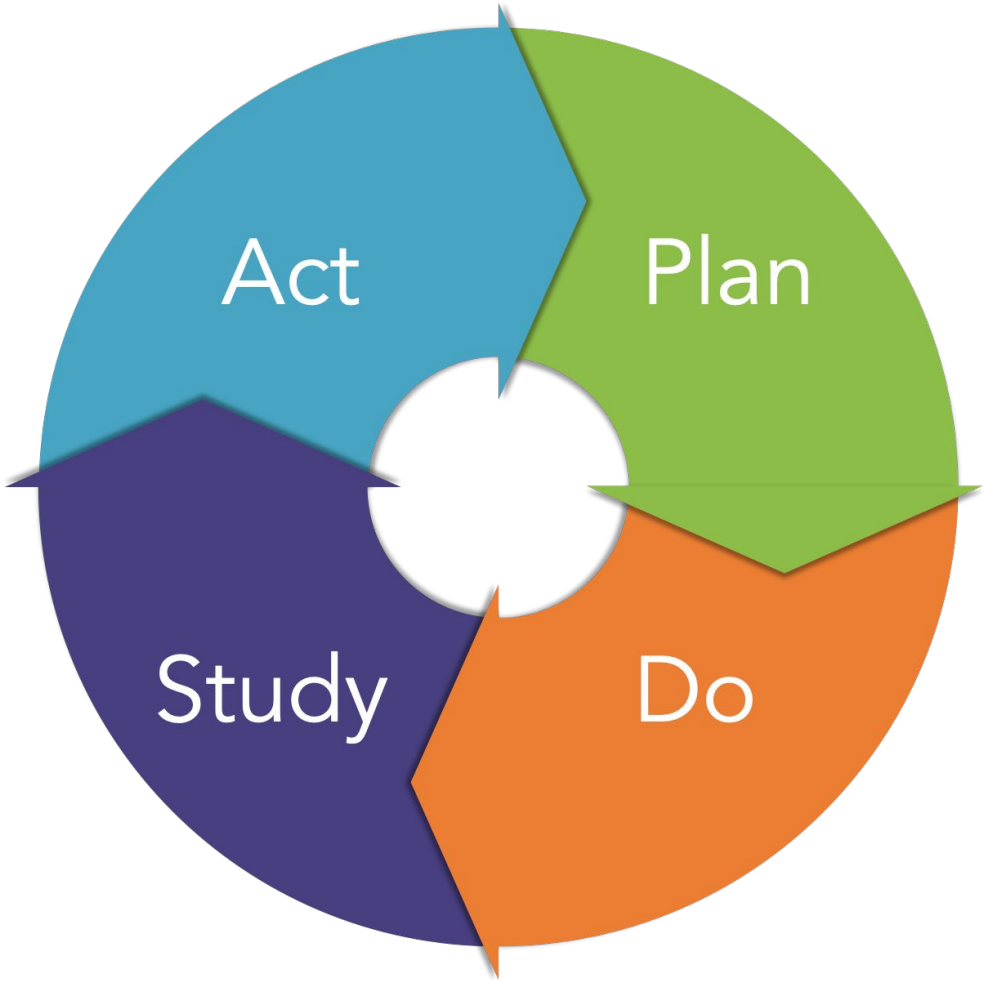
Adjust the Focus



Intersectionality

STUDENT GROUPS	AFRICAN AMERICAN	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	FILIPINO	HISPANIC/LATINO	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	ENGLISH LEARNERS	STUDENTS WITH DISABILITIES
ALL STUDENTS	12.3%	0.5%	18.0%	1.4%	40.6%	2.3%	16.8%	8.0%	19.3%	14.9%
ENGLISH LEARNERS	0.5%	0.0%	32.9%	0.9%	57.1%	4.3%	3.8%	0.5%		18.9%
STUDENTS WITH DISABILITIES	19.1%	1.0%	10.8%	0.8%	43.1%	1.4%	16.0%	7.8%	24.5%	
FOSTER YOUTH	28.2%	0.6%	4.9%	1.2%	28.2%	2.5%	23.3%	11.0%	9.8%	39.3%
HOMELESS YOUTH	34.2%	1.5%	5.9%	0.0%	39.0%	0.0%	10.3%	9.2%	5.9%	20.6%
SOCIOECONOMICALLY DISADVANTAGED STUDENTS	14.7%	0.6%	20.2%	1.0%	45.9%	3.0%	8.4%	6.2%	25.9%	16.0%

Continuous Improvement Cycle



LEAD Department Goals

Launch proactive systemic data-based decision making

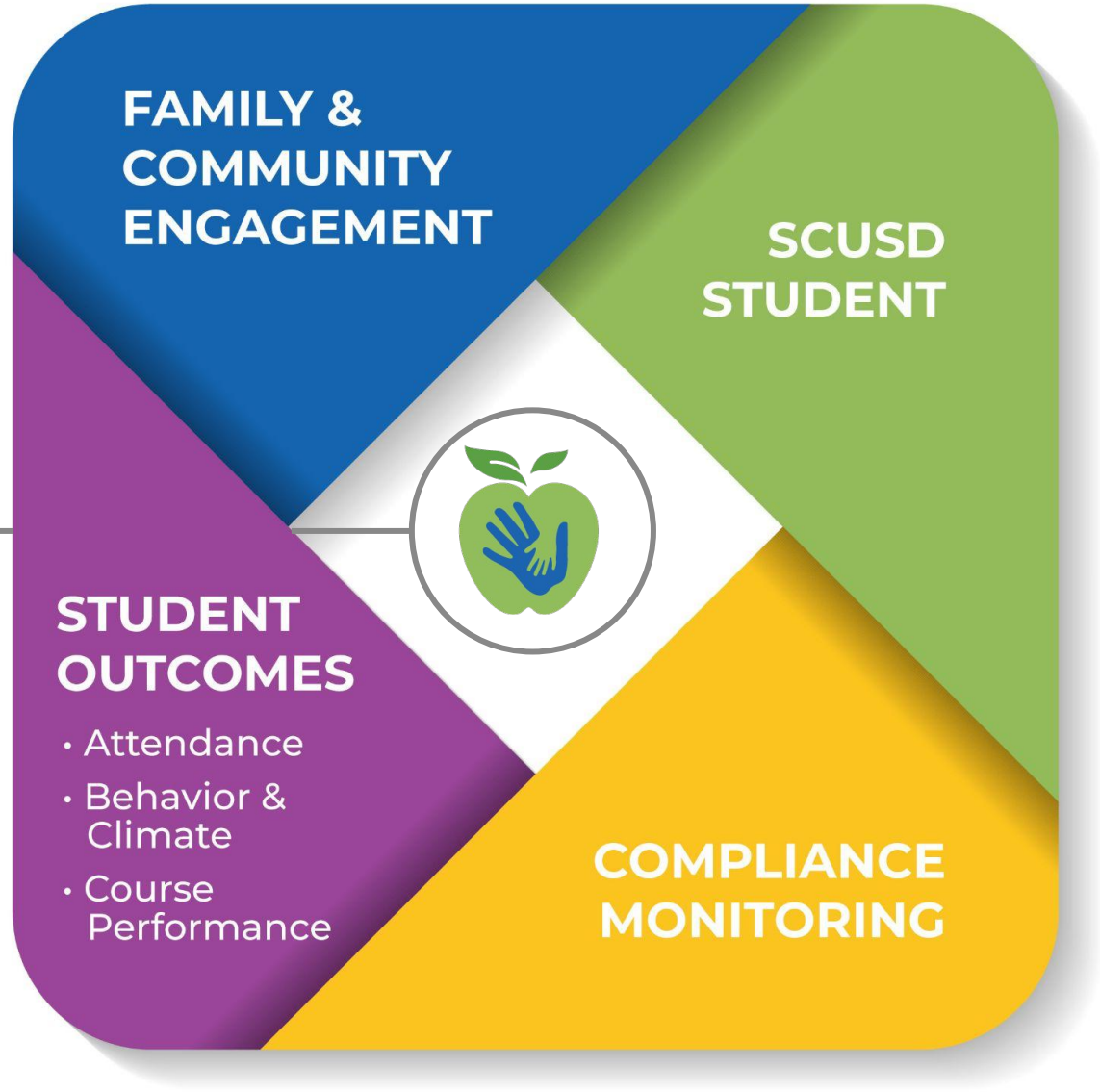
Empower through adult professional learning & coaching

Accelerate Instruction & Learning

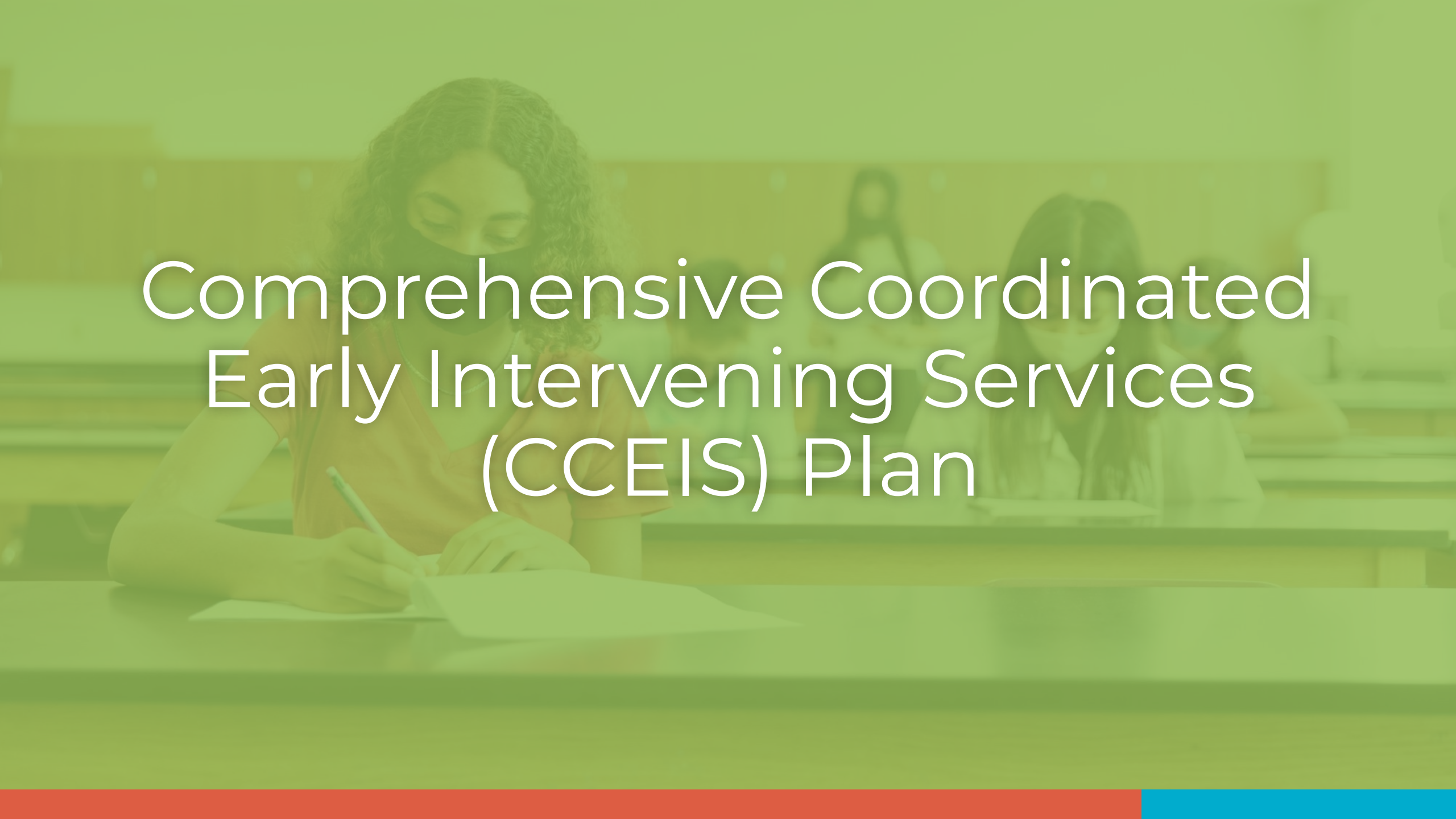
Deepen understanding in order to implement MTSS

Greater Transparency

- Website Revisions
- Special Education Continuous Improvement Dashboard
  - Visitors will be able to access metrics monitored four key areas.



www.scusd.edu/special-education



Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

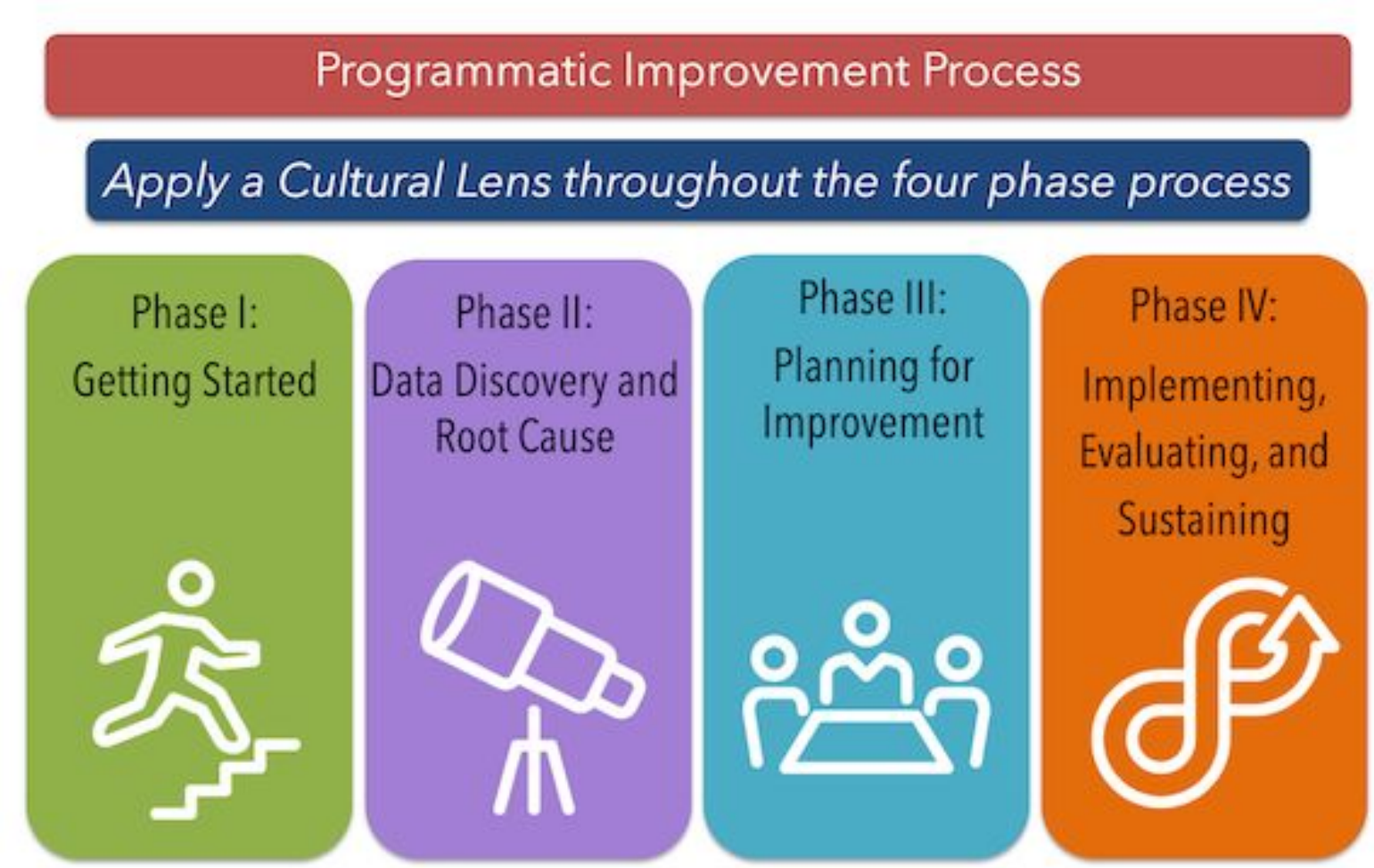
Areas of Significant Disproportionality

The California Department of Education (CDE) has identified certain local educational agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

Areas of Significant Disproportionality

Indicator/Element	Race/Ethnicity/Disability Category
9	African American/ Emotional Disturbance/ Discipline (Greater than 10 days)
10	African American/ Emotional Disturbance

Programmatic Improvement Process



Programmatic Improvement Process

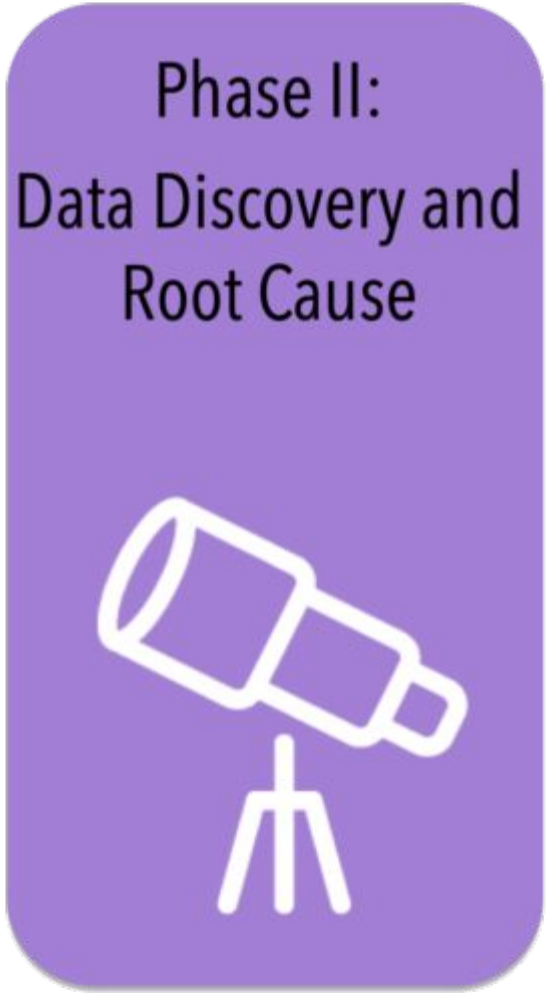
Phase I: Getting Started

The first phase of the Program Improvement Process involves forming a leadership team, convening a CCEIS Team, engaging in technical assistance, choosing a facilitator for guidance through the improvement process and gathering relevant data for analysis.

SCUSD has developed a multi-departmental & systemwide collaborative team

Programmatic Improvement Process

Phase II: Data Discovery & Root Cause



Phase II activities are focused on engaging in a programmatic self-assessment process to reveal the root cause(s) of disproportionality, and planning for implementation of Coordinated Early Intervening Services (CEIS) that address the root cause(s) identified.

SCUSD focused on discipline data across multiple years.

Addressing the Root Causes of Disparities in School Discipline

Trends: Number of Incidences

2018-19 Behavior Trend Monitoring v1.4.8

This SWIS-aligned report provides actionable information to monitor and support school-wide behavior modification and the allocation of limited resources.

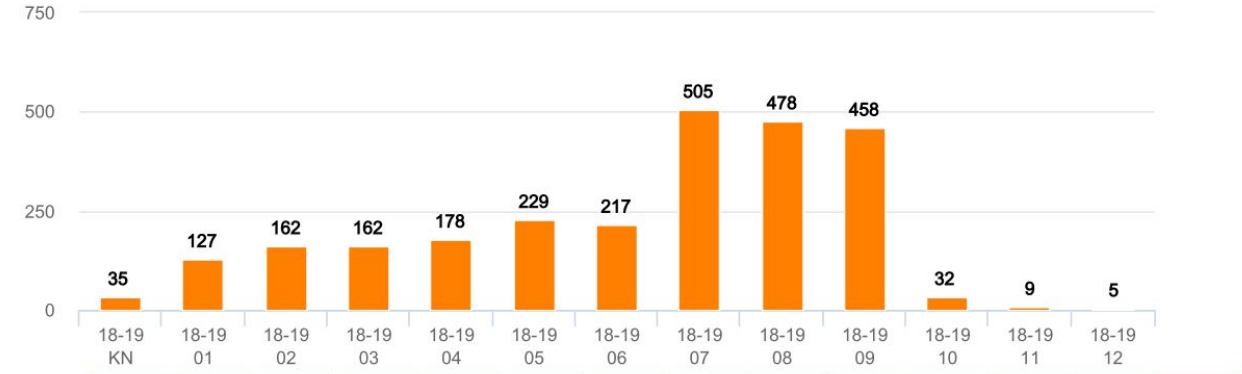
Go to EIIS

Report Subgroups/Filters:

Enrollment/Rostering Date: Control Panel (05-18-2022)
Site: Sacramento City Unified School District
Student Group:
Course(s): All Courses
Section(s):
Teacher(s):
Program(s):
English Proficiency:
SED Status: SED & Not SED
Special Ed Status: Special & Non Special Ed
Race/Ethnicity: All Reported Races
Grade Level(s):
Additional Student Group: All Students
Gender: All

How many students received one or more behavior-based office discipline referrals, by 2018-19 grade level, for students enrolled on selected Enrollment/Roster Date(s)?

View Details



	KN	01	02	03	04	05	06	07	08	09	10	11	12	Total
Had a Behavior Incident	1% (35)	5% (127)	6% (162)	6% (162)	7% (178)	9% (229)	9% (217)	21% (505)	21% (478)	20% (458)	36% (32)	26% (9)	22% (5)	11% (2583)
No Behavior Incident	99% (2390)	95% (2359)	94% (2430)	94% (2421)	93% (2301)	91% (2258)	91% (2142)	79% (1931)	79% (1831)	80% (1818)	64% (58)	74% (26)	78% (18)	89% (21953)
Total	2425	2486	2592	2583	2479	2487	2359	2436	2309	2276	90	35	23	24536

2021-22 Behavior Trend Monitoring v3.0.3

This SWIS-aligned report provides actionable information to monitor and support school-wide behavior modification and the allocation of limited resources.

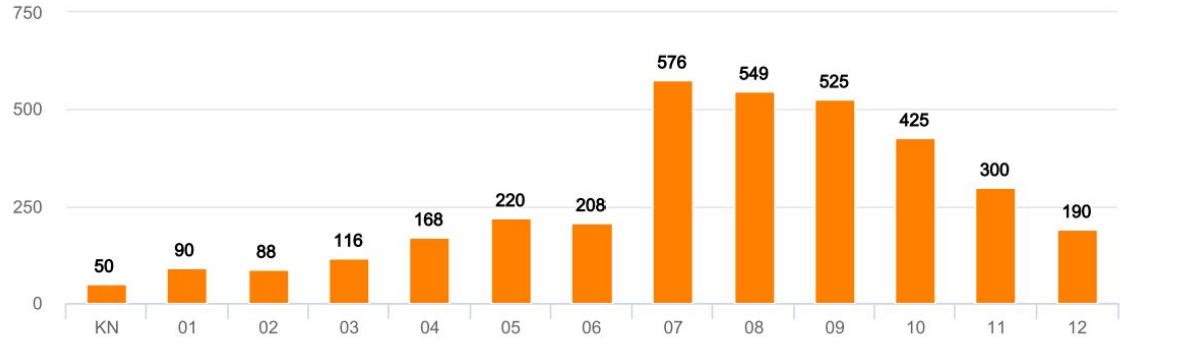
Link to EIIS

Subgroups/Filters:

Enrollment/Rostering Date: Control Panel (05-18-2022)
Site: Sacramento City Unified School District
Grade Level(s): All Grade Levels
Course(s): All Courses
Section(s): All Sections
Teacher(s): All Teachers
Student Group: All Students
Gender: All
Race/Ethnicity: All Reported Races
English Proficiency: All Proficiencies
SED Status: SED & Not SED
Special Ed Status: Special & Non Special Ed
Additional Program(s): N/A
Additional Student Group: All Students

How many students received one or more behavior-based office discipline referrals, by grade level, for students enrolled on selected Enrollment/Roster Date(s)?

View Details



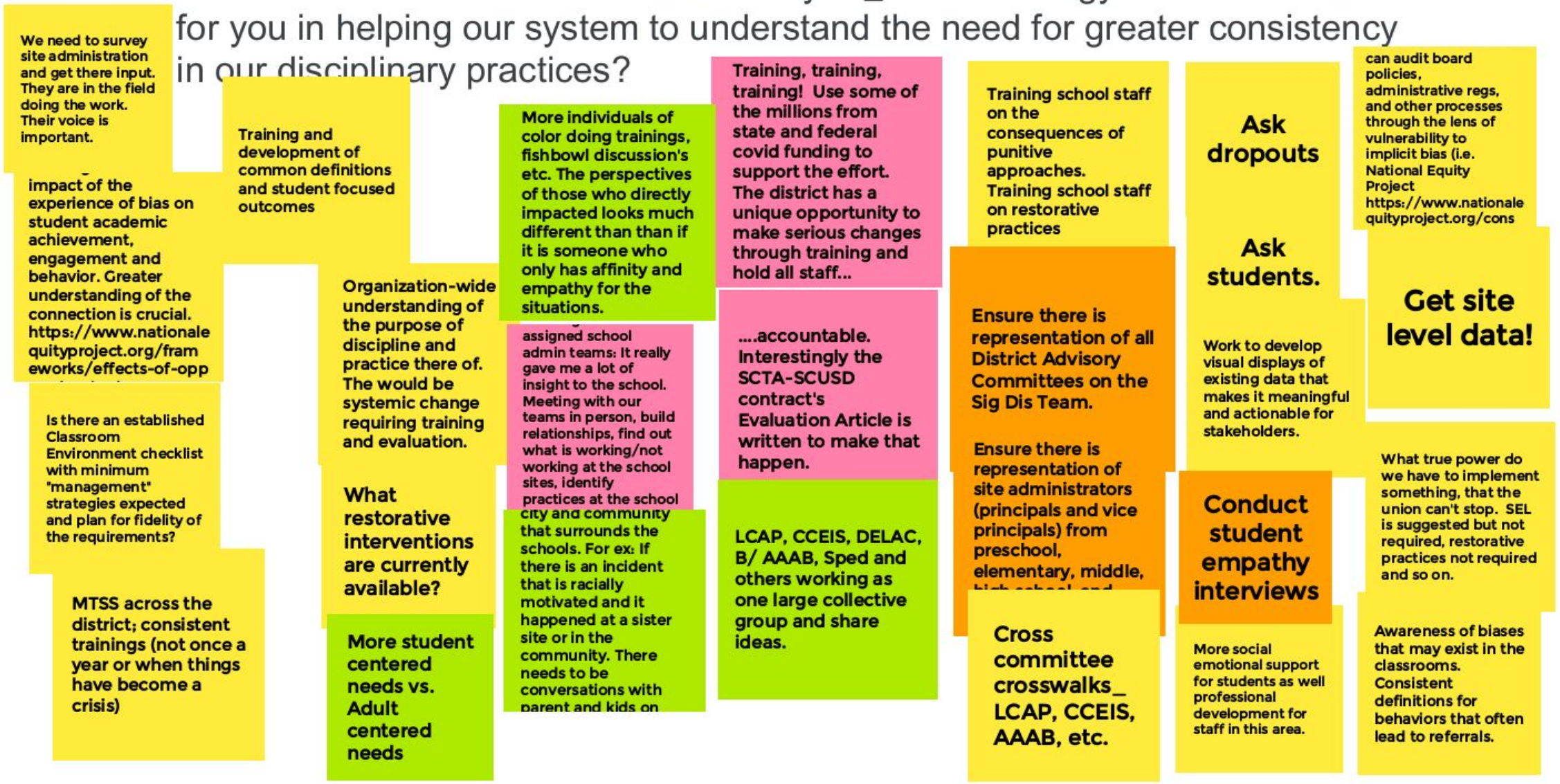
	KN	01	02	03	04	05	06	07	08	09	10	11	12	Total
Had a Behavior Incident	2% (50)	3% (90)	3% (88)	4% (116)	5% (168)	7% (220)	7% (208)	19% (576)	18% (549)	17% (525)	14% (425)	10% (300)	7% (190)	9% (3505)
No Behavior Incident	98% (3000)	97% (2840)	97% (2957)	96% (2923)	95% (2893)	93% (2945)	93% (2929)	81% (2482)	82% (2510)	83% (2501)	86% (2624)	90% (2612)	93% (2476)	91% (35692)
Total	3050	2930	3045	3039	3061	3165	3137	3058	3059	3026	3049	2912	2666	39197

Programmatic Improvement Process

Phase III: Planning for improvement

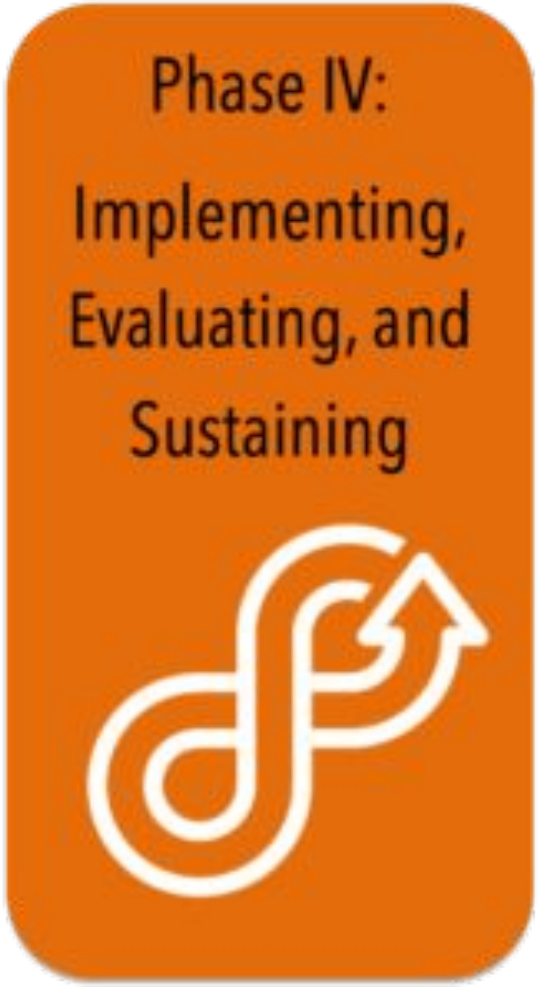
Phase III activities are focused on using the root cause analysis to review and, if warranted, revise the policies, practices and procedures related to significant disproportionality. LEAs use the root causes identified to inform create the programmatic improvement action plan to increase equity and decrease disproportionality in their schools.

2022 CCEIS Team: Phase 2 Data Analysis_ What strategy/ idea comes to mind for you in helping our system to understand the need for greater consistency in our disciplinary practices?



Programmatic Improvement Process

Phase IV: Implementing, Evaluating and Sustaining



Phase IV activities are focused on implementing, evaluating, and sustaining the changes initiated through the Programmatic Improvement Action Plan.

SCUSD CCEIS team will meet quarterly to review specifically identified discipline data to evaluate and sustain successful implementation of Improvement Plan.

Thank you!