



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1c

Meeting Date: January 17, 2013

Subject: Significant Disproportionality Coordinated Early Intervening Services Plan

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office/Special Education Department

Recommendation: To approve the Coordinated Early Intervening Services (CEIS) Plan for implementation.

Background/Rationale: The California Department of Education (CDE) has identified certain local educational agencies (LEA) as having significant disproportionality by race and ethnicity of students receiving special education services pursuant to the requirements of the Individuals with Disabilities Education Act (IDEA). SCUSD was found to have a significantly disproportionate number of students receiving special education services who have been identified with the Emotional Disturbance educational classification and who are White or African American. This finding requires the district to engage in a multi-step process to develop a plan to address the disproportionality.

A Leadership Team and Stakeholder Group convened over multiple sessions to engage in this process. The Leadership Team comprised of district general education and special education staff gathered and analyzed data, plus developed guiding questions and activities that served as a launching pad for the Stakeholder Group. This broad-based coalition, which included both general and special education school-level staff, central office staff, parents, and community members, collaborated over a period of four sessions. As a result, they identified possible root causes and developed strategic actions to address the disproportionality over time. These proposed actions are a central theme in the Coordinated Early Intervening Services (CEIS) Plan.

The Community Advisory Committee (CAC) has reviewed this plan and provided input.

Financial Considerations: In addition to the development of the plan, the federal mandates require the district to utilize 15% of its IDEA funds (\$9,568,896) to support the implementation of the plan. This amount equates to \$1,435,334 for the 2012-2013 school year.

Documents Attached:

- 1) CEIS Plan

Estimated Time of Presentation: N/A

Submitted by: Becky Bryant, Director III, Special Education Services

Approved by: Olivine Roberts, Ed.D, Chief Academic Officer



**Coordinated Early Intervening
Services Plan**

Sacramento City Unified School District

Our Vision

At Sacramento City Unified School District, we strive to be a place where children come first – where a child’s best interest is at the heart of every decision we make.

We strive to be a district where all teachers are effectively trained, supported by their peers, and armed with data on each child’s progress. We are committed to developing curriculum that is meaningful and compelling. We want each child to learn to think, solve problems, and work well with others, master essential standards and communication.

When students graduate, our goal is for them to leave us well-prepared to choose a college or career path that is right for them. We will engage important allies in the community – families, colleges, businesses and nonprofit partners – in our cause and be ready to benefit from their collective wisdom.

Within our organization, we will embrace new principles for a new economy – innovation, excellence and creativity.

This is the Sacramento City Unified School District we envision. To get there, we have established three foundational pillars that intertwine to support a holistic approach to education. These pillars both anchor our decisions and propel us forward as we accelerate our rate of change to keep pace with a rapidly changing world. These pillars, Career and College-Ready Students, Family and Community Engagement and Organizational Transformation, represent our commitment to our students.

Our Mission

Students graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.

Our Strategic Plan 2010-14: *Putting Children First*

In the spring of 2010, Sacramento City Unified School District (SCUSD) adopted a new Strategic Plan to serve as a roadmap to achieving the commitments to our community outlined in both our mission statement and in our vision narrative. Specifically, the Strategic Plan calls for the following:

- **Pillar I: Career and College Ready Students**
 - A. Provide students with a relevant, rigorous, and well-rounded education that includes 21st Century career exploration, visual and performing arts, and meets four-year college and university requirements.
 - B. Create professional development opportunities that are practical and have high impact on student learning.
 - C. Develop rigorous, holistic assessments to measure ongoing student progress.

- **Pillar II: Family and Community Engagement**
 - A. Develop meaningful opportunities that will empower parents to participate in their children's education.
 - B. Ensure that every school will become an integral hub of community life to provide open space and access to resources.
 - C. Increase strategic partnerships that expose students to career pathways through internships and service learning.

- **Pillar III: Organizational Transformation**
 - A. Create a "no-excuses" culture that is focused on results and continuous improvement.
 - B. Recruit, train, retain and support a motivated, capable, and diverse workforce.
 - C. Focus every department, team, and individual in the organization to support teaching and learning.

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 12th 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

improvement of the special education programs. On that date, the Board made a commitment to support this initiative.

Both a Leadership Team and Stakeholder Group (a full roster of invited and participating Leadership Team and Stakeholder Group members is noted at the conclusion of this narrative) were developed and served as the guiding force in the development of the plan. The Leadership Team consisted of both general and special education staff, representing a host of district departments and school sites. This team began by developing a common understanding of the issue of disproportionality and its implication for the district. It was important that this group had a strong foundational knowledge of what occurs before a student is referred to special education; the referral, assessment and eligibility process for special education; and the types of services available to different groups of students throughout the district. The Leadership Team chose *Option 3-Racial/Ethnic Disproportionality in Special Education Data Analysis and Equity in Education Handbook (Volume 1 and 2): Addressing Racial/Ethnic Disproportionality in Special Education: Technical Assistance Manual for Identifying Root Cause* for its programmatic self-review tool. This tool was recommended in the Guide on Significant Disproportionality published by the California Department of Education, Special Education Division. The district found this tool to be helpful in developing its own perspective about its disproportionality issue by studying its policies, practices, and beliefs about equity and opportunity for high quality instruction for every student. This rich discussion also led to dialogue about the barriers that prevent students from receiving or engaging in high quality first instruction.

Many of the current initiatives underway in the district are centered on creating equitable and rigorous learning environments for students where they utilize critical thinking, application skills, and creativity to engage in meaningful learning. The district remains clear that any initiative undertaken must be student-focused and provide access for every student. The Leadership Team discovered through its compilation of the data possible diagnoses of root causes, which led to a review of current practices and proposed recommendations for the Coordinated Early Intervening Services (CEIS) Plan.

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.

During the 2011-12 school year, general education students who are African American students accounted for 35% of the total district suspensions. Of students receiving special education services and were suspended, 42% were African American. White students in general education comprised 12% of the total suspensions in the district during the same school year. Of the students receiving special education services and were suspended, 16% were White.

Disparities found in the data were analyzed and used as a springboard for the discussion at the first Stakeholder Group meeting. Some possible hypotheses were considered and included the following: inconsistent implementation and interpretation of discipline policies among sites; lack of an evidenced-based systemic process for early interventions; inconsistent interpretation of eligibility data, and sporadic culturally responsive practices. Finally, the Leadership Team suggested that these possible hypotheses might be summarized into three practices: Social and Emotional Learning (SEL), Multi-Tiered Systems of Supports, and Eligibility for Special Education.

The Stakeholder Group convened on November 7, 14, 27, and December 4, 2012. Various stakeholders including principals, central office staff from various departments, teachers from both general and special education, Community Advisory Committee (CAC) representative, and other parents participated in the process. To build a common understanding of the work, the same foundational steps taken with the Leadership Team were replicated with the Stakeholder Group. Due to the diversity of the group, it was important to create a forum to look at the current reality, draw inferences about what the data revealed, as well as identify the root causes and possible practices the plan could address in order to extinguish the disproportionality. There was much enthusiasm for the current work being done in the district on multiple fronts to provide equitable opportunities for all of its students. Participants shared knowledge of initiatives that were bringing pockets of success to students in terms of building positive relationships, improving school behavior through positive behavior intervention and supports, supporting students through instruction and practice to develop social and emotional competencies to help them as they grow as individuals and members of their communities, and raising the rigor and intention of the teaching and learning throughout

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.

Services and Support Provided to Students

The action steps of the CEIS Plan will be categorized into three practices: Social and Emotional Learning (SEL), Multi-Tiered Systems of Supports, and Identification and Eligibility for Special Education. Specific activities and strategies will be discussed below.

Social and Emotional Learning (SEL)

Behaviors and emotions that eventually qualify a student for eligibility as ED occurs over a period of time and becomes pervasive in multiple settings. The criteria for eligibility includes: the inability to learn which cannot be explained by intellectual, sensory, or health factors; the inability to build or maintain relations with peers and/or adults; inappropriate types of behaviors or feelings under normal circumstances; general pervasive mood of unhappiness or depression; and a tendency to develop physical symptoms or fears associated with personal or school problems. Social and Emotional Learning(SEL), when implemented in a systematic way and across settings teaches all students important pro-social behaviors and social-emotional competencies which reduce the risk that students will engage in high-risk behaviors or externalizing behaviors which lead to disengagement or exclusion from school.

The district has recently been awarded a three-year implementation grant from the Collaborative for Academic, Social, and Emotional Learning (CASEL) to develop capacity to incorporate high-quality, evidence-based social and emotional learning as an essential component of school improvement. The five SEL Core Competencies are Self-Awareness, Responsible Decision-Making, Relationship Skills, Social Awareness and Self-Management. The philosophy that students will need systematic instruction and support to acquire and apply the knowledge, attitudes, and skills to enable them to set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions strongly supports actions laid out in the district's strategic plan. The action plan work being completed for this initiative will be instrumental in accomplishing the steps outlined in the Coordinated Early Intervening Services (CEIS) Plan. The district believes the action steps and expected outcomes in the SEL initiative will also assist in reducing the significant disproportionality of students being identified as ED. In fact, it makes sense to utilize much of the inventory data and assessments that are being developed through this initiative as it is targeted as a universal intervention or expectation for all students and staff and will permeate all classrooms upon full implementation. Therefore, during the course of this CEIS Plan, it is reasonable to believe that the following foundational goals will be accomplished which

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

completed as it has huge implications for the work being recommended to establish a district-wide system of Multi-Tiered System of Support which is another focus area for this CEIS Plan.

It is expected that this work will be completed during the 2012-2013 school year as recommended in the SEL Implementation Plan dated September 17, 2012. There has been grant funding allocated for the above activities during this time frame. Therefore, IDEA dollars will not be used for this activity. Members of both the Leadership Team and Stakeholders Group will be participating in the SEL sub-committees which will incorporate five strategic areas that are vital to the implementation: Vision/Resources, Standards, Assessments and Monitoring, Professional Learning, and Communication and Engagement. This will insure that the two initiatives (SEL and CEIS) move forward in tandem with each other.

This multi-year systemic implementation of SEL will provide a strong universal intervention for all students. The strategic and intensive interventions designed for second and third tier needs will provide additional support for at-risk students who in the past might be perceived as needing special education services. The SEL competencies of Self Awareness, Social Awareness, Self-Management, Relationship Skills and Responsible Decision Making, when taught explicitly, practiced and internalized by a school community, are a strong deterrent to the externalizing behaviors that some students exhibit, which over time can lead to referral and eligibility for ED.

Multi-Tiered System of Support

The district established a foundational Response to Intervention (RtI) model in 2007 and provided professional development in the elements of RtI including Tiers of Intervention and utilization of the Student Study Team process to establish a system of hypothesis, intervention, assessment, and review for effectiveness to assist students who were having difficulty accessing instruction in the classroom due to either academic, behavioral, or social and emotional concerns. A concentrated amount of time was spent

assisting school sites in developing their own tiers of interventions. In 2010, the district was able to implement universal screening, progress monitoring, and strategic interventions in the area of Reading/English Language Arts at select sites. Teachers received professional learning and support to implement the various pre-referral interventions. Additional sites have received professional learning in Positive Behavior Interventions and Supports (PBIS) and are implementing this design on their campuses. There is strong research that promotes PBIS as a way to reform a school's culture to increase positive behavioral supports for students while reducing negative and punitive consequences. Many of the students who have been found eligible as ED have exhibited significant externalizing behaviors that result in removal from classroom instruction. These school-wide behavioral supports which focus on positive solutions to addressing behavioral excesses have been found to result in a reduction in referrals and suspensions. The ability to proactively address these behaviors before they become so magnified and warrant a referral to special education is vital.

There is not a comprehensive district-wide multi-tiered system of support model with accompanied screening, ongoing progress monitoring, and targeted interventions in both the academic and social and emotional areas. Therefore, as a part of the CEIS Plan, the Stakeholder Group is recommending that the district moves toward establishing a multi-tiered system of support model to provide responsive prevention and pre-referral interventions to students with academic and social and emotional/behavioral concerns. It is clearly evident that as the district continues its implementation of the Common Core State Standards that there will be a need to have clear interventions in place to insure that all students have access to the instruction provided through this new model of learning.

The data did not reveal a trend of students being identified disproportionately at a certain school site or grade level. Therefore, the actions recommended address both younger and older students. The Stakeholder Group recommends the following actions be taken during the course of this CEIS Plan:

- Create a standardized process for conducting a Student Study Team meeting and the documentation required to insure that interventions are implemented with

fidelity; creating an understanding for sites to use this process as a cycle of inquiry when students are experiencing difficulties in the classroom either academically or behaviorally.

- Create a common language of expectations, practices, and supports for students and staff (The “What”, “How” and “How Well”) of using this cycle of inquiry process to assist students to access instruction in the classroom.
 - Establish an “expanded team” of professionals (behavior intervention specialists, social workers, psychologists) to assist SST teams to design intervention strategies and supports that include classroom observations, monitoring of student engagement and rigor of instruction to support site SST teams when students are referred with significant behavioral issues.
- Provide support to sites to insure that this cycle of inquiry, implementation of interventions, and progress monitoring takes place prior to referring students to special education.
- Provide professional learning to general education teachers to build capacity in the following areas:
 - Environmental structures and supports which promote positive classroom behavior and student engagement.
 - Strategies to address specific types of behavior and plan development to address and monitor behavior over time.
 - Data collection specific to behavioral and social/emotional objectives.
- Strengthen current PBIS implementation at three sites as they move to Tier II implementation and seven new sites engage in Tier I implementation this year to establish school-wide positive behavioral supports and expectations. Provide coaching support through district level staff and external PBIS facilitators.
- Provide strong language development, social-emotional supports, foundations of mathematics, and support of small group instruction to students to prepare them for kindergarten utilizing the Early Kindergarten model. In this model, students learn early academic skills, social/emotional and cognitive behaviors that assist them to be successful during their “2nd” year of Kindergarten.
- Provide intervention support in terms of counseling, positive behavioral supports, alternative general education settings with smaller class size and on-line credit retrieval options to students at risk of failing due to attendance, behavioral issues, and academic concerns.
- Develop a comprehensive plan to implement a multi-tiered system of support over time in the district once the SEL gap analysis and inventory are complete, to

determine “what it will take” to implement a well-developed tiered intervention system that supports the district’s implementation of the Common Core State Standards for English Language Arts and Mathematics which is a vehicle it is using to insure every student is college/career ready when they leave the district.

- Review and develop consistent standardized discipline policies and practices which are in alignment with the current requirements of the Education Code and also focus on alternatives to suspension and exclusion from classroom instruction.

The above systemic strategies will have significant impact in reducing the disproportionality. Students who exhibit significant at-risk behaviors will be referred to the Student Study Team (SST) for review and recommendations. Expanded teams consisting of a school psychologist, social worker, nurse or behavior intervention specialist will assist sites with recommended interventions, including implementation if needed. Data collected over the course of the intervention will assist SST members to make logical “next step” decisions on a student’s educational program. These critical steps will have a positive impact on the reduction of referrals to special education overall. Students’ needs will be met at the local level, reducing the need for special education services, specifically, qualification of students as ED.

Identification and Eligibility for Special Education

As noted in the possible root causes, the interpretation of eligibility data and the identification process for students suspected of qualifying under the ED disability classification may be inconsistent throughout the district (current practice has school site IEP teams assessing students with a suspected disability of ED, with the interpretation of the data varying from site to site.). In addition, the data revealed that approximately one third of the students classified as ED have transferred into the district from a previous district with an existing ED classification on their IEPs. Often these students come to the district without any documentation demonstrating how they qualified under the ED classification. Data also revealed that approximately 36% of the students with the ED classification also have another disability classification, such as Other Health Impaired (OHI), Specific Learning Disabled (SLD), and Speech Impaired

(SI). Children with these disabilities may exhibit behaviors out of frustration that are interpreted as ED behaviors and can be eventually labeled as ED. In response to these suspected reasons of disproportionality, the Stakeholder Committee has identified the following areas of focus:

- Create a District Assessment Team specific for eligibility for ED to provide consistency of assessments district-wide.
 - Newly created Educationally Related Mental Health Teams will take on this responsibility.
- Provide training on nonbiased assessments which respect cultural differences for the District Assessment Team.
- Conduct classroom observations focusing on the rigor of instruction and level of student engagement.
- Require more collaboration between psychologists, nurses, behavior intervention specialists, social workers, and the Educationally Related Mental Health Team as they work together to provide interventions and supports to sites.
- Review all interim ED placements to determine if further assessments are necessary.

Professional Development (PD)

Professional learning opportunities that are multi-dimensional, build momentum over time and provides follow-up support/coaching are essential for systemic change. SCUSD embraces this method of professional learning. Therefore, all professional development delivered over the course of this plan will be multi-session, ongoing, and provide follow-up support. For example, the CK McClatchy network sites are receiving professional development in SEL in preparation for development of their site implementation plans, which includes ongoing support from CASEL. Each site is either implementing an evidence-based social and emotional learning skills development program or focusing on the implementation of their PBIS practices. There is ongoing professional learning and support for each of those specific activities as well.

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;

examining student discipline data; analyzing pre-post SEL assessment data; and performing peer/administrative reviews of initial ED assessments. It will also be important to measure the effectiveness by gathering stakeholder feedback via surveys of teachers, principals, parents, and students as appropriate. Each action recommended in the plan will be evaluated at multiple points during its implementation.

In addition, the effectiveness of specific actions outlined in the plan will be assessed in multiple ways. In regard to SEL, skill development in the five competencies will be assessed at the CK McClatchy network sites. This will be accomplished by examining the impact of the evidence-based social and emotional skill development program via a pre/posttest. PBIS data will be analyzed for a reduction in office referrals, suspensions and numbers of students who have multiple behavior issues throughout the year. In regard to the multi-tiered system of support, data will be collected on its implementation by looking at students' responses to selected interventions over time and the need for more intensive interventions, including assessment for special education services. Finally, the Student Study Team will utilize a comprehensive inquiry-based problem-solving methodology that provides evidence that interventions are recommended, implemented, and addressed the needs of struggling students. As a result of an effective implementation, the goal is to have SCUSD State Key Performance Indicators show that the district is no longer disproportionate in any of the disability and ethnic groups by June, 2014.

Conclusion

The district has engaged in a thoughtful and authentic process in examining this disparity. The CEIS Plan, which is in alignment with the district's strategic plan, is specifically designed to support both the disproportionality issue and current initiatives intended to close the achievement gap. Moreover, these corrective actions further support the district's drive for continuous improvement of all programs and services.

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, Child Development	SCUSD	Internal
Marinda Burton	Interim Director, Multilingual Literacy	SCUSD	Internal
Linda Kawahara-Matsuo	Supervisor, Special Education	SCUSD	Internal
Stephanie Shaughnessy	GATE Coordinator	SCUSD	Internal
Joseph Stymeist	Coordinator, Career Technical Education	SCUSD	Internal
Jeri Chase-DuCray	Program Specialist	SCUSD	Internal
Ramiro Hernandez	Training Specialist	SCUSD	Internal

Stakeholder Group

Name	Title	Organization	Internal/External Member
Koua Franz	Chief of Staff	SCUSD	Internal
*Mary Hardin Young	Area Assistant Superintendent	SCUSD	Internal
Mao Vang	Director, Assessment, Research and Evaluation	SCUSD	Internal
Barbara Kronick	Director, Integrated Support Services	SCUSD	Internal
Stacey Bell	Director, Youth Development Support Services	SCUSD	Internal
*Stephan Brown	Director, Student Hearing and Placement	SCUSD	Internal
*Peter Lambert	Principal, CK McClatchy High School	SCUSD	Internal
*Stan Echols	Principal, American Legion	SCUSD	Internal
Lori Aoun	Principal, Sutterville Elementary	SCUSD	Internal
Gail Johnson	Principal, Fr. Keith B. Kenny (K-7)	SCUSD	Internal

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

*Scott Smith	Executive Director, Sacramento City Teachers Association	Community Member	External
Chris Espinoza	Community Advisory Committee Vice Chair and Parent	Community Member	External
Dominique Riosfarias	Parent Chair, Policy Committee, Child Development	Community Member	External
Joyce Anda	Policy Committee Representative, Child Development	Community Member	External
Lily Williams	President, Sacramento Council of PTA	Community Member	External
Ben Bailey	Policy Committee Representative, Child Development	Community Member	External
Mai Yang	Policy Committee Representative, Child Development	Community Member	External

*Denotes team member was invited but was unable to attend.

Budget Detail for FY 2012-13

SD-CEIS Plan

LEA Name: Sacramento City Unified School District

CDS Code: 34-67439

Annual Strategies and Activities – Complete the following in brief general terms for the FY. These activities are to be aligned with the narrative of the SD-CEIS Plan.

Focus Area(s)	Services and Supports Aligned to Focus Area(s) and/or Root Cause(s)	Outcome & Evaluation Measures	Person Responsible	Timeline	SD-CEIS Budget
Social and Emotional Learning (SEL)	<ul style="list-style-type: none"> • Intervention inventory and gap analysis • Specific SEL skill instruction for all students in CK McClatchy network 	<ul style="list-style-type: none"> • Students develop at least one of the five competencies of SEL 	Koua Franz, Interim Chief of Staff	01/13 - 9/13	\$50,000 This activity is covered by Grant funding received by the district prior to this plan development

Budget Detail for FY 2012-13

SD-CEIS Plan

LEA Name: Sacramento City Unified School District

CDS Code: 34-67439

Annual Strategies and Activities – Complete the following in brief general terms for the FY. These activities are to be aligned with the narrative of the SD-CEIS Plan.

Focus Area(s)	Services and Supports Aligned to Focus Area(s) and/or Root Cause(s)	Outcome & Evaluation Measures	Person Responsible	Timeline	SD-CEIS Budget
Multi-Tiered System of Support	<ul style="list-style-type: none"> • Standardized Process for SST and data documentation • Expanded SST member support for significant social/emotional issues • PBIS expansion • Strengthen Early Kindergarten program • Intervention support to students in alternative general education settings in the form of counseling, positive behavior 	<ul style="list-style-type: none"> • Evidence that new SST process is implemented across district and data collected on effectiveness of interventions • Positive SWS data at PBIS sites (decline in suspension rates) • Students meet standards during 2nd year of Kindergarten • Students are able to return to home school setting after 	<p>Iris Taylor, Ed.D, Assistant Superintendent, Curriculum and Instruction</p> <p>Barbara Kronick, Director II, Integrated Support Services</p> <p>Stephan Brown, Director II, Student Behavior and Placement Office</p> <p>Becky Bryant, Director III, Special Education Dept.</p>	1/13 – 9/13	<p>\$816,371 Salaries/ Benefits</p> <p>\$46,963 PBIS Support</p> <p>\$132,000 Early Kinder Support</p> <p>\$440,000 Intervention Support; On-line Credit Recovery; Smaller Class Size; Alternative General Education Settings; and Psychological Services for At-Risk General Education Students</p>

	<p>supports, smaller class size and on-line credit retrieval options</p> <ul style="list-style-type: none"> • Develop Multi-Tiered System of Support in general education to reduce referrals to special education 	<p>intervention</p> <ul style="list-style-type: none"> • Referral rate to special education is reduced by 5% each year of plan implementation 			
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Budget Detail for FY 2012-13

SD-CEIS Plan

LEA Name: Sacramento City Unified School District

CDS Code: 34-67439

Annual Strategies and Activities – Complete the following in brief general terms for the FY. These activities are to be aligned with the narrative of the SD-CEIS Plan. Refer to the SD-CEIS Plan Narrative Guidelines for further instructions (page 4).

Focus Area(s)	Services and Supports Aligned to Focus Area(s) and/or Root Cause(s)	Outcome & Evaluation Measures	Person Responsible	Timeline	SD-CEIS Budget
Identification and Eligibility for Special Education	<ul style="list-style-type: none"> • ED Assessment Team • PD for Assessment Team • Review interim placements with eligibility as ED for need for further assessments 	<ul style="list-style-type: none"> • Reduction in number of students eligible for special education as ED • Assessments are defensible to scrutiny by attorney 	Becky Bryant, Director III, Special Education Department	1/13 - 6/13	\$0

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 th Ave. Sacramento, CA 95824	916-643-9163
SELPA Name	Address		Telephone
SCUSD	5735 47 th 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
\$8,816,110	\$275,382	\$414,042	\$9,505,534

Current Year Allocation for Special Education Services

List the allocation that the SELPA provided to the LEA in FY 2012–13 from IDEA 611, IDEA 619, (3310, 3315, and 3320). If the difference in allocation of IDEA funds between 2011–12 and 2012–13 exceeds 10 percent, please explain in Section D, IDEA Funds Used for SD-CEIS, in the plan narrative (see page 9).

Resource 3310 Allotment	Resource 3315 Allotment	Resource 3320 Allotment	Total FY 2012-13 IDEA Allotment
\$8,879,260	\$272,628	\$417,008	\$9,568,896

Provide the SD-CEIS budget that is 15% of the sum of the total FY 2012–13 IDEA allotments.

\$1,435,334

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Budget Summary for FY 2012-13

SD-CEIS Plan

Provide an estimate of the expenditures for the SD-CEIS program. Summarize program resources in line item budgets. Note: Indicate the amount of funds allocated to each budget item for program expenditures. Refer to the California State Accounting Manual for specifics of each category. **The Total Program Budget figure (below) should match the Budget Detail Total (Form 2), and the total reported on the SE-CEIS Budget Information (Form 1).**

LEA Name: Sacramento City Unified School District

CDS Code: 34-67439

Program Resources	Coordinated Early Intervening Services (CEIS) IDEA FUNDS (Section 611 & 619) Estimated Expenditure
1. 1000-Certified Salaries	\$593,849
2. 2000-Classified Salaries	\$ 96,052
3. 3000-Employee Benefits	\$126,470
4. 4000-Material and Supplies	\$132,000
5. 500-Services and other operating costs	\$486,963
6. Total Direct Costs (sum of 1-5)	\$1,435,334
7. 7300-Indirect Costs (at CDE approved rate) CDE approved rate: 2.67%	\$0
8. Total Program Budget (sum of 6-8)	\$1,435,334

Date of Report

CDE USE ONLY

Approved by _____

Date _____