



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: September 16, 2021

Subject: **Comprehensive Coordinated Early Intervening Services Plan (CCEIS) to Address Significant Disproportionality**

- 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

Recommendation: Information Item Only

Background/Rationale: The California Department of Education (CDE) has identified the Sacramento City Unified School District as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities and type of disciplinary actions, including suspensions and expulsions. Specifically, SCUSD is significantly disproportionate in:

- Identification
 - African American students with respect to the eligibility of Emotional Disturbance
- Discipline
 - African American students greater than 10 days out-of-school

Financial Considerations: Under the Federal Individuals with Disabilities Education Act (IDEA) requirements, if an LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to provide CCEIS to students in the LEA. Use of funds within the plan should occur within the allowable CCEIS budget period. SCUSD Significant Disproportionality 15% reserve is \$ 2,781,734.00.

LCAP Goal(s): Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students; Goal 3: Integrated Supports; Goal 4: Culture and Climate – Dismantling Systems; Goal 6: Implementation of MTSS/DBDM

Documents Attached:

1. CCEIS Plan Presentation

<p>Estimated Time of Presentation: 10 minutes Submitted by: Geovanni Linares, Special Education Director Approved by: Dr. Sadie Hedegard, Assistant Superintendent, Special Education</p>
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Board of Education Executive Summary

Department Name

Comprehensive Coordinated Early Intervening Services Plan (CCEIS) to Address Significant Disproportionality
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I. OVERVIEW / HISTORY

The Sacramento City Unified District continues to be identified by the California Department of Education (CDE) as a District with Significant Disproportionality.

Significant Disproportionality is the identification of disproportionality for three consecutive years in the same indicator and category of disproportionality. Disproportionality is the overrepresentation of a specific race or ethnicity identified in one or more of four areas: identification of a disability in general; identification of a specific race or ethnicity in a specific disability category; discipline; and placement.

As a District, we are significantly disproportionate in:

- African American Students Disciplined greater than 10 days Out of School
- African American Students with Emotional Disturbance

Under the Federal Individuals with Disabilities Education Act (IDEA) requirements, if a local educational agency (LEA) is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS) to students in the LEA. These services are for children from age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly over-identified who need additional academic and behavioral supports.

LEAs identified as significantly disproportionate engage in a process for systems change designed to provide LEA and school improvement teams with knowledge and technical expertise to develop a thorough understanding of problems, issues, and concerns in their schools, and what action needs to be taken to address disproportionality. This is called the Programmatic Improvement Process.

In 2020-2021, the District began the programmatic Improvement Process to address a non-compliant plan and has continued the process through the support of our Technical Assistance Facilitator, Dr. Jon Eyler.

This presentation provides an update on the process thus far and a first-look at the root cause analysis, key findings, and potential action items identified by our stakeholder group.

II. DRIVING GOVERNANCE

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Board Policy 0410 Nondiscrimination in District Programs and Activities

The Governing Board is committed to equal opportunity for all individuals in district programs and activities. District programs and activities shall be free from discrimination based on race, color, ancestry, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

II. BUDGET

The District's Comprehensive Coordinated Early Intervening Services Plan will help the District continue to work towards a cohesive system of support for all students.

IV. GOALS, OBJECTIVES, AND MEASURES

To support the development and implementation of a Coordinated Intervention Plan across all sites with common definitions, language and purpose to ensure that the appropriate supports and services are provided equitably across the system.

V. MAJOR INITIATIVES

The major initiatives involved in the CCEIS Plan include

- Data Based Decision Making
- MTSS
- Site & District Discipline

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VI. RESULTS

The Leadership & Stakeholder Teams have gone through the Programmatic Improvement process steps to analyze District-wide data.

The team utilized the NYU Workbook on District Disproportionality. This workbook is based on District CALPADS data and looks at trends across the district regarding special education. Specifically, the workbook provided information regarding composition by Race/ Ethnicity, Classification Rates of Disability and Race/ Ethnicity, Risk Ratios by Race/ Ethnicity, and many more.

Additionally, the team reviewed current policies and procedures to identify how those systems may play a role in how we currently support students.

The Stakeholder Team also reviewed information from other supporting groups and organizations like the African American Advisory Board to better inform how the system is currently supporting students and how that experience is being felt.

Lastly, the Stakeholder team conducted an initiatives review to identify how current SCUSD priorities are aligned to the identified areas of need and how the Programmatic Improvement Process may inform opportunities to strengthen cohesion efforts.

VII. LESSONS LEARNED / NEXT STEPS

1. Continue with Plan development for on-time and compliant submission to CDE by September 30, 2021.
2. Continue working with Stakeholder Team to continuously develop, evaluate, and adjust plan.
3. Provide tangible updates so as to show how the work is happening
4. Present and seek input from our Governing Board