



Special Education & Comprehensive Coordinated Early Intervening Services 2022-23

Presented by:

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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

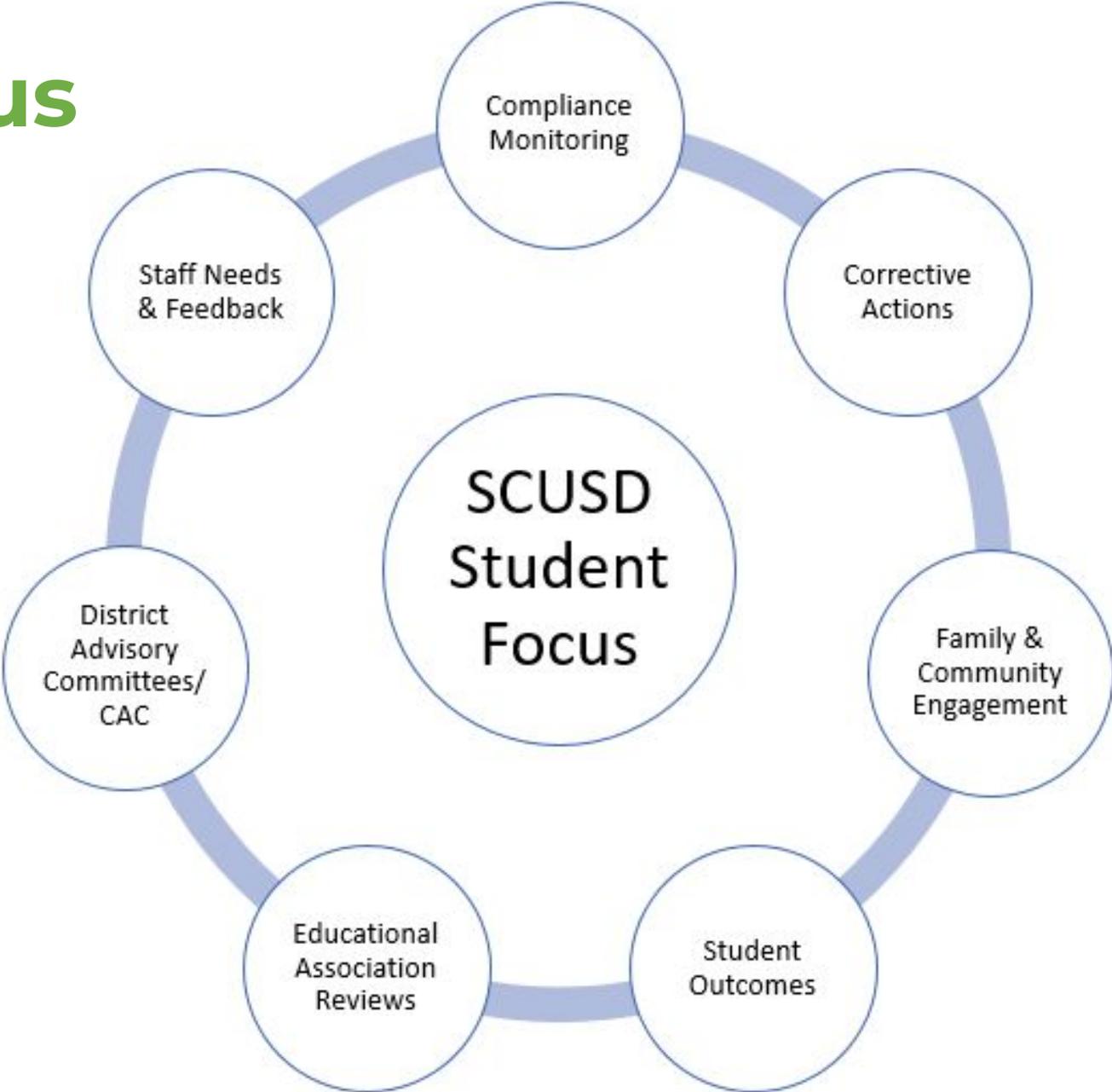
CCEIS = Comprehensive Coordinated Early Intervening Services

SELPA = Special Education Local Plan Area

State Performance Plan Indicators



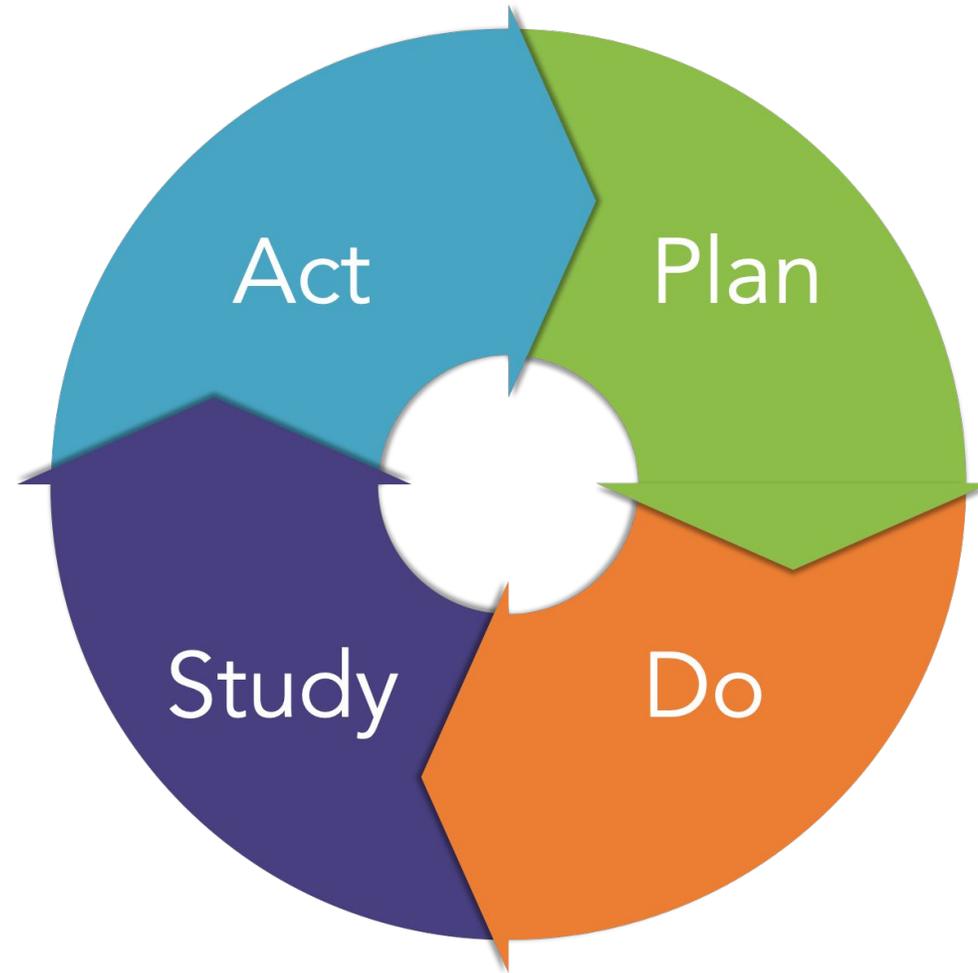
Adjust the Focus



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

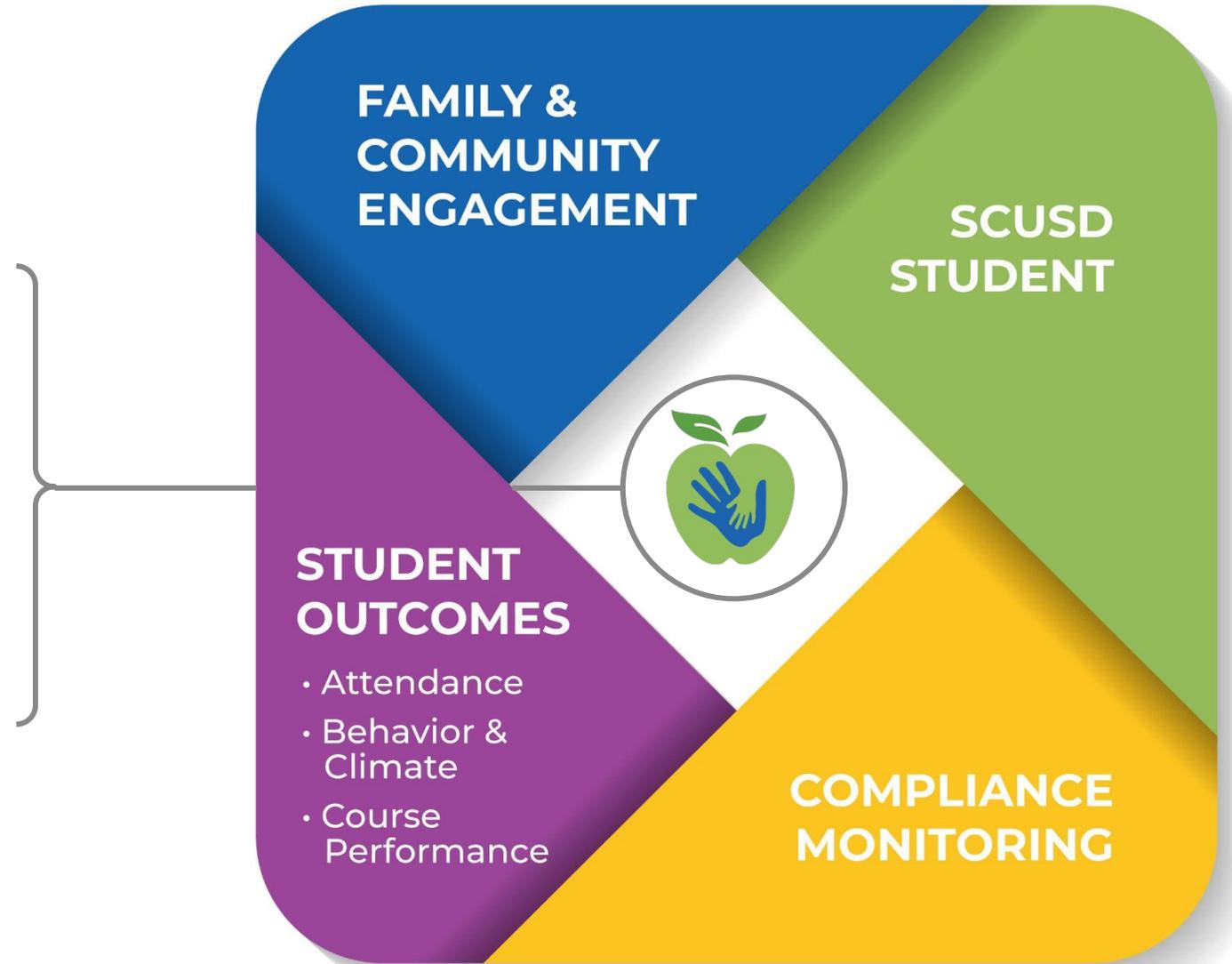
Accelerate Instruction & Learning

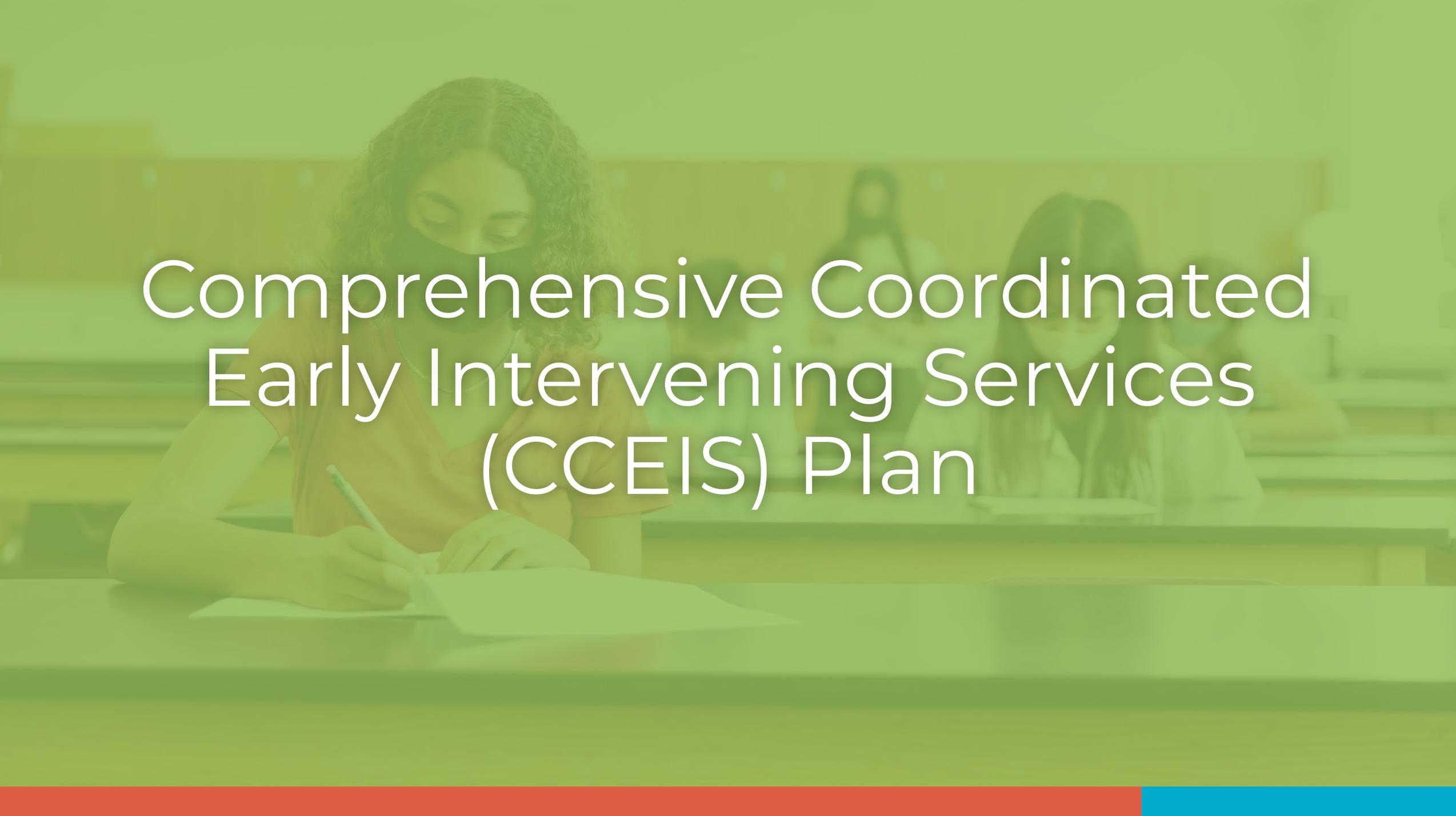
Deepen understanding in order to implement MTSS

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

Apply a Cultural Lens throughout the four phase process

Phase I:
Getting Started



Phase II:
Data Discovery and
Root Cause



Phase III:
Planning for
Improvement



Phase IV:
Implementing,
Evaluating, and
Sustaining



Programmatic Improvement Process

Phase I: Getting Started

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: Data Discovery and 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](#)

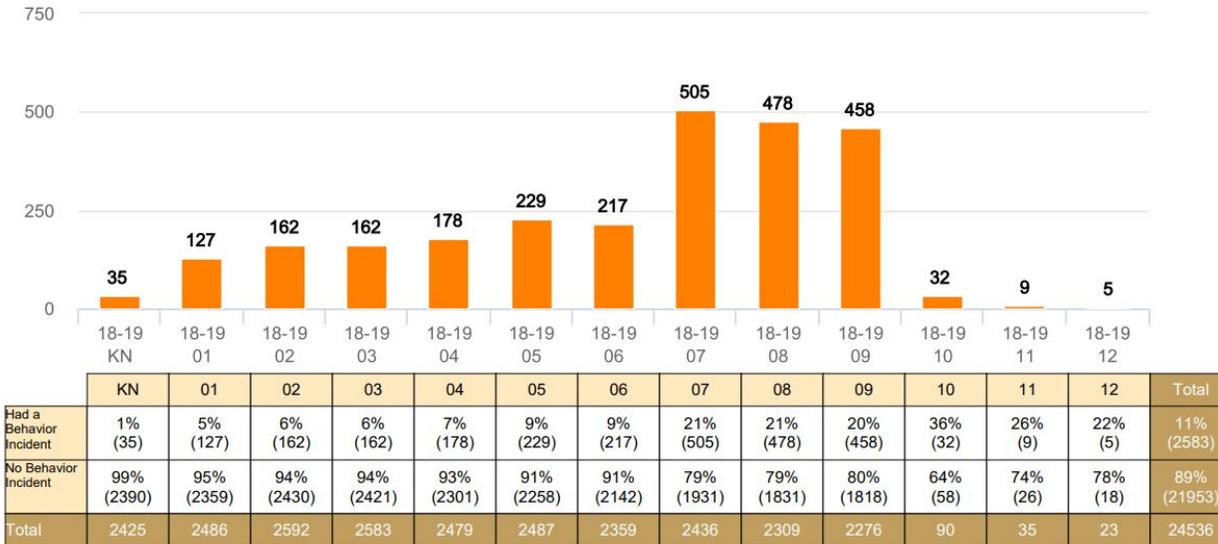
Report Subgroups/Filters:

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](#)



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](#)

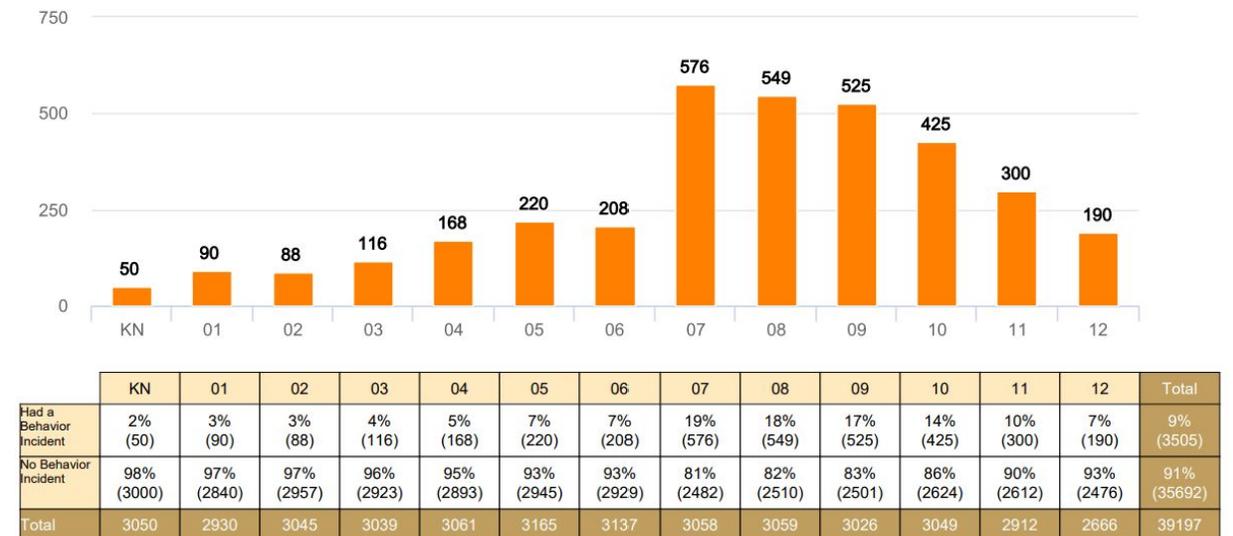
Subgroups/Filters:

Enrollment/Rostering Date: Control Panel (06-18-2022)
 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](#)



Programmatic Improvement Process

Phase III: Planning for improvement

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?

We need to survey site administration and get their input. They are in the field doing the work. Their voice is important.

impact of the experience of bias on student academic achievement, engagement and behavior. Greater understanding of the connection is crucial. <https://www.nationalequityproject.org/frameworks/effects-of-opp>

Is there an established Classroom Environment checklist with minimum "management" strategies expected and plan for fidelity of the requirements?

MTSS across the district; consistent trainings (not once a year or when things have become a crisis)

Training and development of common definitions and student focused outcomes

Organization-wide understanding of the purpose of discipline and practice there of. There would be systemic change requiring training and evaluation.

What restorative interventions are currently available?

More student centered needs vs. Adult centered needs

More individuals of color doing trainings, fishbowl discussion's etc. The perspectives of those who directly impacted looks much different than than if it is someone who only has affinity and empathy for the situations.

assigned school admin teams: It really gave me a lot of insight to the school. Meeting with our teams in person, build relationships, find out what is working/not working at the school sites, identify practices at the school city and community that surrounds the schools. For ex: If there is an incident that is racially motivated and it happened at a sister site or in the community. There needs to be conversations with parent and kids on

Training, training, training! Use some of the millions from state and federal covid funding to support the effort. The district has a unique opportunity to make serious changes through training and hold all staff...

....accountable. Interestingly the SCTA-SCUSD contract's Evaluation Article is written to make that happen.

LCAP, CCEIS, DELAC, B/ AAAB, Sped and others working as one large collective group and share ideas.

Training school staff on the consequences of punitive approaches. Training school staff on restorative practices

Ensure there is representation of all District Advisory Committees on the Sig Dis Team.

Ensure there is representation of site administrators (principals and vice principals) from preschool, elementary, middle, high school and

Cross committee crosswalks_ LCAP, CCEIS, AAAB, etc.

Ask dropouts

Ask students.

Work to develop visual displays of existing data that makes it meaningful and actionable for stakeholders.

Conduct student empathy interviews

More social emotional support for students as well professional development for staff in this area.

can audit board policies, administrative regs, and other processes through the lens of vulnerability to implicit bias (i.e. National Equity Project <https://www.nationalequityproject.org/cons>

Get site level data!

What true power do we have to implement something, that the union can't stop. SEL is suggested but not required, restorative practices not required and so on.

Awareness of biases that may exist in the classrooms. Consistent definitions for behaviors that often lead to referrals.

Programmatic Improvement Process

Phase IV: Implementing, Evaluating and Sustaining

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!