

Special Education Update

Board Meeting
January 16, 2020
Agenda Item No. 9.1

Presented by:

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Becky Bryant, Director, Special Education
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*Every system is perfectly designed
to get the results that it gets*

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

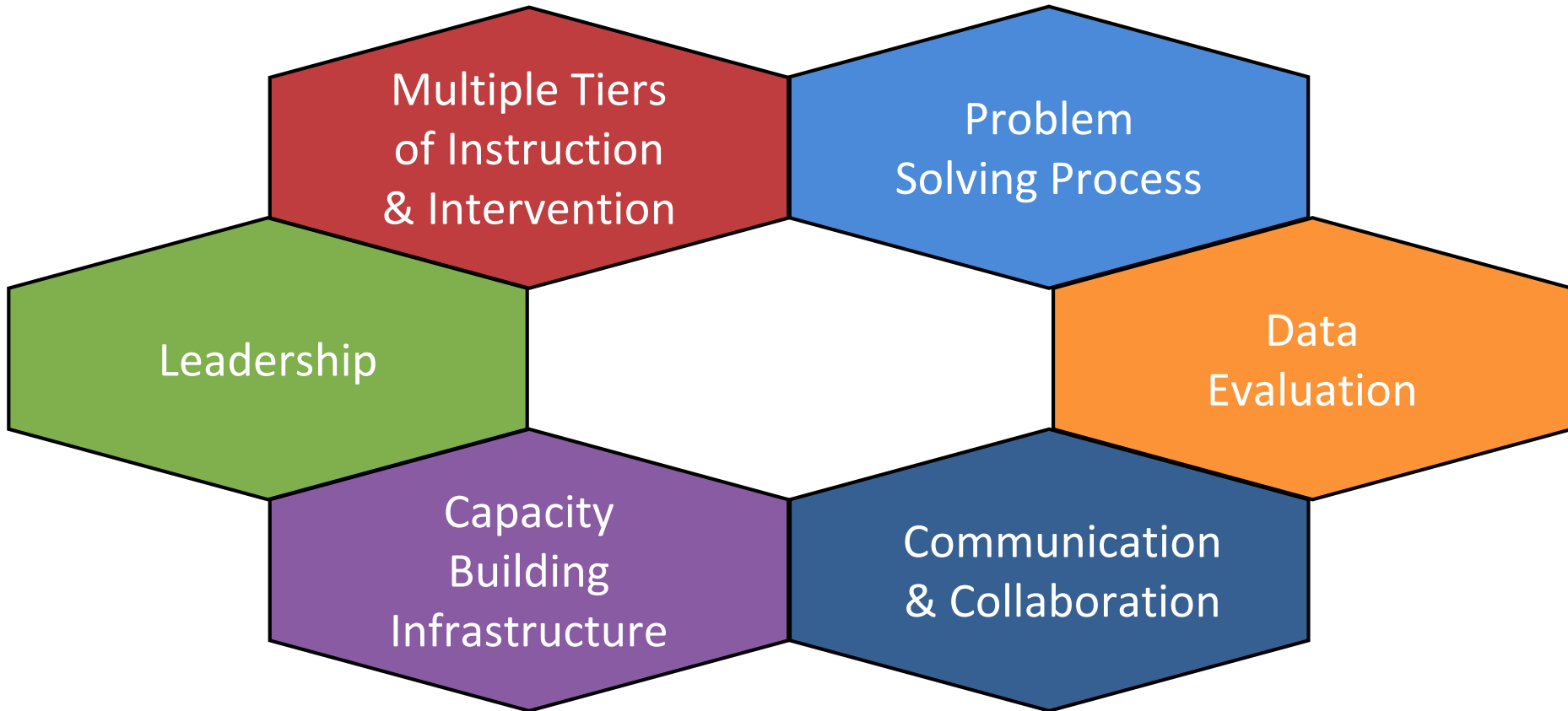
Background - Council of Great Cities School Report

- Completed during the 2016-2017 School Year
 - Ten broad recommendations to improve outcomes for students with disabilities
 - Progress toward implementation of recommendations has been slow due in part to breadth and depth of recommendations
 - Our implementation needs led to seeking support from the Sacramento County Office of Education (SCOE) and the California Collaborative for Educational Excellence (CCEE) due to their Differentiated Support expertise

Current Reality

- Need for a culture of shared responsibility for *all* students
- Need for improved use of existing data systems to evaluate progress
- Need for ongoing monitoring and accountability for students with disabilities beyond the special education department
- Disproportionality in regards to identifying students for special education services and discipline for students with disabilities and African American students
- Reset discipline expectations throughout the district
- Lack of coherence in expectations for formal suspension and proper documentation of discipline incidents and intervention
- Need for robust MTSS System to support *all* students

Critical Components of MTSS



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem-solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.



“High Tide Floats All Boats”

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Standards aligned instruction for all
students driven by data for improved
academic and behavioral outcomes

Current and Planned Work to Address

- Principals are increasing their data driven decision making reflected through a SPSA/LCAP/Budget integration
- Common Assessments
- Integration of MTSS work from different teams
- Common understanding and language
- Use of data that is aligned to the use of Improvement Science protocols
- Elimination of administration suspension for willful defiance in grades K-8
- Suspensions, manifestation determination IEP requirements and behavioral support for students with IEPs – refined behavioral policy
- Professional learning for Instructional Assistant Superintendents and Principals on formal suspension, proper documentation of discipline incidents, and intervention
- Students no longer sent home for discipline

“Sent Home” Data

	Students with Disabilities	Students without Disabilities	Total
2018-2019	171	294	465
2019-2020 (through January 15, 20)	56	86	142

California Collaborative for Educational Excellence Partnership

- CCEE as a statewide agency within the CA System of Support
- Supporting districts and schools in addressing complex and chronic instructional system improvement and student performance needs.
- On-going collaboration and planning among the district and SCOE and CCEE
- Engagement in external support - September 2019
 - Judy Elliott, Ph.D.

Focus of the Support

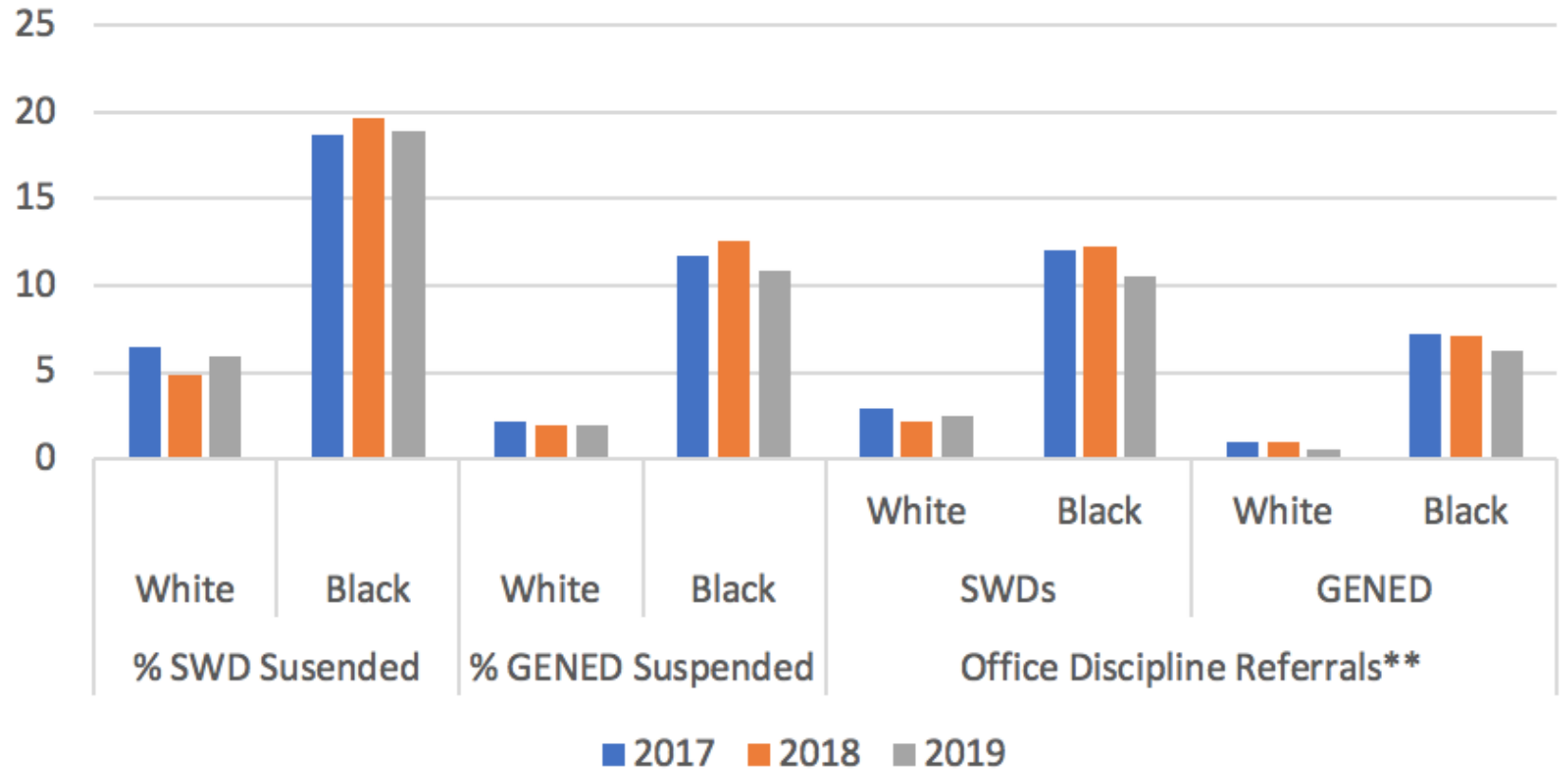
Creation, Alignment, Use of Data

- Alignment of systems (PTAI, EIS, SWIS, Illuminate, Dashboard, ABC, etc.)
 - “Data Chaos”
 - Single sign on
- Create a culture of data driven decision making
 - Create Infrastructure and culture that regularly review data
 - Create systems that are responsive to data

Explicit expectations, support and accountability around

- Identifying and addressing organizational barriers to improving issues identified in “Our Current Reality”
- Least Restrictive Environment
- Suspension
- Office Daily Referrals

Rates of Suspension and Office Discipline Referrals for Black and White Students with and without Disabilities 2017-2019



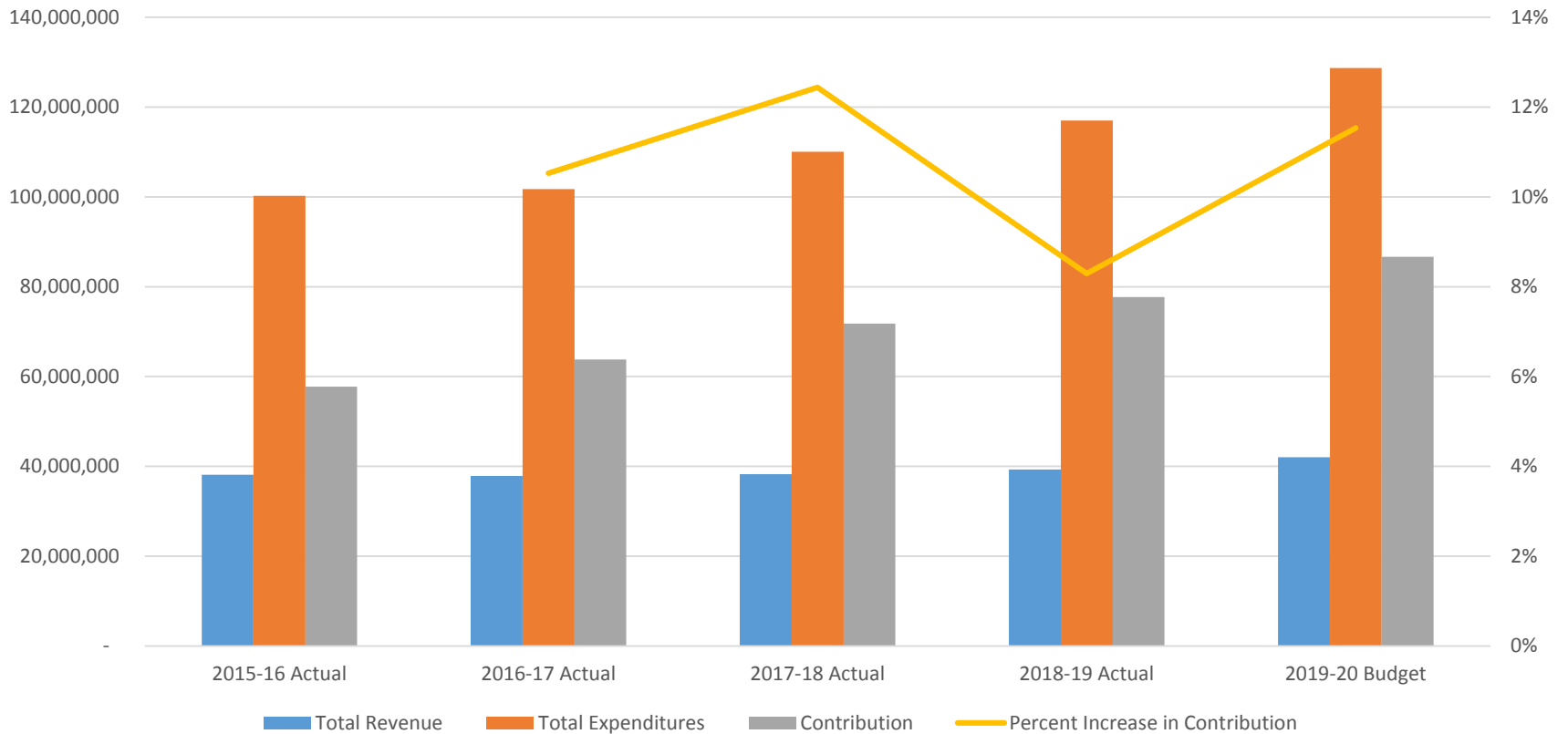
Source: CALPADS 8.1 Student Profile List (EOY3), CALPADS 7.5 Discipline Offenses
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SCUSD Special Education Budget Overview

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget
Total Revenue	38,112,832	37,892,020	38,265,797	39,309,030	42,047,545
Total Expenditures	100,238,485	101,714,014	110,028,201	117,023,240	128,727,336
Contribution	57,743,413	63,821,994	71,762,404	77,714,210	86,679,788
Percent Increase in Contribution		11%	12%	8%	12%

Special Education Trends

SE Trends in Revenue, Expenditures, and Contribution
Annual Contribution Increased 50% Over Last 4 Years



Expenditures

NPS Rates:

- Rates with the providers were aligned in last 10 years to create consistent rates between the lowest and highest providers
- Unbundled some services to improve cost efficiency
- Rate increases subject to SELPA review & funding (COLA)

NPA Rates:

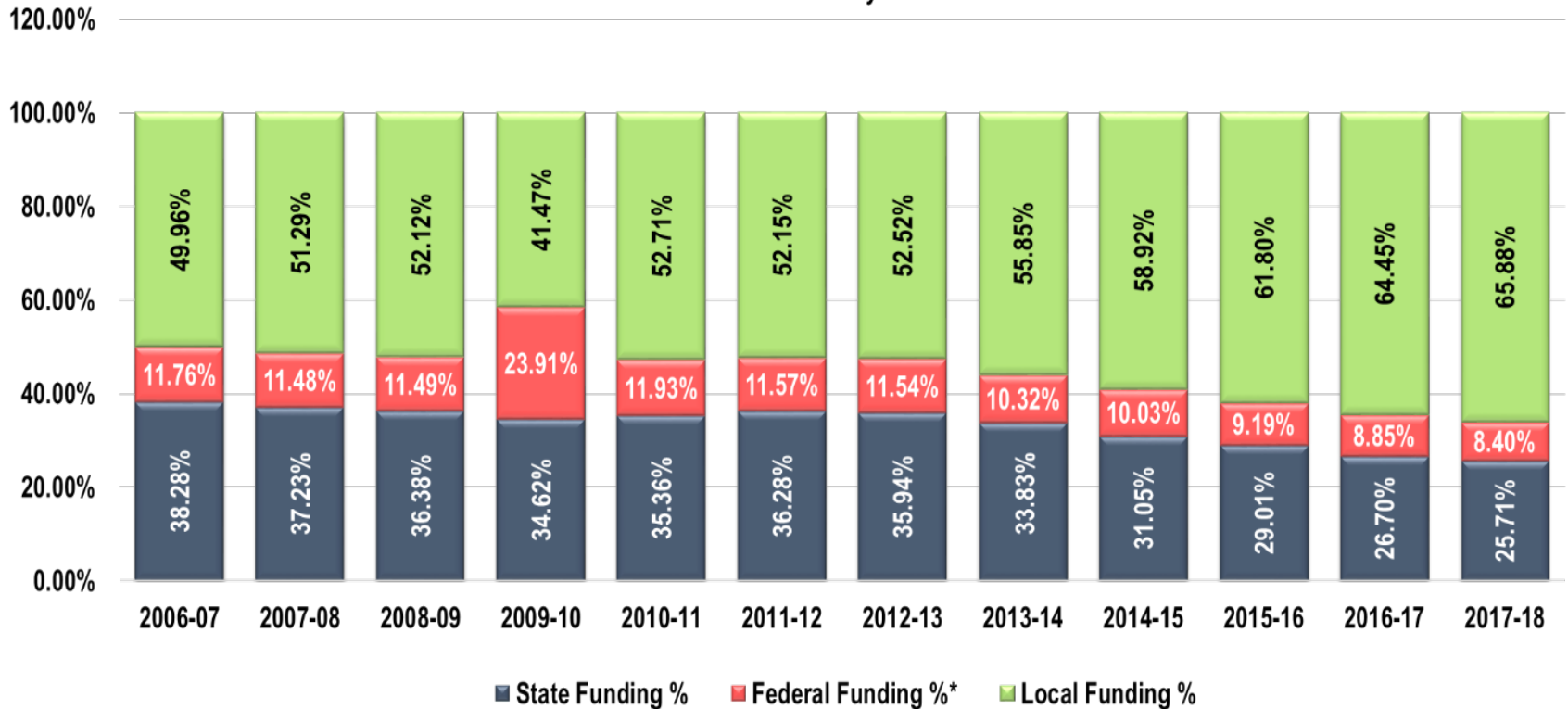
- Increases are compared to COLA for consideration
- Need for NPA due to shortage of nurses & speech

Revenue

1. +1.25% State Revenue Change over past 4 years & 2019-20 Budget Projects +8% from prior year (due to one-time dollars)
2. +0.89% Federal Revenue Change over past 4 years & 2019-20 Budget Projects +7% from prior year (due to one-time dollars)
3. State funding formula AB602 based on District's ADA & not Special Ed ADA - for SCUSD these are changing inversely
 - District Enrollment decline for past 4 years = .5% approximate annual average
 - Special Education Enrollment increase for past 4 years = 1.5% approximate annual average

Special Education Costs: Local Contributions Comprise 65% of Total Funding in 2017-18 (State Wide)

*2009-10 includes Federal Americans Recovery and Reinvestment Act Funds



Source: SELPA Special Education MOE Reports

Slide source: School Services of California Fiscal Report 10/3/2019

Next Steps

- First MTSS cohort criteria identified
- Continuing to build central office capacity
- Professional Learning and Expectations
 - Discipline and Suspension
 - Monitoring Implementation of IEPs
- Continued monitoring of special education expenditures
- Continued collaboration with area SELPAs on nonpublic school/nonpublic agency rates
- Continued state advocacy for increased funding for students with disabilities

Questions?