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May 21, 2021

James Durgin, Education Programs Consultant
California Department of Education
jdurgin@cde.ca.gov

Re: Weekly Assessment Progress Updates – Fourteenth Update for Case S-0297-20/21

Dear Mr. Durgin,

Sacramento City Unified School District (the “District” or “SCUSD”) provides its fourteenth update regarding corrective actions outlined in the California Department of Education’s (“CDE”) January 19, 2021 Investigation Report (“Decision”) for Case S-0297-20/21 as follows:

- **Corrective Action 1:** The student disenrolled from the Sacramento City Unified District on February 17, 2021. The student enrolled in Twin Rivers School District which had a special education MOU in place and confirmed they would be conducting the student’s special education assessments. An exchange of information form has been sent to the guardian to request their consent to obtain copies of the assessment reports and initial IEP document once completed. The student disenrolled from the Twin Rivers School District on March 5, 2021, prior to special education assessments being completed. The student was enrolled in Beaumont Unified School District on March 12, 2021. SCUSD team members are continuing to reach out to the guardian to request permission to communicate with the student’s new District of Residence. To date the District has not obtained a signed exchange of information.
- **Corrective Action 2:** Completed, submitted, and pending CDE’s final review.
- **Corrective Action 3:** The recorded training for the District’s special education assessment administrators, school site special education case managers, and assessment service providers was provided to staff with a verification survey link. The District continues to send reminders to watch the training and will continue to provide verification of attendance as it is updated and becomes available.
- **Corrective Action 4:** Please see attached spreadsheet entitled “Completed Assessments_3.1.2021-5.17.2021.” The spreadsheet includes the SSID, school site, last name, first name, date of birth, date IEP is due, initial or triennial indicator, In-process indicator (Yes, No, Speech Only) for assessments, assessor indicator (site staff or NPA), IEP meeting status indicator (completed, scheduled, not scheduled), and IEP Team meeting date.
- **Corrective Action 5:** Completed, submitted, and pending CDE’s final review.
- **Corrective Action 6:** Completed, submitted, and pending CDE’s final review.
- **Corrective Action 7:** Please see attached spreadsheet entitled “Completed Assessments_3.1.2021-5.17.2021.” The spreadsheet includes the SSID, school site, last

name, first name, date of birth, date IEP is due, initial or triennial indicator, In-process indicator (Yes, No, Speech Only) for assessments, assessor indicator (site staff or NPA), IEP meeting status indicator (completed, scheduled, not scheduled), and IEP Team meeting date.

Additionally, on May 17, 2021, SCUSD responded to CDE's April 19, 2021 letter relaying that it has completed 412 outstanding assessments from March 1, 2021 to May 17, 2021, including holding IEP meetings to review those assessments. On May 20, 2021 the District received a letter requesting for a report of the student to be provided. The spreadsheet was provided to you via email at 11:30am. The District has also provided you with read-only access to its electronic IEP system. Please note, the CDE's access permits it to view that status of parent's consent.

Lastly, on May 10, 2021, the District and CDE participated in a technical assistance meeting in which discrepancies were identified between the SEIS and CALPADS reporting system. As was reported last week, the District has been collaborating with the San Joaquin SEIS Support team to identify and correct the cause for the discrepancies within the SEIS system. An upload was completed on May 20, 2021 in which 109 student transactions were successfully uploaded to CALPADS. 80 of those transactions address the discrepancies which were identified on May 10, 2021. The District will continue to work to resolve the remaining discrepancies.

- **Corrective Action 8:** The District has developed a guidance document for IEP teams to determine learning loss needs as well as the need for compensatory services. This guidance document was previously provided.

Please contact me with any questions or comments. Thank you for your collaboration.

Sincerely,

/s/Raoul Bozio
Raoul Bozio
In-House Counsel