



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item: 9.3

**Meeting Date:** April 4, 2019

**Subject:** Special Education Update Conference (for discussion only)

- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division/Department:** Academic Office/Special Education Department

**Recommendation:** To provide an update on progress towards implementing the recommendations of the Council of Great City Schools' Special Education Audit from May 2017.

**Background/Rationale:** The district engaged the Council of Great City Schools (CGCS) to conduct an Audit of the Special Education services provided to students during the 2016-2017 school year. The CGCS presented its finding at a public Board Meeting in May, 2017. The report made ten broad recommendations for the district to consider for implementation. The purpose of this presentation is to provide a status report on the implementation activities that have taken place since the presentation at the November 15, 2019 Board meeting.

**Financial Considerations:** None

**LCAP Goal(s):** College and career ready; Family and Community Empowerment

**Documents Attached:**

1. Executive Summary

**Estimated Time of Presentation:** 10 minutes

**Submitted by:** Dr. Iris Taylor, Chief Academic Officer

Becky Bryant, Director, Special Education Department/SELPA

**Approved by:** Jorge A. Aguilar, Superintendent

# Board of Education Executive Summary

Academic Office/Special Education Department:

Special Education Update

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## I. Overview/History of Department or Program:

An external review of SCUSD special education services was commissioned by the district in the fall of 2016 and was conducted by a team from the Council of the Great City Schools (CGCS). The purpose of the review was to assess and provide feedback on the district's special education services, practices, support structures and staffing to inform changes and improvements. Although a special education review was commissioned, the CGCS team conducted a comprehensive review and provided ten recommendations with implications for the entire organization. The report called attention to the fact that the provision of quality special education services is a shared responsibility and is dependent on coherence within the entire system. In response, staff drafted a theory of action to guide implementation of the recommendations in the summer of 2018 and provided updates to the Board on progress in September and November, 2018. This document outlines the additional actions taken by the district since the November, 2018 Board presentation to improve the services provided to students with disabilities and their families.

## II. Driving Governance:

In SCUSD our goal is to provide quality instructional and support services to students with disabilities and their families so students are able to achieve to their potential. This is reflected in

learning needs.

In addition, students eligible for special education services are protected by a comprehensive



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- EIS Red Zone Rate - provides an early warning or indication of students who are struggling in academics, behavior, and attendance

The high school sub elements are:

- Graduation Rate On-Track Status - tell us which students are on track to graduate criteria
- Grade Level Status Growth - tells us which students are making growth towards meeting grade level criteria
- A-G On-Track Status Grades 9-12 - tell us which students are on track to meet A-G requirements
- 5th Year Graduation Rate – tell us how many students return for a 5<sup>th</sup> year of high school and graduate with a diploma
- Percent of Time in Least Restrictive Environment - tell us how much time students are spending in less restrictive environments

The Special Education Operations sub elements are:

- Percentage of Students Receiving Special Education - tells us how many students are receiving special education services
- Disproportionately Identified as Emotional Disturbance -tells us how many students are being over identified as having an Emotional Disturbance
- Social Emotional Well Being - Students receiving special education reporting a bullying incident and have a developed safety plan with no recurrence of reports of bullying
- Percentage of IEPs that are Currently Late - overdue by one or more days of legal timeline
- Students Attending School of Residence or School of Choice - Students are able to attend school of residence or school of choice and services are available there to provide for their individualized learning needs

These indicators, as well additional related indicators provide real time data for district and school site staff to monitor frequently and will inform instructional and organizational shifts needed to improve outcomes for students with disabilities.

### V. Major Initiatives:

The district utilized a Theory of Action framework to assess existing practices and policies related to each of the ten recommendations and to develop draft plans. Using the Theory of Action allows each recommendation to be analyzed in a standardized way which includes the following considerations:

- 1.

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2. For each sequenced recommendation, identify applicable board policy(ies), or crafted sample language for the Board to consider adopting (the what of governance);
3. For each sequenced recommendation, explain whether we are currently able to record and access information to answer the question;
4. If not, explain the conditions or necessary steps we are taking/will take to be able to answer the question (e.g. requires development of a new database to track information,





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complete the Initial Assessment notification protocol and those are expected to be operational by the end of the school year.

Recommendation 3: Academic Achievement and Social Emotional Well Being for Students with IEPs Review and address relevant data pertinent to Academic Achievement and Social/Emotional Well Being for Students with IEPs

### Academic Achievement

To support academic achievement among students with disabilities, the district has focused its efforts on making progress in the selection and adoption of evidence-based reading



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School Climate:

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Concurrently, staff continues to support schools with positive school culture and climate initiatives including those implementing Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL). The SEL training specialists' team has organized their work to focus primarily on sites with the highest number of suspension incidences. They've connected their work to the climate/culture/suspension indicators of Connectedness/Sense of Belonging, and Suspension sub elements in the PTAI.

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The monthly professional learning sessions for site principals continues to provide ongoing learning opportunities for administrators to better support and oversee the special education



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- relationships to engage in the continuous cycles of improvement across departments
- ” Systems and processes for regular reporting on the progress and performance of students with disabilities is an important first step, however scheduling dedicated time for data analysis and progress monitoring is vital
- ” Rebuilding the CAC has been a positive step to have this group become key change agents in the communication and implementation of these plans going forward; members of the group are looking forward to representing the SELPA on May 1st for the SELPA Legislative Action Day with the SELPA Director

### Next Steps

- ” Continue to refine the communication protocol and partnership with Instructional Assistant Superintendents to assist site administrators in ensuring quality services are provided to their students with disabilities and families
- ” Vet a recently obtained Parent Survey from the State to collect parents' perception of the special education services received by their child, including development of and participation in the IEP, as well as being a full member of a multidisciplinary team making decisions regarding their child's education. This will be administered in June 2019 and annually thereafter.
- ” Construct a plan for the development and gradual implementation of Learning Centers to return students to their home schools; via the Special Education Workgroup, vet a draft tool of steps elementary sites will take to welcome these centers onto their sites over the next two years (This is scheduled for April 1st at the next scheduled meeting.)
- ” Develop data review points focused on budget and expenditures to insure that expenditures are monitored monthly for accuracy and cost effectiveness
- ” Identify key points in the school year to report to the Board on the progress of students with disabilities on the key indicators that have been identified
- ” Continue to collaborate on culture and climate initiatives on SEL, Bullying prevention, and Restorative Practices.
- ” At the request of the CAC Executive Committee, the Department will take the rest of the 2018-2019 school year to share out each draft recommendation and to receive feedback from the group so that needed changes can take place during summer, 2019