

# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.2

**Meeting Date:** May 15, 2018

**Subject:** Special Education Audit Update

- 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 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. TS) t010(14(i)67(ov)(s)4( )]TJ(s)4(d ( )-)]TJ -0.01t)12(he ( )-1s)4(c

# Board of Education Executive Summary

Academic Office/Special Education Department:

Special Education Update

May 17, 2018



# Board of Education Executive Summary

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learning environment for students and families and well thought out instruction with accommodations for their unique learning needs.

Students eligible for special education services are protected by a comprehensive set of federal and state laws. These laws set the foundations for the provision of special education services by a Local Educational Agency (LEA). 34 CFR§ 300.101 states, " A free and appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from

# Board of Education Executive Summary

Academic Office/Special Education Department:

Special Education Update

May 17, 2018



services provided, the department has developed indicators within the district's Performance and Targeted Action Index (PTAI) that will be used to assess and monitor progress. The progress and academic performance of students will be measured and monitored by analyzing annual indicators including performance on the California Assessment of Student Performance and Progress (CAASPP) and the California Alternative Assessment (CAA).

Additional indicators to monitor progress on a more frequent basis have been developed. At the elementary, middle, and high school segments, five sub elements will be monitored specific to students receiving special education services. The elementary and middle school elements are: Grade Level On-Track Readiness, Grade Level Status Growth, IEP Goal Progress, Percent of Time in Least Restrictive Environment and ELL Red Zone Rate. At the high school segment, the sub elements are: Graduation Rate On-Track Status, Grade Level Status Growth, 5th Year Graduation Rate, A-G On-Track Status Grades 9-

# Board of Education Executive Summary

Academic Office/Special Education Department:

Special Education Update

May 17, 2018



Accompanying this guiding principle is the district's Core Values statement which asserts that we understand that the 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. Building a common understanding of the SCUSD Equity, Access, and Social Justice Guiding Principle and Core Values statement has been a major component of the district's work to build a MTSS during the 2017-18 school year.

In 2016-17, the district assessed and mapped existing practices related to interventions and supports and data analysis practices (d1(i)14(e)14(g)in at 95 -1.22(c)4(i)10.1(g)2 -4(g)2( )14.1(e)6i)1ceo1and c



# Board of Education Executive Summary

Academic Office/Special Education Department:

Special Education Update

May 17, 2018



academic officer, discuss the optimum configuration for principals to communicate with each other and central office leadership. Follow up based on these discussions.

The Department has implemented more specific meeting structures this year with central office staff in Curriculum and Instruction and Counseling Services in order to share important information and data. These meeting structures will be further formalized and expanded to include the regular analysis of the data related to referrals for special education assessment, rate of qualification, settings where services take place, yearly and benchmark achievement data, placement into more restrictive settings, suspensions and formal complaints/litigation.

Of note, there has been formal collaboration and work together between the Director of Counselors and the Special Education Department in order to address equity in designing master schedules for sites that provide for required class scheduling for students with IEPs early in the construction of the master schedule to ensure that adequate sections of classes are offered and teacher to student ratios are maintained.

**Recommendation 5: Special Education and Support Services Organization.** Consider organization proposal to more effectively support students with disabilities as well as all students with respect to social/emotional learning and physical/mental health concerns.


The district has reorganized its schools under the principal supervisors (now called Instructional Assistant Superintendents (IASs) into networks (largely based on feeder patterns) and they now report to the Chief Academic Officer. The special edd itsrep) (d i)14((0( l)4(l)4(e-13.37 ))e)-1(t6(r)09 TfITw 0 -1.4

# Board of Education Executive Summary

Academic Office/Special Education Department:

Special Education Update

May 17, 2018







# Board of Education Executive Summary

# Board of Education Executive Summary