



# SCUSD SELPA Update

CAC General Meeting  
January 24, 2023

**Presented by:**

Geovanni Linares, SELPA Director



# Agenda

- Welcome
- Announcements
- Significant Disproportionality & Discipline for Students with Disabilities

# Welcome

# Welcome

- We are very excited to introduce our new Chief Academic Officer:
  - Yvonne Wright

# Chief Academic Officer



Welcomes New  
Chief Academic Officer

**Yvonne Wright**



# Announcements

# State SELPA Organization Legislative Day- SAVE THE DATE

- This year's event will be held in person at the Hilton Arden West in Sacramento on **May 3, 2023**.
- The 2023 Legislative Sharing Day will provide participants with information on proposed legislative bills and advocacy priorities, as well as the opportunity to hear from Heather Calomese, Director of Special Education for the California Department of Education.
- Additionally, guest speakers Dr. Katie Novak and Dr. Shelley Moore will inspire us regarding Universal Design for Learning (UDL) and inclusive practices.

# Online Public Comments

- You can now send public comments for our Board members via email if you are unable to attend our Board of Education meetings in person. You can email the Board directly at [publiccomment@scusd.edu](mailto:publiccomment@scusd.edu).



# Social Science Instructional Material Review

- Sacramento City Unified is in the process of adopting new instructional materials for History and Social Sciences, starting with the 2023-24 academic year. Teachers, students, parents/guardians and community members have the opportunity to review and provide input about the instructional materials being considered for adoption, and we want your feedback. [Learn the differences between instructional material options here](#) or visit Serna Center's second floor to review materials in-person.

# Upcoming Professional Learning

- Senate Bill (SB) 1016 – Special Education was amended with the start of 2023. This law adds “fetal alcohol spectrum disorder” into the definition of “other health impairment” for purposes of determining special education eligibility. In response, the State SELPA organization is hosting a 5-part virtual book study and lecture series.
  - [Understanding the Invisible Disability: Educational and Behavioral Interventions for Children with Fetal Alcohol Spectrum Disorder \(FASD\)](#)

# Significant Disproportionality & Discipline for Students with Disabilities

# What is Significant Disproportionality?

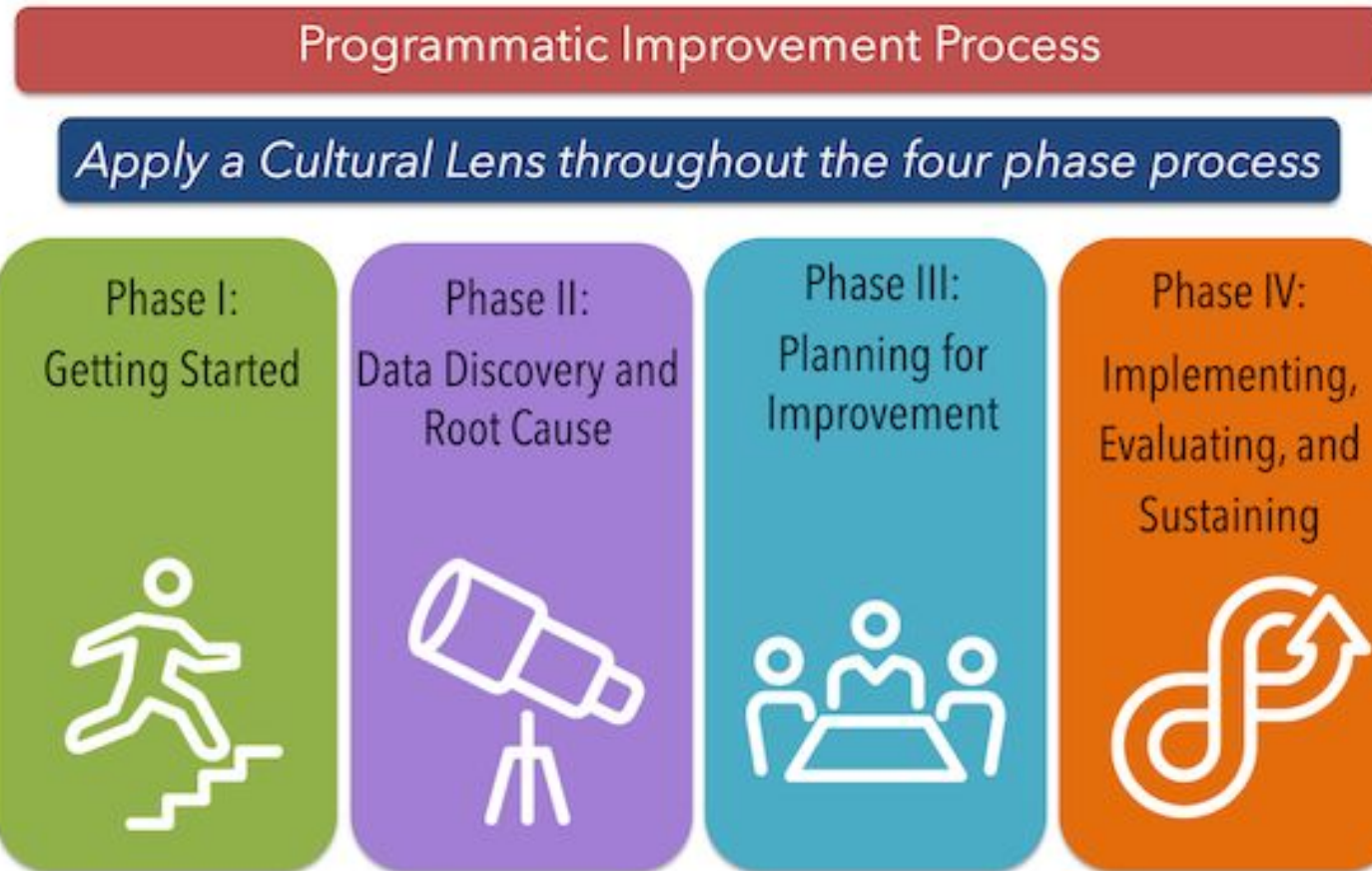
- "Children with disabilities are often disproportionately and unfairly suspended and expelled from school and educated in classrooms separate from their peers," said U.S. Secretary of Education John B. King Jr. "Children of color with disabilities are overrepresented within the special education population, and the contrast in how frequently they are disciplined is even starker."
- In order to address those inequities, the Individuals with Disabilities Education Act (IDEA) requires states to identify districts with "significant disproportionality" in special education—that is, when districts identify, place in more restrictive settings, or discipline children from any racial or ethnic group at markedly higher rates than their peers.

# SCUSD and our Significant Disproportionality

Within SCUSD, we are significantly disproportionate in two areas:

- The identification of African American students as meeting eligibility for special education under Emotional Disturbance (Performance Indicator 10)
- The removal of African American students with disabilities greater than 10 days out of school (suspension) (Performance Indicator 4)

# What we can do about it...



# 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](#)

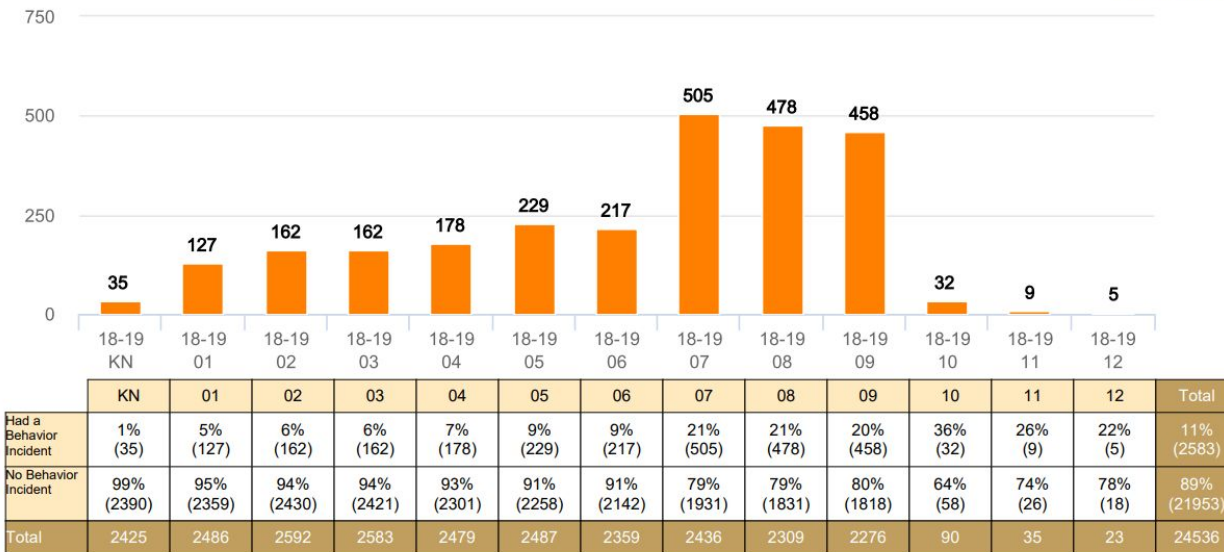
**Report Subgroups/Filters:**

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](#)

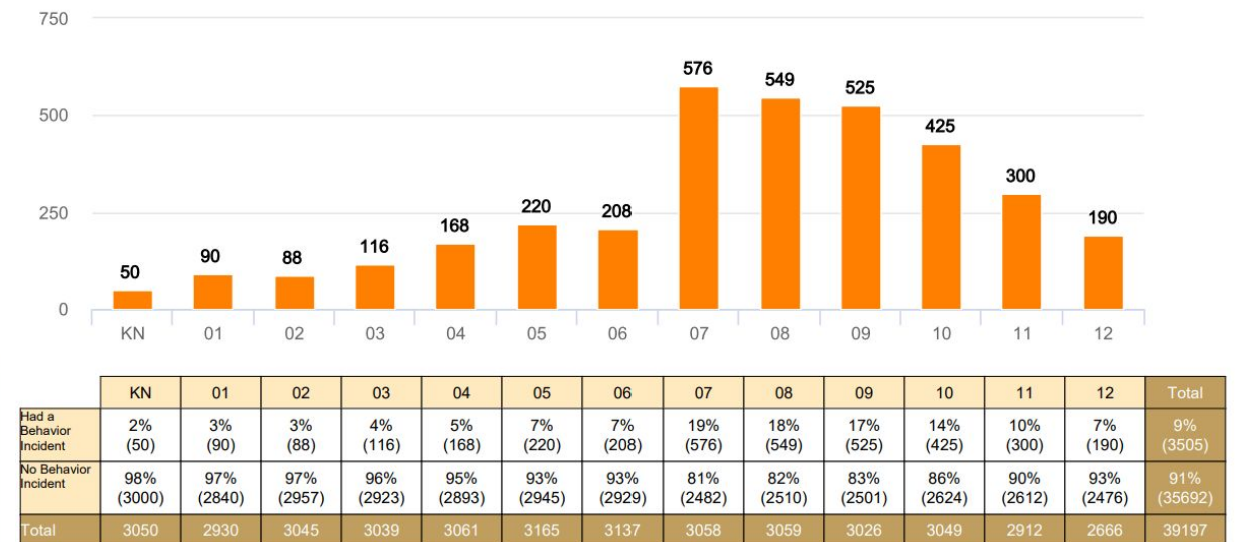
**Subgroups/Filters:**

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



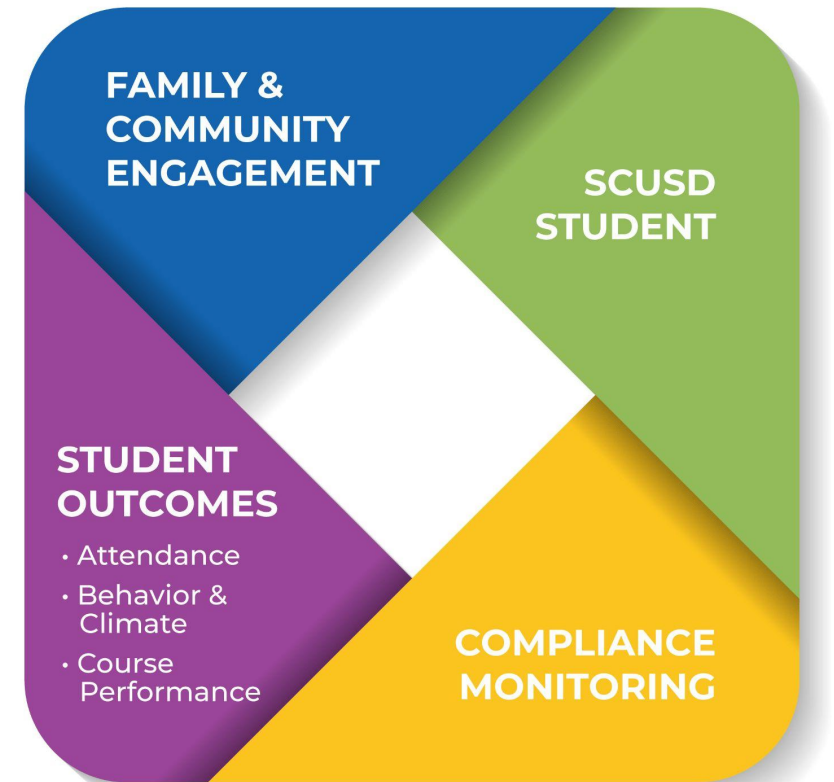
Phase IV activities are focused on implementing, evaluating, and sustaining the changes initiated through the Programmatic Improvement Action Plan.

SCUSD CCEIS team will meet quarterly to review specifically identified discipline data to evaluate and sustain successful implementation of Improvement Plan.

# Policies, Procedures, and Practices (PPP) Review

# PPP Review

- The CCEIS Team will meet this Spring and review Board Policies
  - BP 6164.4 Identification and Evaluation for Special Education
  - BP 6159.1 Procedural Safeguards & Complaints for Special Education



# Protocols for addressing behavior through the IEP process

# Addressing Behavior thru the IEP Process

According to Education Code section 48900.5, a suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, **including an individual with exceptional needs as defined in Education Code section 56026**, may be suspended for any of the reasons enumerated in Education Code section 48900 upon a first offense, if the principal or superintendent determines that the student violated subdivision (a), (b), (c), (d), or (e) of Education Code section 48900 (detailed above) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

**Takeaway:**  
**Students with exceptional needs may be suspended for Ed Code violations just as students without identified exceptional needs.**



# Addressing Behavior thru the IEP Process

Whenever possible, teachers and administrators should implement interventions and consequences in response to a student's misbehavior that do not involve removing the student from his or her educational setting. Some suggestions for interventions prior to suspension are below (Ed. Code, § 48900.5(b).):

- Use of a classroom behavior management system that is positive, fair, consistent, and understood.
- A positive behavioral support approach with tiered interventions that occur during the school day.
- Conference among school personnel, the student's parent/guardian, and the student.
- Loss of privilege or points; change in conduct grade, etc.
- Participation in a restorative justice program.
- Adjustment of the student's classes and schedule.

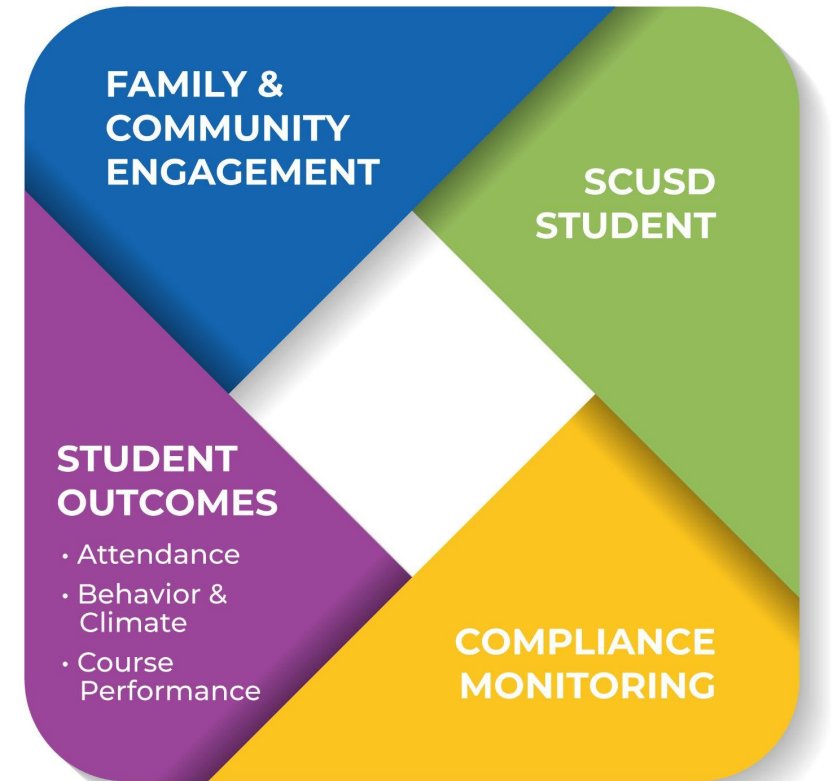
# Addressing Behavior thru the IEP Process

If the student has an individualized educational program (“IEP”), request to hold an IEP team meeting to:

- Describe the target (problem) behavior in observable and measurable terms on the IEP.
- Develop IEP goals (and objectives, if appropriate) to address target behavior.
- Determine level of behavioral intervention needed and document strategies
- Identify supports and resources necessary to implement behavioral interventions and supports.
- Consider whether additional assessment is necessary to identify the student’s behavior and/or social and emotional needs.

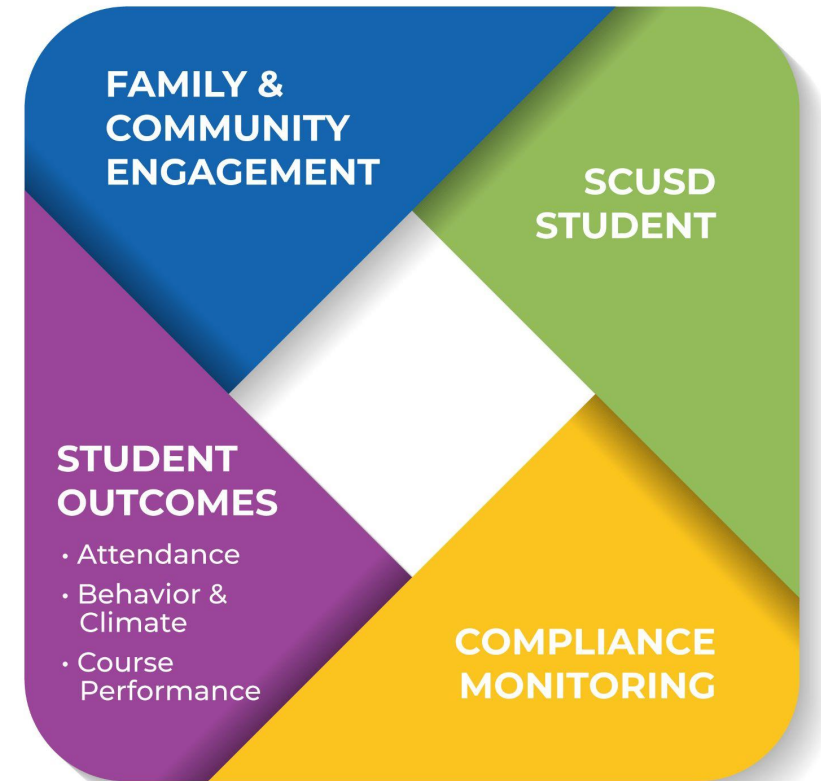
# Addressing Behavior thru the IEP Process

- **Assessment questions to ask as a part of the IEP team**
  - Does this behavior align with my student's disability?
  - Are there any other assessments we can conduct to rule in/out?
  - Do we need updated assessments?



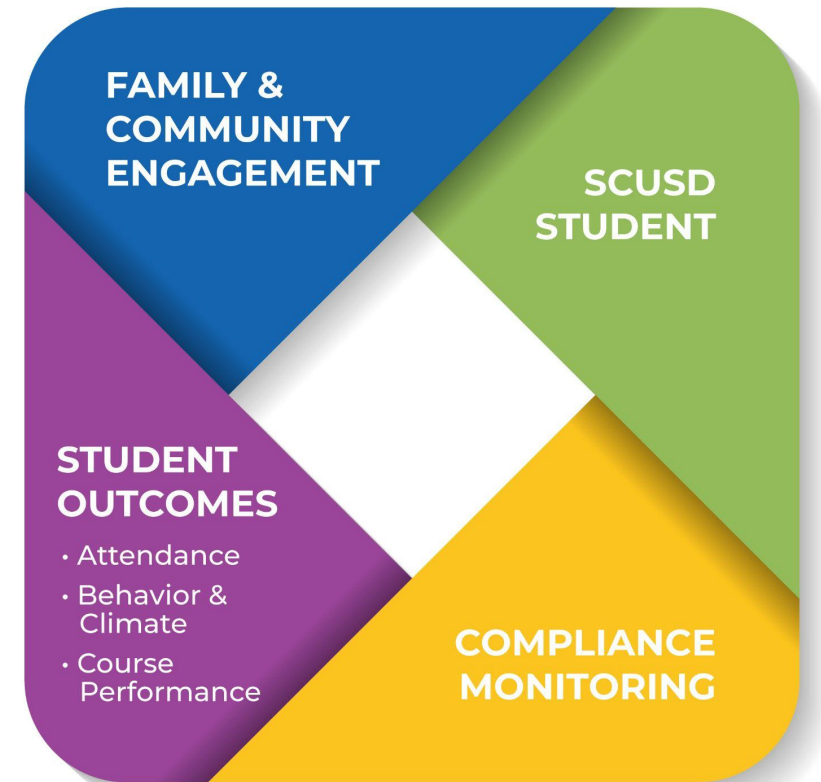
# Addressing Behavior thru the IEP Process

- **Other questions to ask as a part of the IEP team:**
  - What are the PBIS systems in place at school for all students?
  - What are the supplemental supports available to students struggling with behavior at school?
  - Would my student benefit from a behavior goal as a part of their IEP?
  - Would my student benefit from a behavior intervention plan to support those goal(s)?



# Question for CAC

- How can the SELPA and CAC best partner to provide this type of information to our community?
  - *SELPA recommendation is to revisit the idea of a SELPA-CAC Parent Handbook and includes these questions as a resource/appendix*



# Plans for Professional Learning and Accountability

# Professional Learning and Accountability

- **Professional Learning & Collaboration:**
  - EPOCH Training
  - MTSS\_ Departmental and Site
  - Behavior Advantage
  - Placer County Office of Education and PBIS
  - Weekly Collaboration meetings between SELPA and Student Hearing & Placement (SHPD)

# Professional Learning and Accountability

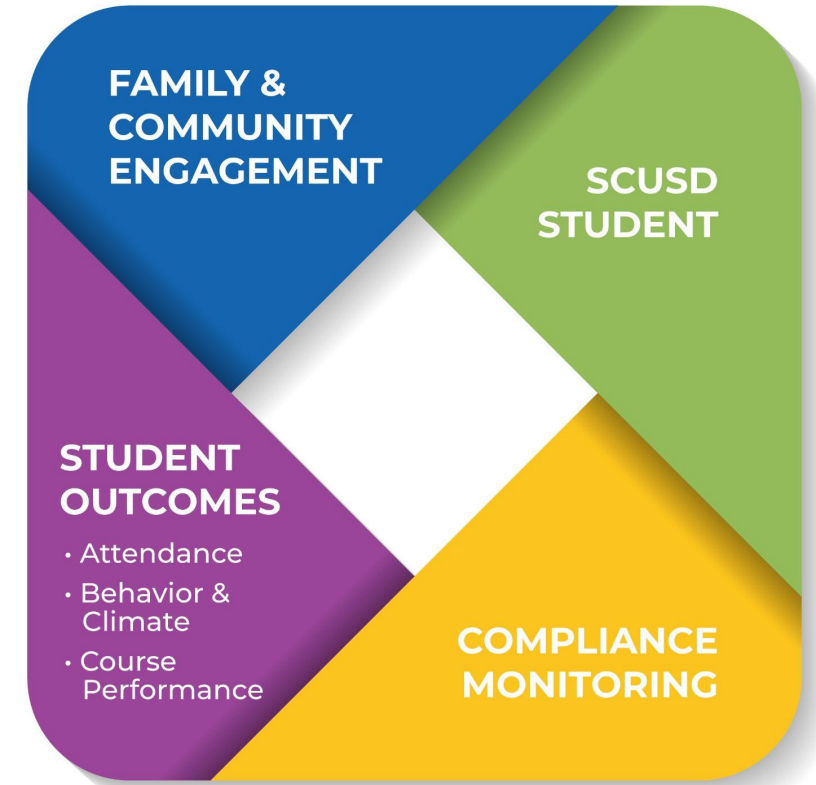
- **Professional Learning & Collaboration:**
  - Cross-departmental collaboration between Curriculum & Instruction (C&I) and Special Education
  - Tying together Culture, Climate, Behavior, and students with disabilities under the umbrella of MTSS to support better addressing our Significant Disproportionality
  - All sites have been asked to identify a member of the special education team (site) to be on site leadership team (MTSS)



# Metrics for Improved Support and Outcomes

# Metrics for Improved Outcomes

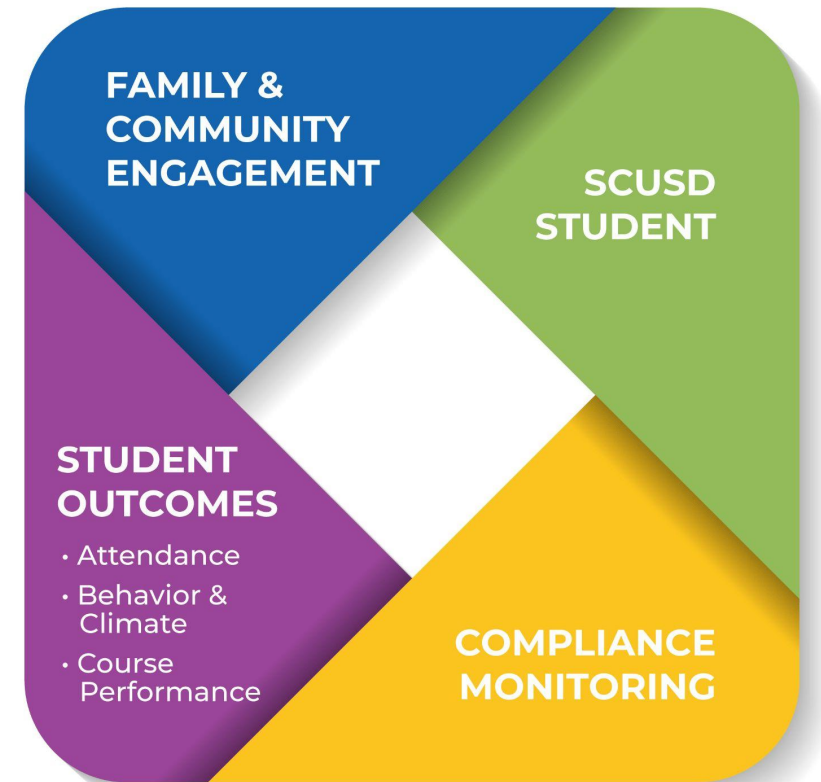
- **Data reviewed identifies grades 4-8 as showing greatest increase in office referrals and suspensions. Metrics that will be reviewed include:**
  - Implementation of PBIS
    - Tiered Fidelity Inventory (TFI)
  - Office Referral Data
  - Suspension Data
  - Development and implementation of alternative means of correction
  - Consistency across system
  - Local Culture & Climate Measures



# CAC Engagement in CCEIS Data

# CCEIS Data

- We will use a similar process as the CCEIS Team to review and discuss data as it relates to discipline. The guiding principles for this activity come from the “*Addressing the Root Causes of Disparities in School Discipline*” *Planning Guide*.
- **CAC CCEIS Data**
  - *What trends, patterns, and anomalies do you see?*
  - *What "issues" do you believe are affecting the data?*
  - *What strategy/ idea comes to mind for you in helping our system to understand the need for greater consistency in our disciplinary practices?*



THANK YOU