

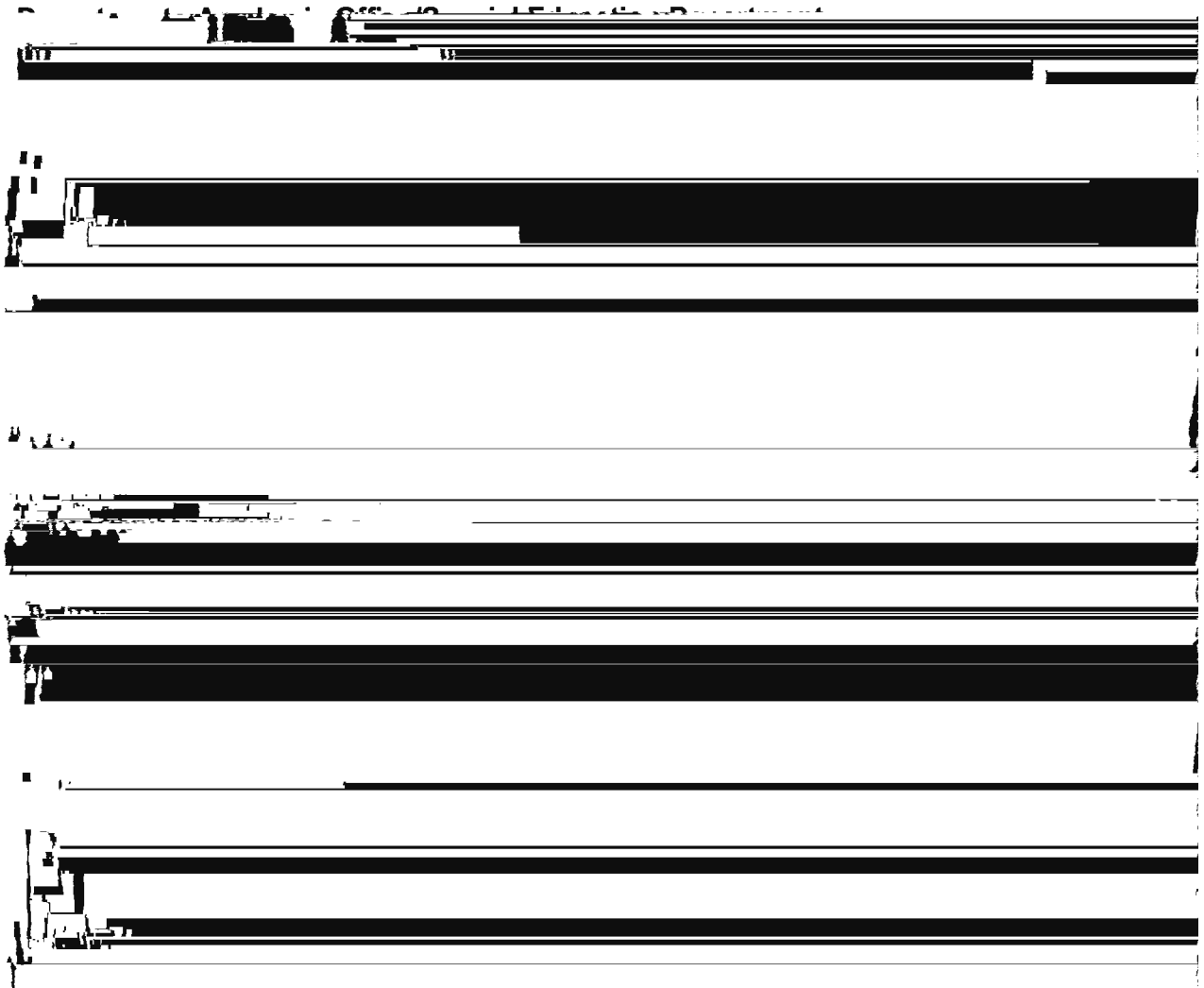
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.4

Meeting Date: May 1, 2014

Subject: Special Education Services

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated)
- Conference/Action
- Action
- Public Hearing



Board of Education Executive Summary

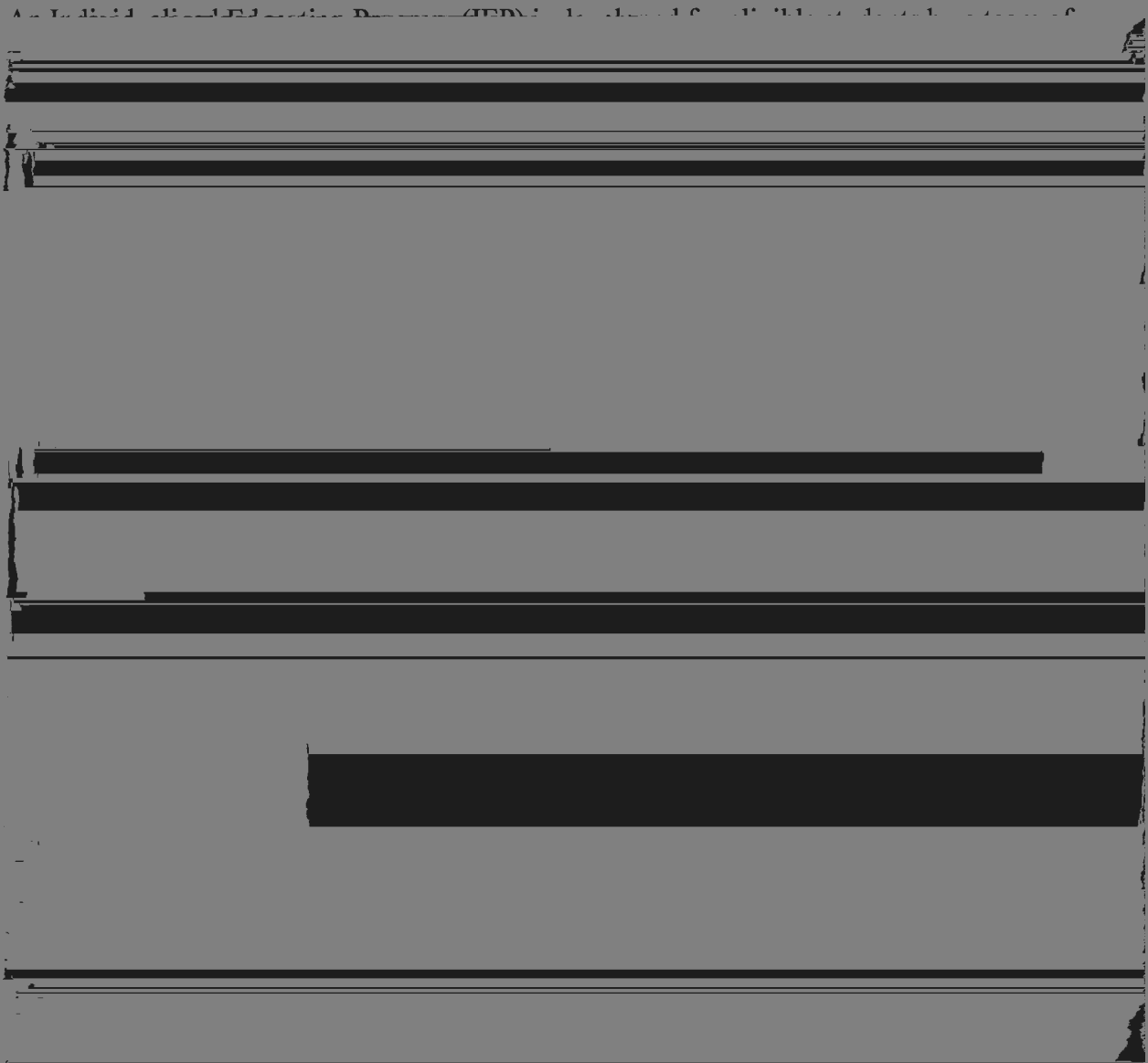
Special Education Services

May 1, 2014

Sacramento
City Unified
School District

I. Overview of Special Education

The Individuals with Disabilities Education Act (IDEA) provides a comprehensive set of laws and protections for students with disabilities. The mandates under IDEA, as well as complimentary state laws, provide for a rich and complex array of specially designed instruction and related services to eligible students. These services are provided at no cost to parents to meet the unique needs of a child with a disability, and are in addition to the services that a child without a disability receives. Services are available to eligible students from birth to age twenty-two or until students graduate from high school.





that ensure that students realize educational benefits and progress towards their IEP

II. Driving Governance

III. Budget

goals and objectives, and allow each student to leave our system college and career ready.

Pillar One of the district's Strategic Plan 2010-2014 includes the responsibility to prepare our students for college-career readiness. This responsibility has driven the district's implementation of Common Core State Standards (CCSS) and the transformation of teaching and learning in SCUSD. Central to this theme is Equity for all students in the district, including students with disabilities.

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IV. Goals, Objectives and Measures

**City Unified
School District**

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V. Major Initiatives

[Redacted]

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their unique needs.

- Eight sites (H.W. Harkness, James Marshall, W.C. Wood, Rosa Parks, Sutter, Albert Einstein, Hiram Johnson and John F. Kennedy) operate an inclusive co-teaching model in their RSP programs
- Additional sites will be added in 2014-2015 for inclusive co-teaching models in their

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necessary monitoring to insure that the student is making adequate progress towards his transition to adult life.

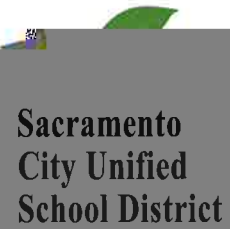
Strong transition assessment, planning, and monitoring will support students with special

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VI. Results

The Special Education Self Review provided the department a structured opportunity to evaluate its services, policies and processes from a compliance standpoint. There have been growth areas that have come to light due to this review as noted previously. The department will incorporate this need into its professional learning component for the remainder of the school year and into next school year.

The department responded to the call for action from its teachers and parents to provide specific professional learning opportunities designed to address the implementation of CCSS and the access/entry points for students with special needs. A series of trainings for special education teachers are underway and evaluative feedback from the first session indicated that this specific

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VII. Lessons Learned/Next Steps

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- The department will continue to look for proactive ways to reduce expenditures;

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the provision of services cannot dramatically decrease in order for the district to meet its