



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date : January 16, 2020

Subject : Special Education Update

- Conference/Action
- Action
- Public Hearing

Division : Academic Office/Special Education Department

Recommendation : To provide an update on progress towards implementing recommendations of multiple reviews to improve special education programs and services as well as improved practices in evaluating and monitoring budget allocations and expenditures.

Background/Rationale : The District has entered into a formal partnership with the

Financial Considerations : None

LCAP Goal(s) : College and Career Ready; Family and Community Engagement

Documents Attached:

1. Executive Summary

Submitted by: Christine Baeta, Chief Academic Officer Becky Bryant, Director, Special Education Department/SELPA Approved by: Jorge A. Aguilar, Superintendent

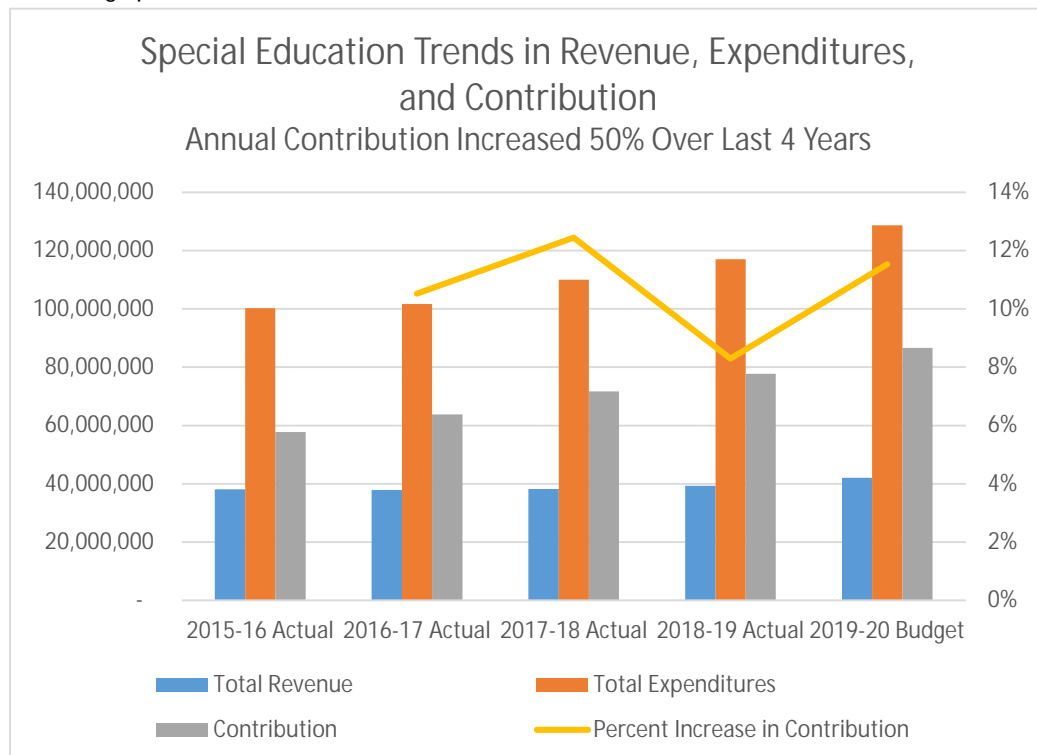
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III. Budget:

The following table illustrates the trend of rising costs for providing special education services:

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-2020 Budgeted
Total Revenue	\$ 38,112,832	\$ 37,892,020	\$ 38,265,797	\$ 39,309,030	\$ 42,047,545
Total Expenditures	\$100,238,485	\$101,714,014	\$110,028,201	\$117,023,240	\$128,727,336
District Contribution	\$ 57,743,413	\$ 63,821,994	\$ 71,762,404	\$ 77,714,210	\$ 86,679,788
Percent Increase of Contribution		11%	12%	8%	12%

- o State Revenue has increased 1.25% over the past 4 years, except for this year which reflects a 8% increase due to one-time dollars
- o Federal Revenue has increased .89% over the past 4 years, except for this year which reflects a 7% increase due to one-time dollars
- o AB 602 (State funding) is based on the Districts ADA, not the number of students receiving special education services



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Special Education Costs: Local Contributions Comprise 65% of Total Funding in 2017

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We will share the work that has begun to align central office efforts around developing a common language, common understanding around data driven decision making and support. Within this central office work we will explore the six critical components of the multi-tiered system of support (MTSS) and build the capacity and structures needed to support schools in the implementation of MTSS.

Underway is an immediate effort to address the current practice of sending students home as an informal suspension or informal intervention to address behavior. Efforts are underway to formally and explicitly articulate the required actions for any student with a disability that is suspended. In addition, the district is about the reduction of suspensions for all students, including African American students and students with disabilities.

A consistent concern across reports and recommendations is the lack of a shared responsibility for all students, especially students with disabilities. Courageous and data driven conversations are beginning that address the mindsets, beliefs and implicit bias that is pervasive across the District.

Finally, the presentation will address the current budget and expenditure practices specific to special education services. Understanding that special education services are driven by the requirements of the IDEA and the specific recommendations in each student's IEP, the practice of transparent budgeting, monitoring expenses throughout the year, and adjusting budgets as student needs change, is critical. The District is a single district Special Education Local Plan Area (SELPA) which is funded at the bottom tier of the state special education funding system. Long term state advocacy will be needed to improve our position in the funding tier in order to adequately meet our students' unique learning needs.

V. Major Initiatives (m5 15.054sr)11.3.9(ini)vf Tc 0 Tw (7)0.0/MC -1.217 Td(TJEMC /H1 (1)03)0.d9)0.9-3

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interventions, including the recent interim agreement regarding the current class action suit and its intermediate steps;

Ñ Ensure the recording of all suspensions into the student information system; for students with IEPs and 504 plans

Ñ Ensure that each Instructional Area Superintendent and Principal have a clear understanding of the requirement for Functional Assessment of Behavior for social/emotional/behavior concerns for students with IEPs and the development and implementation of Behavior Intervention Plans, including monitoring, data collection and adjustment if needed over time before making recommendations for student movement to a more restrictive setting

VI. Results:

N/A

VII. Next Steps:

- Develop the selection criteria for the first cohort of 25 schools for summer and Fall 2020 MTSS professional learning
- Continue to build communication, capacity, knowledge and understanding around MTSS within the central office
- Build Principal leadership capacity and accountability for the explicitly articulated suspension requirements and restrictions and the required documentation into the student information system for regular monitoring with Instruction Area Superintendent
- Build site capacity of Principals and case managers to clearly understand the policy of addressing the behavioral needs of students with IEPs and 504 Plans and the requirement to assess in the area of social/emotional/behavior if there are concerns and requirement to develop and implement and monitor Behavior Intervention Plans
- Continue to participate in the County-wide SELPAs' collaboration for setting rates with Nonpublic Schools and granting requested rate increases
- Continue to monitor budget and expenditures throughout the year and adjust expenditure items as needed
- Continue to build the Special Education budget based on the needs of the students to fully implement their IEPs
- Continue to advocate at the State and Federal level for improved funding for students receiving special education services