

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date : September 16, 2021

Subject : Comprehensive Coordinated Early Intervening Services Plan (CCEIS) to
Address Significant Disproportionality



- Conference/Action
- Action
- Public Hearing

Division : Academic Office: Special Education

Recommendation : Information Item Only

Background/Rationale : The California Department of Education (CDE) has identified the Sacramento City Unified School District as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities and type of disciplinary actions, including suspensions and expulsions. Specifically, SCUSD is significantly disproportionate in:

Identification

- o African American students with respect to the eligibility of Emotional Disturbance

Discipline

LCAP Goal(s) : Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students; Goal 3: Integrated Supports; Goal 4: Culture and Climate – Dismantling Systems; Goal 6: Implementation of MTSS/DBDM

Documents Attached:

1. CCEIS Plan Presentation

~~Estimated Title~~ Presentation

Board of Education Executive Summary

Department Name

Comprehensive Coordinated Early Intervening Services Plan (CCEIS) to Address Significant Disproportionality
September 16, 2021



I. OVERVIEW / HISTORY

The Sacramento City Unified District continues to be identified by the California Department of Education (CDE) as a District with Significant Disproportionality.

Significant Disproportionality is the identification of disproportionality for three consecutive years in the same indicator and category of disproportionality. Disproportionality is the overrepresentation of a specific race or ethnicity identified in one or more of four areas: identification of a disability in general; id

Under the Federal Individuals with Disabilities Education Act (IDEA) requirements, if a local educational agency (LEA) is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS) to students in the LEA. These services are for children from age 3

schools, and what action needs to be taken to address disproportionality. This is called the Programmatic Improvement Process.

In 2020-

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VI. RESULTS

The Leadership & Stakeholder Teams have gone through the Programmatic Improvement process steps to analyze District-wide data.

The team utilized the NYU Workbook on District Disproportionality. This workbook is based on