SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 9.2

Meeting Date: November 21, 2024

Subject: Black Parallel School Board Action Plan First Quarterly 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

Recommendation: Information item:

Background/Rationale: The Sacramento City Unified School District (SCUSD) and Black Parallel School Board (BPSB) Action Plan was developed in response to ongoing challenges in promoting and providing equitable, inclusive, and effective educational environments for all students, particularly Black students and those with special needs. Rooted in the district's commitment to diversity, equity, and inclusion, the BPSB Action Plan seeks to dismantle racist and ableist barriers that hinder student access to quality education, address gaps in the current special education service delivery, and ensure compliance with IDEA and LRE mandates. This action plan outlines comprehensive strategies to support school transformation, build inclusive partnerships with families, and create structures for professional growth that empower educators to foster an environment where every student feels valued, supported, and equipped to succeed. Through collaborative efforts and ongoing assessment, the BPSB Action Plan aims to create a school culture that celebrates Black excellence and prioritizes student well-being and achievement across SCUSD.

Financial Considerations: Implementation of the Action Plan will have a fiscal impact although the specific amounts are not yet known. The District is working with the Independent Monitor to accurately and effectively identify fiscal needs and projections for implementation and positive impact.

LCAP Goal(s): N/A

Documents Attached:
BPSB Final Action Plan

Estimated Time of Presentation: 15 minutes	
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Approved by:	Lisa Allen, Superintendent

Sacramento City Unified School District Action Plan from the Independent Monitor in Response to Black Parallel School Board v. Sacramento City Unified School District

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OVERVIEW

Introduction

In May 2023, parties to the lawsuit Black Parallel School Board v. Sacramento City Unified School District (2:19-cv-01768) agreed to a set of terms articulated in a comprehensive settlement agreement. The settlement agreement requires that an independent monitor (IM) create and, over the ensuing five years, monitor the implementation of an action plan to achieve 22 directives spelled out in the settlement agreement. These directives include a substantial reduction in disciplinary referrals of students with disabilities and Black students with disabilities, substantially more integrated classrooms for students with disabilities and Black students with disabilities, systems to prevent and remediate the bullying of students with disabilities and Black students with disabilities, legally compliant special education assessments, and the creation of best practices for the processes and issues regarding Individualized Education Programs (IEPs) at the Sacramento City Unified School District (SCUSD).

During the IM's assessment process, the IM faced multiple barriers (historic, political, and systemic) to access all the data necessary to develop baseline data and goals for the action plan. (See Appendix A.) As a result, portions of this plan include actions to continue with additional and necessary data collection, analysis, benchmarking, and goal setting. As part of the action plan, the IM will include a process seeking agreement across parties to update actions and goals as needed.

This document represents the final action plan from the IM, pending further data collection and analysis, which may result in modifications and additions to this plan.

Resources to Support Policy and Procedural Changes

Comprehensive Evaluation Process for English Learners (CEP-EL) manual

- Los Angeles Unified School District Special Education Policies and Procedures Manual
- Los Angeles Unified School District Bulletin 5655.3 - Guidelines for Student Suspension. (See Appendix B)
- California Practitioners' Guide for Educating English Learners with Disabilities
- Alameda Unified School District Positive Behavior Expectations and Discipline Matrix
- Los Angeles Unified School District Office of the Independent Monitor Sample Checklists

Data Collection and Analysis Methods

District Data

The IM team received raw data for special education referrals, placement in general education settings for students with disabilities, out-of-school suspension (OSS), and in-school suspension (ISS) for the 2022–23 school year. Special education data included student characteristics such as race/ethnicity and English learner (EL) status, as well as primary and secondary diagnoses, enabling segmented analyses. Suspension data also included details such as student race/ethnicity, special education (SpEd) status, grade level, school, and number of days.

Policy and Procedures Review

The IM reviewed the following SCUSD policies and procedures to assess current district documentation and to articulate pertinent actions:

- Administrative Regulation 5144.2: Suspension and Expulsion/Due Process (Students with Disabilities);
- Administrative Regulation 6159.4: Behavioral Interventions for Students with Disabilities Students; and
- Special Education Local Plan Area (SELPA) Procedural Guides for:
    - Student Discipline,
    - Behavioral Emergency Procedures and Interventions,
    - Functional Behavior Assessment (FBA), and
    - Behavior Intervention Plan (BIP).

The IM team compared these procedural documents against Los Angeles Unified School District's (LAUSD's) Special Education Policies and Procedures Manual.

Focus Groups and Interviews

The IM must conduct several focus groups and interviews for this plan to be complete. Due to the aforementioned barriers, however, few focus groups have been conducted as of the writing of this action plan; for these, the data is still unreliable as attendance has been minimal and participation was guarded with reference to fear of reprisal. Required focus groups can be found later in this plan, under Disproportionality Subcommittee: Required Actions for Additional Data Collection Required.

Approach

In addition to the directives from the settlement agreement, the metrics used to develop this action plan include improvement and equity frameworks developed by

the IM and his organization, the San Francisco Coalition of Essential Small Schools (SF-CESS). These metrics are further detailed in the appendices.

FINDINGS AND ACTIONS

Below are the actions that the IM has identified as required for SCUSD to meet the directives delineated in the settlement agreement, as well as associated goals/targets and the expected timeline. Where applicable, this section also includes data findings that have led to the required actions.

Some of the actions listed in this plan can be taken immediately. Others, however, can be named and specified only after the IM has collected and analyzed the additional data described in this plan. Some of the actions in this plan are, therefore, focused on removing the afore-referenced barriers and creating the supportive conditions needed to systematize data access and organizational change—now and in the future.

Disproportionality Subcommittee: Additional Data Collection Required

The IM team requires additional data pertaining to special education and discipline to identify further actions and targets for Directives 1–14 (C.3.i–xiv). Specifically, focus groups with students, parents, staff, and community partners; empathy interviews with district-level and site-level staff related to the fidelity of the implementation of policies, practices, and procedures, which will include an examination of district policies and practices with a cultural/equity lens; student case study/files and data; and additional data for directives under which no data have been obtained.

The IM has submitted a request for focus groups (see Table 1) for which the district shall facilitate meeting scheduling and execution.

Table 1: Required Focus Groups		
Central Office	**Discipline (OSS, ISS, other means of correction [OMC], restraints, law enforcement referrals, voluntary/ involuntary transfers, behavior hearings) (2 Hours)** David Van Natten - Director of Student Hearing and Placement, part of the Family Services and Alternative Education Department Ed Eldridge - Data Krystal Thomas - New Assistant Superintendent Danny Rolleri - Director for Professional Learning for Culture/Climate & SEL Stephan Brown - Principal, Sacramento Accelerated Academy (new role) Sharon Barnes Director - Behavior & Re-Entry Geovanni Linares - SELPA Director Ray Lozado - Director, Safe Schools Initiatives Christina Espinosa - Director, Guidance and Counseling	**Special Education Identification, Least Restrictive Environment (LRE), Discipline, Data (2 Hours)** Ed Eldridge - Data Krystal Thomas - New Assistant Superintendent Danny Rolleri - Director for Professional Learning for Culture/Climate & SEL Geovanni Linares - SELPA Director Victoria Flores - Executive Director, Student Support & Health Services Coordinator - School Psychologists Coordinator - Related services (if more than one person, include all)
Support Staff	**Special Education Identification, LRE, Discipline (1.5 Hours)** Omar Ponce—Board Certified Behavior Analyst (BCBA) Catie Yamamoto—BCBA Dr. Leslie Hernandez—Administrator Teaching and Learning Krista Arata—Administrator Teaching & Learning Tracy Pena—Program Specialist Katy Augusta—Program Specialist Chace Wasco—Program Specialist	**School Psychologists—Special Education Identification, LRE, Discipline (2 Hours)** **Total of 8 School Psychologists** 4 Preschool/elementary school 2 Middle school 2 High school (if possible, include as many bilingual school psychologists as possible, at least two in Spanish and one other, if possible)

Site-Level Staff	**(Grades Transitional Kindergarten-grade 8) Discipline/LRE/SpEd Identification—Principals or Assistant/Vice Principals who oversee special education and student discipline (2 Hours)** Geovanni Linares—SELPA, Serving as Interim Administrator for John Morse Therapeutic Center Nisha Turturici—AM Winn Public Waldorf Dominic Campos—Mark Twain Jacki Glasper—Success Academy Devon Davis—Leonardo Da Vinci Paul Hoerl—Rosa Parks Stuart Bushnell—Woodbine	**(Grades 6–12) Discipline/LRE/SpEd Identification—Principals or Assistant/Vice Principals who oversee special education and student discipline (2 Hours)** Mitchell Jones—Rosemont LaNiecia Kobelt—George Washington Carver School of Arts and Science Jim Peterson—Luther Burbank Garrett Kirkland—Hiram Johnson John McMeekin—West School Richard Baranowski—American Legion Reginald Brown—John F. Kennedy Jessica Martin—Sacramento New Technology

The IM has received datasets enabling analyses of special education referrals by race/ethnicity and EL status but requires more in-depth data to determine how and why over-representation may be occurring. Additionally, the IM requires data to determine actions for some of the directives for which no data have yet been received.

Table 2: Further Data Collection Required As Soon As Possible

Required Actions	Goal(s)	Timeframe
1. SCUSD shall facilitate introductions and scheduling and shall communicate the urgency of participating in these focus groups to all listed personnel.	Six focus groups shed light on practices pertaining to SpEd identifications and referrals, LRE, discipline, use of restraints, and expulsions and transfers.	Aug 31, 2024

2. SCUSD shall provide the IM with the following end-of-year 2022–23 data, in addition to student identification numbers, last name, first name, date of birth, special education eligibility, grade level, and location code for all students included in a separate (confidential) list: ▪ Times of IEP initial and triennial reviews ▪ FBAs conducted with timelines (signed assessment plans and IEP dates) ▪ BIPs ▪ Number of attempts to contact parent/guardian and whether parent/guardian participates (yes or no) ▪ Documentation of any translation requests and when translated documents were provided to parents ▪ Interpretation requests for IEP meetings and whether an interpreter was available or if request was denied	IM obtains data necessary to conduct nuanced analyses of SCUSD's SpEd practices, including IEP reviews, FBAs, BIPs, the efficacy of and need for Student Study Teams (SSTs), and translation/interpretation to compare against best practices and statutory requirements.	Aug 31, 2024
3. SCUSD shall provide any bullying and harassment data available (for both general education and students with disabilities, as both targets and bullying participants) to enable a baseline analysis of disproportionate bullying of students with disabilities and Black students with disabilities.	IM obtains data to assess baseline of disproportionate bullying of students with disabilities and Black students with disabilities.	Aug 31, 2024
4. SCUSD shall provide the IM team with the contact information for the person or persons who oversee language access issues and shall facilitate an introduction and message the importance of responsiveness to the IM; IM will ascertain what data monitoring mechanisms are used when parents request interpreters and IEP translations.	IM obtains information necessary to assess equitable practices in special education services to students and families who are not fluent in English.	Aug 31, 2024

Directives 1 and 2: Reduce Use and Disproportionality of Discipline

1. Substantial reduction of discipline referrals, including informal suspensions, and in disproportionate such discipline, of students with disabilities

2. Substantial reduction of discipline referrals, including informal suspensions and in disproportionate such discipline, of Black students with disabilities[1]

Baseline Data Findings

District staff report poor data entry and maintenance practices and believe data are an underestimation of school removals issued. Despite unreliable data, trends clearly indicate a *high rate of suspensions* in general and *disproportionate* impact on students with disabilities and Black students with disabilities among various disciplinary practices, including OSSs, long-term suspensions, ISSs, and OMC. The IM team has determined that ISS and OMC data provided are not reliable for establishing outcomes, but even these apparently incomplete data demonstrate increased risk for students with disabilities and Black students with disabilities. Currently, there is a lack of data to establish a baseline for behavioral referrals; establishing this baseline is part of the required actions.

One-Time Suspensions

- Overall risk of one-time suspension for all students in SCUSD—**5.68**%
- California average–3.0%
- The California Department of Education (CDE) considers suspension rates over 6.0% "very high"
- Risk of one-time suspension for students with disabilities—9.0%
    - Risk Ratio of students with disabilities—**1.80**
- Risk of one-time suspension for Black students with disabilities—18.64%
    - Risk Ratio of Black students with disabilities—**2.76**

Long-Term Suspensions of 10 or More Days

- Risk for Black students with disabilities—3.28%
    - Risk Ratio of students with disabilities—**3.91**
- Risk for Multiple Race students with disabilities—2.75%
    - Risk Ratio of Multiple Race students with disabilities—**2.34**

In-School Suspension/Informal Suspension

- District data show:

[1] For "informal" suspensions, the IM includes what may be referred to as "silent" suspensions or undocumented pushouts due to behavioral or discipline issues that also result in learning loss.

    - A total of 319 students received an ISS (this appears to be a considerable underrepresentation)
    - A total of 448 students received an OMC (this also appears to be a considerable underrepresentation)
- District officials reported an underreporting of discipline data, confirming the likelihood of underrepresentation of disciplinary practices.
- Overall risk of one-time ISS for all students—0.77%
- Risk of one-time ISS for students with disabilities—1.13%
    - Risk Ratio for students with disabilities– 1.63
- Risk of one-time ISS for Black students with disabilities—2.4%
    - Risk Ratio of Black students with disabilities—**2.85**

Other Means of Correction

- Overall risk of one-time OMC for all students—1.08%
- Risk of one-time OMC for students with disabilities—1.96%
    - Risk Ratio of students with disabilities—**2.19**
- Risk of one-time OMC for Black students with disabilities—3.5%
    - Risk Ratio of Black students with disabilities—2.18

Actions and Targets

The district must review, revise, and monitor disciplinary practices in general and with respect to students with disabilities and Black students with disabilities. Actions listed in the table below require the district to revise policies (including Board Policies (BPs) and Administrative Regulations (ARs); create a comprehensive disciplinary procedural manual that includes a discipline/intervention matrix (see Sample Behavior Matrix from Alameda Unified School District 2023-24), as well as clear guidelines for offering supportive alternatives to exclusionary discipline and OMC, consistent with a districtwide multi-tiered system of support (MTSS) approach; institutionalize manifestation determination review (MDR) practices; and build capacity to implement changes through professional development (PD). The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the five-year period designated by the settlement agreement.

A. *Reduce the risk or rate of (any) suspension for students with disabilities to 3.0% or less. This constitutes a 67.0% reduction.*

B. *Reduce the risk or rate of (any) suspension for Black students with disabilities to 5.0% or less. This constitutes approximately a 75.0% reduction.*

C. *Reduce the risk or rate of long-term suspensions for Black and Multiple Race students with disabilities to 1.0% or less. This constitutes approximately a 60% and 70% reduction, respectively.*

D. *Reduce the risk or rate of other disciplinary actions (i.e., expulsion, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement) for students with disabilities and Black students with disabilities so that they are not significantly different from those of non-disabled non-Black students.*

E. *Ensure that every year, a majority of parents/families and secondary students responding to the survey (described in Table 3) for whom the question is relevant, indicate that the statement pertaining to the district's prior pattern and efforts to remediate was read.*

Table 3. Overrepresentation In School Discipline—Out-of-School Suspensions and Long-Term Suspensions of 10 or More Days

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall gather, organize, and provide the IM an updated and comprehensive set of data that has been calibrated across all the schools' various recording and reporting mechanisms for **Out-of-School Suspension data (100[2]),** for all students including special education indicators for students with disabilities (SWD) to examine disproportionality, that includes: ▪ All suspension notice forms (most students will have more than one event) for students listed in SpEd Long Term Suspensions spreadsheet ▪ Non-Student Information System (SIS) data such as Google Sheets or other spreadsheets maintained by each school site tracking out-of-school suspensions ▪ Manifestation Determination Review (MDR) IEPs for students listed in SpEd Long Term Suspensions spreadsheet including identifying by name which students for whom an MDR was not conducted.	Accurate and timely data is necessary to inform accurate and realistic baselines and goals.	Sep 1, 2024	One time

[2] These represent CALPADS codes and may differ from fields in the SIS.

2. SCUSD shall gather, organize and provide the IM an updated and comprehensive set of data that has been calibrated across all the schools' various recording and reporting mechanisms for **In-School Suspension (110) and/or "Alternative to Suspension"** data, for all students with special education indicators to examine disproportionality, that include: ▪ Non-SIS data such as Google Sheets or other spreadsheets maintained by each school site tracking in-school suspensions	Accurate and timely data is necessary to inform accurate and realistic baselines and goals.	Sep 1, 2024	One time
3. SCUSD shall gather, organize and provide the IM an updated and comprehensive set of data that has been calibrated across all the schools' various recording and reporting mechanisms for **Expulsion data (200)**, including Stipulated Expulsions (if applicable), for all students with special education indicators to examine disproportionality, that includes: ▪ List of students (general and special education) expelled with a stipulated expulsion, including: • SSID, District ID, last name, first name, date of birth, gender, race, school location code, grade, disability codes (primary 1 and 2), 504 Plan, EL Status (yes or no) date of expulsion, and reason for expulsion • Manifestation Determination Review (MDR) IEPs (specify if one was not held) ▪ List of students (general and special education) who were subjected to a behavioral hearing, including: • SSID, District ID, last name, first name, date of birth, gender, race, school location code, grade, disability codes (primary 1 and 2), 504 Plan, EL Status (yes or no) date of behavioral hearing, and reason for hearing	Accurate and timely data is necessary to inform accurate and realistic baselines and goals.	Sep 1, 2024	One time

• Documentation of hearing and results of disciplinary action including change of placement • MDR IEPs (specify if one was not held) ▪ List of students (general and special education) who were subjected to a voluntary or involuntary transfer, including: • SSID, District ID, last name, first name, date of birth, gender, race, school location code, grade, disability codes (primary 1 and 2), 504 Plan, EL Status (yes or no) date of behavioral hearing, and reason for hearing: • Documentation of voluntary or involuntary transfer • MDR IEPs (specify if one was not held)			
4. SCUSD shall review, analyze, and revise/update as needed all relevant policies (i.e., the following BPs and associated ARs) corresponding to these specific directives to ensure attention to equitable and just outcomes and consistency and accountability across the district. ▪ BP & AR 5131, 5137, 5138, 5144, 5144.1, 5144.2, as well as, ▪ BP & AR 5145.11, Questioning And Apprehension By Law Enforcement (should address accommodations for students with disabilities) ▪ BP & AR 6158, Independent Study (should address appropriateness of independent study for students with disabilities as educational and disciplinary placements). See Appendices C and D for resource documents. Revised policies must be approved by IM prior to adoption by district.	SCUSD discipline policies emphasize alternatives to exclusionary discipline to help reduce SCUSD's reliance on ISS, OSS, expulsion, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement in general and particularly with regard to Black students and Black students with disabilities.	First reading: January 15, 2025 Adoption: March 15, 2025	One time

5. SCUSD shall create and enforce the calibrated use of a districtwide system (with clearly defined terms distinguishing between Proactive (preventative – before behaviors causing removal) vs reactive (responsive after behaviors causing removal) and punitive vs restorative to track and monitor every instance (all types of removal) that a student is removed from the classroom or instructional time or receives a punitive consequence on the basis of behavior (e.g., office referral, informal suspension, "buddy rooms," detention, etc.). This system will connect with the district's student information system (and if different, to the larger knowledge management system) to enable centralized monitoring at the student and school level and will utilize a form (e.g., "Behavioral Referral Form") that includes: (a) student's name/identifying information, (b) referrer's name (e.g., teacher), (c) the behavior precipitating the exclusion from instructional time, (d) a listing of all interventions attempted prior to the referral out, (e) the referrer's recommended office action (e.g., restorative process, time-out, detention, sent home, suspension, etc.), and (f) estimated instructional time to be lost. Implementation of the new form and procedure will, at minimum, roll out in annual cohorts of 25 sites each and across the district. This data will be required to establish a baseline and additional actions – and to maintain the data each year after baselines have been established. IM must review and approve the monitoring system that the District creates. District and IM will collaborate to update sequencing, metrics or other improvements - if needed – for cohorts 2 and 3.	The district is able to monitor all behavioral referrals that result in lost instructional time and improves its ability to monitor disparities in behavioral referrals by race, disability, school, and class.	System and Form completed and implemented, at minimum, with the first cohort of 25 schools by Sep 30, 2024 Training completed by Dec 1, 2024 and by Sep 1 for following years. Data collected and reported monthly. District and IM will collaborate on improvement annually before May 1	One time Annually through 2028-2029 school year Monthly through 2028-2029 school year Revisited and finalized annually by May 1
6. SCUSD shall develop, review with all schools annually, and enforce the fidelity of using and abiding by a procedural manual and discipline/intervention matrix (see	Revised discipline policies are clearly delineated to assist school personnel in	Draft - Oct. 15, 2024	PD delivered

	Sample Behavior Matrix from Alameda Unified 2023–2024) to guide site administrators when issuing school discipline (i.e., ISS, OSS, expulsion, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement) compliant with California Education Code (including 48900) and including but not limited to, first issuing alternatives to suspensions or OMCs (consistent with MTSS and restorative practices over punishment), notification to parents, and an appeal process, as well as data entry and maintenance procedures. School practices must be guided by larger district matrix/ system to allow comprehensive data analysis. Procedures must include a process for collecting and recording implementation and fidelity of these practices for each school and across the district to be reported to IM monthly. Manual and related policies must ensure attention to equitable and just outcomes and consistency and accountability across the district. Manual and related policies must include tracking and accountability mechanisms for ensuring fidelity of use across the district. As with all in this plan, manual and related policies must explicitly commit to anti-bias/anti-racist and restorative practices and results. Revised procedural manual must be approved by IM prior to adoption by district.	implementing the revised disciplinary approach.	Final - Jan 15, 2025 PD for first Cohort completed by Mar 15, 2025	Annually by Aug 31 Monthly reporting through 2028-2029 school year
7.	The parties shall develop a script (and SCUSD develop a related policy) to be followed and to be referenced verbally (when meeting in person) and shared in writing (in the family's home language) with parents by the site administrator or administrative designee whenever a Student with Disabilities and/or Black student is being recommended for suspensions, expulsions/disciplinary transfers, referred to law enforcement, or subjected to a	Families whose Black students and SWD are being referred for suspension and expulsion, and school administrators who are making these referrals, are all fully aware of the district's prior pattern and efforts to remediate.	Aug 30, 2024	Annual at Aug PD through 2028-2029 school year.

	restraint. The developed script is to make clear, among other things, that the district is facing a history of, and seeking to reduce the practice of, bias as evidenced by disproportionately referring or engaging Students with Disabilities and/or Black students being disproportionately referred for suspensions, expulsions/disciplinary transfers, restraints, and law referrals. This script will also advise parents of the process administrators are required to take, such as considering other means of correction, to provide for transparency and accountability. Key elements of the script must also be written in the disciplinary form. Specific language for this script must be approved by IM prior to adoption by the district.			
8.	SCUSD shall require site administrators to review and sign off on monthly, site-level data reports – including monitoring mechanisms, counselor notes, School-Wide Information System (SWIS) data reports, discipline reports (including behavior referral forms, OSS, ISS, OMC, expulsion, behavior hearings, involuntary and voluntary transfers, referrals to law enforcement, and detention lists) disaggregated by race/ethnicity, disability, and EL status–prepared by the central office. Signature must be accompanied by district created and IM approved statement verifying each site administrator has reviewed monthly data for a purpose aligned with goals of this settlement. District will submit data to IM monthly.	Site administrators are able to closely monitor disciplinary actions and ensure that data reported to the central office and state are accurate.	Approved process, format and calendar due Aug 19, 2024. Monthly reports starting October 2024.	One time approved process, format and calendar. Monthly reports through 2028-2029 school year.
9.	SCUSD shall form a district committee comprised of school and community representatives to define and review effectiveness of its policy requiring an MDR for students with disabilities with six (6) days or less of suspension through data-driven and evidence-based analysis. The committee will make recommendations – including whether or not to continue, eliminate, or change the policy as well as	The district is able to determine whether or not discipline being imposed on students with disabilities is appropriate (i.e., whether misconduct is a manifestation of the student's disability) in a timelier manner.	Formation of committee: Oct 15, 2024 Report out recommendations: March 15, 2024	At least monthly meetings

how to report and review future data to the IM for approval.			
10. SCUSD shall create (for approval from the IM) and conduct an annual parent/family and secondary student survey (at least 50% participation) in all of the county's threshold languages to gauge student and family experiences, including whether the agreed upon statement/script from action item #7 above was read AND distributed whenever SWD and Black students were referred for suspensions, expulsions/disciplinary transfers, restraints, and law enforcement referrals.	SCUSD and the IM will have data to measure impact in creating more positive and well-informed experiences among parents/families.	Survey approved by Dec 15, 2024 Data collected/submitted annually by Apr 1	Annually through 2028-2029 school year
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
11. IM shall establish (policy and target) outcomes in one or more areas of in-school disciplinary removals based on onsite monitoring.	To establish outcomes for in-school disciplinary practices, the IM requires additional data that can be obtained only through onsite visits.	By Dec 1, 2024	One time
12. IM will conduct monthly data validation audits of all discipline data (including all behavioral referrals resulting in lost instructional time or punitive consequences, one-time and long-term suspension, expulsion, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement), including reviews of behavior supports for students with disabilities experiencing one or more periods of suspension or OMC.[3] (These data will be compiled and submitted to IM each month.)	The IM is able to authenticate data quality while also monitoring improvements in disciplinary practices and progress toward reduced disparity. Monthly data validation audit will take place over 2 full days of collaboration each month, for the IM team, not including preparation or planning.	Starting 2024–25 school year with reports submitted by 15th of following month	Monthly through 2028-2029 school year.
13. IM will monitor MDRs in IEPs to ensure they are held in a timely and objective manner, with emphasis on providing behavioral and social-emotional supports for students experiencing long-term removals (i.e., 6 cumulative days of suspension).	The IM is able to monitor the implementation of MDRs and ensure that they align with policy. This will be part of the monthly data validation audit that will take place over 2 full days	Starting 2024-2025 school year; Reports submitted by 15th of	Monthly through 2028-2029 school year

[3] In all data validation audits, the IM team will look at data entered into the student information system, obtain data from any site-level monitoring systems, review other records (e.g., suspension notice forms, LRE reports, IEPs, 504 Plans, etc.), and compare these sources to determine if school personnel are entering data accurately, consistently, and completely.

	of collaboration each month, for the IM team, not including preparation or planning.	following month	
14. IM will investigate and monitor onsite disciplinary practice, including ISS, OMCs, teacher-issued period suspensions/detentions, expulsions, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement, to determine whether disparities exist for students with disabilities and Black students with disabilities. District will ensure submission of this data, to include site-level data, monitoring mechanisms, looking at Student Information System (SIS) data including counselor notes, suspension notice forms, detention lists, etc.	The IM is able to visit sites to verify disciplinary practices.	Benchmark setting by Nov 15, 2024 and then monthly submission of data reports	Monthly through 2028-2029 school year
15. IM will work with SCUSD's MTSS subcommittee to establish a rubric and will use the rubric to review the effectiveness of districtwide MTSS and alternatives to suspension at schools, which may include, but are not limited to, restorative practices and Positive Behavior Interventions and Supports, and will update the action plan as a result of these findings.	The IM is able to monitor success in the implementation of evidence-based systems of support and alternatives to exclusionary discipline.	By Nov 15, 2024	One time
16. IM will review annual Professional Development (PD) agendas in which school administrators receive instructions that they must reference verbally (when meeting in person) and share in writing (in the family's home language) the suspension disproportionality statement whenever a SWD or Black student is referred for suspensions, expulsions/disciplinary transfers, restraints, and law referrals.	The IM is able to monitor the district's compliance in delivering this message to school administrators.	Annually by Sep 15	Annually through 2028-2029 school year
17. IM to approve family survey. IM will analyze the data with school and community partners.	The IM is able to monitor success in creating more positive and well-informed experiences among parents/families.	Dec 15, 2024 Apr 30 annual	Annually through 2028-2029 school year

Directives 3, 4, and 5: Reduce Segregation of Students with Disabilities and Black Students with Disabilities

3. Substantial reduction in the placement of students with disabilities in segregated settings

4. Substantial reduction in the placement and/or disproportionate placement of Black students with disabilities in segregated settings

5. Substantial increase in the placement of students with disabilities, in particular Black students with disabilities, in inclusive and integrated classrooms, schools, and school settings in the Least Restrictive Environment ("LRE"), as measured by the percentage of time outside of the general education setting

Baseline Data Findings

LRE data do not appear reliable for establishing outcomes, which necessitates the aforementioned review of cases and focus groups. Despite questions that analysts continue to have on the accuracy of SCUSD's LRE data, trends and patterns indicate that Black students with disabilities are at higher risk for being placed in more restrictive environments.

For example, and specifically, John Morse Therapeutic Center had an enrollment of 39 students at the end of the 2022–23 academic year, and key informants from the district have stated that parents often feel forced to accept this placement and that the district uses the site for removal of students experiencing behavioral difficulties.

Actions and Targets

The district must review and revise policies, procedures, and practices pertaining to LREs for students with disabilities, with special attention to Black students with disabilities. Actions listed in the table below require the district to revise policies and procedures; address the placement of students with disabilities and Black students with disabilities in more restrictive placements through an LRE analysis process based on the four-prong test established by SCUSD v. Rachel H.; institutionalize new LRE practices within systems and through Professional Development (PD); devise a framework, standards, and plans for more inclusive education and for the closure, restructuring, or reconstituting of fully segregated school sites; and build capacity for more inclusion through staffing and evidence-based reading programs. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The actions are designed to move the district away from its use of segregated settings for all students with disabilities, with a particular focus on Black students with disabilities, with the intention of effecting the following measurable targets.

F. *By the end of the 2028–29 school year, 50% of schools will have full inclusion co-teaching model programs.*

G. *By June 2025, SCUSD will adopt a rubric to delineate criteria for closing programs that are deemed ineffective and "culturally destructive."*

H. *Based on reliable 2024-25 data (submitted by March 1, 2025), and analyzed by IM (May 15, 2025), fully segregated school sites that have met the standard for closure in the rubric designed in Action #9, will be closed by the end of the 2025–26 school year.*

Table 4: Overrepresentation In More Restrictive Placements (Least Restrictive Environment [LRE])

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall provide to the IM updated and complete student files in electronic format for students from February 27, 2024 request. This will include, specifically: ▪ IEPs and detailed class schedules (period by period, including elementary school students) for fall 2023 for students listed in February 27 request. ▪ In addition to latest IEP, psychoeducational assessment reports, and pre-referral forms (i.e., SSTs) for students listed.	Accurate and timely file reviews inform accurate and realistic baselines and progress findings.	Sep 1, 2024	One time
2. SCUSD shall review, analyze, and revise/update as needed all relevant policies, associated ARs, and district procedures (i.e., the following BPs and associated ARs) corresponding to these specific directives to ensure attention to equitable and just outcomes and consistency and accountability across the district, to include ensuring the use of a Least Restrictive Environment (LRE) analysis process/checklist developed by SCUSD and approved by the IM (see Table 6 pertaining to Directives 7, 8, and 9). ▪ BP & AR 6158, Independent Study (should address appropriateness of independent study for students with disabilities as educational and disciplinary placements) ▪ BP & AR 6159, 6159.4 Nonpublic, Nonsectarian School And Agency Services For Special Education	SCUSD LRE policies and practices follow a clear checklist protocol to promote consistent and unbiased decision-making.	Draft for Approval – Nov 15, 2024 First Reading – January 15, 2025 Adoption – March 15, 2025	One time

	All revised policies and procedures must be approved by IM prior to adoption. (See sample checklists as examples for SCUSD to adapt.)			
3.	SCUSD shall review, analyze, and revise/update policy requiring schools to implement the LRE analysis process at every IEP meeting – to include explicit efforts to gather information from family/participants. Revised policies and procedures must be approved by IM prior to adoption by district.[4]	LRE analysis process (checklist) is not optional and is implemented consistently across the district.	Oct 1, 2024	One time
4.	SCUSD shall review, analyze, revise, and improve a procedural manual on the Least Restrictive Environment (LRE) analysis process, determining LRE time, and data recording practices. The LRE analysis process must be based on the four-prong test established by SCUSD v. Rachel H. The manual must be approved by IM prior to adoption by district.	Revised LRE policies and processes are clearly delineated to assist school personnel in implementing an approach that minimizes the use of segregated settings, seclusion, and other restrictive practices and environments.	Oct 1, 2024	One time
5.	SCUSD shall review to develop and/or improve an interactive professional development (PD) plan (materials, trainings, schedules) for all key personnel (administrators, school psychologists, behaviorists, program specialists, teachers of students with disabilities, etc.) across at least current and past cohort schools and districtwide, regarding the LRE analysis. This training must include an assessment to measure impact. Final plan must include input from plaintiffs (i.e. committee, oversight committee review and input) and must be approved by the IM prior to adoption by district. Until the IM is asked for additional support to complete any actions, the assumption is that the district will determine how to ensure authentic input from plaintiffs in its plan to be approved by the IM; these can include well-facilitated and documented focus groups, district committees, partnering with	Key district personnel (e.g., school psychologists, administrators, and SpEd educators) are trained to implement new LRE procedures.	Plan annually by Sep 1, 2024 Trainings by Oct 15, 2024 Then trainings annually by Sep 1	Annually by Sep 1 through 2028-2029 school year

[4] G. Peters, SF-CESS, Version 1, 2005-2020 (Based on Cultural Proficiency: A Manual for Leaders, Lindsey, R.B., Robins, K.N., Terrell, R.D., Corwin Press Inc., 1997)

	an outside agency who will collaborate with plaintiffs, etc.			
6.	SCUSD shall develop and/or revise and improve a PD plan (materials, trainings, schedules) on inclusive practices for all teachers across at least current and past cohort schools and district representatives; plan should be devised based on schoolwide data and input from educators and plaintiffs. This training must include an assessment process to measure impact. District must collect and report attendance and assessment/impact data for IM to monitor in accordance with the PD schedule. Plan must be reviewed and approved by the IM prior to adoption by district. Focus will be on cohort schools, evolving to all schools over three years.	All teachers are trained to understand the importance of and implement inclusive practices.	PD plan approved by October 1, 2024. Training started within Semester 1, 2024-2025 school year.	PD delivered annually to future cohorts by Sep 15 through 2028-2029 school year
7.	SCUSD shall embed the LRE analysis form in Special Education Information System (SEIS) as a part of each student's IEP. SCUSD shall provide, ensure and communicate that the LRE analysis form is not additional work but more effective and required work.	Every assessment, including those conducted for Black students, are guaranteed to follow the LRE analysis process (checklist).	Form completed and approved by Aug 21, 2024 Communicated to staff to be used by September 15, 2024	One-time embedding Annual PD/ communicate each Aug through 2028-2029 school year
8.	SCUSD shall establish a framework and plan for developing fully inclusive schools (at least including and using a co-teaching model) based on feeder patterns. This plan must detail the allocation of resources needed to ensure alternatives (to the use of segregated settings) are truly inclusive and accommodating, that they support student success, and that they support staff to provide inclusive environments. Framework and plan must be approved by IM prior to adoption by district.	The district has thoroughly analyzed its resources, needs, and assets (as well as feeder patterns) to develop a reasonable, feasible, and responsive framework that will guide fully inclusive schools.	Nov 15, 2024	One time

9. SCUSD shall establish a district committee led by the IM (comprised of school representatives, District representatives, and community representatives) charged with analyzing data around the use of SCUSD fully segregated school sites and immediately following such analysis developing standards/rubric for the restructuring, or reconstituting, or closure of fully segregated school sites (e.g., John Morse Therapeutic Center and Mark Hopkins Elementary School) – while ensuring a continuum of effective placements and options for students pursuant to the requirements of the IDEA. The criteria and plan shall clearly delineate the requirement that resources be allocated to support the academic, behavioral, and social- emotional needs of students, including such needs of students who would be displaced by such restructuring, reconstituting, or closure. The criteria and plan must be approved by IM prior to adoption by district. The criteria and plan must be approved by IM prior to adoption by district.	The district has established clear criteria for the closure, restructuring, or reconstituting of fully segregated school sites, with the specific intention of reducing the district's reliance on more restrictive environments.	Committee established by Sep 1, 2024 Criteria and plan submitted by Nov 15, 2024 Rubric-related data due by Mar 1, 2025	One time
10. The Independent Monitor shall propose a clearly defined job description for the position of SCUSD's Reading Specialist. The District shall then create a committee responsible for reviewing the Independent Monitor's proposed job description and may propose revisions to the job description. The Independent Monitor must approve the job description. Upon final approval of the job description by the Independent Monitor, the committee shall then develop: 1) an infrastructure for, and adopt and support with fidelity and resources (training, staffing, materials, etc.), an evidence-based reading curriculum; 2) a recommendation of a ratio for the hiring of reading specialists to focal students; and 3) a plan to implement the foregoing. It is the responsibility of the committee to clearly define the term "focal students" for the context and purpose of the plan. The definition of "focal students," criteria, and plan must be approved by the	The district has sufficient reading specialists to support literacy gains for students struggling to achieve grade-level standards.	Dec 1, 2024	One time Reviewed annually by Apr 30 through 2028-2029 school year

Independent Monitor prior to adoption by the District. The District must then implement the plan.			
11. SCUSD shall propose a clearly defined job description and job title for the purposes of the hiring of inclusion specialists to support teachers and staff in the development of inclusive practices and utilization of the rightful presence framework. The job description and job title shall be subject to approval by the IM. Upon final approval of the job description by the IM, the District shall then establish a committee to review the job description and develop accordingly: 1) an evidence-based infrastructure for training, staffing, and resources for the specialist; 2) a recommendation for a ratio of hiring of the position to focal students; 3) a definition of "focal students" and 4) a plan to implement the foregoing. The recommendations and developments must be approved by the IM prior to final adoption and implementation of the plan by the District.	The district demonstrates commitment to increasing the proportion of inclusion specialists vis-a-vis the size of the student body.	Sep 15, 2024	One time Reviewed annually by Apr 30 through 2028-2029 school year
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
12. IM team will develop data collection instruments to conduct validation audits on LRE data.[5]	The IM is able to authenticate data quality while also monitoring progress toward reduced disparity.	Sep 15, 2024 Then annually by Sep 1	One Time with annual review through 2028-2029 school year
13. IM will monitor compliance with the LRE analysis checklist on a quarterly basis.	The IM is able to monitor success in the implementation of the adopted LRE analysis process (checklist).	Quarterly by Oct 1, Jan 1, Apr 1, Jun 1	Quarterly through 2028-2029 school year

[5] In these validation audits, the IM team will look at class schedules and compare against LRE time in IEPs to determine whether data are entered accurately, consistently, and completely.

14. IM will conduct LRE walks, using an IM-developed protocol, at a sample of approximately 25% of the district's schools, across elementary and secondary sites, across a broad geographic spread, and along the range of more inclusive and less inclusive sites. Sites will be identified collaboratively between IM and SCUSD (or randomly selected).	The IM has access to additional information to determine the state of each school's readiness for integrating students with disabilities into the general education environment.	Starting Oct 1, 2024	One time per school site, one 25-site cohort per year through 2028-2029 school year
15. IM will review meeting notes and/or observe PD planning process to ensure PD for inclusive schools is informed by data and input from educators and plaintiffs.	The IM is able to ensure that educators and plaintiffs have input into the data-informed PD plan.	Sep 15, 2024	One time
16. IM will review records and post-training evaluations for PD for inclusive practices.	The IM is able to ensure that PD for inclusive practices is delivered to all teachers effectively.	Annually by Sep 15	Annually through 2028-2029 school year
17. IM will use rubric designed in action item #9 above to assess fully segregated school site data and determine where each school site is assessed including if a school site is required to be closed and by when.	The IM (and ultimately SCUSD) is able to remove segregated sites that do not demonstrate a commitment to antiracist, high quality, options and results only for students.	Annually by Mar 1	Annually through 2028-2029 school year

Directive 6: Reduce Bullying and Harassment of Students with Disabilities and Black Students with Disabilities

6. Substantial reduction in incidence of and disproportionality in bullying and harassment of students with disabilities and Black students with disabilities and staffing and structures, including delineated staff responsibilities and duties, to support a functional and robust system that properly responds to, remediates, and prevents the bullying and harassment of students with disabilities and Black students with disabilities; analysis regarding the foregoing shall include addressing the effectiveness of school safety plans and their implementation

Baseline Data Findings

Although there were no recent data findings to enable a specific data target in terms of reducing disproportionality (because few districts or sites monitor the demographics and disabilities of bullying targets), the IM did discover that the California Healthy Kids Survey (CHKS) report for Sacramento City Unified from 2019–20 shows (on Table A9.7 on page 54) that Black/African American students had higher-than-average percentage rates of experiencing bullying or harassment in 7th, 9th, and 11th grades (overall 33, 32, and 29; Black 39, 34, and 37, respectively). A more recent CHKS report could shed light on the issue and help the IM set a target. Any bullying data that the district maintains would also be useful in this.

Actions and Targets

The district must review, revise, and monitor practices designed to prevent, respond to, and remediate bullying and harassment in general and with respect to students with disabilities and Black students with disabilities; develop a corresponding procedural manual; and improve its data collection processes vis-a-vis instances of bullying and harassment. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets during the five-year period designated by the settlement agreement. It should be noted that because sufficient baseline data were not available, these targets may be modified as the IM gathers more reliable data.

I. *Reduce instances of bullying and harassment overall by 10% every year.*

J. *Reduce instances of bullying and harassment targeting Black students and students with disabilities by 20% every year.*

Table 5: Disproportionate Bullying			
Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall provide initial data to and collaborate with the IM and Oversight Committee to establish baselines, goals, and actions related to disproportionality for SWDs, Black SWDs, and Black students.	SCUSD must have baseline data, goals, and actions to transform inequitable disproportionality in bullying and harassment.	Sep 15, 2024	One time
2. SCUSD shall establish, train staff, and enforce the use of a system to collect and report reliable and consistent bullying and harassment data across all schools – including demographics that allow data to be broken down to identify disproportionality as it relates to any students – and in particular SWDs, Black SWDs, and Black students, as well as actions and impact data. Data should allow SCUSD and IM to distinguish not only demographic patterns, but also frequency of incidents/ parties as represented in data. Data collection should also include summary of incident and outcome/consequences (including discipline) that resulted from incident. Plan must be approved by IM prior to adoption by district.	SCUSD must have baseline data, goals, and actions to transform inequitable disproportionality in bullying and harassment.	Nov 1, 2024	One time Reviewed annually Data to be provided monthly as part of discipline data reports through 2028-2029 school year
3. SCUSD shall review Bullying and Harassment policies (i.e., the following BPs and associated ARs: 5145.1, 5145.3, 5145.7, 5145.9) through at least three community sessions (to include families, students, staff, and community) where current data shall also be reviewed. These sessions shall be co-sponsored with the Black Parallel School Board to ensure high levels of parent/family involvement.	The SCUSD community has an authentic opportunity to review bullying and harassment data and weigh in on district policies related to bullying.	Jan 09, 2025	One time
4. Using data from community sessions/ action item #2 above, SCUSD shall develop revised policy/policies, compliant with CA Ed Code, ensuring that bullying policy does not espouse "zero tolerance" policies, which have been shown to increase use of exclusionary discipline, often to the	SCUSD bullying and harassment policies are revised to ensure they align with best practices for responding to, remediating, and preventing the bullying and harassment of all students, particularly those	Draft by Nov 15, 2024 Final by Jan 9, 2025	One time

	detriment of students with disabilities and Black students. Any revised policies shall apply to bullying and harassment perpetrated by SCUSD staff and SCUSD students alike. Revised policies must be approved by IM prior to adoption by district.	with disabilities and Black students with disabilities.	Adoption by Mar 5, 2025	
5.	SCUSD shall develop a procedural manual, compliant with CA Ed Code, to guide school staff on how to prevent and respond to bullying and harassment in evidence-based, community-building, empathy-focused, and restorative ways that specifically reduce the likelihood of bullying against students with disabilities and Black students with disabilities; SCUSD shall ensure that practices are consistent across the district. The procedural manual must be approved by IM prior to adoption by district.	SCUSD has consistent and clear procedures for the prevention, response, and remediation of bullying and harassment, which include clearly delineated staff responsibilities and duties.	Nov 15, 2024	One time
6.	SCUSD shall ensure there is an IM approved system for accurately monitoring bullying and harassment data at every site (at minimum, in current and past cohorts of 25 sites each and across the district), including the collection of demographics for who is accused of and who is being targeted in bullying and harassment incidents. This system must be approved by the IM prior to adoption.	All site administrators within SCUSD have received instruction and training in how to accurately monitor bullying and harassment data.	Oct 31, 2024	One time
7.	SCUSD's Bullying Prevention Specialist (or their supervisor or whatever position is leading Bullying Prevention efforts) shall participate in Oversight Committee (to meet weekly) and design/ facilitate monthly data validation audits with site leaders to ensure bullying and harassment monitoring is occurring and being used to inform leadership and its decisions at all school sites (at minimum in cohorts of 25 sites, reaching all schools over three years) and that they include the aforementioned details. Data report plan and validation audit protocol to be approved by the IM prior to adoption.	Monthly audits of data (which may necessitate empathy interviews) ensure that detailed bullying and harassment data are being collected and monitored consistently across all SCUSD sites.	Starting 2024-2025 school year	Monthly through 2028-2029 school year

SCUSD shall enable the IM access required to conduct the following monitoring activities:			
8. After initial data review, IM will monitor SCUSD's monthly bullying and harassment data (current and past cohort schools and across district) to ensure bullying and harassment monitoring is occurring at all school sites and that it includes the aforementioned details. (This data will be provided by the district each month.)	Monthly audits of data (which may necessitate empathy interviews) ensure that detailed bullying and harassment data are being monitored consistently across all SCUSD sites.	Starting 2024-2025 school year	Every two months through 2028-2029 school year
9. IM will conduct systematic review and follow-up of all school safety plans to check for comprehensiveness and consistency of implementation, particularly in regard to the prevention, response, and remediation of bullying and harassment.	School safety plans at every SCUSD site clearly articulate strategies and policies to prevent and respond to potential incidents of bullying and harassment in all of its forms, particularly in regard to students with disabilities and Black students with disabilities.	Annually by Sep 30	Annually through 2028-2029 school year

Directives 7, 8, and 9: Comply with Child Find Obligations re: Over & Under-Identification of Black Students to SpEd and Timely Referrals

7. Compliance with Child Find obligations, including in a manner that appropriately identifies Black students with disabilities without over-identifying or under-identifying Black students for special education and particular disability categories

8. Compliance with obligation to refer students suspected of having a disability for special education assessment in a timely manner, analysis of which shall include the efficacy of and need for Student Study Teams

9. Substantial reduction in over-identification or under-identification of Black students for special education

Baseline Data Findings

Overall risk of identification for Special Education is higher in SCUSD than in the state of California or the nation. Black students have a risk ratio over 3.0 for Emotional Disturbance (ED) and Other Health Impairment (OHI), demonstrating significant disproportionality within those categories. Further analysis demonstrates significant disproportionality among English Learner (EL) students (particularly those who are Hispanic and Hmong-speaking) as well, suggesting that assessment procedures within the district require substantial investigation and revision.

Overall Risk for SpEd Identification

- SCUSD risk for SpEd identification: 17.0%
- California: 13.0%
- National: 15.0%

SCUSD Disproportionality Data:

Black Students' Risk for SpEd Identification

- Black student proportion of total enrollment: 12.6%
- Composition Index: 19.0%
- Black student risk for SpEd identification: 25.6%
- Black student Risk Ratio for SpEd identification: 1.63

Emotional Disturbance (ED)

- Overall risk for ED identification: 0.46%
- Black student proportion of total enrollment: 12.6%
- Composition Index: 29.4%
- Black student risk for ED identification 1.1%

- Black student Risk Ratio for ED identification: **3.31**

Other Health Impairment (OHI)

- Overall risk for OHI identification: 2.55%
- Black student proportion of total enrollment: 12.6%
- Composition Index: 28.3%
- Black students risk for OHI identification: 5.8%
- Black student Risk Ratio for OHI identification: **3.12**

Intellectual Disability (ID)

- Overall EL risk of ID: 0.21%
- EL Hispanic students' risk for ID: 0.32%
    - Risk ratio: **2.28**
- EL Hmong risk 1.05%
    - Risk ratio: **5.56**

Specific Language Impairment (SLI)

- Overall EL risk of SLI: 0.82%
- EL Hispanic students' risk for SLI: 1.38%
    - Risk ratio: **3.24**
- EL Hmong risk for SLI: 3.30%
    - Risk ratio: **4.48**

Specific Learning Disability (SLD)

- Overall EL risk of SLD: 1.78%
- EL Hispanic risk for SLD: 3.30%
    - Risk ratio **4.48**
- EL Hmong risk for SLD: 6.75%
    - Risk ratio: **4.17**

Autism Spectrum Disorder (ASD)

- Overall EL risk for Autism (ASD): 0.55%
- EL Hmong risk for Autism: 2.2%
    - Risk ratio: **4.57**

Actions and Targets

The above-listed figures suggest that racial bias and language barriers may be leading SCUSD to mis-identify some students as having a disability that they may not have. The district must improve its systems for special education identification and IEP reviewing practices, including but not limited to enhanced translation and

interpretation services. Actions listed in the table below require the district to revise policies and procedures; develop a procedural manual; institutionalize new practices within systems and through Professional Development (PD); and build capacity for linguistic access in special education processes. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality, and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the five-year period designated by the settlement agreement.

- **K.** *Reduce the risk or rate of special education identification for Black students to 13% or less. This constitutes approximately a 50% reduction to current rates in SCUSD.*
- **L.** *Decrease the overall rate of special education identifications to 13%, comparable to the state average. This constitutes approximately a 25% reduction.*
- **M.** *90% of all students referred for special education will demonstrate compliance with the comprehensive evaluation checklist.*
- **N.** *Reduce the risk or rate of ED identification for Black students to 0.55% or less. This constitutes a 50% reduction.*
- **O.** *Increase the percentage of Black students with ED receiving counseling (minimum 30 minutes per week) and BIPs to 90% or greater.*
- **P.** *Reduce the risk or rate of OHI for Black students to 3.8% or less. This constitutes a 35% reduction.*
- **Q.** *Increase the percentage of Black students with OHI receiving counseling (minimum 30 minutes per week) and BIPs to 60% or greater.*
- **R.** *Reduce the risk or rate of special education identification for EL Hispanic students and EL Hmong by implementing the CEP-EL process to all students with 90% compliance for all EL students.*
- **S.** *Every year, a majority of parents/families and secondary students responding to the survey, for whom the question is relevant, indicate that the statement pertaining to the district's prior pattern and efforts to remediate was read.*

Table 6: Overrepresentation In Special Education Identification

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall provide to the IM updated and complete enrollment data of all students originally requested in February. Specifically, this includes previously required data related to enrollment data for students with 504 plans and all requested	Accurate, calibrated, and timely data supports developing relevant benchmarks, goals, and progress findings.	Sep 15, 2024	One time Annually; after that by June 30 through

data for End of Year (EOY) 2024. Specifically, ▪ EOY enrollment data for all students with disabilities (SIS and SEIS), including SSID, District ID, last name, first name, date of birth, gender, race, school location code and the following: o Special Education program code (SDC, RSP, NPS, etc.) o Designated instruction and services (DIS) service codes (i.e., counseling, speech and language, OT, etc.) o Behavior Intervention Plans (yes or no) o EL status ▪ A list of students with 504 Plans with SSID, last name, first name, date of birth, race, gender, grade, and location code ▪ List of all schools with special education programs currently available (i.e., RSP: 2 classes, SDC-ED: 1 class, SDC-ID: 1 class) ▪ List of schools that have a full-inclusion special education delivery model			2028-2029 school year
2. SCUSD shall review and revise/update as needed, all existing Board policies, associated ARs, and procedures corresponding to these specific directives to ensure attention to equitable and just outcomes and consistency and accountability across the district and pertaining to Special Education identification and review processes to ensure they align with legal requirements, best practices (including parent/family engagement and translation/interpretation), and a focus on equitable access and results. ▪ BP and AR 0403, 4112.23, 6146.4, 6159, 6159.1, 6159.4, 6162.5, 6164.4, as well as, ▪ AR 4212.22, Staff Teaching Students Of Limited English Proficiency (as it relates to students with disabilities) ▪ BP & AR 6164.5, 6164.6, Student Success Teams Revised policies must be approved by IM prior to adoption by district.	SCUSD policies conform to current law and ensure that assessments are conducted, and services are delivered in an equitable manner (including parent/family engagement and translation/interpretation) to reduce the likelihood of over- or under-identification of students with disabilities, particularly with regard to Black students in OHI and ED categories.	Draft for Approval – Nov 15, 2024 First Reading – Jan 15, 2025 Adoption – March 15,2025	One time

3. SCUSD shall develop a Comprehensive Evaluation Process checklist (to be approved by the IM). (See sample checklists.) SCUSD shall develop a policy requiring schools to implement said checklist.	Every evaluation for Special Education uses a consistent process informed by a variety of data sources to make accurate and non-discriminatory decisions about a student's eligibility (or continuing eligibility), strengths, and disability-related needs.	August 19, 2024	One time
4. SCUSD shall develop and adopt a procedural manual to guide the field on the requirements of the comprehensive evaluation process, which shall include, among other things, procedures detailed in the CEP-EL manual .	Translation and interpretation services are available for all Special Education evaluations of students who do not (and/or whose parents/guardians do not) have English fluency, thereby reducing the likelihood of over- or under-identification of disability.	Oct 1, 2024	One time
5. SCUSD shall develop and deliver annual training (materials and schedules) on the Comprehensive Evaluation Process checklist, Child Find, and general education interventions and referral mechanisms, such as SSTs, for all those responsible to facilitate referral, intervention, and assessment meetings. This will start with the cohorts and evolve to all necessary staff after three years.	SCUSD trains relevant school personnel (e.g., school psychologists, other SpEd assessors, administrators, and SpEd educators) in referral and assessment procedures.	November 15, 2024 for first year Annually by Sep 15 for following years	Training schedule re-issued annually through 2028-2029 school year
6. SCUSD shall embed the Comprehensive Evaluation Process checklist into SEIS as a part of each student's IEP.	Each student's evaluation for Special Education follows the checklist, and all results are Collected and monitored in SEIS.	Aug 30, 2024	One time
7. SCUSD shall establish edits on SEIS to 1) ensure IEP teams consider counseling and BIPs for students found eligible with ED or OHI and 2) ensure IEP teams consider second language acquisition factors. Revisions must be approved by IM prior to adoption by district.	SCUSD's SEIS reflects interventions and supports to promote more equitable assessment.	Aug 30, 2024	One time
8. SCUSD shall ensure the availability of bilingual school psychologists and other assessors sufficient to conduct assessments	Students in SCUSD receive equitable evaluation services for special education,	Annually by Sep 1	Annually through

and shall engage live interpreters for less common languages (see Tables 11 and 14 pertaining to Directives 15 and 18, respectively).	irrespective of their English language ability.		2028-2029 school year
9. SCUSD shall create a District Plan that empowers a diverse representation of staff (positions, identities) and families to develop and create, and implement an evidence-based support system (including a commitment to specific training and resources) for students who face emotional or academic barriers and who are not eligible for IEP's or 504 plans, with a specific focus on Black students who face emotional or academic barriers. The District Plan - inclusive of training and resource commitments - must be approved by the IM prior to adoption. In alignment with Directive 17, the District Plan and its related training and resources must have an explicit and intentional focus on culturally relevant and anti-racist practices. The District Plan must include at a minimum: • As part of a data-informed, district-wide MTSS system, annually identified and prioritized, Tiers 1, 2 and 3 strategies that are explicitly culturally proficient, anti-racist, and built from student asset mindset; and • A provision for individual Personal Learning & Support Plans (PLSPs) (see **Appendix C**) to explicitly and intentionally identify individualized and asset-based supports for students who face emotional or academic barriers and are not eligible for IEP's or 504 plans; parents and guardians must have the right to review and participate in the decision-making regarding their respective students' PLSPs (see appendix for a template to be enhanced, personalized, and	Students in SCUSD receive equitable evaluation services for special education, irrespective of their English language ability.	Dec 1, 2024	Design/ Plan: One time; Reviewed annually Data provided to IM quarterly

adopted by SCUSD, and approved by the IM); *Please note: the example is from Success Academy, which is different than the Success Academy within SCUSD. This District Plan must include the collection and submission of impact data from educators and students disaggregated at least by race, gender, school, and grade. Specifically, the District must collect and report on fidelity of specifically adopted and employed, culturally responsive, and anti-racist Tiers 1, 2 and 3 supports and efforts as well as disaggregated data for who have been referred and provided these strategies as well as the progressive impact of these strategies and supports.			
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
10. IM will monitor compliance with the Comprehensive Evaluation Process checklist for all Black students, EL students, and a sample of students from other race/ethnic groups. (This data will be provided by SCUSD monthly.)	The IM is able to monitor success in the district's implementation of the adopted evaluation processes and checklists and efforts to remediate over- and under-identification of Black students in OHI and ED categories and over-identification of EL students in ID, SLI, SLD, and ASD.	Starting 2024-2025 school year	Monthly through 2028-2029 school year
11. IM will assess the school psychologist/ counselor to student ratio to ensure sufficient support staff to provide counseling and support the implementation of BIPs (see Table 11 pertaining to Directive 15).	SCUSD has sufficient staffing to ensure students' BIPs are implemented properly.	Annually by Sep 1	Annually through 2028-2029 school year
12. Given access to people and data, IM will use file reviews and focus groups to assess the adequacy of implementation of English Language Development programs, including the availability of resources (in accordance with California Department of Education requirements for EL programming).	The IM is able to monitor success in the district's programs and resources for EL students.	Initial assessment by Sep 15, then annually by May 1	Annually through 2028-2029 school year

Directives 10 and 12: Best Practices for IEPs and Timely and Appropriate FBAs and BIPs

10. Development of best practices, compliant with state and federal laws, to develop individualized education programs ("IEPs"), conduct IEP meetings, and related processes, including but not limited to, increased transparency (e.g., parents are notified in advance of participants, receive information about their rights, programs and services); accessibility, including language access; involvement of parents/guardians, and where appropriate, students, as equal participants with the District; contacting methods to maximize parent/guardian participation; a decision-making process/checklist geared toward placement in LRE and high academic standards; and the inclusion of District staff knowledgeable about and with the authority to identify and allocate appropriate programs, services, supports, and placements for students with IEPs

12. Timely and appropriate Functional Behavior Assessments ("FBAs") and development and implementation of Behavioral Intervention Plans ("BIPs")

Baseline Data Findings

No baselines were obtained for the following:

- IEP practices
- Timely completion of initial, triennial, and annual review IEPs
- Parent/guardian participation at IEP meetings
- Students' access to programming
- Language access including the timely translation of IEPs and provision of interpreters
- Timely and appropriate FBAs and BIPs

The absence of baseline measures necessitates the additional data request listed above in Table 2: Further data collection required as soon as possible.

Actions and Targets

Despite the lack of baseline data, the following actions are important to ensure alignment with best practices. Actions listed in the table below require the district to improve its IEP processes, including but not limited to identification and evaluation, FBAs, and BIPs, and make improvements to parent/family communication through staffing and Professional Development (PD). The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the measurable targets, which will be developed in detail once the IM obtains requisite data.

T. *By August 15, 2024, the IM will establish outcomes for parent/family participation, language access issues, and timeliness of FBAs and BIPs.*

U. *By August 15, 2024, the IM will establish outcomes for the timely completion of initial, triennial, and annual review IEPs.*

V. *Every year, increasing proportions of parents/family members and secondary students responding to the survey, for whom the question is relevant, indicate an understanding of IEP processes and resources.*

Table 7: Best Practices for Conducting IEPs

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall review, analyze, and revise/update as needed the following Board (policies), associated ARs, and practices corresponding to these specific directives to ensure attention to equitable and just outcomes and consistency and accountability across the district. ▪ BP & AR 6158, Independent Study (should address appropriateness of independent study for students with disabilities as educational and disciplinary placements) ▪ BP & AR 6159.2, Nonpublic, Nonsectarian School And Agency Services For Special Education ▪ BP & AR 6159.3, Appointment Of Surrogate Parent For Special Education Students ▪ BP & AR 6164.5, Student Success Teams Revised policies must be approved by IM prior to adoption by district.	SCUSD policies and practices help reduce SCUSD's disproportionality and unequal access to assessments and services for SWD and Black SWD.	Draft - Nov 15, 2024 Final - Jan 15, 2025	One time
2. SCUSD shall provide FBA and BIP files for review and analysis by the IM Team to establish baseline data and targets.	The district and IM Team require baseline data to establish realistic and informed targets and action plans.	All baseline data to be provided by Sep 1, 2024	One time

3. Intended as a reiteration of other actions listed in this action plan. SCUSD shall execute improvements to IEP, LRE, FBA, BIP, and Educationally Related Mental Health Services (ERMHS) processes as described in Tables 4, 6, 8, 9, 16, 17, and 18 and **Appendix D** of this action plan.	The district develops and implements best practices, compliant with state and federal laws, to ensure timely, effective, and unbiased IEP processes (e.g., family engagement, language access, LRE, academic support, inclusion, staff training, FBAs, and BIPs).	All baseline data to be provided by Sep 1, 2024 See Tables 4, 6, 8, 9, 16, 17, and 18	See Tables 4, 6, 8, 9, 16, 17, and 18
4. SCUSD shall create a series of one-page[6] documents or cheat sheets to communicate and detail (across multiple languages) to parents essential information plainly and directly about IEPs, their timeframes, and processes for assessments, and to guide staff on what to do if a parent/guardian has questions or concerns, to be translated in all the county's threshold languages. Document must be approved by IM prior to adoption by district.	Parents/guardians have clear expectations, knowledge of resources, and an understanding of their and their children's rights as regards to special education.	Aug 30, 2024	Reviewed/ updated annually through 2028-2029 school year
5. SCUSD shall repurpose staff or hire at least two district level parent/family liaisons across cultural (i.e. racial and linguistic) differences, to build community with students with disabilities and their families, prioritizing candidates with lived experience directly relevant to the settlement.	Students with disabilities and their parents/guardians are assisted in navigating IEP processes.	Hire family liaison by Sep 30, 2024 Job description by Aug 30, 2024	One time
6. SCUSD shall develop and provide materials and training for front office staff (and anyone with a public-facing position at a school site or central office) so they can respond to parents/guardians (or direct them to appropriate resources) regarding IEP/504 assessment processes. Staff will be able to understand and provide to parents one-pagers with the required information (see Table 7.2).	The parents/guardians of students who may have disabilities are assisted in navigating IEP and 504 processes. Reduce barriers for parents who seek to learn about support for their children.	Professional learning plan or guidance submitted to IM by Sep 15 2024; IM approves plan by Sep 15, 2024; Training annually by Sep 15	Annually through 2028-2029 school year

[6] "One-page" in this usage implies a short document that is easily accessible and understandable. It may need to be two pages (front and back of one sheet), for example, to do so.

SCUSD shall enable the IM access required to conduct the following monitoring activities:			
7. IM will investigate data provided by SCUSD and develop baselines and outcomes in the following areas (see Table 2 for specific data needed from district): ▪ IEP practices; ▪ Timely completion of initial, triennial, and annual review IEPs; ▪ Parent/guardian notification of and participation at IEP meetings (in addition to participation by school administrators[7]). ▪ Program access; ▪ Language access, including the timely translation of IEPs and provision of interpreters; ▪ Timely and appropriate FBAs and BIPs ▪ SST Effectiveness	The IM has an accurate baseline against which it can measure the district's success in implementing best practices (compliant with state and federal laws), in developing IEPs, conducting IEP meetings, FBAs, BIPs, the efficacy of and need for SSTs, and translation/ interpretation, to compare against best practices and statutory requirements.	Sep 15, 2024 Monitor quarterly Oct 1; Jan 1; Apr 1; Jun 1	One time Quarterly through 2028-2029 school year
8. SCUSD shall make available to IM a sample (at least current and past cohort schools and districtwide) of FBAs and BIPs for students experiencing disciplinary removals to gauge timeliness and appropriateness (matching diagnoses, IEPs/504s, and actual services) of these supports, including the effectiveness of BIP implementation (e.g., whether students with diagnoses such as ED, ASD, Attention Deficit Disorder, etc. are getting the support as expected for the disability category and specific manifestations of those diagnoses).	The IM has an accurate baseline against which it can measure the district's success in improving timeliness and appropriateness of FBAs and BIPs.	Monitor quarterly Oct. 1; Jan 1; Apr 1; Jun 1	Quarterly through 2028-2029 school year
9. IM will conduct an annual parent/family and secondary student survey in all of the county's threshold languages to gauge student and family experiences, including their knowledge of, perceptions of, and participation in IEP processes. (Access and distribution will be conducted by SCUSD.)	The IM is able to monitor and measure the district's success in implementing best practices (compliant with state and federal laws) in parent/guardian and student engagement in IEP evaluation and meetings.	Sep 15, 2024 for baseline data of previous year Then annually by March 15 for years 2025-2029	Annually through 2028-2029 school year

[7] In interviews, district staff indicated that school administrator attendance improves special education service delivery, continued adherence to IEP plans, and relationships with parents and guardians. This is supported by the National Association of Elementary School Principals.

Directive 11: Analyze the District's ERMHS

11. Analysis of the District's Educationally Related Mental Health Services ("ERMHS") teams and processes to promote adequate, effective, timely and appropriate access to students

Baseline Data Findings

In interviews with district staff, the IM team learned the following regarding ERMHS:

- Only students who have been identified for Special Education can access ERMHS, and it applies only to students who need "intensive" support. Students with more moderate/Tier 2 type needs are given more informal support and potentially a SpEd assessment;
- The district has hired additional social workers, which has helped the ERMHS process be more timely;
- ERMHS plans are revisited only every three years;
- Previously, most school social workers were not licensed clinicians and were not allowed to lead the ERMHS program. The district has since hired licensed clinicians and clinical interns;
- The ERMHS teams are currently reporting to an interim director as the supervisory position is not currently filled; and
- The ERMHS teams do not look at factors such as extreme poverty, lack of adequate instruction, and lack of attendance before making a final assessment.

Actions and Targets

The district must ensure that students have adequate, effective, timely, and appropriate access to ERMHS. Actions listed in the table below require the district to make procedural changes regarding ERMHS and allocate a sufficient budget to carry out those changes. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the five-year period designated by the settlement agreement.

W. *90% of students identified for ERMHS have access to qualified support professionals and have their needs reviewed and addressed on an annual basis.*

X. *90% of students identified for ERMHS have their ERMHS meeting within time limits established by California Education Code.*

Table 8: Educationally Related Mental Health Services Processes			
Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall convene a district committee to consider whether the ERMHS guidelines and protocols need to be revised, ensuring compliance with law, and to better support students who may be impacted by trauma and other social environmental factors. SCUSD shall provide IM with committee roster, agendas and minutes including attendance, and final findings. Revisions must be approved by IM prior to completion and adoption.	SCUSD's ERMHS teams provide effective and equitable support to students.	Formation of committee: Oct 15, 2024 First draft by Jan 15, 2025 Final draft by April 15, 2025	One time formation, meeting as needed
2. SCUSD shall develop and institute a procedure that ensures that IEP meetings include a discussion on student's need for ERMHS services in alignment with IEP processes outlined in Tables 6 and 7, including specific guidance on the need, sufficiency, and efficacy of ERMHS services to provide a student with Free Appropriate Public Education (FAPE). These procedures must be approved by the IM prior to adoption by district.	SCUSD's IEP procedures ensure that students are appropriately referred to and supported by ERMHS teams and processes.	Development of policies and procedures: Nov 15, 2024 Training provided on policies and procedures: March 15, 2025	One time
3. SCUSD shall ensure a budget for additional ERMHS providers to enable timelier ERMHS processes and shall continue funding these positions proportionate to fluctuations in the student body and need. This budget process must be approved by the IM prior to adoption by district.	SCUSD students have adequate, effective, timely, and appropriate access to ERMHS.	Sep 15, 2024 Then annually by July 1	Annual budget planning to begin by start of budgeting process* and be finalized by end of budgeting process[8]
4. SCUSD shall ensure ERMHS teams develop and institute procedural guidance for ERMHS teams to include examining root causes related to students' barriers (e.g., extreme poverty, lack of adequate instruction, trauma, and lack of attendance) before making a final assessment—to be approved by IM—and making clear that a student does not	SCUSD's ERMHS teams provide effective and equitable support to students.	May 15, 2025	One time

[8] Awaiting timeline from SCUSD

need to have any specific diagnosis or qualify for special education under any specific category to receive ERMHS. This process must be approved by the IM prior to adoption by district.			
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
5. SCUSD shall enable IM to review ERMHS data, including eligibility criteria, staffing, and service delivery (compliant with applicable student confidentiality laws).	The IM is able to monitor success in the district's ability to ensure students access adequate, effective, timely, and appropriate ERMHS.	Monitor quarterly – Oct 1, Jan 1; Apr 1; Jun 1	Quarterly through 2028-2029 school year

Directive 13: Reduce Use of Restraints and Seclusions for Students with Disabilities, Particularly Black Students

13. Substantial reduction in the overall use of and disproportionality in use of restraints and seclusion for students with disabilities and Black students with disabilities

Baseline Data Findings

Due to the low number of reported events in the use of restraints, expulsion/disciplinary transfers, and law enforcement referrals, additional data are required to determine the need for outcomes. The recorded events are likely an underrepresentation of current practices.

District staff also indicated troubling practices (that behavioral hearings appear to be alternatives to expulsions and that there are disciplinary transfers to Success Academy).

Despite what appears to be incomplete or inaccurate data, the trends are nevertheless concerning for Black students with and without disabilities, requiring further investigation.

- Only 14 restraints were recorded with 13 of these events (93%) occurring to students with disabilities and eight (57%) to Black students with disabilities.
- A total of 21 expulsions were reported—nine (43%) were students with disabilities, and four (19%) were Black students with disabilities. Black students with and without disabilities made up 10 (48%) of the 21 reported expulsions.
- A total of five law enforcement referrals were reported, four (80%) of which were of Black students and three (60%) were Black students with disabilities.

For the purpose of comparison, statewide figures are as follows: "Black students made up 5.1% of the California student population in 2021-22 school year but 17.5% of all students physically restrained, 24.0% of those secluded, and 39.1% mechanically restrained. Students with disabilities, who make up about 14% of students in California, represented 88.8% of students physically restrained and 50% of those secluded" (Borrelle & Monteiro-Endow, 2022)

Actions and Targets

The district must ensure that students with disabilities and Black students with disabilities are not disproportionately subjected to restraints, seclusions, and law enforcement referrals.

Actions listed in the table below require the district to make procedural changes regarding restraints and seclusions; and to build capacity to minimize the use of restraints and seclusions through Professional Development (PD) and uniform data

monitoring. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes indicated.

Y. *By the end of the end the 2024-2025 academic year, SCUSD shall cut the risk ratio among students with disabilities for experiencing restraints and seclusions by 50%.*

Z. *By the end of the 2024-25 academic year, SCUSD shall cut the risk ratio of Black students with disabilities by 50%.*

AA. *By the end of the 2025-26 academic year, 100% of students with disabilities experiencing restraints and seclusions, expulsions/disciplinary transfers, and law enforcement referrals are provided FBAs, BIPs, and counseling services including ERMHS.*

Table 9: Disproportionate Use of Restraints and Seclusions for Students with Disabilities, Particularly Black Students

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall provide to the IM updated and complete data on physical restraints (501), mechanical restraints (502), and seclusions (600), for all students with special education indicators to examine disproportionality, that include: ▪ Documentation for students both in general and special education who were restrained including handcuffing (i.e., incident reports in SIS and/or hardcopies) and Behavior Emergency Reports (BERs) ▪ BERs for students listed on Appendix L; ▪ Restraint data maintained on Google Sheets or other site-level lists for each site and BERs if available	Accurate and timely data is necessary to inform accurate and realistic baselines and goals.	Aug 21, 2024	One time
2. SCUSD shall provide to the IM updated and complete data on law enforcement referrals and arrests for all students (general and special education) to examine disproportionality, that include: ▪ All incident reports (SIS and/or hardcopies), Behavior Emergency Reports (BERs), or other relevant	Accurate and timely data is necessary to inform accurate and realistic baselines and goals.	Aug 21, 2024	One time

documentation related to the law enforcement referral and/or arrest for students listed on Appendix L; ▪ Law enforcement data maintained on Google Sheets or other site-level lists for each site			
3. SCUSD shall review, and revise/update as needed school discipline policies (as described in Table 3), including BP & AR 5145.11, Questioning And Apprehension By Law Enforcement, to specifically name and address the importance of addressing disability-related behaviors and accommodations, whenever possible, without the use of restraints, law enforcement interventions, or removal from current placements. Revised policies must be approved by IM prior to adoption by district.	SCUSD minimizes the use of restraints, law enforcement interventions, and removal from current placements for students with disabilities.	Draft for BP and AR - Nov 15, 2024 Final BP - Jan 1, 2025 Adoption of the AR - March 15, 2025	One time
4. SCUSD shall develop and or update a procedural manual regarding the use of restraint/seclusion that ensures safeguards for students with disabilities and Black students with disabilities regarding restraints, expulsions/ disciplinary transfers, and law enforcement referrals, including documentation and data reporting practices, notification to parents, Behavior Emergency Report, investigative procedures to ensure restraints were carried out appropriately, and ensuring schools follow up with IEP meetings, FBAs, and BIPs as needed. Procedural manual must be approved by IM prior to adoption by district.	SCUSD substantially reduces the overall use of restraints and seclusion for students with disabilities and Black students with disabilities.	Sep 30, 2024	One time
5. SCUSD shall provide or ensure training, aligned with the procedural manual, regarding the use of restraint, seclusion, and trauma-informed de-escalation processes, to all relevant staff (special education staff, school administrators, and any school staff responsible for responding to student behavior). To address underreporting and to increase accuracy of data, training must include what, how and when to report, and identifies to	SCUSD school staff are equipped with the knowledge required to minimize the use of restraints and seclusion in general and safeguard students with disabilities and Black students with disabilities regarding restraints, expulsions/ disciplinary	Jan 15, 2025	Annual training refreshers through 2028-2029 school year

whom to report, who reports, who oversees, and who monitors the data. This professional development plan and its providers must include an assessment process to measure impact.	transfers, and law enforcement referrals.		
6. SCUSD shall develop or improve a uniform and districtwide, student-level data monitoring system (e.g. SIS) for the use of restraint and seclusion and shall prohibit the use of individual school-site monitoring mechanisms.	SCUSD and the IM have the ability to analyze restraint and seclusion data in a streamlined manner that ensures better data quality.	Aug 30, 2024	One time
7. SCUSD shall provide to the IM monthly reports of updated reports for disciplinary practices including expulsions/disciplinary transfers, restraints required to be reported and posted, and law enforcement referrals (including follow-up services) – highlighting and synthesizing data for students with disabilities and Black students as compared to overall population to determine if disparities exist for students with disabilities and Black students with disabilities.	SCUSD and the IM have accurate and timely data to determine if disparities exist for students with disabilities and Black students with disabilities regarding restraints, seclusion, law enforcement interventions, and removal from current placements for students with disabilities and Black students.	Monthly, starting 2024-2025	Monthly through 2028-2029 school year
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
8. IM will observe PD and review PD records – including metrics to measure training impact - to ensure relevant staff are trained on the procedural manual and de-escalation.	The IM is able to monitor the district's success in implementing the restraints/seclusion procedural manual.	Annually by Jun 15 (for 2024-2025 year, by Jan 15, 2025)	Annually through 2028-2029 school year
9. Given multiple data sources, IM will conduct monthly data validation audits of restraint and seclusion data (including follow-up services).	The IM is able to authenticate data quality (accurate recording and reporting) while also monitoring progress toward reduced use of restraints and seclusion and reduced disparity.	Starting 2024-2025	Monthly through 2028-2029 school year
10. IM will investigate disciplinary practices including restraints, expulsions/disciplinary transfers, and law enforcement referrals to determine if disparities exist for students with disabilities and Black students with disabilities.	The IM is able to monitor success in the implementation of improved disciplinary practices and the reduction of disparity.	Monitor quarterly Oct 1, Jan 1, Apr 1, Jun 1	Quarterly through 2028-2029 school year

Directive 14: Ensure SELPA Procedural Guide Is Usable for Parents/Guardians and Staff

14. Adequate and appropriate use of best practices regarding the District's/Special Education Local Plan Area's ("SELPA") Special Education Procedural Guide as a usable and accessible resource for parents/guardians and District staff

Baseline Data Findings

IM reviewed the SELPA Procedural Guides for Student Discipline, Behavioral Emergency Procedures and Interventions, FBA, and BIP. The IM found that the current policies contain legal jargon drawn nearly entirely from state code. This is not approachable for families.

Actions and Targets

It is essential that SCUSD have a Special Education Policy and Procedures Guide that is written in plain language and approachable for students and families. It must be inclusive of all policies relevant to special education services and students with disabilities, and it must spell out SCUSD's procedures in a transparent way so that families understand their and their students' rights and what to expect with special education services. By housing these policies in one guiding document, students, families, and staff will have easier access to relevant information. Actions listed in the table below require the district to produce such a guide with input from community, translated into all of the county's threshold languages. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes indicated.

BB. *The district will produce a Special Education Policy and Procedures Guide in plain, accessible language and translate it into all of the county's threshold languages by the date listed.*

CC. *Every year, a majority of parents/families and secondary students responding to the survey, for whom the question is relevant, indicate that they found the guide useful and accessible.*

Table 10: SELPA Guide as a Usable Resource for Parents/Families

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall, in partnership with a joint staff and Community Advisory Committee, review and revise, if necessary, the SELPA Procedural Guide to ensure that it conforms	SCUSD procedures are consistent with current California Education Code and culturally proficient.	Sept 3, 2024	One time

	to current law and reflects a cultural/equity lens. This partnership must include integral collaboration with members of IM Team with explicit expertise in SpEd. Revisions must be approved by IM prior to adoption by district.			
2.	Based on input from the Community Advisory Committee, SCUSD shall revise the SELPA Procedural Guide so that it is written in approachable language for parents, students, and staff (rather than legal jargon drawn nearly entirely from state code). Section summaries must be included, written in approachable language. Revisions must be approved by IM prior to adoption by district.	SCUSD's SELPA procedures are accessible to and usable by staff, students, and families to better enable advocacy on behalf of students.	CAC review: Sept 3, 2024 Plaintiffs review: Sept 24, 2024 Final: Sept 30, 2024	One time
3.	SCUSD shall translate the SELPA Procedural Guide into Sacramento County's threshold languages: Spanish, Vietnamese, Cantonese, Russian, and Hmong.	SCUSD's SELPA procedures are accessible to and usable by students and families who do not have English fluency to ensure more equitable access to information.	Within 2 weeks of IM's approval	One time
4.	SCUSD shall make any approved revisions to its SELPA Procedural Guide available online, in print, and otherwise within two weeks of revisions being approved.	SCUSD's SELPA procedures are available and easily accessible to and usable by students and families.	Within 2 weeks of IM's approval	One time with ongoing maintenance
5.	SCUSD shall adopt a policy to regularly review and update the SELPA Procedural Guide as needed to stay compliant with current law as well as maintain equitable accessibility and user-friendliness. (See Appendix E: GAMUT from the CSBA.)	SCUSD's SELPA procedures are available and easily accessible to and usable by students and families.	August 19, 2024	One time with ongoing maintenance
6.	SCUSD shall develop and conduct an annual parent/family and secondary student survey in all of the county's threshold languages to gauge student and family experiences, as well as a staff survey, which will include a question pertaining to whether they found the guide useful and accessible.	The IM is able to monitor success in advancing parent/family and staff access to and understanding of special education processes.	Sep 15, 2024, then Annually by Apr 30	Annually through 2028-2029 school year

Surveys must be approved by IM prior to adoption by district.			
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
7. IM will monitor the implementation of the revised SELPA Procedural Guide through interviews, focus groups, file reviews, and survey dissemination, as necessary.	The IM is able to monitor success in the implementation of the revised manual and improved accessibility of procedural guidance.	Annually by June, starting in 2025	Annually through 2028-2029 school year
8. IM will analyze annual parent/family and secondary student survey in all of the county's threshold languages to gauge student and family experiences, as well as a staff survey, which will include a question pertaining to whether they found the guide useful and accessible.	The IM is able to monitor success in advancing parent/family and staff access to and understanding of special education processes.	Oct 15, 2024, then Annually by May 30	Annually through 2028-2029 school year

Directive 15: Ensure Sufficient Ratio of School Psychologists

15. The ratio of school psychologists to students to effectively provide and support MTSS interventions and comprehensive school support services

Baseline Data Findings

SCUSD is suffering from staffing shortages that are affecting the quality of special education services accessible to students with disabilities and Black students with disabilities. For example:

aa. The district currently has a ratio of 688 students for every 1 school psychologist—a ratio of 500:1 is recommended by the National Association of School Psychologists (NASP).[9]

bb. Special education teachers currently have a 13% vacancy rate (42 full-time equivalent [FTE] vacancies for 317 FTE positions).

Actions and Targets

Across California, there is a shortage of qualified special education and related service providers, including school psychologists, BCBAs, and speech therapists. To a large extent, this problem is outside a district's control. Furthermore, even adding new staff may not resolve the issues of inadequate supports for students with disabilities, as they are not simply a question of ratio but also a question of practices employed. In addition to making procedural revisions listed elsewhere in this plan, SCUSD will need to devise effective recruitment and retention strategies to combat the shortages in the field and staff its special education programs with lasting impact. Actions listed in the table below require the district to put together and carry out a recruitment and retention strategy to address the insufficient ratio. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes indicated.

DD. *SCUSD will reduce the school psychologist: student ratio to 500:1, which, at current ratios, means hiring 21 FTE psychologists as soon as possible, within the five-year timeframe.*

EE. *SCUSD will reduce the special education vacancy rate by half each year.*

[9] The ratio of one school psychologist for every 500 students is recommended in the 2020 NASP Professional Standards. The standards describe the role of the school psychologist as follows: "School psychologists support children, youth, families, and schools through the identification of appropriate evidence-based educational and mental and behavioral health services for all children and youth; implementation of professional practices that are data driven and culturally responsive; delivery of a continuum of services for children, youth, families, and schools from prevention to intervention and evaluation; and advocacy for the value of school psychological services."

Table 11: School Psychologist Ratio Improvement			
Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall devise *recruitment* and *retention* strategies to support a larger number of ▪ School Psychologists, ▪ Special Education Teachers, ▪ Paraprofessionals, ▪ Social Workers,[10] and ▪ Board-Certified Behavior Analysts. Recruitment and retention plan must be approved by IM prior to adoption by district. In its plan, the district needs to provide job descriptions to address the needs of students with disabilities and Black students with disabilities to address their needs in a dedicated way.	SCUSD commits to staffing plan that will enable better identification of and support for students with disabilities and remove the risk of students falling through the cracks when staff do not recognize duties that fall under their job responsibilities. The plan must clearly outline who is responsible for the services needed.	Aug 31, 2024	Revised annually through 2028-2029 school year
2. SCUSD shall implement the recruitment and retention plan.	SCUSD achieves a 500:1 ratio of students to psychologists and other staffing required to meet the needs of students with disabilities and respond to parents' concerns about their accommodations.	Sep 15, 2024	Annually through 2028-2029 school year
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
3. IM will review district hiring and retention rates and trends.	The IM is able to monitor the district's success in staffing practices for recruitment and retention, including improvements in the psychologist: student ratio.	By Sep 30 2024, then annually by Jun 15	Annually through 2028-2029 school year

[10] Guidance for appropriate ratios for social workers can be found in the National Association of Social Workers' Standards : "School social work services should be provided at a ratio of one school social worker to each school building serving up to 250 general education students, or a ratio of 1:250 students. When a school social worker is providing services to students with intensive needs, a lower ratio, such as 1:50, is suggested."

Directive 16: Implement Data-Driven Systems to Recruit and Retain Diverse School Staff

16. *Substantial implementation of data-driven programs and systems to recruit and retain diverse teaching staff and school site administrators*

Baseline Data Findings

The aforementioned vacancy rates and statewide staffing shortages make it difficult for school districts to recruit and retain diverse staff. Nevertheless, this is an important dimension of delivering culturally responsive special education services. The IM requested that the district provide data on the number of classified and certificated staff in each school, disaggregated by race and gender, but these data were not made available, indicating a potential need for more robust and accessible human resource data monitoring systems.

The most recent SCUSD data on staff racial/ethnic composition posted on Ed Data is from 2018–19. Although these data are out-of-date, they do demonstrate that the teaching body is not representative of the student body in the district, particularly in terms of Black and Hispanic/Latino students.

a. Black teachers in 2018–19: 5.9%
b. Black students in 2018–19: 15.5%
c. Black student-to-teacher ratio: **2.7:1**
d. Hispanic/Latino teachers in 2018–19: 14.0%
e. Hispanic/Latino students in 2018–19: 40.1%
f. Hispanic/Latino student-to-teacher ratio: **2.9:1**

It is important to note that research demonstrates that a representative staff is less likely to over-identify Black boys for special education (Hart, Lindsay, et al., 2024).

Actions and Targets

The district can enhance its understanding of how to recruit and retain diverse staff by developing a system to monitor retention and turnover by race/ethnicity and other staff characteristics. Actions listed in the table below require the district to put together and carry out a recruitment and retention strategy to promote diversity in teaching staff and school administrators; develop or improve a data monitoring system for staff turnover and retention by race/ethnicity; and research and implement strategies based on trends the IM discovers in the analyses derived from the data monitoring system (including an IM-developed survey). The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes indicated.

FF. *District maintains data systems to track staff turnover and staffing needs. This system will connect with the district's larger knowledge management system.*

GG. *District develops and executes a plan to improve student-to-staff ratios that mirror the demographics of students – in particular, those represented in this settlement.*

Table 12: Recruit and Retain Diverse Staff			
Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall devise *recruitment* and *retention* strategies to support a more diverse staff of teachers, special education teachers, social workers, BCBAs, school psychologists, school administrators. This plan shall include best practices in recruiting and retaining diverse staff (see Table 14 pertaining to Directive 18). Recruitment and retention plan must be approved by IM prior to adoption by district.	SCUSD commits to a staffing plan that promotes school site staff diversity through hiring and holding onto teachers and site administrators of color.	Aug 31, 2024	Revised annually through 2028-2029 school year.
2. SCUSD shall develop a data monitoring approach and system (connected with the district's larger knowledge management system) whereby staffing trends in hiring, retention/turnover and unmet needs (i.e., through an annual, IM-approved staff survey) can be analyzed according to race/ethnicity, subject area, school type, disability status, and position.	The district is able to make data-driven decisions around staffing recruitment and retention strategies.	Dec 1, 2024	One time to set up data system; Annual staff survey through 2028-2029 school year
3. Based on staffing trends revealed in data analyses, SCUSD shall research and implement strategies to retain diverse staff.	Ongoing strategies for recruitment and retention of diverse staff are informed by SCUSD retention and turnover data.	Feb 15, 2025	Annually through 2028-2029 school year
4. SCUSD shall develop criteria and implement a policy wherein special education teachers that are hired centrally are placed using priority criteria—by placing the highest qualified in school sites with the highest needs.	School sites with the highest needs have prioritized support.	Oct 30, 2024	Annually through 2028-2029 school year
5. SCUSD shall investigate the benefits and challenges and report recommendations to the IM for moving hiring decisions to the same time as other districts in the region.	The district is competitive with neighboring districts in competing for staff.	Dec 2024	One time

6. SCUSD shall plan and conduct a review of potential bottlenecks in hiring procedures. For example, SCUSD shall review how long each aspect of the hiring process takes (posting opening; how long it takes to send out letters once a decision is made, etc.). A historical review shall be conducted on the previous year's processes; moving forward, each review will assess the current year's process.	The hiring process is streamlined and removes bottlenecks in the process. The district is competitive with neighboring districts in competing for staff.	Historical review by Sep 15, 2024; Modify process as needed by Feb 2025	Year 1 reviewed Oct 2024 and Mar 2025, then annually through 2028-2029 school year
7. SCUSD shall prepare annual reports on employee demographics including without limitation race and ethnicity (as specific as possible, capturing at least Asian, Black, Hispanic/Latine, Indigenous/ Native American, Pacific Islander, and white employees), gender, and disability status – compared to student demographics to determine whether and for which areas for improved representation remain. Data will be provided to IM and reported to Board annually.	The hiring process is streamlined and removes bottlenecks in the process. The district is competitive with neighboring districts in competing for staff.	Provided to IM annually by Sep 30; Shared with Board Annually at Oct, Board meeting	Annually through 2028-2029 school year
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
8. IM will review district hiring and retention rates and trends.	The IM is able to monitor the district's success in increasing the diversity of school-based staff.	Annually by Jun 30 (Sep 30 for year 1)	Annually through 2028-2029 school year
9. IM will conduct an annual staff survey to capture the unmet needs, areas of satisfaction, and possible reasons for leaving the profession among teachers and administrators (and other staff members) to comply with Directive 18) particularly among underrepresented races/ethnicities.	The IM and the district have data to inform strategies to retain teaching staff and school administrators from under-represented races/ethnicities.	Annually by Dec 15	Annually through 2028-2029 school year
10. IM will review and approve monthly, quarterly, and annual reports and monitor timeliness of reports.	The IM and the district have and review data to inform efforts and impact.	Starting 2024-2025 school year	Monthly, quarterly, annually, through 2028-2029 school year

Directive 17: Implement Professional Development for Special Education Obligations and Culturally Responsive Pedagogy, with Associated Outcomes Measurement

17. *Implementation of an ongoing professional development system (including training and coaching) based on students', teachers', and staff's needs, the effectiveness of which is measurable, including the goals of establishing and maintaining substantial competency among staff regarding obligations under special education laws consistently applying best practices and culturally responsive pedagogy for educating students with disabilities and Black students with disabilities*

Baseline Data Findings

There were no cultural responsiveness data findings as a result of barriers encountered. The first actions therefore center on data collection activities, including walk-throughs where IM team members observe school site practices on SCUSD campuses (Equity Walks), and a ~15-minute, online survey intended to measure how schools and the district self-assess along cultural proficiency indicators. Although communications about both the Equity Walks and Cultural Proficiency Self-Assessment went out to schools in February 2024, as of this writing, none of these requests has borne fruit.

Actions and Targets

The IM requires that SCUSD implement an ongoing Professional Development (PD) system (including training and coaching) based on students', teachers', and staff's needs, the effectiveness of which is measurable, including the goals of establishing and maintaining substantial competency among staff regarding obligations under special education laws consistently applying best practices and culturally responsive pedagogy for educating students with disabilities and Black students with disabilities.

HH. *A minimum of 75% of staff return Cultural Proficiency Self-Assessment survey (25 schools per annual cohort). (See Appendix F.)*

II. *Equity audits demonstrate that all schools measure at "cultural competence" or advance at least one standard on the Cultural Proficiency Self-Assessment rubric (see Appendix F) between pre- and post-assessments (25 schools per annual cohort).*

JJ. *The majority (50%+) of staff demonstrate growth through feedback and continuous improvement (CI) cycle data.*

Table 13: Professional Development (PD) for Special Education Obligations and Culturally Responsive Pedagogy			
Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall develop a comprehensive PD plan (scope and sequence, training materials, calendar) regarding cultural proficiency policies, required data monitoring and usage, and special education obligations. SCUSD must monitor who is required to attend compared to who does and does not attend and participate fully and must assess its impact of each training topic. This plan must be approved by the IM prior to adoption by the district.	All training/PD required by this action plan is clearly spelled out in advance of the start of the school year.	Sep 15, 2024 then Annually by Jul 30	Delivered annually through 2028-2029 school year
2. SCUSD shall secure a regular time of at least 30 minutes each month for IM to engage with all principals on topics related to monitoring for action plan.	SCUSD ensures timely and relevant communication between IM and sites/ departments.	Aug 30, 2024	Monthly through 2028-2029 school year
3. SCUSD shall develop a districtwide Professional and Leadership Development Framework that must include how community leadership will be assured, shared, and integrated into professional development efforts related to Directive 13. This plan must be approved by the IM prior to adoption by the district.	District commits to delivering PD that substantially improves competency among staff regarding obligations under special education laws, consistently applying best practices and culturally responsive pedagogy for educating students with disabilities and Black students with disabilities.	Draft by Dec 2024; final by Mar 2025	One time
4. SCUSD shall commit sufficient resources to carry out Professional and Leadership Development as determined by framework.	District allocates resources to demonstrate its commitment to executing the Professional and Leadership Development Framework.	Sep 15, 2024 then Annually by Jul 31	Annually through 2028-2029 school year
5. SCUSD shall ensure all schools are oriented to the action plan in order to: ❑ calibrate understanding of the action plan,	The district has a comprehensive approach for equity-centered and data driven	Oct 1, 2024 then Annually by August 31	Annually through 2028-

❑ understand and analyze their own data and related root causes as it relates to the settlement and action plan, ❑ develop an annual problem of practice and equity/improvement (SMART-E) goals, ❑ develop a site action plan and commit resources (people, PD plans, partners, programs, time, etc.) to its success, and ❑ begin the development of their self-assessment portfolio to be used for monitoring.	improvement, which is implemented across the district in three cohorts of 25 sites over three years, to address the settlement.		2029 school year
6. SCUSD shall ensure the delivery of approved, school-led/district calibrated, anti-racist and equity-centered PD to occur monthly, for a minimum of 90 minutes a month. This PD shall engage the majority of staff (all staff PD) for at least current and past cohort schools and districtwide. SCUSD shall maintain and report attendance records and shall measure and report impact. Selected equity-centered PD plans and/or providers must be approved by the IM prior to adoption.	The district prioritizes and supports ongoing PD aligned with addressing settlement.	Starting by Mar 2025, continuing through 2028-2029 school year	Monthly through 2028-2029 school year
7. SCUSD shall facilitate a semi-annual distribution and completion of the online Cultural Proficiency Self-Assessment survey to site and district staff, as well as parents. Completion requires a minimum of 75% participation by each site staff. SCUSD and sites will engage in outreach needed to achieve a minimum of 50% return from families. Distribution and outreach plans must be approved by the IM.	The IM is able to establish a quantitative baseline and subsequently monitor the district's success in advancing cultural proficiency at the school level and districtwide.	Surveys completed by Oct 1 and Apr 1 each year; Survey reports to be shared annually by end of Nov and May	Semi-annual (Oct. and Apr) through 2028-2029 school year
8. SCUSD shall facilitate the regular (annual) distribution and completion of an online Staff Capacity survey (see **Appendix H**). A minimum of 75% of school personnel must complete the tool from each school. The survey will be given in conjunction with the Cultural Proficiency Self-Assessment survey. In 2024-2025, the survey will be given twice; in future years, the survey will be	The IM is able to establish a quantitative baseline and subsequently monitor the district's success in advancing staff capacity to support students with disabilities at the	Annually by Oct 1 and Apr 1	Semi-annual (Oct and Apr) for 2024-2025 year; Annual (Apr) thereafter through 2028-2029 school year

administered during the spring. See Appendix I for draft survey.	school level and districtwide.		
9. SCUSD shall follow all actions described in Tables 4, 6, 7, and 9 pertaining to PD planning and execution related to inclusive schools, LRE, comprehensive evaluation checklist, Child Find obligations, general education interventions (such as SSTs), and procedures to minimize use of restraints and seclusions.	The district establishes and maintains substantial competency among staff regarding obligations under special education laws and consistently applies best practices for educating students with disabilities and Black students with disabilities.	See Tables 4, 6, 7, 9	See Tables 4, 6, 7, 9
10. SCUSD shall develop yearly cohorts of ~25 schools based on criteria established with IM to prioritize students and families represented by the settlement and to diversify the cohort. Cohort schools and a district team will develop diverse and representative leadership teams – Site Implementation Teams (including students, families, and community members) who will engage in a summer institute to prepare them to serve as liaisons and lead the Equity Audits (Portfolios). In preparation, they will ❑ Arrive with and interrogate qualitative, quantitative, and empirical data related to settlement to review and calibrate, ❑ Engage in root cause analysis focused on focal students with disabilities, Black students with disabilities, and Black students, ❑ Develop a related Problem of Practice to guide their continuous improvement for the year, ❑ Further develop an action and professional development plan (with timeline and impact monitoring) to align	District has a comprehensive tool for cohort schools to self-assess progress for transforming inequities with a triangulation of data—qualitative, quantitative, and empirical. SCUSD is able to assess progress in the area of cultural proficiency and 22 Directives.	Cohorts identified and communicated by August 31, 2024 Cohorts identified by Oct 1, 2024 Summer institute completed by Oct 31, 2024 for Cohort 1, after that by August 31 annually	Annually through 2028-2029 school year

their data to their programs and address their Problem of Practice, ❑ Begin the development of Equity Audit Portfolios as monitoring tools for their sites Cohorts, Leadership Team criteria, and summer institute must be approved by the IM prior to adoption.			
11. SCUSD shall schedule quarterly, 4-hour "Community of Practice" meetings for cohorts and community to engage in monitoring activities aligned with continuous improvement (led by the IM) towards developing annual Equity Audit Portfolios. For the first sessions of 2024, SCUSD will work with IM for IM to determine scaffolding (by Sep 1 as part of scheduling) to support success (i.e. smaller, specific teams, topics, etc.)	District and school-level analyses drive continuous improvement processes that advance equity and best practices for educating students (particularly Black students and students with disabilities).	Schedule finalized annually by May 1 (Sep 1, 2024 for year 1) Quarterly Community of Practice meetings: Sept., Nov., Jan., March	Quarterly through 2028-2029 school year
12. SCUSD ensures that cohort schools engage with monthly monitoring visits with IM team. Activities may include: ❑ Communication Planning ❑ Data Collection/Review ❑ Equity Walks ❑ File Reviews ❑ Interviews, Focus Groups ❑ Observations ❑ Planning Meetings ❑ Progress Reviews	District and school-level analyses drive continuous improvement processes that advance equity and best practices for educating students (particularly Black students and students with disabilities).	Starting 2024-2025	Monthly per site
13. SCUSD shall systematize and schedule Equity Walks (see Appendix G) for cohort schools, ensuring district, school, and community representation to collect and use data as part of annual equity audits. The plan and schedule must be approved by the IM before adoption.	The IM and district are able to monitor progress vis-a-vis schools' practices toward and the experiences of Black students, students with disabilities, and Black students with disabilities.	Plan and schedule due annually by Sep 1; 1st round completed annually by Dec 15; 2nd round completed	Every semester for current cohort (by Dec 15 and Apr 15) through 2028-2029 school year

		annually by Apr 15	
14. SCUSD SELPA director or whomever is determined to serve as the BPSB settlement point person shall meet with IM team representative at least weekly to engage in collaboration, calibration, and coaching.	District leadership is prepared with information to make decisions, to provide accurate and timely communication and information, and to problem solve.	Starting 2024-2025 school year	Weekly through 2028-2029 school year
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
15. IM will review agendas, attendance, minutes, and impact data for all principal meetings, PDs, collaborations, and committee meetings (district committees and IM committees and subcommittees) listed.	The IM is able to monitor processes that are advancing the aims of the action plan.	Starting 2024-2025 school year	Monthly through 2028-2029 school year
16. IM will conduct focus groups and interviews as needed to monitor participant engagement, satisfaction, and perceived impact of PDs and committee meetings (district committees and IM committees and subcommittees).	The IM is able to monitor how well implementation is going.	By Sep 15 2024, then Aug 14 annually	Annually through 2028-2029 school year
17. IM will analyze, with school and community partners annual Cultural Proficiency Self-Assessment survey results and provide site level and district level reports.	The district and sites are aware of their strengths and needs regarding cultural proficiency.	End of Nov and end of May	Semi-Annually through 2028-2029 school year
18. IM will develop the Staff Capacity survey, provide an opportunity for feedback from the Oversight Committee (Sept 2024), with IM making final decisions on survey revisions.	The IM has a tool to measure district staff capacity to meet the needs of students with disabilities.	Initial survey provided to SCUSD Sep 1, 2024, Feedback from SCUSD Sep 15, 2024, Final survey Oct 2024	One time

19. IM will conduct annual analyses of the Staff Capacity survey.	The IM is able to monitor the district's success in advancing staff capacity to support students with disabilities at the school level and districtwide.	Analysis completed annually by Jul 30 (starting in 2025)	Annually through 2028-2029 school year
20. IM will attend and observe summer institute in which key information is disseminated and in which Site Implementation Teams engage in root cause analysis and develop Problems of Practice and action plans.	The IM is able to monitor processes that are advancing the aims of the action plan.	Starting 2024-2025 school year	Monthly through 2028-2029 school year
21. IM Team will facilitate monthly Community of Practice meetings to calibrate cohort schools in developing Equity Audit Portfolios as monitoring tools.	Cohort schools will efficiently and effectively participate in monitoring activities with agency.	Quarterly - Nov, Jan, Mar, May	Quarterly through 2028-2029 school year
22. IM Team will engage in monthly monitoring visits or work on behalf of each cohort site.	IM monitors school-level continuous improvement processes that advance equity and best practices for educating students (particularly Black students and students with disabilities).	Starting 2024-2025	Monthly per site
23. IM will conduct one-hour in-person Equity Walks, in annual cohorts of 25 school sites over three years, by a small team that is co-constructed with school leadership to observe classrooms and the experiences of students with disabilities, Black students, and Black students with disabilities. IM will analyze Equity Walk data and produce districtwide findings each semester.	The IM is able to establish a baseline and subsequent progress vis-a-vis schools' practices toward and the experiences of Black students, students with disabilities, and Black students with disabilities.	Baseline by Oct 15, 2024; thereafter, annually by Jan 15 and May 15	Twice a year through 2028-2029 school year
24. IM will personalize Key Driver Diagram (KDD) in Appendix J for triangulation of data to be included in Equity Audit Portfolios (to be used as monitoring tools) and will facilitate a community review cohort schools' equity audits.	The IM is able to monitor progress in cultural proficiency using a standardized measure.	KDD by Sep 15 Community reviews annually by Jun 15	Annually through 2028-2029 school year
25. IM will review any updated labor contracts, job descriptions, and evaluations resulting from contract negotiations.	The IM is able to monitor changes to labor contracts that will enable unimpeded implementation of equity-advancing actions.	Annually by Mar 30	Annually through 2028-2029 school year

26. IM will review district and school budgets and budgeting review processes.	The IM is able to recognize the district's commitment to fully resource efforts to address the settlement agreement.	Annually before May 15	Annually through 2028-2029 school year
27. IM team will host data monitoring sessions each month with district and community representatives.	The district and community share in strategic monitoring activities and develop capacity to self-monitor over time.	Starting Nov 2024	Monthly through 2028-2029 school year

Directive 18: Diversify District Workforce with Black, Indigenous, and People of Color (BIPOC) Employees and Employees with Disabilities

18. Targeted outreach and recruitment focused on diversifying the District's workforce, specifically to reach measurable improvement in the hiring of and retention of the Black, Indigenous and people of color (BIPOC) employees and employees with disabilities in each of the following groups: teachers, classified staff, and service providers

Baseline Data Findings

As mentioned under Directive 16, the IM requested that the district provide data on the number of classified and certificated staff in each school, disaggregated by race and gender, but these data were not made available. Data posted on Ed Data from 2018–19 show that the teaching body is not representative of the student body in the district (see Baseline Data Findings section under Directive 16). More recent data from CDE's Data Quest system are available for classified personnel only and show proportionate representation of Black classified staff and nearly proportionate representation of Hispanic/Latino classified staff.

a. Black classified staff in 2022–23: 16.2%
b. Black students in 2022–23: 13.1%
c. Hispanic/Latino classified staff in 2022–23: 37.3%
d. Hispanic/Latino students in 2022–23: 41.5%

Although these data are useful, they are not sufficient to inform the targets for the representation of BIPOC and people with disabilities among teachers, classified staff, and service providers.

Actions and Targets

Despite staffing shortages, SCUSD must make every effort to recruit BIPOC educators and educators with disabilities, and to support them to stay in the district, so that the teaching and support staff is more representative of the community. Actions listed under Directive 16 apply to this directive. Additionally, the district must commit to a staffing plan that promotes diversity in hiring and retention of teachers, classified staff, and service providers. The district also is required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in this and other table(s), designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes indicated.

KK. *District maintains data systems to track staff hiring and retention.*

LL. *District develops and executes a plan to hire and support teachers to improve student-to-staff ratios that mirror the demographics of students – in particular, those represented in this settlement.*

Table 14: Diversify District Workforce			
Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall review, analyze, and revise/update as needed the following Board policy (policies) and associated ARs corresponding to this specific directive to ensure attention to equitable and just outcomes and consistency and accountability across the district. ▪ BP & AR 4030, Nondiscrimination In Employment Revised policies must be approved by IM prior to adoption by district.	SCUSD shall create policies and practices to promote a diverse and talented workforce that represents the demographics of its students and families.	Draft - Nov 15, 2024 Final - Jan 15, 2025	One time
2. SCUSD shall research best practices in recruitment and retention of BIPOC employees and employees with disabilities and produce an informal research brief for the IM to review. As part of this research, SCUSD will research and consider intentional partnerships (local or national) with credentialing programs known to serve and focus on focal populations as well as "Grow Your Own" programs for areas requiring improvement. Research and recommendations will be shared with IM and Oversight Committee.	SCUSD's recruitment and retention plan is based on current relevant best practice research.	Oct 1, 2024	One time
3. SCUSD shall develop an SCUSD-specific formal recruitment and retention plan, with input from plaintiffs. Effective recruitment strategies may include pipeline mechanisms, such as a teaching academy within SCUSD for SCUSD students that creates a pipeline to higher education/teaching credentials with a route back to SCUSD. Effective retention structures might include mentor programs or	SCUSD commits to a staffing plan that promotes hiring and retaining teachers, classified staff, and service providers who are BIPOC and/or who have disabilities.	Sep 1, 2024	Update annually through 2028-2029 school year

district support for affinity group meetings and other support.[11] Recruitment and retention plan must be approved by IM prior to adoption by district.			
4. SCUSD shall prepare annual reports on employee demographics including without limitation race and ethnicity (as specific as possible, capturing at least Asian, Black, Hispanic/Latine, Indigenous/ Native American, Pacific Islander, and white employees), gender, and disability status – compared to student demographics to determine whether and for which areas for improved representation remain. Data will be provided to IM and reported to Board annually. (Same as Table 12)	The hiring process is streamlined and removes bottlenecks in the process. The district is competitive with neighboring districts in competing for staff.	Provided to IM by September 30, Annually Shared with Board annually at October, Board meeting	Annually through 2028-2029 school year
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
5. IM will review district hiring and retention rates and trends (see also actions and monitoring activities listed under Directive 16, Table 12).	The IM is able to monitor the district's success in increasing the representation of BIPOC and people with disabilities among teachers, classified staff, and service providers' staff.	Sep 30 2024, then Annually by Jun 30	Annually through 2028-2029 school year
6. IM will review and approve monthly, quarterly, and annual reports and monitor timeliness of reports.	The IM and the district have and review data to inform efforts and impact.	Monthly, quarterly, annually	Monthly, quarterly, annually, through 2028-2029 school year

[11] To the extent that they have been shown to be effective, SCUSD may choose to maintain and financially sustain existing related strategies, such as:

- School site administrators' program that provides financial support for teacher leaders to become administrators;
- Classified staff to certified teacher pathway grant that supports staff (i.e., IEP paraprofessionals/ instructional aides) who want to complete their bachelor's degree and get a teaching credential;
- Recruitment for all levels of positions in "unique places" including the state fair, laundromats, junior colleges, and churches, and
- Networking events for BIPOC educators/ allies that aim to build connections among staff, increase retention.

Directive 19: Implement Independent Monitor Updates on Progress Toward Action Plan

19. Implementation of a mechanism for the Independent Monitor to, in collaboration with the District, present at publicly agendized workshops before the District's Board of Education to provide an update to the District's Board of Education and community on the District's progress implementing the provisions of the Action Plan and outcomes, to occur at a minimum, biannually

Baseline Data Findings

The IM's investigation into current communications and communications structures—internal to SCUSD, across SCUSD, and with SCUSD families and communities—revealed that these systems do not lead to clarity or transparency. Fixing communications structures is a necessary step to ensure that workshops and board presentations are effective and transparent. Furthermore, based on interviews, observations, and interactions in preparing the action plan, it is clear that the perception and actual level of competing efforts result in the de-prioritization of the students and families represented in the lawsuit and settlement agreement. It will, therefore, be necessary to put in place dedicated resources and personnel to ensure that the action plan progresses as intended.

Actions and Targets

The IM shall work in collaboration with the district to present updates on the district's progress toward implementing the action plan no less than twice a year before the District's Board of Education. These presentations will be public (and publicly agendized) and will complement transparency established through data dashboards (see Directive 21, Table 17) and the knowledge management system described below.

Although there exist other actions in this plan related to developing, improving, and using systems to ensure consistency with critical policies, practices, and programs, there are additional actions needed to shore up communications and communications structures to ensure accessibility to information. To advance transparency and to enable public engagement with the progress being made toward the terms of the settlement agreement, the public must have ready access to up-to-date information and knowledge. To this end, SCUSD will define, develop, and ensure dedicated resources for a knowledge management effort that ensures proactive systems for accessing essential information (policies, procedures, essential and disaggregated data) pertaining to the settlement.

Furthermore, to ensure the district adequately resources the effort to meet the terms of the settlement agreement, SCUSD will need to assign dedicated personnel to the work. As with other recommendations, this is not about adding numbers of staff

with general oversight but rather adding or repurposing staff to dedicated work that is not reprioritized based on competing efforts. To be approved by the IM, the district must design a plan and secure and allocate dedicated resources for the plan to ensure that additional supports are not deprioritized as competing efforts arise. At the very minimum, this support must have dedicated hours and responsibilities and be competent in data systems and facilitation.

Actions listed in the table below require the district to create conditions that will enable the IM to keep the board and community apprised of progress toward accomplishing action plan deliverables and targets. Namely, the district must create centralized knowledge and data access and sufficiently resource and staff efforts to carry out the action plan. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions. The aim of these actions is to affect the following measurable targets within the timeframes indicated:

MM. *By the end of each fiscal year (June 30), the IM has made no less than four presentations to the District Board of Education and community, providing updates on action plan implementation and progress.*

NN. *By October 1, 2024, SCUSD is sufficiently resourced and staffed to execute the action plan and terms of the settlement agreement.*

Table 15: Independent Monitor Updates on Progress

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall formally train IM team representatives, as well as a wider group of district representatives, on the use and integration of data systems (the larger knowledge management system) relevant to the required monitoring. District representatives to be trained must include – <u>at least</u>: • all student services staff, • all sped staff, • one school administrator, one counselor, and one clerical position charged with data input, • any District administrators that oversee student discipline or safety-related transfers,	The IM gains access to data systems required for assessing a baseline and subsequent monitoring of district and student characteristics and outcomes.	Current System by Oct 1, 2024 New system by Feb 1, 2025	One Time Annually

• representatives from BPSB/plaintiffs (for non-confidential, outward facing data reporting). The final list must be approved by the IM. Attendance and impact data from the training must be shared with the IM.			
2. SCUSD shall determine a means to collect and report data to measure fidelity and progress for using its updated data system. Such data must include a tracking mechanism for when, where, and how the systems is used and can also include qualitative data collected via surveys or focus groups. The final plan must be approved by the IM. Attendance and impact data from the training must be shared with the IM.	The district can engage continuous improvement with updated feedback and data.	Tools developed by Oct 1, 2024 Data collected and shared quarterly during the 2024-2025 school year, and at the semester for school years after until 2028-2029 school year	Revise annually through 2028-2029 based on feedback Data reported quarterly then at the semester until 2028-2029 school year
3. SCUSD shall draft and finalize a communication plan to ensure proactive communication for accessing essential information (i.e., monthly knowledge management system updates - see Table 17 pertaining to Directive 21), to include a communication map.	The district is equipped and prepared to regularly deliver all relevant data and updates to IM.	Draft Feb 1, 2025; Final by Apr 15, 2025	Revise annually through 2028-2029 school year
4. SCUSD shall develop a staffing plan (hire or repurpose) to ensure dedicated personnel and resources to accomplish directives of the settlement agreement. Staffing plan must be approved by IM prior to adoption by district.	The district is sufficiently resourced to execute the terms of the settlement agreement.	Oct 1, 2024 then annually by April 15	Annually through 2028-2029 school year
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
5. IM, working with SCUSD staff members, will issue and execute a schedule of action plan update presentations to the board and public (note that IM subcommittees/task forces listed under Directive 22, Table 18, will contribute to all updates).	IM regularly (at least four times a year) presents to the SCUSD Board of Education and community on district progress implementing the	Sep 1, 2024 Then, annually by July 1	Quarterly through 2028-2029 school year

	action plan and moving toward outcomes.		
6. IM will finalize a Key Driver Diagram to outline accountability metrics for self-assessment portfolios to be developed by each site and assessed by IM and community each year.	The IM and community are able to monitor the action plan, and assess progress toward the goals.	Develop by Aug 15, 2024 Assess annually by May 30	Annually through 2028-2029 school year
7. IM will develop and communicate a rubric, finalize an accountability structure (including school leader expectations and evaluation in relation to prioritizing focal populations) and a plan for accountability for those not engaging.	The IM is able to monitor the implementation of the action plan, and the district is aware of areas or individuals where additional implementation support may be needed.	Develop by Aug 15, 2024 Communicate annually by Aug 30	Annually by August 30 through 2028-2029 school year

Directive 20: Utilization of Root Cause Analyses for Foregoing Directives Concerning District's Ongoing SIG-DISP and MTSS Efforts

20. Identification and utilization of root cause analyses and reports, where appropriate, for any of the foregoing enumerated items, recognizing the likelihood of overlap on this subject with the District's ongoing Significant Disproportionality ("SIG-DISP") and MTSS efforts

Baseline Data Findings

Although the planned primary research and data collection (i.e., interviews and focus groups, site visits, etc.) were not executed due to aforementioned barriers, reports on SCUSD's disproportionality that pre-existed the engagement of SF-CESS as IM e.g., Council of the Great City Schools audit, Improving Special Education Services in the Sacramento City Unified School District; the California Community College Equity Assessment Lab report, The Capitol of Suspensions; Experts Evaluation Report for Sacramento City School District Special Education, School Discipline, and Implicit Bias (compiled by experts from Sacramento State University, Epoch Education, and University of Oregon); and the California Collaborative for Educational Excellence (CCEE) report, Systemic Instructional Review provide a fairly consistent set of recommendations. These, as well as insights from other districts engaged in best practices, inform the action items under this directive.

Actions and Targets

SCUSD has been the topic of a variety of analyses and accompanying reports in the past several years, investigating the root causes of disparity in the district. All of these reports have indicated that the district needs to implement MTSS, as well as anti-bias/cultural proficiency training and/or culturally responsive pedagogy. Actions listed in the table below require the district to implement districtwide MTSS and take other actions listed elsewhere in this action plan and in the aforementioned reports. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes listed.

OO. *By the end of the 2024–25 academic year, MTSS frameworks and PD have been introduced at the first cohort of 25 school sites.*

PP. *By the end of the 2025–26 academic year, MTSS frameworks and PD have been introduced at the second cohort of 25 school sites, and the previous cohort is demonstrating high fidelity.*

QQ. *By the end of the 2026–27 academic year, MTSS frameworks and PD have been introduced at the third cohort of 25 school sites, and the previous two cohorts are demonstrating high fidelity.*

RR. *By the end of 2027–28 academic year, all three cohorts are demonstrating high fidelity in MTSS implementation.*

SS. *By the end of the 2028–29 academic year, all three cohorts are demonstrating high fidelity in MTSS implementation.*

Table 16: Utilization of Root Cause Analyses and Overlap with Existing SIG-DISP and MTSS Efforts

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall review, analyze, and revise/update as needed the following Board policy (policies) and associated ARs corresponding to this specific directive to ensure attention to equitable and just outcomes and consistency and accountability across the district. ▪ BP & AR 5145.11, Questioning And Apprehension By Law Enforcement (should address accommodations for students with disabilities) Revised policies must be approved by IM prior to adoption by district.	SCUSD discipline policies emphasize culturally responsive options and alternatives to questioning and apprehension by law enforcement in general and particularly with regard to SWD, Black SWD, and Black students.	Draft - Nov 15, 2024 Final - Jan 15, 2025	One time
2. SCUSD shall fully support the development of districtwide implementation of MTSS for behavior intervention (see Appendix I for a sample outline of Behavioral MTSS Action Plan, including options for fidelity measurement). This effort shall be coordinated with the district's ongoing SIG-DISP efforts and shall ensure that SCUSD: · Develop a clear, consistent, well-resourced system including academic, behavioral, and social-emotional learning in a tiered support system that is implemented consistently across the district. ❑ Establish and monitor fidelity measures for MTSS implementation across all sites (see Appendix I for options for fidelity measurement). ❑ Provide professional learning to general education teachers, special education	In keeping with previously established root cause analyses and reports, SCUSD implements MTSS to improve school culture and climate, systematize and improve responses to student need, reduce reliance on exclusionary and restrictive responses, and increase cultural proficiency to improve practice districtwide and reduce disparities.	Starting 2024-2025 school year	Ongoing through 2028-2029 school year

teachers, and administrators regarding cultural proficiency and special education obligations (as detailed in Table 13 pertaining to Directive 17). ❑ Identify Tier 1, 2, and 3 supports for the system and provide the necessary support teams/staffing needed to be successful.			
3. SCUSD shall review and revise/update as needed its discipline policies and procedural guidance (see Table 3 pertaining to Directives 1 and 2) and ensure that all site staff and leaders receive professional learning in Child Find obligations and cultural proficiency (see Table 13 pertaining to Directive 17).	Building on previously established root cause analyses/ reports, SCUSD revises its discipline policies to emphasize alternatives to exclusionary discipline to help reduce reliance on ISS, OSS, expulsion, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement, and provides PD to address racial bias and improper discipline of students with disabilities & Black students.	See Tables 3 and 13	See Tables 3 and 13
4. Principals and Director of Student Hearing and Placement – in collaboration with Instructional Assistant Superintendents (IAS) - shall engage in monthly audits of suspension data to reflect on efforts, impacts, and improvements needed. (Please note these audits are distinct from those listed under Directives 1 and 2 in Table 3, as they are to be conducted by district personnel as part of an internal systematic data quality review.)[12] For example, *regional cohorts meet monthly for 45' with IAS, guided by district lead, to review and sign off on data. Running record of reflections are logged and tracked over time by schools and IM. Process can have a gradual release from district leading to sites leading.*	The goal of these audits by the district is to ensure that there is consistent implementation of such policies and guidance provided on what are appropriate responses to each behavior (i.e., how to use restorative practice.)	Starting Sep 2024	Monthly through 2028-2029 school year

[12] The Director of Student Hearing and Placement was chosen for this role because the IM team was informed that this department oversees student behavior data and provides school sites with guidance on appropriate responses.

SCUSD shall enable the IM access required to conduct the following monitoring activities:			
5. IM will review monthly updates from SCUSD reporting ongoing SIG-DISP plan and any other implementation plans pertaining to district efforts related to this action plan (MTSS, restorative practices, OMCs, SSTs, revised SpEd evaluation and IEP/504 processes, PD on anti-racism/ cultural proficiency/ implicit bias, etc.), with guidance from SCUSD regarding overlaps between this action plan and other efforts.	The IM recognizes overlap of extant district efforts with the action plan and coordinates accordingly to avoid duplication of effort.	Oct.15, 2024	One time
6. IM will review district monthly data audits quarterly.	The IM's review will assess the degree to which data are consistently being reported.	Starting end of fall quarter, 2024	Quarterly through 2028-2029 school year

Directive 21: Establish Reliable Data System(s)

21. *Establishment of a reliable data collection system to track the metrics outlined in Paragraph C.4 of the Settlement Agreement (which reads: "The Independent Monitor's Action Plan and Final Action Plan described in paragraph D of this Agreement shall include a provision for the development of a reliable data collection system and parameters on the measurement of progress of implementing the Action Plan and, where determined applicable and necessary, any necessary metrics, including baseline metrics, that should be establishments for such measurement.")*

Baseline Data Findings

One of the first things reported at an early interview was that SCUSD claims to be "data rich but process poor." This summation was proven to be true not only through follow-up interviews but through the very process of seeking and reflecting on data to develop an action plan.

Efforts by the IM team to obtain data from the district revealed notable shortcomings in this area. Although there are some process and systems in place for collecting and/or analyzing data, the accessibility, integration, and systemic use of these is inconsistent at best and non-existent at worst across the district. District officials reported that SCUSD does not save its raw data from previous years and relies instead on CalPads reports, thereby thwarting the possibility of multi-year disaggregated analyses. Additionally, the district's data processes are not transparent to the community.

Actions and Targets

Seamless and transparent access to data is at the crux of systemic change moving forward. The district records data, as required by the state, but the IM was not able to detect regular usage of data in daily data-driven decision-making. Systems for data management and access (including some level of public access) must be built to increase transparency and accountability. Furthermore, school and district personnel need to learn how to use data to effect desired outcomes—this will require training.

SCUSD will create an inquiry and improvement model and related systems to ensure engagement, transparency, accessibility, and accountability with regards to achievement and experience data with a focus on interrupting barriers (root causes) to reaching equitable outcomes. Actions listed in the table below require the district to advance improved data practices, improve data transparency, and build capacity for data-driven decision-making, including staffing and PD. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions. Model must be approved by IM before implementation.

The aim of these actions is to effect the following measurable targets within the timeframes indicated.

TT. *Data dashboards are available for public and internal review of SCUSD practices by the end of August 2025.*

UU. *By the end of August 2026, 100% of school site administrators have received PD on the use of data to regularly and consistently advance aims named in the settlement agreement and the goals of this action plan.*

Table 17: Establish Reliable Data Systems			
Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall establish a policy or resolution to maintain (i.e., not delete) raw student-level electronic data moving forward to enable multi-year disaggregated analyses of all disciplinary practices, OMCs, SSTs, IEP processes, bullying incidents, and LRE data.	The district increases its capacity for data-driven decision-making, for tracking improvements, maintaining required targets/goals, and for sharing requisite data with the IM.	Adopt Resolution by Aug 19, 2024	One time
2. SCUSD shall identify a central district data person qualified to implement, create, and maintain data systems (including the larger knowledge management system) described in this action plan (potentially the chief information officer or another highly qualified person with sufficient time to commit to required data system actions). This person will serve on the IM Oversight Committee.	The district has a clear accountability structure for the creation, maintenance, and monthly data updates of data systems described in this action plan.	Sep 1, 2024	One time
3. SCUSD shall develop a district committee and establish one electronic knowledge management system for all data and artifacts relevant to this action plan (listed elsewhere in this document), including policies, programs, procedures, and manuals; staff retention; and student-level data (maintaining anonymity of students and teachers), organization charts, and contact information. SCUSD shall commit resources and practices to ensure the data remains up to date and reliable. The knowledge management system must be approved by the IM prior to adoption.	IM is able to access data needed to monitor the district's progress toward the measurable targets named in this action plan (e.g., reduced disparities in the use of discipline, LRE, and bullying).	Final system by Dec 1, 2024	Data updated and made available monthly, quarterly, twice a year, and annually, depending on data type - through 2028-2029 school year Training to occur at least annually

4. SCUSD shall establish a set of interactive data dashboards for display on the SCUSD website, containing data elements from the settlement agreement. The dashboard shall pull from the above mentioned knowledge management system to include aggregate data on suspension, expulsion, alternatives to suspension, OMCs, supports students receive (e.g., case management, mental health services, restorative practices, etc.), and SWD identification, that also can be disaggregated by student race/ethnicity, grade level, SWD status, primary SWD diagnosis, and EL status. SCUSD shall update dashboards monthly and add dashboards as additional data are monitored. Members of the public and school district may have varying levels of access to underlying information, in compliance with the Family Education Rights and Privacy Act (FERPA). Each data dashboard must be approved by the IM prior to adoption.	The district increases its capacity for data-driven decision-making, for tracking improvements, maintaining required targets/goals, and for sharing requisite data with the IM.	Data dashboard made public Jan 1, 2025	Updated monthly through 2028-2029 school year
5. SCUSD shall provide professional training in (a) data management for discipline data to data managers in district and (b) mandatory professional learning to school administrators and staff on how to utilize data and identify their areas of need.	The district increases its capacity for data-driven decision-making, for tracking improvements, maintaining required targets/goals, and for sharing requisite data with the IM.	Annually by Sept 1	Annually through 2028-2029 school year and as needed
6. SCUSD shall ensure staff are trained in using data, that staff are using data to make decisions, and that data systems are consistent across the district. To that end, the central district data person (named in item 2, above) shall run a monthly usage report to see who in the district is accessing what information, and how often, which will be submitted to the IM.	The district increases its capacity for data-driven decision-making, for tracking improvements, maintaining required targets/goals, and for sharing requisite data with the IM.	Annually by Oct 15 Monthly reports	Annually through 2028-2029 school year Monthly through 2028-2029 school year

SCUSD shall enable the IM access required to conduct the following monitoring activities:			
7. IM will meet with the central district data person (named in item 2, above) to monitor district progress and usage of knowledge management system and related dashboards.	The IM is able to measure the district's success in establishing reliable data systems in compliance with the terms of the settlement agreement. The IM is able to measure whether staff know how to access monthly data reports.	Starting Aug 2024	Quarterly through 2028-2029 school year

Directive 22: Mechanisms for Stakeholder Input on Action Plan Implementation

22. Mechanisms to gather and incorporate stakeholder input, i.e., students, teachers, classified staff, and parents, in development and implementation of policy and systems changes facilitated by the Action Plan

Baseline Data Findings

As a result of interviews with SCUSD staff and parents, the IM team identified that there is a lack of accountability between district and families, insufficient responsiveness to parents/guardians by the district, and too few avenues for meaningful input from parents/guardians, students, and community. Furthermore, the IM has been made aware of multiple examples in which focal students and/or families—and, specifically, plaintiffs—were potentially targeted for retaliation and/or intimidation as a result of advocating for said focal students and families—at times with reference to this very lawsuit and settlement agreement. After interviews and a review of current policies, a need was determined for wider, more specific, and more transparent policies protecting those affected by and/or advocating for focal students named in this lawsuit. These policies and procedures should extend beyond the named focal students and protect any students for whom the data demonstrates marginalization. Additionally, IM team communications with the district have revealed the importance of two-way communication and engagement with union bargaining units to ensure that union-represented stakeholders (e.g., Sacramento City Teachers Association [SCTA], Service Employees International Union, and Sacramento City branch of United Professional Educators representing principals) understand and invest in the terms of the settlement agreement and support the implementation of the action plan.

Actions and Targets

An essential component in developing this action plan has been the inclusion of and support for diverse engagement and representation—especially plaintiffs and their representatives. Any and all efforts moving forward must have a plan for such inclusion. This will start with formalizing task forces and/or committees with diverse representation and shared leadership.

Actions in the table below require that the district ensure ample opportunity for meaningful input from stakeholders, including parents/guardians, students, teachers, and school and district staff; enable students, teachers, classified staff, and parents to meaningfully provide input without fear of retaliation; design, organize, and empower a set of task forces and/or committees; develop their leadership, knowledge, skill, and capacity in order to maintain a transparent process of oversight

and monitoring moving forward; and put in place some basic measures to increase transparency and information accessibility to families. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to effect the following measurable targets within the timeframes indicated.

VV. *Every year, majorities of students, parents/families, and SCUSD staff responding to surveys indicate that they are aware of ways to contribute meaningfully (and without fear of reprisals) to policy and system changes related to the settlement agreement and this action plan.*

Table 18: Stakeholder Input on Implementation of Action Plan

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall develop a model for diverse representation and shared leadership for ongoing oversight and monitoring. The model must include representation from parents/guardians, students, teachers, and school and district staff (including union representation as necessary to advance the work). The model shall include IM committees/ subcommittees or bodies[13] to address and monitor: ▪ Oversight Committee (district and site based) responsible for DBI/CI cycles ▪ District anti-racist/cultural proficiency PD; ▪ Policy and procedural revision ▪ Communications This plan must be reviewed and approved by IM prior to implementation.	District community stakeholders are directly involved in the leadership and implementation of policy and systems changes named in this action plan.	Design/plan by Sep 15, 2024 (including job description, calendars, seats); Final plan by Oct 15, 2024, Committees launched by Nov 15, 2024	Committees meet monthly through 2028-2029 school year

[13] These bodies will contribute to board and public reporting listed under Directive 19, Table 15; the district may leverage existing groups/bodies for this engagement, for example, including members of the SCTA's Special Education and Inclusionary Practices Workgroup.

2. The Oversight Committee will commit time or delegate to a subcommittee time to review, discuss, and provide input about new decisions and designs that include but are not limited to new programs, roles, and responsibilities. The Oversight Committee will oversee the following IM subcommittees: ▪ Cultural proficiency ▪ Policy and procedures ▪ Disproportionality ▪ Data and communications	District community stakeholders are directly involved in the leadership and implementation of policy and systems changes named in this action plan.	August 19, 2024	Weekly meetings through 2028-2029 school year
3. SCUSD shall prioritize action plan requirements consistently in negotiations with labor partners to ensure that there are no labor-related impediments to executing the plan as written. The district shall, furthermore, work with the SCTA to clarify and update labor contract language pertaining to "changes in work conditions" to ensure a greater level of specificity in order to remove barriers to the execution of this action plan.	The district is able to carry out the action plan without labor-related impediments.	Starting 2024-2025 school year	Ongoing monthly report out through 2028-2029 school year
4. Because the action plan crosses multiple departments, the Superintendent shall designate and ensure participation by a district team with sufficient responsibility and resources to serve on the IM's Oversight Committee (and by extension cultural proficiency; policies, practices, and procedures; and disproportionality subcommittees) to coordinate and communicate the implementation of the action plan with fidelity, in accordance with the settlement agreement, and in relationship to the monitoring activities of the IM. Team members who are SCUSD employees will be released from responsibilities to be provided time to serve on the Oversight Committee. This team will report progress to the Superintendent and IM at least monthly. Minimally, the district team will consist of,	High-level district personnel, along with parent/family representation, hold responsibility for the implementation of the action plan. The Oversight Committee meets frequently to ensure required actions are executed as planned. Monitoring tools evolve with use and feedback. With relevant tools, • IM is able to monitor the district's success in supporting schools toward achieving autonomous cultural proficiency. • The district has a standard for recognizing when a school site has achieved an	August 19, 2024	Oversight Committee to meet at least bi-monthly through 2028-2029 school year Subcommittees to meet at least monthly through 2028-2029 school

• SELPA Director (currently assigned as point person to oversee the action plan) • Assistant Superintendent for Special Education (Lead) • MTSS Director • Project Manager • Bullying Prevention Specialist (or their supervisor or whatever position is leading Bullying Prevention efforts) • Data Analyst • Executive Director LCAP / Director Strategy and Continuous Improvement (Data Strategist) • Chief Human Resources Officer[14]	acceptable level of cultural proficiency		
5. SCUSD shall, with representatives of the BPSB, review and develop or improve, and put into action board and district policies for an annual communication plan inclusive of all affected parties in the settlement (staff, students, and families) to: ▪ Communicate and demonstrate a commitment to protecting the education and employment of those who (within the parameters of the law) advocate to interrupt the marginalization of students and families, and ▪ Include a detailed procedure and identified personnel to facilitate complaints and/or reports of intimidation or retaliation related to advocating for marginalized focal students. These procedures should include, minimally, access to an agreed upon, neutral investigator, transparent reporting, and an appeal process. These policies and procedures must be approved by IM prior to adoption by district.	All members of the SCUSD community are able to advocate without fear of reprisal.	Draft for Approval – Nov 15, 2024 First Reading – January 15, 2025 Adoption – March 15, 2025	Annually through 2028-2029

[14] Given changes to SCUSUD's organizational chart, titles are approximate. SCUSD may substitute, with approval from the IM, other positions as long as they align with the following rationales for including the listed positions: Assistant Superintendent for Special Education as lead because of role in district's special education practices; MTSS Director because of role in implementing MTSS, a key activity within the plan; Executive Director LCAP/Director Strategy & Continuous Improvement because effective improvement teams need a strong data strategist and this role will provide data expertise to direct improvement efforts and for understanding data within the system; Project Manager as administrative support to the project; Data Analyst to provide the necessary data to inform team decision-making; and Chief Human Resources Officer due to the various hiring, retention, and labor-related actions in this plan.

6. SCUSD shall commit staff and resources to a comprehensive effort to remove systemic barriers and form/co-construct and develop of a coalition of internal and external partners to engage in ongoing and regular family advocacy (including policy and program creation). These partners must inform and partake in efforts to educate school staff and train and organize family members to collaborate in five essential roles families play in accelerating student learning (as described in Flamboyan Foundation, 2022, included in Appendix K). Potential partners, in addition to the plaintiffs (BPSB, families of students with disabilities, Black students, and Black students with disabilities), may also include partners such as Parent Teacher Home Visits, Parent Institute for Quality Education, and Education Civil Rights Now. This plan to be co-constructed with plaintiffs and must be approved by the IM with input from plaintiffs before adoption.	Community partners have a voice in district policy and program creation, and authentic family engagement is institutionalized throughout the district.	Starting 2024-2025 school year	Monthly through 2028-2029 school year.
7. SCUSD shall establish a multi-lingual/multi-access "IM hotline" for parents, students, and staff to communicate across multiple modalities any issues related to the action plan implementation. This information will be collected as part of monitoring activities and anonymously reported to SCUSD for the purpose of addressing as needed. This tool will be communicated to and shared with all families and staff annually. This plan must be approved by the IM with input from plaintiffs before adoption.	Barriers to real-time information gathering will be reduced or removed.	Work to begin by Sept 1, 2024 Final Mechanism and communication plan to begin by Dec 15, 2024 – at the latest.	Communicated by Sep 15 each year through 2028-2029 school year Plan for district to maintain system post settlement agreement by Jun 30, 2027
8. SCUSD shall ensure that all required actions are measured for efficacy and reported at least annually to the IM, Board, and public.	Data and impact transparency are necessary for systemic change and trust.	Starting 2024-2025	See specific actions
9. SCUSD and plaintiffs will use the following outline when new or revised dates and/or action items are required for the action plan:	At times, parties (and the action plan) are responsive to the data and to current	Starting 2024-2025	As needed through 2028-2029 school year

❑ Meeting 1: When a new or revised date or action is required because of a) missing a deadline, b) not completing an action, or c) new or additional data, the IM will present to the Oversight Committee the cause for a revision or update and the Oversight Committee will discuss and brainstorm possible changes in the same meeting. ❑ Meeting 2: At the following meeting, the IM will present a suggested change or addition and facilitate a conversation seeking consensus from the Oversight Committee. ❑ Meeting 3: The conversation may continue to a third meeting. If consensus is not reached by meeting #3, the IM will use the settlement agreement as a guide for next steps.	realities to ensure improvement.		
10. SCUSD shall develop and conduct and analyze data from an annual parent/family and secondary survey in all of the county's threshold languages to gauge student and family experiences, as well as a staff survey, which will include questions pertaining to knowledge of opportunities to contribute meaningfully (and without fear of reprisals) to policy and system changes related to the settlement agreement and this action plan. The survey must be approved by IM prior to adoption by district.	The district is able to assess success in advancing a climate that is supportive of community input and student advocacy.	Annually by May 1	Annually through 2028-2029 school year
11. SCUSD shall secure time on School Board meetings for IM (in collaboration with parties) to provide progress updates. SCUSD shall secure sufficient time between the IM and Superintendent 1 week prior to each scheduled School Board meeting to review progress updates.	School Board is informed of progress of action plan. Superintendent is informed and is able to provide input in advance.	Nov, Jan, Apr, Jun dates secured Annually – by Sept 1 for 2024 then by Jul 1 Annually after that.	Quarterly through 2028-2029 school year
SCUSD shall enable the IM access required to conduct the following monitoring activities:			
12. IM will review agendas, notes, and action items from task forces, IM subcommittees, and the Oversight Committee, assessing for stakeholder input and implementation mechanisms.	The IM is able to monitor the district's successful implementation of the action plan.	Oct. 15, Jan 15, Apr 15, Jun 15	Quarterly through 2028-2029 school year

13. IM will gather feedback from members of task forces, IM subcommittees, the Oversight Committee, and partners, as well as schools that should be receiving programmatic support, to assess the effectiveness of implementation efforts.	The IM is able to monitor district success in gathering and incorporating stakeholder input in the development and implementation of policy and systems changes facilitated by the action plan.	Annually by Jun 30 starting in 2025	Annually through 2028-2029 school year
14. IM will monitor annual parent/family and secondary survey in all of the county's threshold languages to gauge student and family experiences, as well as a staff survey, which will include questions pertaining to knowledge of opportunities to contribute meaningfully (and without fear of reprisals) to policy and system changes related to the settlement agreement and this action plan.	The IM is able to monitor success in advancing a climate that is supportive of community input and student advocacy.	Oct 15, 2024 Then, annually by June 15	Annually through 2028-2029 school year
15. IM will facilitate the agreed upon protocol to address disputes between plaintiffs and the district and/or proposed changes in the action plan or timelines. (This includes new metrics and timetables with the addition and update of missing or incomplete data.)	Ongoing conflicts between parties are resolved effectively.	Reviewed annually by Sep 1	Facilitated as needed through 2028-2029 school year
16. IM will review and approve annual reports and monitor for their timeliness.	Data and impact transparency are necessary for systemic change and trust.	Ongoing	Annually through 2028-2029 school year

CONCLUSION

In sum, the actions listed in this plan all fall within the following categories:

- Additional Data Collection/Condition-Setting Actions
- Policy and Procedures
- Staffing
- Professional Development/Training
- Data Infrastructure and Use
- Task Forces and Committees

Over the past few months, the IM has encountered various and significant barriers in conducting a thorough data-based assessment. The IM therefore requires that SCUSD promptly provide access to the additional data needs described in this plan. This data must be received immediately, or as described in the timeframes listed, to ensure effective monitoring. There are a number of other actions in this plan whose timeline is urgent as well, including policy reviews and revisions.

APPENDIX A. ACTION PLAN BACKGROUND[15]

Lawsuit and 22 Directives

On September 5, 2019, the Black Parallel School Board (BPSB) and three students in the Sacramento City Unified School District (SCUSD) filed suit in the U.S. District Court for the Eastern District of California, naming SCUSD and a selection of its officers under Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. § 1983, Title VI of the Civil Rights Act of 1964 (Title VI), and state law. The class action case, Black Parallel School Board v. Sacramento City Unified School District (2:19-cv-01768) concerned discrimination based upon disability and race, calling out special education practices and student discipline with an emphasis on Black students with disabilities. Represented by Disability Rights California, the National Center for Youth Law, Western Center on Law & Poverty, and the Equal Justice Society, the plaintiffs sought injunctive and declaratory relief, as well as attorneys' fees. Specifically, plaintiffs petitioned the court to order SCUSD to reform its policies and procedures to identify, offer, and provide accommodations and modifications to all eligible students, claiming that SCUSD's practices and system resulted in segregation and mistreatment of students with disabilities, particularly Black students with disabilities. The plaintiffs further alleged, among other things, that:

- Students with disabilities faced excessive and exclusionary discipline;
- Students with disabilities did not receive accommodations that would allow them to participate in equal education opportunities (in violation of the ADA and the Rehabilitation Act);
- Half of students with disabilities were segregated into separate classrooms (equivalent to a status-based denial of equal education in violation of the Fourteenth Amendment);
- Black students with disabilities were 2.8 times more likely to face suspension than other students with disabilities; and
- Black students with disabilities faced a racially hostile environment (in violation of Title VI of the Civil Rights Act and California Government Code Section 11135).

In May 2023, all parties agreed to a set of terms articulated in a comprehensive settlement agreement requiring that an independent monitor (IM) create an action

[15] It should be noted that defendants have questioned the relevance of including this background information in the action plan. The IM has opted to include it, as this background illustrates potential barriers to the effective and expeditious implementation of this action plan. Much of the work needed to address the settlement agreement is intertwined with addressing and removing systemic barriers named in this section.

plan to achieve 22 *directives* spelled out in the settlement agreement and evaluate compliance with the action plan over the ensuing five years. The terms included, among other things, a substantial reduction in disciplinary referrals of students with disabilities and Black students with disabilities, substantially more integrated classrooms for students with disabilities and Black students with disabilities, systems to prevent and remediate the bullying of students with disabilities and Black students with disabilities, legally compliant special education assessments, and the creation of best practices for the processes and issues regarding Individualized Education Programs (IEPs).

The lawsuit, settlement agreement, and this action plan are all informed by, among other things, the following independent data analyses and reports:

- Council of the Great City Schools audit, Improving Special Education Services in the Sacramento City Unified School District;
- The California Community College Equity Assessment Lab report, The Capitol of Suspensions;
- Experts Evaluation Report for Sacramento City School District Special Education, School Discipline, and Implicit Bias (compiled by experts from Sacramento State University, Epoch Education, and the University of Oregon); and The California Collaborative for Educational Excellence (CCEE) report, Systemic Instructional Review.

It should be noted that the required actions set forth in this action plan are by and large consistent with recommendations made in the aforementioned reports.

Independent Monitor Role

San Francisco Coalition of Essential Small Schools (SF-CESS) was named as the IM in July 2023. In this role, SF-CESS is tasked with writing an action plan that includes steps intended to achieve the 22 directives, alongside specific measurable time-bound targets, assuming the IM finds that such steps are not already in place and/or such outcomes have not already been achieved. To this end, the IM's first tasks were to conduct an assessment using district data and primary qualitative data collection (interviews and focus groups); to update data findings that prompted the lawsuit and settlement; and to inventory the district's existing programs, assets, and capacity to achieve the 22 directives. Notably, the settlement agreement stipulates that:

> *[T]he Independent Monitor and any retained personnel by the Independent Monitor shall be entitled to access to all District records and data, including student records, except for materials protected by the attorney-client privilege or attorney work product doctrine from either Party. The Independent Monitor and any retained personnel by the Independent Monitor shall have access to District premises, including to observe classroom instruction and speak with District staff, as necessary to perform the*

Independent Monitor's duties under this Agreement and subject to procedures required by the District of visitors to District premises...in keeping with the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, 34 C.F.R. Part 99, Education Code section 49060 et seq., and similar state laws.

Progress and Barriers Encountered

During the IM's assessment process, SCUSD leaders continually expressed alignment with the goals of this settlement and a strong will and desire to advance the effort. The IM has received several sets of quantitative data pertaining to special education and discipline and has been given access to a single district official through whom all requests are being funneled. However, systemic barriers (bureaucracy, communication culture, data collection, data use, norms, politics, protocols, etc.) persist in preventing effective and timely execution of essential work and the creation of conditions necessary to meet the goals of the settlement.

For example, several data requests are still outstanding. And the district has not facilitated IM team access to schools for the purpose of gathering input, feedback, and other forms of qualitative data related to each school's and SCUSD's cultural proficiency level.

Furthermore, after much collaboration and planning, a community launch was delayed from November and scheduled for December 7, 2023, to ensure more attendance and representative teams from all schools. While the efforts led to a large representation of BPSB community members and significant attendance from SCUSD central office, fewer than 10 school representatives (three of whom were school administrators) from only 6 of the 75 schools attended. Those in attendance stated that communication and scheduling conflicts were the main reasons for the low attendance and noted that the invitation had gone out three days prior to the event.

One of the agenda-supported goals for this meeting was to gather data from every school team related to SCUSD's reported efforts that have been taken in response to the settlement. The topics were:

1. Board Certified Behavior Analysts (BCBA)
2. Anti-Bias/Anti-Racism Professional Development
3. De-Escalation Efforts
4. Policies & Procedures

As a result of the poor attendance by school site personnel, the IM made a request for feedback virtually after the meeting—even from those in attendance. No feedback has been received. The IM was able to hold informal meetings with some school representatives, which revealed varied and uneven practices regarding each of the above listed topics. The most consistent finding from these conversations was that

most of these efforts were neither required nor executed with fidelity and consistency across all sites.

The only effort that was executed across all sites was the anti-bias PD for principals. This effort was seen as positive, but it did not necessarily trickle down to sites in a formal manner or in PD for school staff. In addition, it was reported that the primary vendor of this work changed this year for unknown reasons with less than positive results.

Around December 2023, the IM requested access to principals via principal meetings—specifically requesting that principals hold 30 minutes per month to accelerate communications. This request was met with what may be considered reasonable and standard bureaucracy of scheduling, permissions, communication, etc. The result, however, was an additional delay.

The IM's attempts to gather these data have continually been stalled based on what seems to be a larger district culture that translates to impediments in accomplishing these data-gathering efforts. This culture has manifested in a number of ways, including those stated above, as well as a lack of shared understanding of the importance of qualitative and observational data. Additionally, and uniquely for the IM's requirement to access schools, there was a dynamic by which permission was perceived as needed to conduct these efforts (i.e., from unions or the superintendent), leading to many behind-the-scenes negotiations and further delays. The IM engaged in these conversations because it is an important condition to create buy-in to facilitate and expedite progress, but at some point, this effort became ineffective.

The barriers to access have proven formidable and are in direct conflict with the terms of the settlement agreement, which clearly state that the IM is to have access to data, premises, and personnel, in compliance with FERPA and related laws. Currently, the IM has concluded that the lack of results and poor access to data are in themselves data findings. These findings indicate a need for high-level district personnel to take ownership of the settlement agreement and respond promptly and comprehensively to IM requests for access.

Timeline Leading to Action Plan

Below is a timeline listing key events in the lead-up to the action plan.

Year	Significant Event

2017	Council of the Great City Schools audit, Improving Special Education Services in the Sacramento City Unified School District, published, reporting, among other things, that Black students in SCUSD had a 3.01 risk ratio for Emotional Disturbance designation and making a wide array of recommendations concerning policy, practice, data, staffing, and the widespread implementation of a multi-tiered support system (MTSS).
2018	The California Community College Equity Assessment Lab release of The Capitol of Suspensions, which showed SCUSD's suspension rate for Black male students to be more than five times higher than the state average and recommended intensive, ongoing professional development for all SCUSD educators on unconscious bias, racial microaggressions, culturally mediated behaviors, and teaching practices for boys and young men of color.
2019	**September** Black Parallel School Board v. Sacramento City Unified School District (2:19-cv-01768) filed in the U.S. District Court for the Eastern District of California, claiming discrimination based upon disability and race, calling out special education practices and student discipline with an emphasis on Black students with disabilities; September 20 (virtual) and September 26 (in person at Hiram Johnson High School) town halls on settlement agreement led by District and Plaintiff BPSB; District affirms at in-person town hall District's policy prohibiting soft suspensions.
	December Parties enter agreement providing for a structure for settlement discussions; interim measures agreed upon, including directing District staff to grant all parent/guardian requests for IEP and 504 assessments, to hold Manifestation Determination meetings after six cumulative days of suspensions, and to halt violations of students' school discipline rights, including the use of informal suspensions, suspensions for non-suspendable offenses, failure to consider other means of correction, and violations of due process rights.
2020	**January/February** Three-person expert team retained. Plan to evaluate issues raised in the litigation initiated, including writing a report.
	March COVID pandemic-related school closures temporarily suspending expert research with eventual transition to virtual format.
	November Adjustments made in SCUSD Special Education Leadership Team, including Assistant Superintendent and Special Education Local Plan Area (SELPA) Director.

2022	**January** Experts Evaluation Report for Sacramento City School District Special Education, School Discipline, and Implicit Bias finalized, calling for revised IEP procedures, extensive professional development, implementation of MTSS across the district, and improved monitoring and use of data.
	April CCEE published the Systemic Instructional Review (SIR) report, which includes a comprehensive set of actions to improve professional learning, assessment and data, and internal collaboration, as well as procedures to advance equity.
	May Plaintiffs and defense attorneys begin negotiations over terms of settlement; joint motion filed to further extend stay and referral for settlement conference.
	December Agreement reached on non-fee terms of settlement, including that implementation of the settlement be overseen through an IM model, with an IM identified within 45 days of agreement consent.
2023	**May** Settlement agreement between plaintiffs and SCUSD in *BPSB et al. v. SCUSD et al.*, (Case No. 2:19-cv-01768-DJC-KJN) executed.
	July San Francisco Coalition of Essential Small Schools (SF-CESS) notified of selection as IM.
	September SCUSD Board of Education approval of SF-CESS contract as IM; Board identifies comprehensive data assessment as the first task for the IM.
	November 14 Project launch meeting intended to orient a large number of SCUSD school administrators to the settlement agreement and IM role.
	November 20 and December 1 SF-CESS visit to SCUSD to gather data—meeting with SELPA director, but no other district executives available to meet; SCUSD LCAP Interim Director, Strategy & Continuous Improvement, Dr. Eldredge, indicates that communication *cannot* go through him.
	December 7 In-person community meeting held to orient school administrators to the work; notice sent three days before event, so event was attended by three school administrators, some central office personnel, parents, and students; 116 invited, 35 attended.
2024	**December 2023–February 2024** SF-CESS submits specific data requests to SCUSD.

	January–March Data extracts and policies received and analyzed by IM team, some data requests never fulfilled; action planning conducted nevertheless.

Subcommittees

The actions delineated in this action plan were assembled by the following three subcommittees, each of which comprises members of the IM team with specific expertise in the relevant subcommittee areas of focus along with members of the plaintiff group/counsel (district staff were invited but had little to no participation in subcommittees):

Disproportionality in Special Education and Discipline Subcommittee: Responsible for analyzing special education and discipline data toward the identification of actions and targets for Directives 1–10, 12, 13, and 14.

Systems & Structures Subcommittee: Responsible for reviewing district policies, procedures, and practice manuals toward the identification of actions and targets for Directives 11, 15, 16, 18, 20, 21, and 22.

Cultural Proficiency Subcommittee: Responsible for collecting data on cultural proficiency through a Cultural Proficiency Self-Assessment survey, Equity Walks, focus groups, and interviews, toward the identification of actions and targets for Directives 17 and 19.

Theory of Change

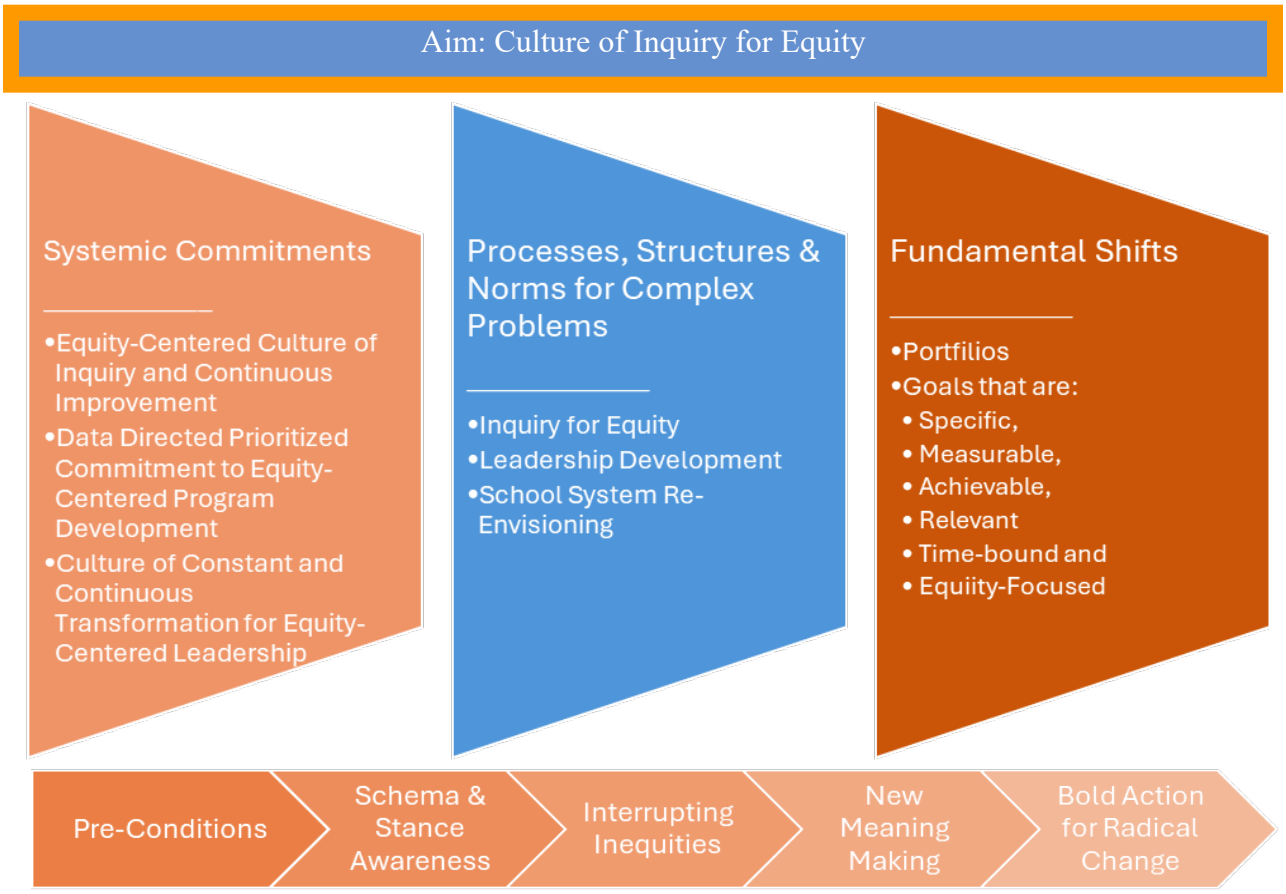
In its capacity as IM, SF-CESS recognizes that meeting the mandates of the settlement agreement will require not only that SCUSD change a number of its policies, procedures, and practices but also that it undergoes an organizational and cultural transformation. The theory of change underpinning this transformation corresponds to the SF-CESS Cultural Proficiency Rubric (Appendix F) according to which schools and school districts move from Cultural Blindness, to Cultural Pre-Competence, to Cultural Competence, and eventually to Cultural Proficiency along the following five domains:

- Acceptance and Respect for Differences;
- Attention to Dynamics Across Difference;
- Continuous Expansion of Cultural Knowledge and Resources;
- Adaptation of One's Values and Behaviors and an Organization's Policies and Practices; and

- Ongoing Assessment of One's Own and the Organization's Culture

With the ultimate aim of achieving a Culture of Inquiry for Equity, the SF-CESS model leads educational organizations through a multi-stage process, beginning with pre-conditions for change and culminating in bold action for radical change. The drivers of this change are commitments made throughout the system toward:

- ➔ Equity-Centered Culture of Inquiry and Continuous Improvement
- ➔ Data-Directed, Prioritized Commitment to Equity-Centered Program Development
- ➔ Culture of Constant and Continuous Transformation for Equity-Centered Leadership


Aim: Culture of Inquiry for Equity
Systemic Commitments
•Equity-Centered Culture of Inquiry and Continuous Improvement
•Data Directed Prioritized Commitment to Equity-Centered Program Development
•Culture of Constant and Continuous Transformation for Equity-Centered Leadership
Processes, Structures & Norms for Complex Problems
•Inquiry for Equity
•Leadership Development
•School System Re-Envisioning
Fundamental Shifts
•Portfilios
•Goals that are:
• Specific,
• Measurable,
• Achievable,
• Relevant
• Time-bound and
• Equiity-Focused
Pre-Conditions
Schema & Stance Awareness
Interrupting Inequities
New Meaning Making
Bold Action for Radical Change

APPENDIX B. LAUSD BULLETIN 5655.3—GUIDELINES FOR STUDENT SUSPENSIONS

https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/416/friday brief/friday brief jan-Feb 2020/BUL-5655.3 Guidelines for Student Suspensions.pdf (2016)

APPENDIX C. SAMPLE PERSONAL LEARNING AND SUPPORT PLAN (PLSP)

https://drive.google.com/file/d/1yQ32cInYPXzdtNu0xCB6O0LH--uWEs01/view?usp=sharing

APPENDIX D. DISCIPLINE POLICY RECOMMENDATIONS

The SCUSD Board Policies should align with cited state and federal law for the education of students with disabilities. Upon review of the SCUSD Board Policies regarding discipline and behavior intervention for students with disabilities, we recommend the following policy changes:

Overall Changes

- Create a Special Education Policy and Procedures Guide inclusive of all policies relevant to special education services and students with disabilities. By housing these policies in one guiding document, students, families, and staff will have easier access to relevant information.
- Translate Special Education Policy and Procedures Guide into approachable language for parents and students. The current policies contain legal jargon drawn nearly entirely from state code. The Policy and Procedures Guide should contain section summaries in approachable language.

Behavioral Intervention for Students with Disabilities

- Include an understanding of *why* a behavior is occurring as part of a behavior intervention and support plans. Consider including this language from the Los Angeles Unified School District Special Education Policies and Procedures Manual (2007):
  - Behavior Support Plans should focus on understanding 'why' the behavior occurred (i.e. 'the function' or 'communicative intent') then focus on teaching an alternative behavior that meets the student's need in a more acceptable way. This includes making "instructional and environmental changes, providing reinforcement, reactive strategies and effective communication." (Diana Browning Wright, Behavior/Discipline Trainings, 2003)
- Include defined levels of behavior support and intervention. Consider including this language from the LAUSD manual:
  - The structures for addressing student behaviors and creating positive, safe environments for students fall within three levels. Each level includes supports that enable students to access the curriculum and the social environment of the school setting. The levels are:
    - Universal: Includes social skills training; positive, proactive discipline; teaching school behavior expectations; active supervision and monitoring; positive reinforcement systems; firm, fair, and corrective discipline; peer supports. There is an emphasis on teamwork and collaboration. Assessment may include data collection resulting in group support systems.
    - Selected: Includes all supports at the "Universal" level plus individualized social skills training; self-management programs; Behavior Support Plans (BSP); parent/family training and collaboration; adult mentors; increased academic support. Assessment may include individualized data collection, observations and interviews, FBA resulting in individual Behavior Support Plans with consistent implementation plans within collaborative teams.

        - Targeted: Includes all supports at the "Universal" and "Selected" levels plus intensive social skills training; individualized support plans; parent/family training and collaboration; multi-agency collaboration (wrap-around) services. Assessment includes individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP).
    - Amend the list of interventions prohibited in a behavior emergency to specifically prohibit prone containment. The current policy allows for prone containment. Consider this language from the LAUSD manual, which lists this as a prohibited intervention:
        - Simultaneously immobilize all four extremities, including the procedure known as prone containment

Suspension and Expulsion for Students with Disabilities

- Include a clause discouraging the use of suspension. Consider this language from the LAUSD manual:
    - Federal and State laws generally require schools to be proactive and to implement interventions at the earliest sign that a student's behavior is impeding his/her ability to learn. Students who receive special education services may be suspended *only* when other means of correction have failed to bring about proper conduct. Out of school suspension typically has little relationship to the misconduct and does not support behavioral change.
- Include a section describing appropriate alternatives to suspensions. Consider this language from the LAUSD manual:
    - Discipline is to be used instructionally and while the use of alternatives to suspension includes the use of consequences, the emphasis must be placed on what the student needs to learn in order to avoid future misconduct. The appropriate means of correction may include community service, required mini-courses on conflict resolution, anger management, etc. Change in student behavior is typically supported by a Behavior Support Plan or Behavior Intervention Plan. Homeroom may be used to provide opportunities to learn necessary skills proactively as can after- school detention, where learning activities can be matched to misconduct. Reactive strategies such as de-briefing and de-escalating anger and aggression are both excellent ways to change student behavior. Utilizing in-classroom supports such as buddies can change classroom behavior by providing appropriate peer models. Using a whole school approach that includes mentoring adds a team approach to positive behavior support, helping to change a student's reputation who has been having a difficult time with behavior over a long period and to support the student in getting re-engaged in the learning community. As a system, schools are encouraged to use a Coordination of Services Team (COST) to match the student to appropriate services, etc. and to use Student Success Team (SST) to identify recommendations. After school detention or Saturday School may be used to provide consequences to students without loss of instructional time.
    - In-School Suspension alternatives are to be used whenever possible as long as the student with disabilities continues to receive services according to his/her IEP.

- Include specific criteria and relevant actions according to the frequency and duration of suspension. Consider this language from the LAUSD manual:
  - **First Suspension:** Whenever a student receiving special education services engages in conduct that results in out of school suspension, a Disciplinary Review Team (DRT) meeting must be convened immediately upon the student's return to school to review the incident and to address the concerns regarding the student. The DRT should, at minimum, include a Dean or counselor, teacher, administrator, an individual with knowledge about positive behavior support strategies, and the parent/ guardian. The team should evaluate the severity of the misconduct and determine whether:
    1. There are interventions that can be used to address the behavior that do not require an IEP team meeting;
    2. The team needs to modify the implementation of the student's current Behavior Support Plan or Behavior Intervention Plan; and if so,
    3. An IEP team meeting should be held to:
       a. Review the student's current instructional program.
       b. Develop or revise a Behavior Support Plan to address the behaviors relating to the misconduct.
       c. Revise the current Behavior Intervention Plan, as needed, to prevent recurrence of the misconduct.

       Note: All requirements for parent [or guardian] notification and participation in the IEP meeting must be followed.
  - Second Suspension: **Following misconduct that results in a second suspension, the Dean or other certificated staff member in charge of discipline will:**
    1. Upon the student's return, immediately schedule an IEP meeting to review the student's instructional program in addition to considering any assessments that must be done to identify the function of the student's behavior and/or to develop, review, or modify the Behavior Support Plan or Behavior Intervention Plan. The IEP is to identify other interventions as appropriate to prevent a recurrence of the misconduct.
    2. Gather pertinent information from the Disciplinary Review Team (DRT).
  - Five or More Days of Suspension: **Five or more days of suspension is a serious indicator that the student continues to struggle with behavior that impedes learning. If the student's suspensions reach eight (8) cumulative days of suspension, an IEP team must meet to do the following:**
    1. Discuss the misconduct(s) and the relationship between the misconduct and the student's disability.
    2. Review any behavioral assessments that have been conducted about this student. If the student's behavior is serious and the student does not have a Functional Analysis Assessment (FAA), consult with the Behavior Intervention Case Manager (BICM) to determine whether an FAA should be conducted. (See Bulletin H-50 Rev.). **Note**: If the IEP team determines that an FAA is needed, an assessment plan must be completed and approved by the parent; an FAA must be conducted by a Behavior

Intervention Case Manager (BICM); and an IEP team meeting must be held to consider the FAA and recommendations (see Bulletin H50 Rev.).

a. FAA Review the student's current IEP, including the Behavior Support Plan (BSP) or Behavior Intervention Plan (BIP) and its implementation, and make any modifications necessary, to determine whether or not it continues to be an appropriate offer of FAPE (see Appendix A, *Determining Placement in the Least Restrictive Environment, p 181* from the Los Angeles Unified School District Special Education Policies and Procedures Manual (2007).

b. The maximum number of days a student with disabilities can be suspended **shall not exceed 10 cumulative days** in a school year, [sic] On day 11, if not before, the student must return to the school site, an IEP meeting is held to determine appropriate services. Informal suspension, whereby a parent [or guardian] is advised to keep a student at home, is prohibited.

- Include criteria prohibiting expulsion if the student's behavior was the result of the district's failure to implement their IEP. Consider language from the LAUSD manual:
  - A student with a disability who receives special education services and is being considered for expulsion is required to have a manifestation determination (pre-expulsion) IEP, and can only be expelled if the alleged misconduct of the student meets the District's criteria for expulsion, and:
    1. The conduct in question was not caused by, and did not have a direct and substantial relationship to, the student's disability; and
    2. The conduct in question was not the direct result of the District's failure to implement the IEP.
- Include required actions that must be taken if it is determined that the student's behavior is a manifestation of their disability. Consider language from the LAUSD manual:
  - [If the] IEP team determines that the alleged misconduct <u>is</u> a manifestation of the disability
    1. The expulsion process should <u>not</u> proceed.
    2. The IEP team should discuss and document appropriate steps (including changes to the IEP supports, modifications, services, aids and placement) to address the student's conduct and the student's IEP, and the Behavior Support Plan, should be amended appropriately.
    3. Requests for further assessments should also be made if the IEP team deems it appropriate.
    4. Contact the Special Education Support Unit or Student Discipline Proceedings Unit for guidance on follow-up actions.

APPENDIX E. GAMUT TEMPLATE FROM CSBA

HTTPS://WWW.CSBA.ORG/EN/PRODUCTSANDSERVICES/POLICYSERVICES/GAMUT#GSC.TAB=0

APPENDIX F. CULTURAL PROFICIENCY SELF-ASSESSMENT SURVEY RUBRIC

https://drive.google.com/file/d/1FJmXfMsyojWznJkm2vpo_ytWpKP55MO9/view?usp=sharing

APPENDIX G. EQUITY WALKS OVERVIEW

https://drive.google.com/file/d/11eotjgtCi5hgR9gbivrTD-yoZhFrGs5Q/view?usp=sharing

APPENDIX H. DRAFT STAFF CAPACITY SURVEY

SWD Professional Experience Survey

Please select your school from the dropdown list:

During the current school year (2023-24), what is your role at your school?

( ) General Education Teacher ( )
Special Education Teacher

( ) Instructional Aide (e.g., Paraprofessional, Teaching/Instructional Assistant)

( ) School Administrator (refers to principals, vice principals and other school-level administrators) [add other so participants can list their role]

( ) Other: _____*

{SKIP LOGIC GENERAL EDUCATION TEACHER ONLY}

What is your role in working with students with disabilities (select all that apply for your role)?

[ ] Do not teach any students with disabilities

[ ] Teach students with disabilities with support from one or more Instructional Aide(s) or Paraprofessional(s)

[ ] Teach students with disabilities with consultation from a special educator or specialist [ ] Teach students with disabilities with push-in from a special educator or specialist

[ ] Teach students with disabilities with a special education co-teacher

[ ] Teach students with disabilities *without* co-teacher, consultation, or push-in support [ ] Other (please fill in): _____

{SKIP LOGIC SPECIAL EDUCATION TEACHER ONLY}

What is your role in working with students with disabilities (select all that apply for your role)?

[ ] Teach students with disabilities in a resource or special-education only class

[ ] Provide consultation support to general education teachers, but not push-in or co-teaching support

[ ] Provide push-in/in-class support to general education teachers(s)

[ ] Co-teach with general education teacher(s)

[ ] Other (please fill in):

{SKIP LOGIC AIDE/OTHER ONLY}

What is your role in working with students with disabilities (select all that apply for your role)?

[ ] Do not teach any students with disabilities

[ ] Provide support to one student with disabilities as a 1:1 aide

[ ] Provide support to one or more students with disabilities in a general education class

[ ] Provide support to one or more students with disabilities in a resource or special education-only class

[ ] Provide support in a mixed classroom with general education and special education co-teachers

[ ] Other (please fill in): _____

During the current school year (2023-24), approximately what percent of the students you work with are students with disabilities?

( ) I do not provide support services to or teach any students with disabilities

( ) 1% - 10%

( ) 11% - 25%

( ) 26% - 50%

( ) 51% - 75%

( ) 76% - 99%

( ) 100%

[All SURVEY TAKERS]

Please indicate your level of agreement with the following statements regarding working with students with disabilities.

	Strongly disagree	**Somewhat disagree**	**Somewhat agree**	**Strongly agree**
With high-quality instruction/support, students with disabilities can achieve grade-level standards.	( )	( )	( )	( )
Teaching students with disabilities can be effective when students are placed in general education classrooms.	( )	( )	( )	( )
All students, including students with disabilities, can meet high academic standards.	( )	( )	( )	( )
Students with disabilities should be included in the general education setting to the greatest degree possible.	( )	( )	( )	( )
I believe every behavior that is considered problematic has a root issue that can be understood.	( )	( )	( )	( )

{SKIP LOGIC GENERAL EDUCATION TEACHER AND SPECIAL EDUCATION TEACHER ONLY}

Please indicate your level of confidence in doing the following to support and teach students with disabilities.

	Little confidence I can do it	**Confident I can do this somewhat**	**Confident I can do quite a bit of it**	**Certain I can do it**
I can adapt the curriculum/my lesson plans to help meet the needs all of my students, especially students with disabilities.	( )	( )	( )	( )
I can use a wide variety of strategies for teaching the curriculum to enhance understanding for all of my students, especially those with disabilities (e.g., I can break down a skill into its component parts to facilitate learning for students with disabilities.)	( )	( )	( )	( )
I can establish meaningful relationships with students with disabilities.	( )	( )	( )	( )
I can create a classroom environment that is welcoming for students with disabilities in my classroom.	( )	( )	( )	( )
I can utilize positive behavior interventions to	( )	( )	( )	( )

manage student behavior.				
I can manage a safe and supportive classroom environment that reduces behavior challenges.	( )	( )	( )	( )

{SKIP LOGIC ALL BUT SCHOOL ADMINS }

Please indicate your level of agreement with the following statements about your school leaders' support for serving students with disabilities. "School leaders" refers to principals, vice principals and other school-level administrators.

	Strongly disagree	**Somewhat disagree**	**Somewhat agree**	**Strongly agree**
My school leaders provide support when I share challenges in teaching students with disabilities.	( )	( )	( )	( )
My school leaders/school culture demonstrate a strong commitment to meeting the learning needs of students with disabilities.	( )	( )	( )	( )
My school leaders provide sufficient opportunities for professional development about effective practices for teaching students with disabilities.	( )	( )	( )	( )
My school/district provides resources (training, staff, resources) to help me manage classroom behavior.	( )	( )	( )	( )

{SKIP LOGIC SCHOOL ADMINS ONLY}

Please indicate your level of agreement with the following statements about support for serving students with disabilities in your role as a school leader. "School leaders" refers to principals, vice principals and other school-level administrators.

	Strongly disagree	**Somewhat disagree**	**Somewhat agree**	**Strongly agree**
In my role as a school leader, I provide support when staff				

share challenges in teaching students with disabilities.	( )	( )	( )	( )
My school culture demonstrates a strong commitment to meeting the learning needs of students with disabilities.	( )	( )	( )	( )
In my role as a school leader, I provide sufficient opportunities for professional development about effective practices for teaching students with disabilities.	( )	( )	( )	( )

APPENDIX I. BEHAVIOR MTSS ACTION PLAN

This document outlines an implementation plan for an MTSS approach to supporting and responding to student behavior. In Year 0, the 2023–2024 school year, SCUSD will convene the MTSS Planning Group (including teachers, principals, union leadership, and district office staff who are deemed relevant to MTSS) that reports to the Oversight Committee to outline the MTSS procedure and supports and determine demonstration schools. In Year 1, the 2024–2025 school year, SCUSD will pilot the MTSS approach in selected demonstrated schools and engage in continuous improvement to identify strengths and challenges in the implementation process. Based on this feedback, in Year 2, the 2025–2026 school year, SCUSD will implement the MTSS approach in the rest of its constituent schools and engage in fidelity assessments. Beyond Year 2, SCUSD will continue to improve the MTSS approach based on feedback from staff, students, and parents and engage in evaluation to understand outcomes for students, especially Black students and students with disabilities.

Year 0—Planning (2023–2024)

- Select demonstration schools for initial implementation using a combination of need, readiness, and commitment criteria.
    - Selecting Demonstration Schools (2021)
    - School Readiness Tool (2021)
- Develop a professional development plan for training and coaching to support MTSS implementation, differentiated across schools and based on data/need and implementation phase.
    - Identify ongoing coaching activities at the district and school levels.
        - Professional Development and Coaching Guidance (2021)
        - Coaching for Ongoing Professional Learning Within Tiered Support Models (2020)
    - Establish a request for assistance process to be managed by an identified person (e.g., advanced tier team lead) and educate all e.g., school staff, community partners, students) on the process.
        - Request for Assistance Guidance (2022)
        - Sample Request for Assistance Form (2022)
        - MTSS Infrastructure and Support Mechanisms Series: Communication With and Involvement of All Staff (2022)
- Tier 1
    - Establish guidelines for schoolwide positive behavior expectations and acknowledgment systems to serve as a consistent foundation for MTSS in schools.

- Developing a Schoolwide Behavior Expectation & Acknowledgment System (2021)
- California MTSS Framework (2021)
- Tips for Intensifying Instruction at Tier 1 (2021)

- Select a universal social-emotional learning (SEL) curriculum that aligns with schoolwide positive behavior expectations to aid both students and teachers in learning and applying SEL skills.
  - Selecting a SEL Curriculum (2023)

- Tier 2

§ Building a Culture of Staff Wellness Through Multi-Tiered System of Supports (2021)

- Establish guidelines for schoolwide behavior response plans that are aligned with behavior expectations and focus on restorative disciplinary policies and processes.
  - Designing a Schoolwide Behavior Response Plan (2021)
  - Restorative Approaches to Addressing Student Behaviors (2021)
  - Sample Behavior Response Flowchart (2022)
  - 10 Essential Features of Tier 2 (2023)
- Select a universal social-emotional screener based on scholarly evidence, cost/resources, fit with other initiatives, and readiness/capacity to implement. Establish routines and procedures for administering the screener and collecting, managing, analyzing, and sharing data. Ensure a response plan including adequate personnel and continuum of interventions in place to address needs.
  - Universal Social-emotional Screening in Schools (2021)
  - Review of Social-emotional Screening Tools (2023)
  - Best Practices in Universal Social, Emotional, and Behavioral Screening: An Implementation Guide (nd)
- Establish a protocol for selecting evidence-based practices (EBPs) for installation across all schools, including annual review of existing interventions.
  - Selecting High-Leverage Practices (2021)

- Tier 3

- Develop community mental health facilitated referral pathway(s) to assist youth with behavioral health needs and provide their families access community-based supports and services when indicated.
  - Developing Facilitated Referral Pathways (2021)
  - How Can We Ensure IEP Teams Provide the Most Intensive Supports? (2018)

- Intensive Intervention Meeting Facilitator's Guide (2021)

Year 1—Implementation in Demonstration Sites (2024–2025)

- Level-set knowledge and understanding of school-level MTSS routines and procedures.
  - Establishing MTSS-B Routines & Procedures (2021)
- Professional Learning
  - Implement ongoing coaching activities at the district and school levels for school staff and school leaders.
  - Utilize request for assistance process identified in planning phase to continue to educate stakeholders (school staff, community partners, parents, students).
- Tier 1
  - Integrate universal SEL curriculum in classrooms determined in Year 0.
  - Publicize guidelines for schoolwide positive behavior expectations determined in Year 0.
- Tier 2
  - Implement school wide behavior response plans and restorative disciplinary practices identified in Year 0.
  - Administer the universal SEL screener identified in Year 0 and collect, manage, analyze, and share data. Implement response plan including adequate personnel and continuum of interventions in place to address needs.
  - Install EBPs for behavior interventions in schools and conduct first annual review.
- Tier 3
  - Utilize the community mental health facilitated referral pathway(s) identified in Year 0.
  - Plan for expansion into remaining schools
  - Gather feedback from stakeholders (students, parents, teaching staff—general education and special education, support staff, school leaders) regarding the experience of MTSS in the demonstration sites.
    - Going Beyond the Basics: Using Feedback to Support MTSS Implementation (2018)
  - Conduct self-assessments and district-led assessments of implementation to identify strengths and areas for additional support utilizing the following tools, where appropriate:
    - District MTSS Action Planning Tool (2022)

        - NIRN Hexagon Discussion & Analysis Tool (2019)
        - Fidelity Integrity Assessment (2020)
        - Self-Assessment of MTSS Implementation (2022)
        - MTSS Fidelity of Implementation Rubric (2023)
        - Effective Coaching of Teachers: Fidelity Tool Worksheet (2018)
        - Measuring Fidelity of Core Features of Tier 2 Systems and Practices in Schools (2023)
    - Amend implementation procedures based on feedback from demonstration sites and assessments.

Year 2—Expansion into Remaining Schools (2025–2026) (*adjust as needed based on demonstration school feedback*)

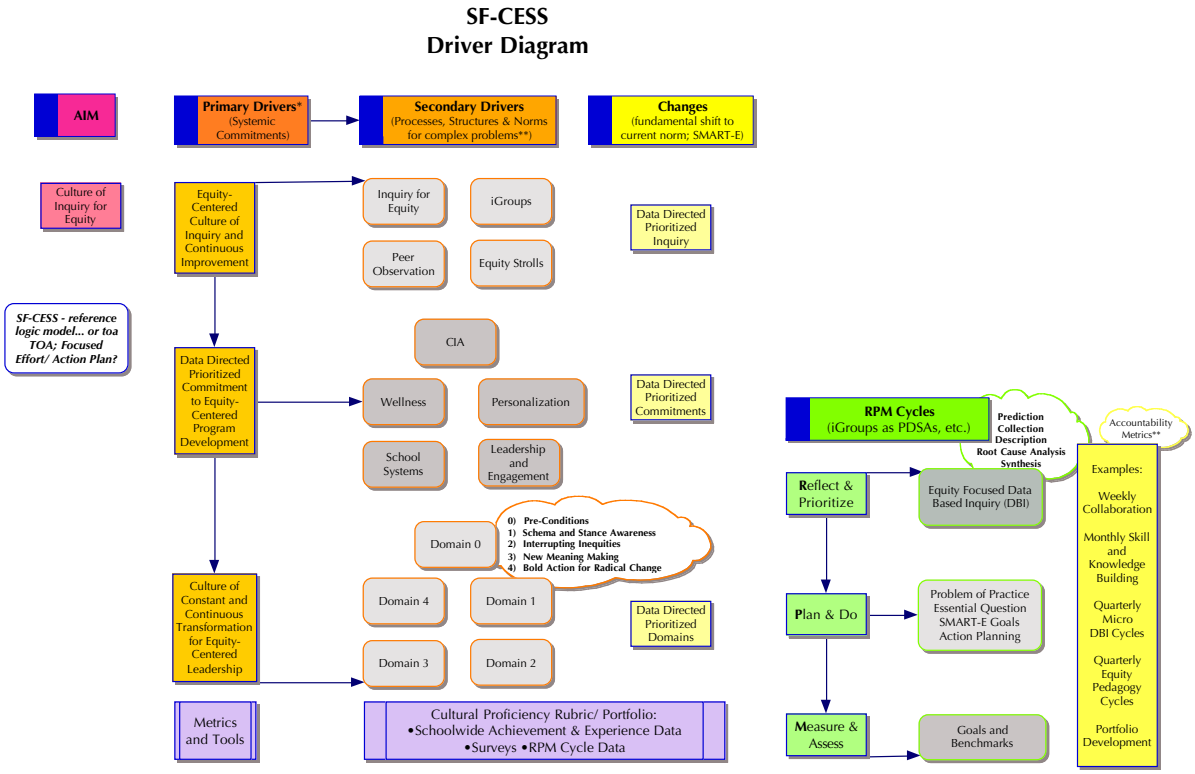
- Level set knowledge and understanding of school-level MTSS routines and procedures.
    - Establishing MTSS-B Routines & Procedures (2021)
- Professional Learning
    - Implement ongoing coaching activities at the district and school levels for school staff and school leaders.
    - Utilize request for assistance process identified in planning phase to continue to educate stakeholders (school staff, community partners, parents, students).
- Tier 1
    - Integrate universal SEL curriculum in classrooms determined in Year 0.
    - Publicize guidelines for schoolwide positive behavior expectations in Year 0.
- Tier 2
    - Implement schoolwide behavior response plans and restorative disciplinary practices identified in Year 0.
    - Administer the universal SEL screener identified in Year 0 and collect, manage, analyze, and share data. Implement response plan including adequate personnel and continuum of interventions in place to address needs.
    - Install EBPs for behavior interventions in schools and conduct annual review.
- Tier 3
    - Utilize the community mental health facilitated referral pathway(s) identified in Year 0.
- Engage in continuous improvement processes and evaluation in Year 2 and moving forward with all schools.

- Gather feedback from stakeholders (students, parents, teaching staff—general education and special education, support staff, school leaders) regarding the experience of MTSS in the demonstration sites.
  - Going Beyond the Basics: Using Feedback to Support MTSS Implementation (2018)
- Conduct self-assessments and district-led assessments of implementation to identify strengths and areas for additional support utilizing the following tools, where appropriate:
  - District MTSS Action Planning Tool (2022)
  - NIRN Hexagon Discussion & Analysis Tool (2019)
  - Fidelity Integrity Assessment (2020)
  - Self-Assessment of MTSS Implementation (2022)
  - MTSS Fidelity of Implementation Rubric (2023)
  - Effective Coaching of Teachers: Fidelity Tool Worksheet (2018)
  - Measuring Fidelity of Core Features of Tier 2 Systems and Practices in Schools (2023)
  - MTSS Evaluation Tip Sheet (2022)

Amend MTSS procedures based on feedback and assessments.

APPENDIX J. KEY DRIVER DIAGRAM

https://drive.google.com/file/d/1eG0iDl0_7nGhJj0QRheO9a17mVrJSF76/view?usp=drive_link



APPENDIX K. FLAMBOYAN FIVE ESSENTIAL ROLES

https://flamboyanfoundation.org/wp-content/uploads/2020/01/Five-Roles-Families-Play_Flamboyan-Foundation.pdf

APPENDIX L. CONFIDENTIAL STUDENT RECORDS – NOT AVAILABLE TO THE PUBLIC