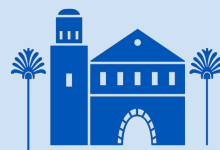


Santa Barbara Unified School District

Significant Disproportionality

November 10, 2020



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What is Significant Disproportionality?

SBUSD has been identified for significant disproportionality due to the number of *Hispanic students with IEPs in the category of Specific Learning Disability* for three consecutive years (2016-17, 2017-18, 2018-19).





OVERREPRESENTATION

of children in
special education
and
discipline
based on
race/ethnicity

Significant
Disproportionality



**Latinx students
are 3x as likely to
be identified as
having learning
disabilities**

Programmatic Improvement Process

Apply a Cultural Lens throughout the four phase process

Phase I:
Getting Started



Phase II:
Data Discovery and
Root Cause



Phase III:
Planning for
Improvement



Phase IV:
Implementing,
Evaluating, and
Sustaining



The district is required to set aside **15% of Federal Special Education funding to use for Comprehensive Coordinated Early Intervention Services (CCEIS)**. These funds are to be used in ways to prevent students from continuing to be overidentified for special education.

This amounts to \$371,278 to be used by September 2022.

Note: Services for Special Education students will not change as a result of these set aside funds. The district is required to maintain a level of spending on special education from year to year.



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Team of Stakeholders:

*Ana Escobedo, Assistant Supt. Elementary Education

Ann Peak, Director of Human Resources

Armando Uribe, Program Facilitator

Brian Naughton, Principal, Monroe Elementary

Casie Killgore, Principal, Franklin Elementary

Demian Barnett, Supt./Principal Peabody Charter School

*Frann Wageneck, Assistant Supt. Student Services

Helen Murdoch, Teacher on Special Assignment

Jaclyn Kanold, School Psychologist

Jesus Catalan, Bilingual Psychologist

*John Schettler, Director of Special Education

Laci Preston, Director of Fiscal

*Maria Larios-Horton, Exec. Director Diversity, Equity, and Family Engagement

Marlen Limón, Teacher McKinley Elementary

Melissa Garcia, Literacy Specialist

Patty Moore, Community Member

Ray Avila, SELPA Director

Robyn Young, Program Facilitator

Raul Olvera, School Psychologist

Shane Jimerson, Community Member and Parent

*Sierra Loughridge, Director of Elementary Education

Tammy Gillen, Special Education Teacher

Tricia Poelstra, EML Instructional Support Specialist

Victor Carmona, Parent

Manuela Fierros, Parent

***Leadership Team**

CAUSES

BELIEFS

PROCEDURES



POLICIES

PRACTICES



ROOT CAUSES

1. The District does not have clear and consistent systems to help intervene for students based on data (Multi-Tiered Systems of Support/MTSS)

2. Lack of data analysis tools, protocols, and practices

3. Explicit native and second language development is not evident in first level instruction

4. Parental understanding of rights and access to legal support lacking

5. Conscious or unconscious racial and linguistic biases negatively influence perceptions of student abilities

6. Administrator and Teacher knowledge and implementation gaps

Measurable Outcome



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Reduce the risk ratio of Latinx students identified for Specific Learning Disability (SLD) from 3.43 (2018-2019) to below 3.0 by September 2022.

Goal of 1.0



Target Group

Emergent Multilingual Learners (EMLs) in
2nd and 3rd grades at three elementary
schools:

- Cleveland
- Franklin
- Monroe

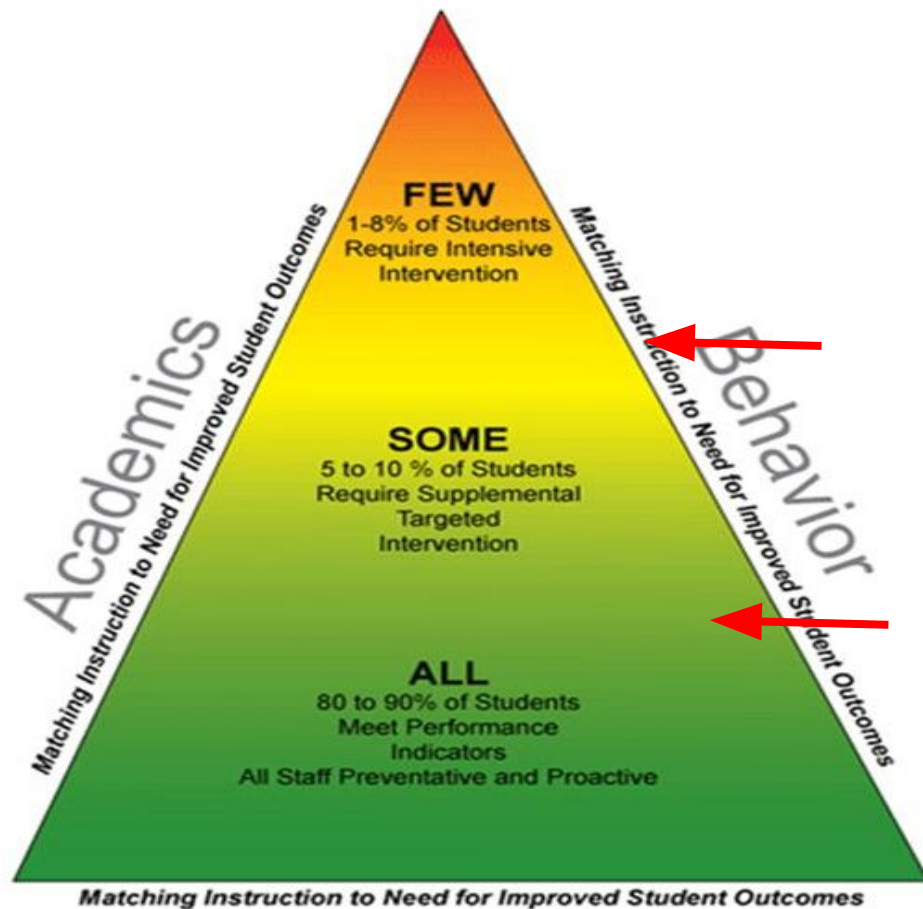
Estimated 148 students



What Do We Do When Students Need Support?



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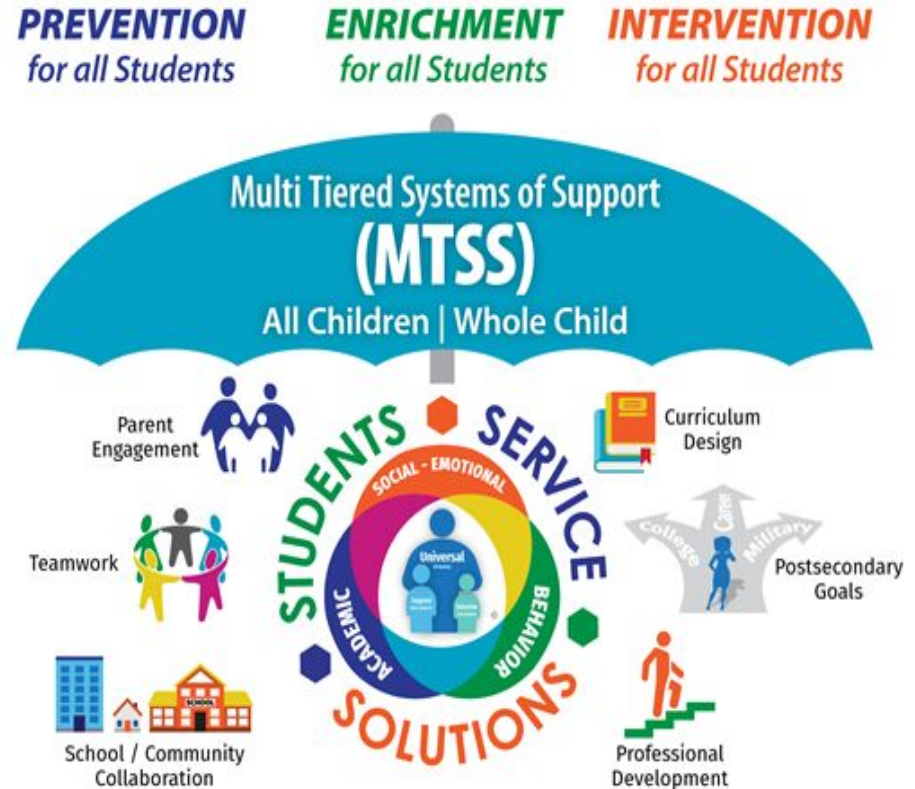
Activity #1



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Adopt a district-wide Multi Tier System of Support (MTSS) framework to be implemented at all school sites and train administrators.

Cost: \$20,000 for Consultant and Professional Learning



Activity #2

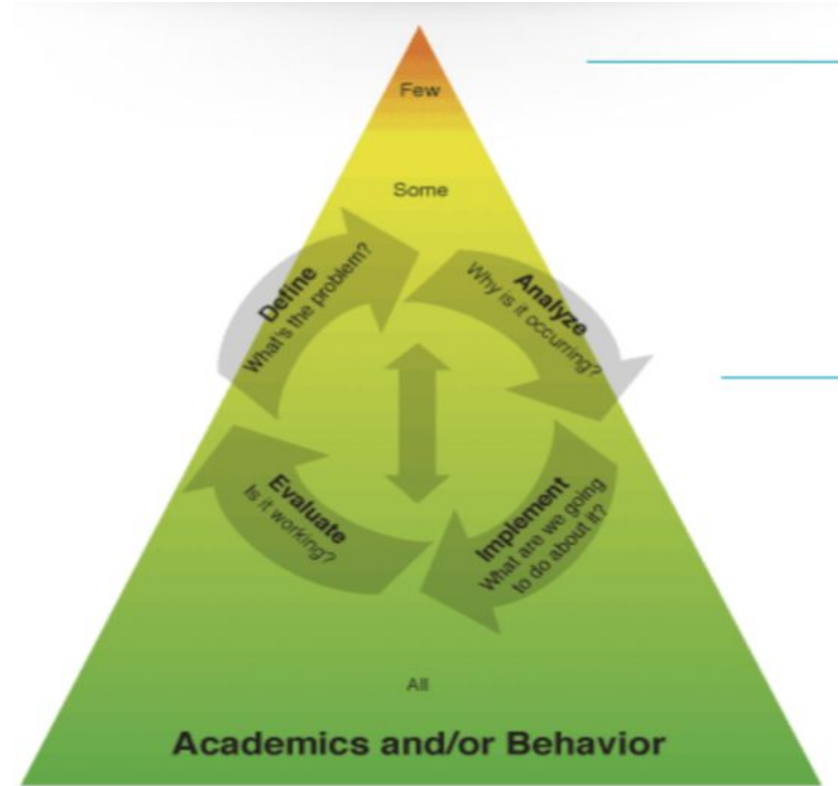


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Fortify the Student Study Team (SST) to include EML expert in language instruction and assessment.

Develop structures, procedures, and policies, train staff accordingly, and implement with fidelity.

Cost: \$26,000 Language Appraisal Training/Teacher Release Time



Activity #3



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Develop a culturally and linguistically responsive system for intervention when students are experiencing learning challenges (Tier II system).

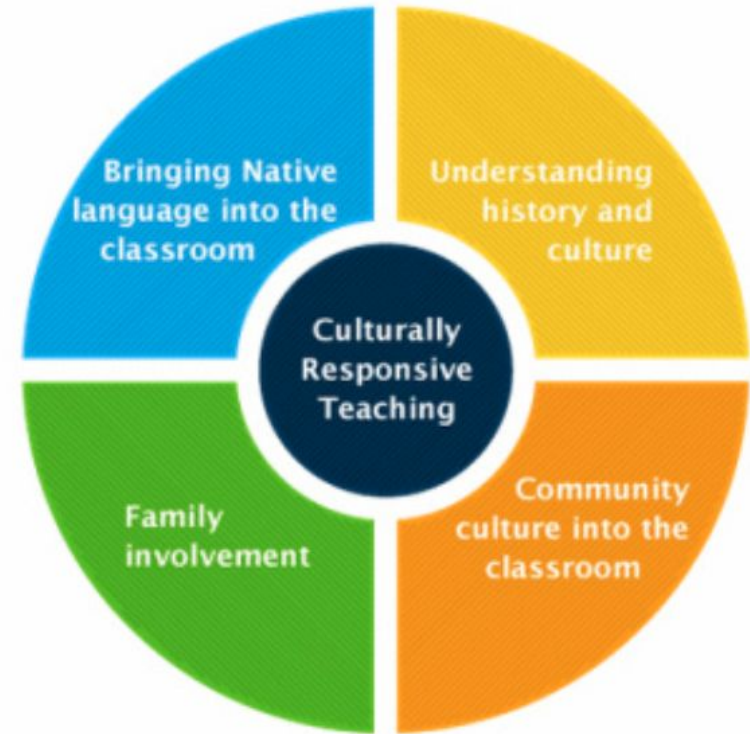
Cost: \$240,000 for EML Instructional Support Positions and Professional Learning for Admin and Teachers



Activity #4

Plan for and implement curriculum and instruction using research-based language development in both first and second language (e.g. Designated ELD and first language instruction).

Cost: \$23,000 for Professional Learning, Materials, and ELD Assessment



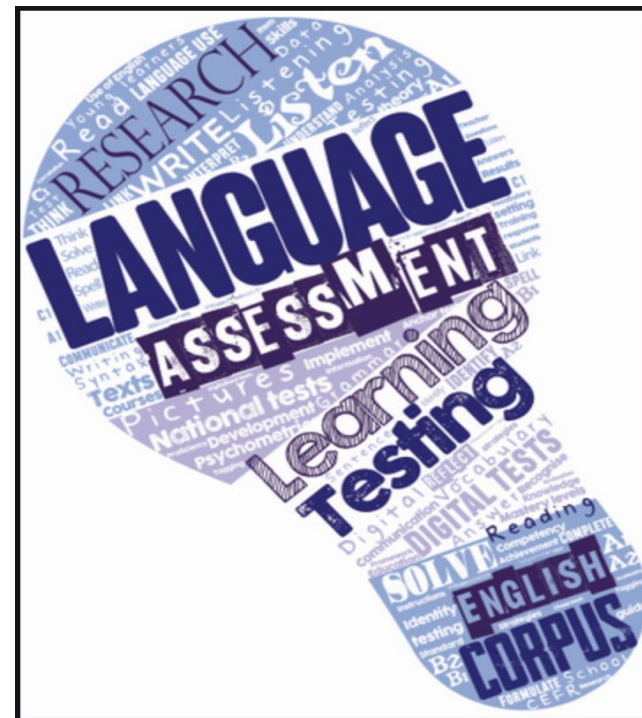
Activity #5



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Review and revise district procedures and protocols for assessing Emergent Multilingual Learners (English Learners) referred for special education evaluation. Include a procedure for more clearly explaining special education eligibility to families.

Cost: \$20,000 for Assessment Materials and Professional Learning



Activity #6



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Continue and expand professional learning related to conscious or unconscious racial and linguistic bias for all SB Unified staff.

Cost: \$20,000 for Professional Learning



Activity #7

Increase the number of bilingual teachers in K-3 classrooms to achieve proportionality with the number of EMLs in those classrooms.

Cost: This will be paid for from the General Fund.





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THANK YOU