

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

I. Overview/History of Department or Program

Beginning in March of 2020, school closures ordered in response to the COVID pandemic resulted in special education services being adapted to meet the needs of eligible SCUSD students through distance learning and the virtual learning platform. While SCUSD made substantial efforts to provide a Free and Appropriate Public Education (FAPE), students may not have made expected progress during this time and educational benefit may also have been impacted.

Additionally, state compliance complaints filed with the California Department of Education (CDE) found that the District's special education department failed to meet statutory timelines for the assessment of students with (and suspected of) a disability. A number of corrective actions were identified by CDE to support the District being in compliance.

The District has met a number of the identified corrective actions and is still working on the following:

- x District shall have provided the CDE with ongoing weekly spreadsheets or weekly reports, showing outstanding assessments needed and completed

- x District shall provide letters to the parents/guardians respectively, with plans for the provision of compensatory services as appropriate, if agreed to by the parents/guardians, based on the delay in completing the assessments and timely holding and completing the IEPs. Acceptable evidence should include a copy of the students' IEPs and plans for providing compensatory services over and above the regular services already included in the students' IEPs, if applicable.

SCUSD has outlined the following plan to ensure that learning recovery opportunities and compensatory special education services are being provided to all students who qualify.

II. Driving Governance:

SCUSD has a legal and ethical responsibility to ensure that students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) possible. The District is cognizant of missed IEP and assessment timelines during the COVID pandemic and the implications those missed timelines may have had in student achievement.

We are committed to building capacity within the organization to identify the need for compensatory services as a part of the IEP process, documenting that need, identifying the

Board of Education Executive Summary

Special Education

Plan to Address Learning Recovery and Compensatory Services

November 18, 2021

services to provide, and monitoring the implementation of those services to best support student achievement.

III. Budget:

The District has been allocated ~~\$563,260~~ by CDE to support Learning Recovery Services

- x Provide learning recovery support associated with impacts to learning due to school disruptions stemming from COVID-19 during the period of March 13, 2020 to September 1, 2021
- x Match these funds on a one-to-one bases with other funds spent for the same purpose
- x Not use these funds to supplant existing expenditures or obligations
- x Not use these funds for attorney's fees

IV. Goals, Objectives and Measures:

The goal is to implement a comprehensive plan to support students with disabilities receiving the Learning Recovery & Compensatory Education services needed as identified by IEP teams.

V. Major Initiatives:

Special Education

VI. Results:

VII. Lessons Learned/Next Steps:

The Special Education will continue to collaborate with community agencies and other District groups to continue to finalize plan details.

Professional Learning recordings on identifying compensatory education are available and ready for dissemination.

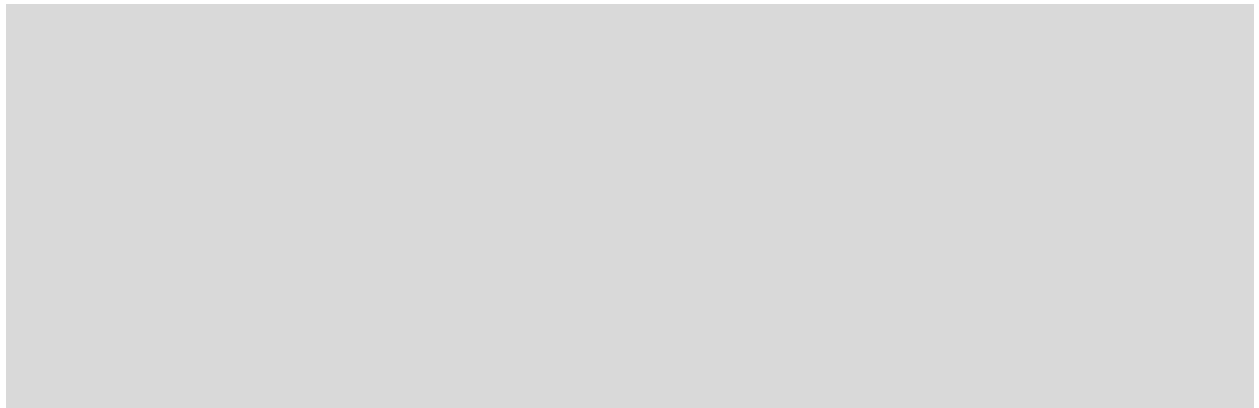
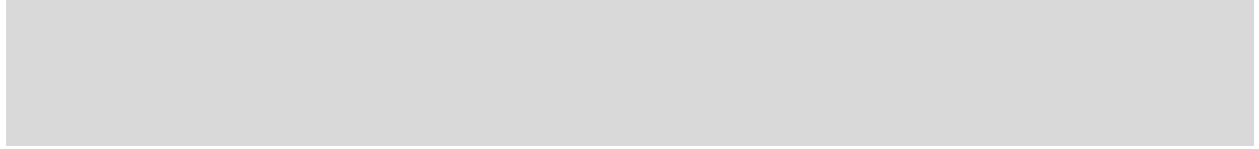
Professional learning recordings on documenting and monitoring compensatory education plans are available and ready for dissemination.

Compensatory Education teams (based on staff interest survey) are ready to be assembled.

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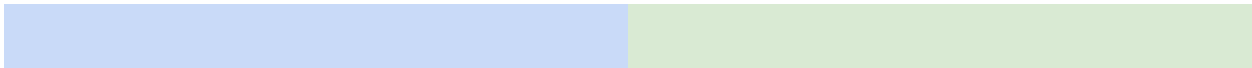
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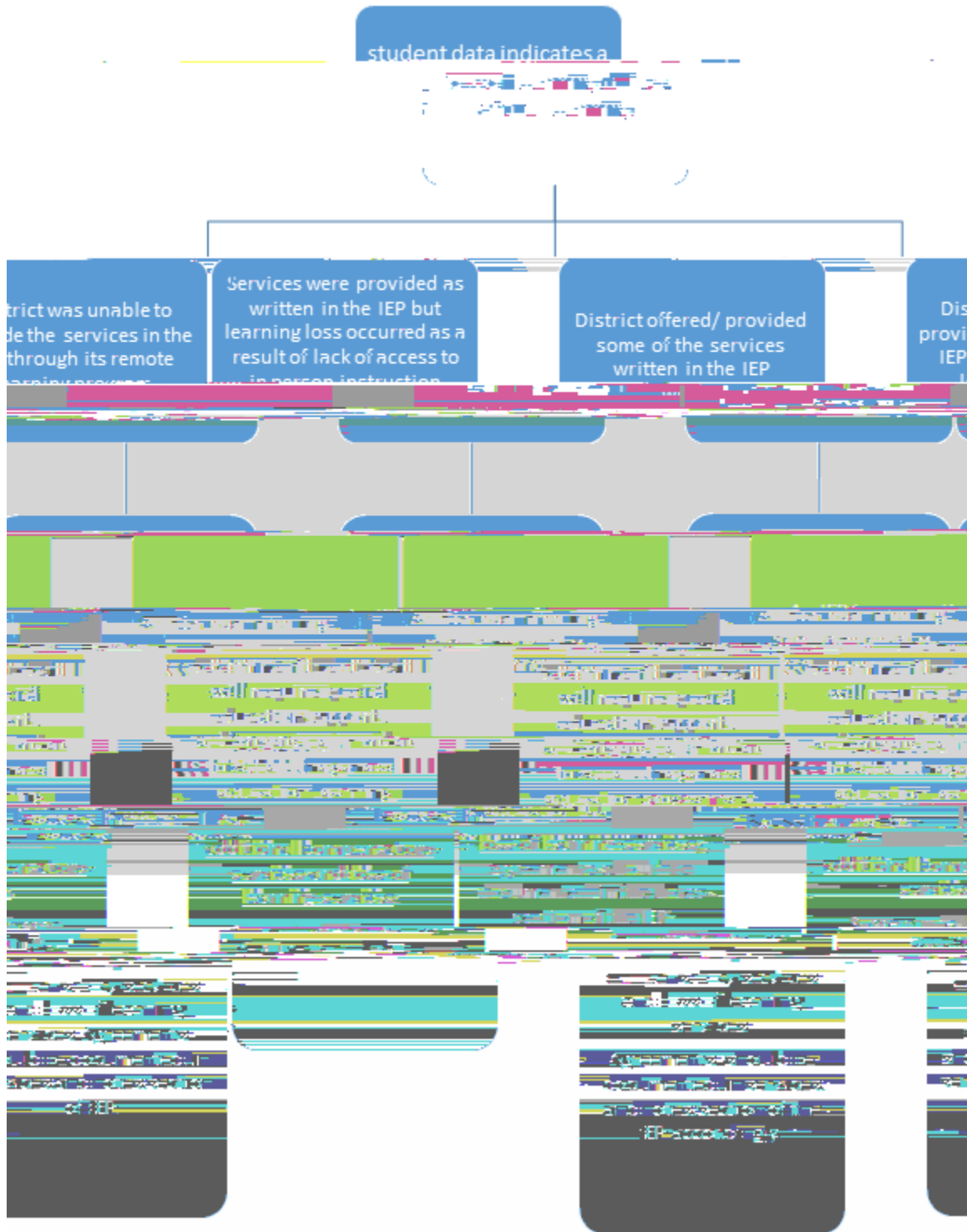
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