



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 5, 2018

Diann Kitamura, Superintendent
Santa Rosa High School District
1235 Mendocino Avenue
Santa Rosa, CA 95401

Dear Superintendent Kitamura:

Subject: 2018 Notification of Significant Disproportionality for Data Year 2016–17

The California Department of Education (CDE) has identified the Santa Rosa High School District as having significant disproportionality for Data Year 2016–17 pursuant to the requirements of the Individuals with Disabilities Education Act (IDEA).

Title 34, *Code of Federal Regulations* Section 300.646 of the IDEA, specifies the CDE is responsible for collecting and examining data to determine if significant disproportionality is occurring in local educational agencies (LEAs) in the state. The CDE must look at data related to the over-identification of students by race and ethnicity with respect to:

- 1) Identification of students with disabilities
- 2) Identification of various disability categories
- 3) Placement in educational settings
- 4) Suspension and expulsion

In California, disproportionality is a result of the over-identification of a specific race or ethnicity in relation to the overall general education and special education populations of the LEA and state. The CDE uses the Alternate Risk Ratio and the E-formula to calculate disproportionality. Significant disproportionality is determined if the LEA has been identified as disproportionate in the last three years for the same race or ethnicity.

The Santa Rosa High School District was found significantly disproportionate because of a failure to meet the established criteria for one or more areas of significant over-representation using the Alternate Risk Ratio and E-formula in the four areas listed above.

Calculations for the LEA were released earlier to the Director of the Special Education Local Plan Area (SELPA) of which the LEA is a member so the SELPA could review the

Diann Kitamura, Superintendent
June 5, 2018
Page 2

CDE's findings. The CDE has received and responded to a number of questions about the data and calculation methodologies. Enclosed is a copy of the data and calculations that were used to make the determination (Enclosure 1), and a description of the calculation methodology (Enclosure 2).

Under federal requirements, if a LEA is determined to be significantly disproportionate in any one of the four areas identified above, the CDE must:

- Require review of the LEA's policies, procedures, and practices to ensure compliance with the requirements of the IDEA
- Require the LEA to publicly report on the revision of policies, procedures, and practices for any identified noncompliance
- Require the LEA to reserve 15 percent of its IDEA grant funds to provide comprehensive coordinated early intervening services (CCEIS) to children in the LEA (including, but not exclusively for, those children in the groups that were identified as significantly disproportionate)

Enclosed is a copy of a memo from the Office of Special Education Programs entitled, "Coordinated Early Intervening Services (CEIS) Under Part B of the Individuals with Disabilities Education Act" (Enclosure 3). This memo contains a summary of federal requirements related to significant disproportionality and CCEIS.

As a result of the determination of significant disproportionality the LEA's annual determination under the IDEA is "Needs Intervention," the CDE is placing special conditions on the LEA's IDEA grants for 2018–19 as noted above and requires the LEA to fund and complete, no fewer than ten days of technical assistance from a provider approved by the CDE. Enclosed is the Assurance of Compliance document that must be submitted to the CDE within 30 days of receipt of this letter in order to continue to be eligible for IDEA funds (Enclosure 4). The Assurance of Compliance document must be signed by the LEA's Special Education Director, SELPA Director, Superintendent and School Board Chairperson. The Assurance of Compliance document must be scanned, and sent to the Significant Disproportionality mailbox at SigDisp@cde.ca.gov.

You will receive a resource packet that will explain state and federal requirements. The packet will include instructions for correcting significant disproportionality and/or noncompliant items; developing budget plans; fiscal documentation; and reporting. The LEA is also required to submit a CCEIS plan to address the root cause of Significant Disproportionality. Details on the CCEIS plan will be included in the resource packet.

Diann Kitamura, Superintendent
June 5, 2018
Page 3

Enclosed is a document entitled, "Getting Started on the Significant Disproportionality Comprehensive Coordinated Early Intervening Services Program Improvement Process," that provides a brief timeline and steps to follow until the end of the school year (Enclosure 5).

If you have questions about next steps, budget, or implementation of the LEA's CCEIS Plan, please contact the Significant Disproportionality mailbox at SigDisp@cde.ca.gov.

If you have any questions regarding the identification of significant disproportionality, please contact Shiyloh Duncan-Becerril; Administrator; Data, Evaluation, and Analysis Unit; by phone at 916-327-3547 or by e-mail at sbecerril@cde.ca.gov.

Sincerely,



Kristin Wright, Director
Special Education Division

KW:jj
Enclosures

cc: Sonya Randrup, Director, Special Education, Santa Rosa High School District
Adam Stein, Director, Sonoma County Special Education Local Plan Area

Least Restrictive Environment (LRE) Significant Disproportionality Data for
Santa Rosa High School District Data Year 2016-2017

District Code	4970920	Special Education Local Plan Area	Sonoma County (4900)
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Alternate Risk Ratio Calculations (ARR)									
Separate Schools		Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White	
2016-17	Spec Ed Enrollment	5	3	5	55	7	0	85	
	General Ed Enrollment	93	739	252	5,362	664	55	4,098	
	District ARR Max ARR	NC 5.0	NC 5.0	NC 5.0	2.17 5.0	NC 5.0	NC 5.0	5.86 5.0	
2015-16	Spec Ed Enrollment	6	0	5	53	6	0	95	
	General Ed Enrollment	108	730	238	5,193	648	64	4,314	
	District ARR Max ARR	NC 5.0	NC 5.0	NC 5.0	2.15 5.0	NC 5.0	NC 5.0	6.30 5.0	
2014-15	Spec Ed Enrollment	4	1	7	41	5	0	84	
	General Ed Enrollment	115	707	269	5,036	587	67	4,463	
	District ARR Max ARR	NC 5.0	NC 5.0	NC 5.0	1.72 5.0	NC 5.0	NC 5.0	5.44 5.0	
2013-14	Spec Ed Enrollment	7	1	6	45	7	0	68	
	General Ed Enrollment	121	688	292	4,905	585	66	4,538	
	District ARR Max ARR	NC 5.0	NC 5.0	NC 5.0	1.87 5.0	NC 5.0	NC 5.0	4.14 5.0	

E-Formula Calculations

"NC" indicates the measure was not calculated due to cell size. "OVR" means the LEA is disproportionate. "--" indicates the district was not disproportionate.

Separate Schools		American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
2016-17	Spec Ed Enrollment	5	3	5	55	7	0	85
	General Ed Enrollment	93	739	252	5,362	664	55	4,098
	District SPED Percent Maximum E-formula	NC 2.97	NC 12.43	NC 5.75	34.38 59.45	NC 11.48	NC 2.14	53.13 47.80 OVR
2015-16	Spec Ed Enrollment	6	0	5	53	6	0	95
	General Ed Enrollment	108	730	238	5,193	648	64	4,314
	District SPED Percent Maximum E-formula	NC 3.23	NC 12.21	NC 5.46	32.12 57.62	NC 11.17	NC 2.32	57.58 49.54 OVR
2014-15	Spec Ed Enrollment	4	1	7	41	5	0	84
	General Ed Enrollment	115	707	269	5,036	587	67	4,463
	District SPED Percent Maximum E-formula	NC 3.56	NC 12.40	NC 6.24	28.87 57.31	NC 10.82	NC 2.53	59.15 52.01 OVR
2013-14	Spec Ed Enrollment	7	1	6	45	7	0	68
	General Ed Enrollment	121	688	292	4,905	585	66	4,538
	District SPED Percent Maximum E-formula	NC 3.76	NC 12.37	NC 6.74	33.58 56.67	NC 10.99	NC 2.57	50.75 53.26 --

"NC" indicates the measure was not calculated due to cell size. "OVR" means the LEA is disproportionate. "--" indicates the district was not disproportionate.