

Board Office Use: Legislative File Info.	
File ID Number	23-1676
Introduction Date	6/28/23
Enactment Number	23-1257
Enactment Date	6/28/2023 os



Board Cover Memorandum

To Board of Education

From Kyla Johnson Trammell; Superintendent
 Sondra Aguilera, Chief Academic Officer
 Raquel Jimenez, Executive Director of Equity
 Romy Trigg-Smith, Director of Early Literacy
 Andrea Bustamante, Executive Director of Community Schools
 and Student Services Department
 Jennifer Blake, Executive Director of Special Education

Meeting Date June 28, 2023

Subject 2022 Comprehensive Coordinated Early Intervening Services Plan (CCEIS)
 Amendment

Ask of the Board Adoption by the Board of Education of the 2022 Comprehensive Coordinated Early Intervening Services (CCEIS) Plan Amendment due to a decrease in funding.

Background The Oakland Unified School District is implementing an existing Comprehensive Coordinated Early Intervening Services (CCEIS) Plan. When OUSD received COVID resources, 15% of those funds were to be set aside for the CCEIS Plan. The original 2022 CCEIS Plan budget totaled \$1,363,228.00. The amended CCEIS Plan due to a decrease reflected in the grant award notification (GANs) for resources 3010 and 3315 now totals \$1,353,434.00, a decrease of -\$9,794.00.

Discussion The 2022 CCEIS Plan is currently being implemented. We are recommending a change in strategy to move away from identifying teachers to be teachers on special assignment, largely due to staffing constraints, and to build upon the positive work that Speech and Language

Pathologists and Behavior Specialists, both established in the 2021 CCEIS Plan, be continued. This work includes supporting teachers with classroom management in their classrooms. This strategy is led by behavior specialists, who are trained professionals that are working with teachers to support them with implementing positive behavior strategies to benefit the management of the class. The recommended investment is to increase the number of behavior specialists by 2.0 FTE. This is a recommended investment because there has been a positive decrease in referrals and suspensions at the targeted schools in which the behavior specialists are working.

Additionally, there is a proposed investment to maintain the positive work Speech and Language Pathologists are leading with a continued investment of 3.5 positions.

Fiscal Impact

The LEA must reserve 15 percent of its 3010 and IDEA grant funds to address factors contributing to the significant disproportionality (See 34 CFR sections 300.646(c) and (d).) For Oakland Unified School District, the amount of funds that have been set-aside is \$1,353,434.00. The amended CCEIS Plan due to a decrease reflected in the grant award notification (GANs) for resources 3010 and 3315 now totals \$1,353,434.00, a decrease of \$9,794.00.

Attachment

- 2022 Comprehensive Coordinated Early Intervening Services Plan (CCEIS) Amendment Form
- Presentation - 2022 Comprehensive Coordinated Early Intervening Services Plan (CCEIS) Amendment

2022 COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS) PLAN AMENDMENT MEMO

To: *Jasmine Ayten*

Date: *06/28/23*

From: *Oakland USD, Sondra Aguilera*

Subject: *Request Changes to OUSD 2022 CCEIS Plan*

The overall budget was reduced by \$10,000 due to updated grant award notifications (GANs). The activity to hire master teachers on special assignment is being shifted to hire behavior specialists and speech language pathologists. Measurable Outcome 2 remains the same, however Activity 2.1 is reduced. Activity 2.3, to invest in Behavior Specialists will be increased by hiring 2 additional behavior specialists. A new Activity 2.4 to invest in 3.5 Speech and Language Pathologists is being added.

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
<p>Measurable Outcome #2: By September 30, 2024, 100 % of schools with students in our focus population will have teachers participate in job-embedded professional learning to improve classroom management and use of evidence-based behavioral interventions resulting in an increase in the retention rates of teachers at these targeted school sites by 10% and a decrease in URFs at target sites of at least 15%.</p> <p>This measurable outcome is meant to build upon the 2021 CCEIS Plan</p>	<p>Measurable Outcome #2: By September 30, 2024, 100 % of schools with students in our focus population will have at least four teachers participate in job-embedded professional learning to improve classroom management and use of evidence-based behavioral interventions resulting in an increase in the retention rates of teachers at these targeted school sites by 10% and a decrease in URFs at target sites of at least 15%.</p> <p>This measurable outcome is meant to build upon the 2021 CCEIS Plan measurable outcomes and activities and target the same group of schools.</p>	<p>Current data shows that office referrals are coming from certificated staff. Certificated staff members would benefit from the training and in-classroom support to better discern when students should be referred to the office for discipline vs. utilizing other strategies to address behavioral issues observed.</p> <p>This change will cost to invest in additional behavior specialists (2) and additional Speech and Language Pathologists (3.5).</p>

California Department of Education - Special Education Division
 Significant Disproportionality - CCEIS Plan Amendment Memo

<p>measurable outcomes and activities and target the same group of schools.</p> <p>Target Population: Elementary schools with two or more of the following data points: -15% or more of students identify as African American; -Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; -Have a Special Education referral rate above the average number of referrals across elementary school campuses; and Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year The number of students at these schools must be 25 or greater to receive these interventions. These schools identified also have a retention rate below 40% and a racial disparity rate between teachers and students greater than 15%.</p> <p>Activity 2.1: Identify master teachers that are capable of opening their classrooms to teachers to provide job-embedded</p>	<p>Target Population: Elementary schools with two or more of the following data points: -15% or more of students identify as African American; -Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; -Have a Special Education referral rate above the average number of referrals across elementary school campuses; and Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year The number of students at these schools must be 25 or greater to receive these interventions. These schools identified also have a retention rate below 40% and a racial disparity rate between teachers and students greater than 15%.</p> <p>Activity 2.1: Identify master teachers that are capable of opening their classrooms to teachers to provide job-embedded professional learning and coaching that will result in teachers implementing classroom management systems in their classrooms.</p>	
--	--	--

California Department of Education - Special Education Division
 Significant Disproportionality - CCEIS Plan Amendment Memo

<p>professional learning and coaching that will result in teachers implementing classroom management systems in their classrooms.</p> <p>Activity 2.2: Provide professional learning in equity and racial healing.</p> <p>Activity 2.3: Ensure behavior specialists provide foundational professional learning for faculty at target sites specific to evidence-based behavioral intervention and tier I classroom strategies.</p>	<p>Activity 2.1: Provide professional learning in equity and racial healing.</p> <p>Activity 2.2: Ensure behavior specialists provide foundational professional learning for faculty at target sites specific to evidence-based behavioral intervention and tier I classroom strategies. (Change is to increase behavior specialists.)</p> <p>Activity 2.3: Assign and train highly-qualified speech-language pathologists to each network of schools. These speech therapists will not provide services to students with Individualized Education Programs (IEPs), rather, provide a Tier 2 intervention for social emotional communication.</p>	
<p>Measurable Outcome #__:</p> <p>Target Population:</p> <p>Activity #__:</p>	<p>Measurable Outcome #__:</p> <p>Target Population:</p> <p>Activity #__:</p>	

Budget Adjustments

Insert proposed budget adjustments, including funding sources, as needed. In addition, complete Budget Forms 1 and 2 (attached).

There is a proposed increase to the number of Behavior Specialists serving the Target Population and Target Schools. The increased cost is for 2 additional Behavior Specialists. Additionally, there is a proposed adjustment to invest in Speech and Language Pathologist, 3.5 to continue the work to preventatively identify communication delays in students that have led to social emotional and behavioral needs.

AMENDED

AMENDED 2022 SIGNIFICANT DISPROPORTIONALITY COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS) BUDGET FORMS

Budget Form 1: AMENDED 2022 BUDGET ALLOCATION

Provide the Fiscal Year 2022–23 allocation awarded for Resource Codes 3310 and 3315:

Provide the 2022 allocations the SELPA provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

2022 Resource 3310 Allocation	2022 Resource 3315 Allocation
\$8,783,287	\$ 239,604

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2022–23 allocations the LEA was awarded for resource codes 3310 and 3315:

2022 CCEIS Resource 3312 (3312 = 15% of 3310)		2022 CCEIS Resource 3318 (3318 = 15% of 3315)		Total 2022 CCEIS Budget
\$1,317,493	+	\$35,941	=	\$1,353,434

The above total 15 percent set-aside amount will be the total 2022-23 CCEIS budget that must be expended on approved CCEIS activities and reported accurately in quarterly CCEIS Progress and Expenditure Reports for the CCEIS period July 1, 2022, through September 30, 2024.

Please use the Total 2022 CCEIS Budget indicated above to complete the Amended 2022 Allowable Costs Budget form on the next page.

Budget Form 2: *AMENDED* 2022 ALLOWABLE COSTS BUDGET

Complete the table below to reflect the **Total 2022 CCEIS Budget** as reported on the 2022 Budget Allocation or the Amended 2022 Budget Allocation. CCEIS expenses for 2022 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf>.

The **2022 CCEIS period is July 1, 2022, through September 30, 2024**. The CCEIS 15 percent set-aside **must be fully expended by September 30, 2024**.

2022 Budget Line Items	<u>Brief Description of 2022 CCEIS Activities</u>	Amount for each CCEIS Activity
1000—Certified Salaries	Extended Contracts for professional learning (maintain)	\$ Funded in LCFF
2000—Classified Salaries	Behavior Specialists (increased from 2 to 4)	\$420,000
3000—Employee Benefits	Benefits for: Behavior Specialists Extended Contracts for Professional Learning (maintain)	\$ 284,661.97
4000—Materials and Supplies		\$
5000—Services and Other Operating Costs		\$
5100—Contract Services (ICR cannot be used for Object Code 5100)	Licensed Speech Language Pathologists (3.5)	\$612,500
5800—Contract Services		\$
7300—Indirect Cost Rate (ICR) CDE-approved rate of <u>2.68</u> percent)		\$ 36,272.03
Total Amount for 2022 CCEIS Activities. The amount must equal the Total 2022 CCEIS Budget as indicated on the 2022 Budget Allocation Summary.		\$ 1,353,434

Signature of fiscal/business agents validate the accuracy of the information reported:

LEA Business Fiscal Officer (Print Name & Signature) 	Date Signed: Contact Phone:
---	--------------------------------

California Department of Education - Special Education Division
Significant Disproportionality - CCEIS Plan Amendment Memo

Lisa Grant-Dawson LEA Business Fiscal Officer (Print Name & Signature)	
SELPA Business Fiscal Officer (Print Name & Signature) Alva Leung	Date Signed: Contact Phone:510-879-1029

AMENDED

AMENDED CCEIS PLAN SIGNATURES

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the amended CCEIS Plan.

Printed Name and Signature

Date



Dr. Kyla Johnson-Trammell

LEA Superintendent



Jennifer Blake

Special Education Director

Mike Hutchinson



School Board Chairperson



Jorge Wahner

SELPA Director

AMENDED

Please verify, sign, and email directly to the SigDisp@cde.ca.gov.

CDE APPROVAL

FMTA Consultant Name: _____

Date: _____