



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Comprehensive Coordinated Early Intervening Services Plan (CCEIS)



iam OUSD

Wednesday, December 9, 2020

Significant Disproportionality: Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

Outcomes

- Describe how the Comprehensive Coordinated Early Intervening Services Plan was created;
- Review the major areas of our Comprehensive Coordinated Early Intervening Services Plan; and
- Collect feedback.

Formation of the CCEIS Plan

OUSD's Risk Ratio

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	24	437	2,023	2,062	300	18	390
Total Enrollment	109	5,735	9,524	15,787	2,420	400	4,348
Risk Ratio (Max 3)	1.61	0.52	1.89	0.92	0.90	0.33	0.63
Disproportionate?	--	--	--	--	--	--	--

Emotional Disturbance	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	3	182	66	27	2	21
Risk Ratio (Max 3)	NC	NC	4.59	0.40	1.46	NC	0.58
Disproportionate?	--	--	OVR	--	--	--	--

CCEIS Formation

Stakeholder Groups

Leadership Team

Focus Groups

Data Collection Activities

Over-identification of African American Students as Emotionally Disturbed, Suspensions

- Program and Policy Inventory and Review;
- File Review Findings;
- Racial Disparity Self-Reflection;
- Data Dives (Suspensions by site, Special Education Referrals, Achievement Data);
- Focus groups; and
- Root cause analysis to identify our target population for CCEIS-funded intervention.

Our Key Findings...

**Some of our
takeaways from
data analyzed thus
far include:**

- Currently, many district interventions lack a clearly-defined Tier II, so students who need additional support may jump to Tier III supports or Special Education referral;
- Students who are eligible under Emotional Disturbance are more likely to change schools frequently, in some cases every 1-2 years;
- Many students within this population had early childhood communication delays that manifested as problem behavior;
- Once a student is in a Special Education program, there is a pattern of general education staff thinking that child now “belongs” elsewhere or should be supported by someone else

Root Cause Analysis

Root Cause Analysis

Narrowing in on our Target Population

- No more than 300 students;
- Intersect on multiple data points within the Disproportionality Area (ED and Suspensions, referrals to SpEd, literacy);
- Focus should be on early intervention;
- The overall plan should include Measurable Outcomes for all African American Students AND for the Target Population.

Target Population

CCEIS Plan

Plan Details

CCEIS activities must:

- Include children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment
- Address the needs of those student subgroups that were identified as the basis for the LEA's identification as significantly disproportionate, but not exclusively, for those student subgroups
- Focus on instructional activities for children age three through twelfth grade with primary focus on age three through third grade
- Allow expenditures on children ages three through five if an LEA has an established preschool program as part of the educational system
- Focus on academic and behavioral instructional services and professional development
- Occur within the allowable CCEIS budget period (27 months)

(See 34 *CFR* sections 300.646(d)(3) and (4).)

Services Relationship & Focus



Focus on academic and behavioral instructional services and professional development

Action Plan

3.2a. Action Plan	Description
Measurable Outcome	
Indicator/Element(s)	
Root Cause(s)	
Target Population	

Each **Measurable Outcome** may have multiple Activities.

Activity	
Staff Responsible	
Timeline	
Data Sources/Methods for Evaluating Progress	

Measurable Outcome 1

3.2a. Action Plan	Description
Measurable Outcome	
Indicator/Element(s)	
Root Cause(s)	
Target Population	

Activity

Activity

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Measurable Outcome 2

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Measurable Outcome 3

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Activity

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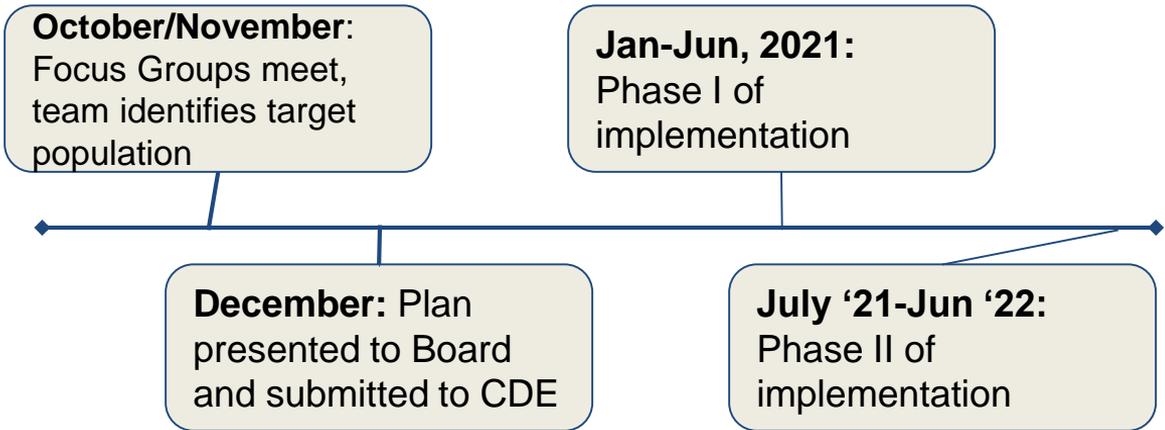
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Next Steps for the Work

Here are our Next Steps for Disproportionality Planning:



Board and Community Comments





Quality Schools in Every Neighborhood!



**OAKLAND UNIFIED
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APPENDIX