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**SUPERSECESSION FILE PENDING 12/18/2020**

# Memo

**To** Board of Education

**From** Kyla Johnson Trammell; Superintendent  
 Sondra Aguilera, Chief Academic Officer  
 Raquel Jimenez, Executive Director of Equity  
 Wes Jacques, Executive Director of Academics and Innovation  
 Andrea Bustamante, Executive Director of Community Schools, Student Services  
 Jenn Blake, Executive Director of Special Education

**Board Meeting Date** December 9, 2020

**Subject** Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

**Action** Approve the Comprehensive Coordinated Early Intervening Services Plan

**Background** Each year, the California Department of Education (CDE) conducts an analysis of the rates associated with identification of Special Education services. As a result, school districts are notified when their rates of special education are disproportionate and in which specific areas of special education we are disproportionate. Oakland Unified has been identified as being disproportionate for the over-identification of African American students that qualify for Special Education services under Emotionally Disturbed and for suspending African American students who have Individualized Education Programs (IEPs) at higher rates than their peers that also receive IEP services. As a District identified as significantly disproportionate, we must devise a Comprehensive Coordinated Early Intervening Services Plan (CCEIS).

**Discussion** Under the Federal Individuals with Disabilities Education Act (IDEA) Determining significant disproportionality requirements, if a LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to address factors contributing to the significant disproportionality (See 34 CFR sections 300.646(c) and (d).) These services are for both students who currently

receive special education services and who do not currently receive special education services, but who need additional academic and behavioral supports to succeed in a general education environment. An LEA must develop a CCEIS plan to identify and address the factors contributing to the significant disproportionality in the LEA for the identified category (See 34 *CFR* section 300.646(d)(1).)

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)

**Fiscal Impact**

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

The LEA must reserve 15 percent of its 611 and 619 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 \$1.5 million.

**Attachment**

1. [Comprehensive Coordinated Early Intervening Services Plan Presentation](#)
2. [Comprehensive Coordinated Early Intervening Services Plan \(CCEIS\)](#)
3. [Comprehensive Coordinated Early Intervening Service Plan Targeted Student Population](#)
4. [Comprehensive Coordinated Early Intervening Services Plan Budget](#)

5. [Comprehensive Coordinated Early Intervening Services Plan Signature Form](#)

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

The California Department of Education (CDE) has identified certain local educational agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The purpose of this document is to describe requirements regarding Significant Disproportionality and Comprehensive Coordinated Early Intervening Services (CCEIS). The CCEIS Requirements and Instructions and budget and plan forms are designed to meet federal requirements for the use of CCEIS funds.

Please refer to the Padlet for forms and other information specific to Significant Disproportionality at the following link:

<https://padlet.com/sedmonitoring/1920monitoring>

## **Federal Individuals with Disabilities Education Act Requirements (See Title 34 Code of Federal Regulations (34 CFR) section 300.647 Determining significant disproportionality)**

Under the Federal Individuals with Disabilities Education Act (IDEA) Determining significant disproportionality requirements, if a LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to address factors contributing to the significant disproportionality (See 34 CFR sections 300.646(c) and (d).) These services are for both students who currently receive special education services and who do not currently receive special education services, but who need additional academic and behavioral supports to succeed in a general education environment. An LEA must develop a CCEIS plan to identify and address the factors contributing to the significant disproportionality in the LEA for the identified category (See 34 CFR section 300.646(d)(1).)

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).)

**Budget and Allowable Expenditures Information for 2020 (See 34 *CFR* section 300.646(d)(1)(iii).)**

The following are required for the development of the CCEIS Budget:

- CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable Comprehensive Coordinated Early Intervening Services (Comprehensive CEIS), 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://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.
- Reserve 15 percent of the Fiscal Year 2020–21 IDEA grant funds for CCEIS. (Refer to the OSEP regulations, Questions C-3-6, page 21)
- IDEA funds budgeted for the 2020 CCEIS plan must be exhausted within the 27-month report period: July 1, 2020, through September 30, 2022. Implementation of CCEIS cannot begin until written approval of the CCEIS Plan is provided by the CDE.
- Clarification on appropriate use of CCEIS funds:
  - **Supplement not supplant:** CCEIS funds should only be used to supplement, and not supplant, activities funded with, and implemented utilizing, Part B funds or other federal funds (See 34 *CFR* section 300.266(e).) (Refer to the OSEP regulations, Question C-3-7, Page 21 of 28).
  - **Professional development:** CCEIS professional development events are for preschool through grade twelve personnel who are responsible for students who need additional academic and behavioral supports to succeed in the general education environment. (Refer to the OSEP regulations, Questions C-3-8, page 22)

Personnel who exclusively serve students with individualized education programs (IEPs) cannot be funded using CCEIS funds. However, special education personnel can be included in professional development activities associated with the implementation of CCEIS under certain circumstances. For example, if they do not increase the cost of the professional development, the quality of the professional development does not decrease,

and their participation does not lead to the exclusion of personnel who are serving students defined as needing additional support, then special education personnel may be included in professional development.

**CCEIS planning process:** Support the CCEIS planning process with a clear relationship to the development of the CCEIS Plan. CCEIS funds may be used to hire a CDE-approved technical assistance facilitator to assist with development and the implementation of the CCEIS Plan. To the extent that special education personnel are involved in developing the CCEIS Plan, the LEA may use CCEIS funds to pay for this involvement.

# Phase 1

**1.1 Leadership Team: List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan. In small LEAs, there may be a group that covers both the leadership and stakeholder functions. Multiple roles may be assigned to one administrator or team member.**

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan	Email
Wesley Jacques	Executive Director, Academics and Instructional Innovation	Academic Program Decision Maker, oversee the implementation of the CCEIS plan, and completion of progress reports.	wesley.jacques@ousd.org
Raquel Jimenez	Executive Director, Office of Equity	District Training on Equity, oversee the implementation of the CCEIS plan, and completion of progress reports.	raquel.jimenez@ousd.org
Jerome Gourdine	Director, Targeted Student Supports, Office of Equity	District Training on Equity, oversee the implementation of the CCEIS plan, and completion of progress reports.	jerome.gourdine@ousd.org
Jennifer Blake	Executive Director, Special Education	Special Education program decision maker, oversee the implementation	jennifer.blake@ousd.org

		of the CCEIS plan, and completion of progress reports.	
Barbara McClung	Director, Behavioral Health	Behavioral Health decision maker, oversee the implementation of the CCEIS plan, and completion of progress reports.	barbara.mcclung@ousd.org
Andrea Bustamante	Executive Director, Community Schools, Student Services	Student Services decision maker, oversee the implementation of the CCEIS plan, and completion of progress reports.	andrea.bustamante@ousd.org
Sondra Aguilera	Chief Academic Officer	Decision maker, oversee the implementation of the CCEIS plan, and completion of progress reports.	sondra.aguilera@ousd.org

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Type answer here:

Yes, the members of the leadership team have decision making authority.

The CCEIS Leadership Team meets bi-weekly to review academic and behavioral data, review progress on plan creation, implementation, and monitoring. There have been monthly stakeholder meetings since June 2020 to devise the CCEIS Plan. Additionally, the Superintendent included the creation of the CCEIS Plan on her Superintendent Work Plan, therefore raising awareness for



the community and our School Board of the CCEIS Plan. A Board progress update on our plan was presented on October 28, 2020 and the final plan was presented on December 9, 2020.

Has your district been previously identified as significantly disproportionate? Yes or No.

**YES**

If your district has been previously identified as significantly disproportionate, list previous year(s) of identification (please include indicator(s) and race/ethnicity for each year ie 2018 Indicator 10, White Emotional Disturbance):

2016 Indicator 10, African American Emotional Disturbance

**1.2 Stakeholder Group: List members' names, roles, and CCEIS related responsibilities.**

<b>Name</b>	<b>Title/Role</b>	<b>CCEIS Team Responsibility for Development and Implementation of CCEIS Plan</b>
<b>Sondra Aguilera</b>	Cabinet Level – General Education and Special Education	Leadership Team- Writes and Approves Plan
<b>Wesley Jacques</b>	Director of Curriculum (or Similar)	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for specific sections of implementation
<b>Jenn Blake</b>	SELPA Director	Leadership Team- Writes and Approves Plan
<b>Juan Du</b>	Director of Assessment (or Similar)	Provides and analyzes data
<b>Stephanie Jemilo</b>	Appropriate Grade Level General Education Teacher	Reviews/analyzes data, provides feedback and recommendations for content of plan
<b>Tori Partridge</b>	Appropriate Grade Level Special Education Teacher	Reviews/analyzes data, provides feedback and recommendations for content of plan
<b>Melisha Linzie</b>	Community Member	Reviews/analyzes data, provides feedback and recommendations for content of plan
<b>Various</b>	Parent (diverse representation)	Reviews/analyzes data, provides feedback and recommendations for content of plan
<b>Kyla Johnson-Trammell</b>	Superintendent	Reviews/analyzes data, provides final feedback and approval of the plan before submission
<b>Anita Comelo, Jorge Wagner</b>	Site Level Administrator	Reviews/analyzes data, provides feedback and recommendations for content of plan
<b>Alva Leung</b>	Fiscal Services Representative	Reviews/analyzes data, provides feedback and recommendations for content of plan, commits funds in accordance with CCEIS requirements

<b>Jeff Dillon</b>	Human Resources Administrator (optional)	Reviews/analyzes data, provides feedback and recommendations for content of plan
	Bargaining Unit Representative (optional)	
<b>Lucia Moritz</b>	Other: Network Superintendent	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for specific sections of implementation
<b>Misha Karigaca</b>	Other: Discipline and Attendance Lead	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for specific sections of implementation
<b>Elizabeth Paniagua</b>	Other: Scheduling/Counseling Lead	Reviews/analyzes data, provides feedback and recommendations for content of plan

Note: Team composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category.

Provide the dates the Stakeholder group met and a summary of the work completed by the Stakeholder Group:

6/1/2020, 7/14/2020, 9/28/2020, 10/26/2020, 11/9/2020

The stakeholder group provided input and feedback on the milestones within the CCEIS planning.

**1.3 List the activities the LEA has completed to support the development of the CCEIS Plan\*:**

Communicated with CDE FMTA via two virtual meetings and email communication, participated in all required workshops, participated in high leverage huddles, convened stakeholder meetings and leadership meetings, established attendees for focus groups, held a data review session, completed requisite forms for phases 1-3.

\*Communicated with CDE FMTA Consultant and Technical Assistance Facilitator; Participated in virtual Community of Practice (CoP) meetings; Attended CCEIS Workshop Phase 1 and 2; Attended CCEIS Workshop Phase 3 and 4

**1.4 Choose Technical Assistance (TA) Facilitator(s)**

Name the TA Facilitator(s) and describe current and anticipated services. LEAs are required to contract for a minimum of 10 hours or TA Facilitation for each area of identification. You must supply a copy of the contract or MOU for each TA facilitator. If you are using a non-SPP-TAP TA facilitator you must obtain prior permission from the CDE and supply a copy of the TA facilitator's resume and contract to the FMTA consultant.

Name	Current Service	Anticipated Service
<b>Dr. Gary Mc Henry</b>	Met with CAO and ED of Special Education to review progress.	
<b>Dr. Mildred Browne</b>	Met with CAO and ED of Special Education to review progress.	
<b>Suwinder Cooper</b>	Conducted Focus Groups	
<b>Dr. Laura Savage</b>	Conducted Focus Groups	

### 1.5 Gather Relevant Data

List the relevant sources of data that are used to inform decision-making. Are there any additional data sources that would be beneficial but data was not available (e.g., Referral data by teacher, etc.)? (See *State Performance Plan Technical Assistance Project's website*:

<https://spptap.org/significant-disproportionality/sd-ceis-guidance-documents-and-forms/> for additional information.)

The following data sets were utilized in creation of the CCEIS Plan:

- Suspensions of African American Students with IEPs by school, disaggregated by gender
- Referrals for Special Education assessment by school, disaggregated by race
- Student referral data by school, by offense, by race and gender
- Literacy data, disaggregated by race, by school
- Mathematics data, disaggregated by race, by school
- File Reviews- highlighted speech and language screening
- Inventories highlighting qualitative data- Initiatives, Self Reflection
- 
- 

## Phase 2

### 2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

Enter your LEA initiatives that align or have some areas of integration with the efforts to address disproportionality.

<i>Initiative and Funding Source</i>	<b>Relationship to LCAP and other Initiative Goals/Priorities</b>	<b>Target Group</b>	<b>Leaders and Responsible Staff</b>	<b>Educational Areas: Curriculum and Instruction, Behavior, Family and Community Engagement, Climate, Social-Emotional Learning, Other</b>
<b>Multisensory Literacy for All</b>  Purchase, allocation and training on AB1369-compliant curriculum [Spire for K-8 and Voyager-Sopris for 9-12]	6500- Special Ed	SwDs with dyslexia/related print-based disabilities and phonological processing disorders	Special Education Leadership	X Curriculum and Instruction Behavior Family and Community Engagement Climate Social-Emotional Learning Other: _____
<b>Positive Behavior Intervention Planning</b>  PBIP development and consultation by behavior specialists (BCBAs)	6500- Special Ed	New(er) teachers with students with intensive needs	Special Education Leadership	Curriculum and Instruction X Behavior Family and Community Engagement Climate Social-Emotional Learning Other: _____
<b>Coordination of Services Team (COST)</b>  Referral & triage process for students with academic or behavioral concerns (Tiers 2-3)	Multiple	Students with academic or behavioral concerns	Community Schools Student Services	Curriculum and Instruction Behavior Family and Community Engagement Climate Social-Emotional Learning Other: _Mental Health Services_____
<b>Positive Behavior Intervention Supports (PBIS)</b>	Multiple - 0000, SIGG	Principals/Teachers/Staff in general	CSSS/Behavioral Health	Curriculum and Instruction Behavior

<p>(Tiers 1-3)  Universal Prevention,  Targeted Intervention,  Intensive Services for  behavior</p>		to develop school wide MTSS		Family and Community Engagement Climate  Social and Emotional Learning (SEL) curriculum: <ul style="list-style-type: none"> <li>• Early  Childhood-Gr  . 2—SEEDS  of Learning</li> <li>• Elementary—  Caring  School  Community,  2nd ed.</li> <li>• Middle  School—EL  Education,  Caring  School  Community,  2nd ed.</li> <li>• High  School—Eng  aging Schools</li> </ul> Professional Development: <ul style="list-style-type: none"> <li>• Beginning of  year  curriculum  implementati  on</li> <li>• Monthly  professional  development  and coaching</li> </ul> Other: _____ _____
<b>Restorative Justice</b> - Professional Learning - Onsite circles - Peer Education (Tiers 1-3)	Multiple 0000, 0002, 0003, 9121, 9277, 9337	Principals/T eachers/Staf f.Students/P arents/Com munity Partners/Sc hool police and SSO’s Training on restorative practices at	CSSS/Behavioral Health	Curriculum and Instruction Behavior Family and Community Engagement Climate  Social and Emotional Learning (SEL) curriculum:

		three Tiers - 1)Community/Relationship Building, 2) Conflict Resolution/Repairing Harm, 3) Supported Re-Entry		<ul style="list-style-type: none"> <li>• Early Childhood-Grade 2—SEEDS of Learning</li> <li>• Elementary—Caring School Community, 2nd ed.</li> <li>• Middle School—EL Education, Caring School Community, 2nd ed.</li> <li>• High School—Engaging Schools</li> </ul> Professional Development: <ul style="list-style-type: none"> <li>• Beginning of year curriculum implementation</li> <li>• Monthly professional development and coaching</li> </ul> Other: Violence Prevention_____
<b>School Based Mental Health Services (Gen Ed)</b>  Clinical counseling services for students with identified MH needs (Tiers 2-3)	Alameda County Medi-Cal, 0000	Students/Families with MH needs Staff via PD on MH first aid and other trauma informed practices	CSSS/Behavioral Health	Curriculum and Instruction Behavior Family and Community Engagement Climate <del>Social-Emotional Learning</del> Other: Violence Prevention_____ Other: Mental Health Services_____
<b>Tobacco Use Prevention and Education Mentoring and Intervention for student</b>	CDE and 3010	Student for substance abuse prevention and	CSSS/Behavioral Health	Curriculum and Instruction Behavior Family and Community Engagement

<b>identified with tobacco or substance use</b> (Tiers 1-2)		intervention ; staff for PD on screening and referral		Climate <del>Social-Emotional Learning</del> Other: Violence Prevention _____ Substance Abuse Prevention
<b>Transitional Students and Families</b>  Case management, advocacy, transportation assistance, expedited enrollment (Tiers 1-3)	3010, 9283	Homeless and Foster Youth - social services and academic support	CSSS/Behavioral Health	Curriculum and Instruction Behavior Family and Community Engagement Climate <del>Social-Emotional Learning</del> Other: Violence Prevention _____
<b>Early Behavioral Intervention (Gen Ed)</b> BCBA's providing consultation and behavior plans (Tier 3)	0000, SIGG	Elementary age students with behaviors posing risk to self or other	CSSS/Behavioral Health	Curriculum and Instruction Behavior Family and Community Engagement Climate <del>Social-Emotional Learning</del> Other: Violence Prevention _____
<b>African American Male Achievement/African American Female Excellence</b>	3010, 0000	Students who identify as Black/AA- elective courses that offer a space for students to learn their history and build leadership and advocacy skills	Office of Equity	Curriculum and Instruction Behavior Family and Community Engagement Climate Social-Emotional Learning Other: _____

## 2.2 Complete a Programmatic Self-Assessment

Identify one or more of the approved Self-Assessment Tools used:

- Annotated Checklist for Addressing Racial Disproportionality
- Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process
- Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook

Identify other relevant Self-Assessment Tools used:

- Quality Standards for Inclusive Schools: Self-Assessment Instrument
- Addressing the Root Causes of Disparities in School Discipline: An Educator’s Action Planning Guide
- Other: \_\_\_\_\_

Identify the programmatic self-assessment tool(s) used and describe process of completion:

[Annotated Checklist for Addressing Racial Disproportionality](#)

The annotated checklist provides information on 3 major areas of our District, 1. district and school resource issues, 2. system policy, procedure, and practice issues at district, school and classroom levels, and 3. environmental factors to identify possible root causes of disproportionality. The checklist helped our stakeholders examine the the three areas as it pertains to their views on our disparities concerning the role race plays in our special education identification, restrictive settings, and discipline.

[OUSD Policies, Practices, Procedures Matrix](#)

Review of the policies, practices, and procedures allowed both the Leadership Team and the stakeholder group to realize that many of our District policies are out of date and have not been updated for some time. In examining the policies, we also identified key policies that need to be revised to reflect current, more updated practices we have been working on to improve our District services.

**2.3 Complete Reflective Data Analysis**

Describe the processes used to collect, analyze, and interpret data. Include data sources.

Note: The description of findings from this analysis should validate the selected: root causes; measurable outcomes and related activities; target populations; and policies, practices and procedures that are reviewed and revised.

We used the following data sets, as noted above, to examine our practices. Similarly, the data was used to narrow-in on our identified target population.

- Suspensions of African American Students with IEPs by school, disaggregated by gender



- Referrals for Special Education assessment by school, disaggregated by race
- Student referral data by school, by offense, by race and gender
- Literacy data, disaggregated by race, by school
- Mathematics data, disaggregated by race, by school
- File Reviews- highlighted speech and language screening
- Inventories highlighting qualitative data- Initiatives, Self Reflection

The Oakland Unified School District is a medium-sized TK-12 school district serving approximately 35,239 students. OUSD consists of 54 elementary schools, 4 K-8 schools, 12 middle schools serving grades 6-8, 4 comprehensive high schools, 10 high schools, 3 continuation schools, a community day school and an independent study school. In addition, the District has an extensive child development and preschool program and an adult school which serves 4,000 adults.

Our student population is comprised of: 22% African-American, 1% American Indian, 12% Asian, .7% Filipino, 44.3% Latino, 1% Pacific Islander, 11.2% White and 6% two or more races. 29.3% of our students are English Language Learners, 77% are on the Free or reduced lunch program, and 1% are foster youth.

This school year , 2020-2021, there are 5,147 6,300 students in special education, along with almost 600 students who are awaiting initial evaluation to determine their eligibility (an increase of over 300 students when compared to levels of pending students 2015-2019 due to the interruptions in assessment caused by the COVID-19 pandemic and consequent closure of school campuses.

Oakland Unified School District's Local Control Accountability Plans goals are as follows:

- Goal 1 -
- Goal 2 -
- Goal 3 -
- Goal 4
- Goal 5
- Goal 6

Suspensions

Attendance

Chronic Absenteeism

# Attendance Group Snapshot

As Of November 10, 2020



## Attendance Rate Group

- Satisfactory
- At Risk
- Moderate Chronic Absent
- Severe Chronic Absent

Data Last Refreshed On: November 11, 2020

Select Academic Year(s): (Multiple values)   
 Individual Grade(s) Included: (All)   
 Individual Schools Included: (All)   
 View by Network School Pathway: District   
 View By Grade Group: All Grades   
 View By Student Group: All Students   
 Select Network School Pathway: All Schools   
 Select Grade Group(s): All Grades   
 Select Student Group(s): All Students



## Chronic Absenteeism by Race

## Literacy

## Math

## Special Education Services

## Referrals for Special Education Services

Almost 870 students became eligible for Special Education between the onset of the 2019-20 school year and November 1, 2020. Oakland Unified School District's overall eligibility rate for initials is approximately x%. The Special Education Department tracks initial referrals by several demographic and outcome factors, including race/ethnicity, grade level, eligibility status, gender, and placement (if eligible).

## Referrals by School Site

As mentioned above, the Special Education Department monitors the referrals for Special Education evaluation across each of our public school sites, as well as our preschool diagnostic center and charter schools within our SELPA. Over the course of the 2019-20 school year, the sites with the highest numbers of completed initial referrals are indicated in the table below.

School	Enrollment	Total Initials
BELLA VISTA ELEMENTARY SCHOOL	467	19
BRIDGES ACADEMY	434	9
EAST OAKLAND PRIDE ELEMENTARY SCHOOL	344	9
EMERSON ELEMENTARY SCHOOL	321	7
ESPERANZA	369	15
FUTURES ELEMENTARY SCHOOL	333	9
GLOBAL FAMILY SCHOOL	448	10
INTERNATIONAL COMMUNITY ELEMENTARY SCHOOL	283	13
JOAQUIN MILLER ELEMENTARY SCHOOL	435	7
LAUREL ELEMENTARY SCHOOL	484	9
LINCOLN ELEMENTARY SCHOOL	732	10
MADISON PARK ACADEMY SECONDARY	732	13
NEW HIGHLAND ACADEMY	349	13
REDWOOD HEIGHTS ELEMENTARY SCHOOL	360	16
THORNHILL ELEMENTARY SCHOOL	403	8

#### 2.4 Determine Root Cause(s) Based on Data

Provide the identified Root Cause of disproportionality and describe the Root Cause (including supporting data).

Root causes of disproportionality include an intersection between beliefs and practices.

Root Cause	Description of Root Cause with Supporting Data
Lack of a Comprehensive Multi-Tiered System of Support	
Lack of Anti-Racist Training	

Lack of consistent Early Literacy Practices	
Lack of early screening for speech and language services	

## Phase 3

### 3.1 Complete Review of Policies, Practices, and Procedures

Guidance: (Upon identification of significant disproportionality, an LEA must) Provide for the annual review and, if appropriate, revision of the policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals (to ensure compliance.) 34 *CFR* Section 300.646

Has your LEA completed a review of the related policies, practices, and procedures? Yes or No.

**Yes**

Has your LEA revised the reviewed policies, practices, or procedures? Yes or No.

**No**

If any policies, practices, and/or procedures have been revised, document revisions and describe how revisions will be shared (e.g., School Board meeting minutes, posting on LEA website).

Plans to update over 10 policies reviewed during this process are being implemented according to our Board Meeting timelines and processes.

### 3.2a Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome (cut and paste empty boxes for additional outcomes).

Describe how the budget allocation aligns with the Programmatic Improvement Action Plan. (See Section 3.2b.)

**Measurable Outcome #1: MTSS**

100 % of schools with students in our focus population will develop and implement MTSS plans for Academics and Behavior for a Tiered approach.

Indicator/Element(s):

MTSS Plan developed, funded and implemented

Root Cause(s):

MTSS has not been required for all Oakland schools. Some schools have implemented some elements but this has been voluntary. OUSD has a strong referral system (COST) for Tier III interventions but lacks investment in Tier I and Tier II interventions for both academics and behavior.

Target Population:

Schools where target populations are disproportionately represented.

You may wish to duplicate the four shaded boxes below to add additional activities for each measurable outcome.

Activity:

Refine the MTSS Framework to ensure that each tier for instruction and behavioral health expectations are clear.  
Implement a training and communication campaign of the refined MTSS Framework.  
Invest in MTSS coaches and provide professional support / coaching to administrators in developing MTSS plan.  
Each OUSD school site will develop a comprehensive MTSS plan to address inequities.  
Select or design an MTSS planning tool that aligns with the SPSA.  
Provide training and coaching to schools to identify and implement Multi-Tiered System of Supports for both Academics and Behavior

Staff Responsible:

Andrea Bustamante, Barbara McClung

Middle School and High School MTSS Coaches (to be hired)

Timeline:

Hire MTSS Coaches for middle and high school Winter 2020  
Select MTSS tool Winter 2021  
Develop an 18 month schedule of training and coaching for identified schools Winter 21  
Launch training Winter/Spring 2021  
Develop MTSS Plans Spring 2021 to inform SPSA  
Invest in staffing needed at both central and sites for Fall 2021  
Implement plans Fall 2021-2022

Data Sources/Methods for Evaluating Progress:

# of target population receiving suspensions  
# of target population failing core academic courses TBD

**Measurable Outcome #2: MTSS for Early Behavioral Intervention PreK-2**

Elementary schools serving target population will implement early behavioral intervention to target population

Indicator/Element(s):

# of Elementary schools implementing early behavioral supports (EBS) prior to referring to SPED for ED

Root Cause(s):

Sites lack systems and staff to implement early behavioral support resulting on dependency on SPED for intervention

Target Population:

Tk-2 students whose behavior results in threat of harm to self or other (aggressing, eloping, classroom property destruction)

You may wish to duplicate the four shaded boxes below to add additional activities for each measurable outcome.

Activity:

Tier I:

Sites to develop an MTSS/PBIS plan that emphasizes Tier I classroom practices, includes school-wide safety plan, consistent responses to unexpected behaviors, and progress monitoring

Site to assign/fund staff to lead training and teacher coaching in culturally responsive Tier I practices

Tier II:

Sites to develop an Early Behavioral Support (EBS) lead team

Lead team to receive training in CPI

Lead team to develop and implement Tier II EBS interventions

Staff Responsible:

Andrea Bustamante, Barbara McClung

Elementary Network Administrators

Elementary MTSS/PBIS Coaches, Elementary Behavior Specialists

Elementary Site administrators

Elementary Site based EBS lead teams

Timeline:

Fund and hire Behavior Specialist to Network 3 (Net 2 and 4 have them) Fall 2020

Fund and hire 3 FTE Instructional Support Specialists (one for each Elementary Network) Fall 2020

Provide training to elementary lead teams (to include administrator) in Tier II early behavioral intervention Winter 2021

Teams to be trained in CPI Winter 2021

Teams to implement Tier II behavioral interventions Winter 2021

Sites to incorporate Tier II interventions and fund associate staff into SPSA planning for 2021-22

Data Sources/Methods for Evaluating Progress:

# of target population referred Tier II interventions  
# of target populations referred to SPED prior to EBS  
# of staff trained in Tier II  
# sites with functioning EBS lead teams  
# of students receiving EBS subsequently referred for ED  
pre and post intervention data for students referred to services (i.e., URFs/suspensions, attendance, universal screening data)

**Measurable Outcome #3: Universal Design for Learning**

Increased inclusion of SPED students through implementation of UDL

Indicator/Element(s):

District adopts UDL as primary strategy for inclusion

Root Cause(s):

Lack of differentiated instruction results in SPED students remaining in more restrictive settings

Target Population:

African American and other students TBD over represented in SDC/CSDC

You may wish to duplicate the four shaded boxes below to add additional activities for each measurable outcome.

Activity:

Training provided to all sites in UDL

Staff Responsible:

SPED Lead  
Academic Lead



CSSS Lead

Timeline:

Supt incorporates UDL into Strategic Plan Winter 2021  
Central UDL team forms to develop training/coaching plan Winter 2021  
UDL team implements UDL training Winter/Spring 2021  
Site incorporate UDL into SPSA's Winter/Spring 2021  
Sites implement UDL Fall 2021-2022

Data Sources/Methods for Evaluating Progress:

# of sites trained and implementing UDL in 2021-2022

**Measurable Outcome #4: Early Literacy**

2020-21 Annual Goals--Kindergarten: 80% of African American students will master foundational literacy skills on i-Ready; 1st Grade: More than 50% of African American students read at/above grade level in i-Ready (30% baseline) with less than 1% multiple years below grade (4% baseline) in i-Ready; 2nd Grade: 40% of African American Students read at/above grade level (19% baseline) with less than 10% multiple years below (baseline 27%).

Indicator/Element(s):

Progress on i-Ready mid-year assessment in K-2.

Root Cause(s):

We have had inconsistent Tier 1 literacy instruction for African American students, namely lack of systematic foundational literacy instruction (phonics, phonemic awareness, fluency) and access standards-based texts and tasks. We have not sufficiently monitored implementation of these Tier 1 elements and believe the pandemic has increased inequities in the quality of literacy instruction. We have also lacked the data and systems to track and provide targeted interventions to students in need of tier 2 and tier 3 support.

Target Population:

African American students in K-2

You may wish to duplicate the four shaded boxes below to add additional activities for each measurable outcome.

Activity:

- Monitor implementation of Tier 1 strategies including daily foundational literacy with the SIPPS curriculum and i-Ready platform.
- Provide on-going professional development to teachers and school leaders. Use i-Ready universal screener and diagnostic assessment to identify Tier 2 and 3 African American students at each elementary school
- Support school leadership and teachers to assess and support multi-tiered systems of support.
- Mentor and advocate for African American students at focal schools (Men of Color Mentors)

Staff Responsible:

Romy Trigg-Smith, Early Literacy Coordinator  
Jerome Gourdine, Director of Targeted Supports  
Wesley Jacques, Executive Director, Academics and Instructional Innovation

Timeline:

Implement assessment systems and professional development in Fall of 2020-21. Focus target supports by January 2020-21.

Data Sources/Methods for Evaluating Progress:

**Measurable Outcome #5: Early speech and language screening of African American Students.**

Indicator/Element(s):

Root Cause(s):

Target Population:

You may wish to duplicate the four shaded boxes below to add additional activities for each measurable outcome.

Activity:

Staff Responsible:

Timeline:

Data Sources/Methods for Evaluating Progress:

**Measurable Outcome #6: Racial Healing and Anti-Racist Training**

Indicator/Element(s):

Root Cause(s):

Target Population:

You may wish to duplicate the four shaded boxes below to add additional activities for each measurable outcome.

Activity:

Staff Responsible:

Timeline:

Data Sources/Methods for Evaluating Progress:

**Note: Information described in the section above will be monitored through quarterly progress reporting**

### **3.2b Complete Budget Forms**

Step 1: Download the following documents from the padlet section specific to Significant Disproportionality.

- [2020 Budget Allocation and 2020 Allowable Costs Budget](#)
- [2020 Target Student Population](#)

Step 2: Complete both documents.

Step 3: Save each document with your district's name or initials in the file name.

## **Phase 4**

#### 4.1 Implement Programmatic Improvement Action Plan

List staff responsible for oversight of CCEIS activities (including submission of Progress Report and Quarterly Expenditure Reporting Forms). If these are submitted from different departments (such as business and program), two individuals may be identified.

Staff Name	Reports to Submit (Progress, Budget, or Both)	Email
Sondra Aguilera	Progress	sondra.aguilera@ousd.org
Lisa Grant-Dawson	Budget	lisa.grantdawson@ousd.org
CCEIS Leadership Team	Progress	see list above

#### 4.2 Evaluate Effectiveness

Describe process for ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan. This includes tracking of target students, sending out feedback surveys, gathering and sharing data with stakeholders, and adapting the action plan based on data.

#### 4.3 Build Supports and Sustainability

Describe the process for adding support for sustainability of CCEIS activities that demonstrate success in reducing disproportionality. Consider LCFF/LCAP, blended funding, grant writing, and other funding sources.

#### 4.5 Complete and Submit CDE Feedback survey

List staff responsible for completing and submitting survey provided by CDE at the end of the CCEIS period.

Staff Name/Title	LEA/Agency	Email
Sondra Aguilera Chief Academic Officer	OUSD	sondra.aguilera@ousd.org

**Submit the following final documents to the CDE by email to:**  
[IntensiveMonitoring@cde.ca.gov](mailto:IntensiveMonitoring@cde.ca.gov).

[Significant Disproportionality CCEIS Plan Form](#)

[2020 Budget Allocation and 2020 Allowable Costs Budget Form](#)

[2020 Target Student Population Form](#)

Contract or memorandum of understanding for technical assistance

[CCEIS Plan Signature Form](#)

**Prepared by California Department of Education January 2020**

## **2020 Target Student Population**

The Comprehensive Coordinated Early Intervening Services (CCEIS) are to be provided to a targeted population.

The purpose of this document is to assist the local educational agency (LEA) to define the target student population to receive CCEIS and estimate the number of students to receive such services.

Reporting on this activity requires the following:

- The definition of the target student population to receive the CCEIS and CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). Please refer specifically to Questions C-3-2 and C-3-3, pages 19 and 20, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.
- The estimated number of students expected to receive CCEIS during the 27-month period within which the local educational agency (LEA) must expend the 15 percent set aside of IDEA funding for CCEIS. The total estimated number of students for the entire 27-month period must be an unduplicated student count.

### **Targeted Student Population Reporting**

The LEA must complete the following Targeted Student Population Reporting Charts based on current student data.

The estimated student numbers:

- Must be greater than zero
- Must represent the students expected to receive CCEIS services
- Cannot equal the number of all students

<b>Local Educational Agency (LEA) Name:</b> <b>Oakland Unified School District</b>
<b>Special Education Local Plan Area Name:</b> <b>Oakland Unified School District</b>

**Directions: Complete the following Target Student Population Charts for the 2020 CCEIS Service Period. Please feel free to add additional pages as needed.**

<b>Students <u>Currently Not Identified</u> as Needing Special Education 2020 CCEIS Service Period: July 1, 2020 to September 30, 2022</b>		
<b>Report Periods</b>	<b>Description of Targeted Student Population</b>	<b>Number of Students <u>Currently Not Identified</u> as Needing Special Education Receiving CCEIS Initiatives</b>
First 12 months: 7/1/2020 to 6/30/2021		
Second 12 months: 7/1/2021 to 6/30/2022		
Last 3 months: 7/1/2022 to 9/30/2022		
<b>Total Target Students served during this 27 month period</b>		

<b>Students <u>Currently Identified</u> as Needing Special Education 2020 CCEIS Service Period: July 1, 2020 to September 30, 2022</b>		
<b>Time Periods</b>	<b>Description of Targeted Student Population</b>	<b>Number of Students <u>Currently Identified</u> as Needing Special Education Receiving CCEIS Initiatives</b>
First 12 months: 7/1/2020 to 6/30/2021		
Second 12 months: 7/1/2021 to 6/30/2022		
Last 3 months: 7/1/2022 to 9/30/2022		
<b>Total Target Students served during this 27 month period</b>		

**Please ensure to indicate the Total Target Students served on the Quarterly Progress Reports.**

**Please verify, scan, and submit electronically with the CCEIS Programmatic Improvement Plan to [SigDisp@cde.ca.gov](mailto:SigDisp@cde.ca.gov).**



**2020 BUDGET ALLOCATION**

**Significant Disproportionality  
Comprehensive Coordinated Early Intervening Services (CCEIS)**

**Individuals with Disabilities Education Act of 2004, Part B Grant**

**Complete the required information for the identified local educational agency (LEA).**

LEA Name :Oakland Unified School District	County District Code:
LEA Contact Name:Sondra Aguilera	LEA Contact Email:sondra.aguilera@ousd.org
SELPA Contact Name:Jennifer Blake	SELPA Contact Email:jennifer.blake@ousd.org

**Provide the Fiscal Year 2019–20 allocation awarded for Resource Codes 3310 and 3315:**

2019 Resource <b>3310</b> Allocation	2019 Resource <b>3315</b> Allocation
\$	\$

**Provide the Fiscal Year 2020–21 allocation awarded for Resource Codes 3310 and 3315:**

Provide the 2020 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.

2020 Resource <b>3310</b> Allocation	2020 Resource <b>3315</b> Allocation
\$	\$

**In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2020–21 allocations the LEA was awarded for resource codes 3310 and 3315:**

2020 CCEIS Resource 3312 <b>3312 = 15% of 3310</b>		2020 CCEIS Resource 3318 <b>3318 = 15% of 3315</b>		Total 2020 CCEIS Budget (3312 plus 3318)
\$	plus	\$	equals	\$

The above 15 percent set-aside amounts will be the 2020-21 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CCEIS Progress and Expenditure Reports.

**Please use the Total 2020 CCEIS Budget indicated above to complete the 2020 Allowable Costs Budget.**

**2020 ALLOWABLE COSTS BUDGET**  
**Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS)**  
**Individuals with Disabilities Education Act of 2004 (IDEA), Part B Grant**

Complete the table below to reflect the **Total 2020 CCEIS Budget** as reported on the 2020 Budget Allocation. CCEIS expenses for 2020 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://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/significant-disproportionality-qa-2-23-17.pdf>.

**The 2020 CCEIS period is from July 1, 2020, through September 30, 2022. The CCEIS 15 percent set-aside must be fully expended by September 30, 2022.**

<b>Local Educational Agency (LEA) Name:</b> Oakland Unified School District
<b>Special Education Local Plan Area Name:</b> Oakland Unified School District

<b>2020 Budget Line Items</b>	<b>Brief Description of 2020 CCEIS Activities</b>	<b>Amount for each CCEIS Activity</b>
<b>1000–Certified Salaries</b>		\$
<b>2000–Classified Salaries</b>		\$
<b>3000–Employee Benefits</b>		\$
<b>4000–Materials and Supplies</b>		\$
<b>5000–Services and Other Operating Costs</b>		\$
<b>5100 and 5800 Contract Services</b>		\$
<b>7300–Indirect Cost Rate (ICR) CDE-approved rate of _____ percent)</b> <b>Note: ICR cannot be used for Object Codes 5100 or 5800</b>		\$
<b>Total Amount for 2020 CCEIS Activities. The amount must equal the Total 2020 CCEIS Budget as indicated on the 2019 Budget Allocation Summary.</b>		\$

**The authorized agents validate the accuracy of the information reported:**

LEA Superintendent (Print Name & Signature) Kyla Johnson-Trammell	Date Signed: Contact Phone:
LEA Special Education Director (Print Name & Signature) Jennifer Blake	Date Signed: Contact Phone:

SELPA Director (Print Name & Signature) Jennifer Blake	Date Signed: Contact Phone:
SELPA/LEA Business Fiscal Officer (Print Name & Signature) Lisa Grant Dawson	Date Signed: Contact Phone:

**Please verify, sign, and email directly to the [SigDisp@cde.ca.gov](mailto:SigDisp@cde.ca.gov).**

**Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS)  
2020 Plan Form Signature Page**

Local Education Agency (LEA) Name

**Oakland Unified School District**

Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan  
 Form Due to CDE: **December 15, 2020**  
 Progress Report Due to CDE: **January 10, 2021**

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

Kyla Johnson-Trammel	
LEA Superintendent (Print Name and Sign)	Date
Jennifer Blake	
SELPA Director (Print Name and Sign)	Date
Jody London	
School Board Chairperson (Print Name and Sign)	Date

Please email signed form to: [SigDisp@cde.ca.gov](mailto:SigDisp@cde.ca.gov)