

# 2022 Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

Acting Superintendent, Dr. Sondra Aguilera  
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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

## Ask of the Board

- Adopt the 2022 Comprehensive Coordinated Early Intervening Services (CCEIS) Plan; and
- Provide feedback.



# 2022 CCEIS Plan

# 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.

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# Root Causes

**The Root Causes identified in our process were the following:**

- 1) Cultural Dissonance, Bias, Teacher Expectations and Misconceptions
- 2) Inconsistent Implementation of District wide Discipline Practices
- 3) Limited Targeted General Education Interventions for African American Students
- 4) Lack of Meaningful Engagement with African American Students and Families
- 5) Inconsistent Staff Instructional Capacity and High Teacher Turnover

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# Narrowing in on our Target Population

- No more than 300 students (1%-2%);
- Intersect on multiple data points within the Disproportionality Area (Emotional Disturbance and Suspensions, referrals to SpEd, literacy);
- Focus should be on early intervention;
- The overall plan should include Measurable Outcomes for the Target Population.

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# 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 greater than **25** to receive these interventions.
- These schools identified must also have a retention rate below 40% and a racial disparity rate between teachers and students greater than 15%.

**There are 8 schools identified through this criteria. 287 Students: African American and Latino students.**

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# 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; and
- Occur within the allowable CCEIS budget period (27 months).

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





# CCEIS Action Plan, Implementation, Progress Monitoring

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# Measurable Outcome 1

Action Plan	Description
Measurable Outcome #1: Reduce Student Referrals and Suspensions	By September 30, 2024, 100 % of schools with students in our focus population will reduce the number of classroom referrals and suspensions across the school site by 5%.

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# Measurable Outcome 1

Activity

-School site discipline procedures and discipline matrix are evaluated and improved.

Activity

-Classroom teachers with high rates of referrals and suspensions are coached by behavior specialists to create behavior plans for identified students.

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# Measurable Outcome 2

Action Plan	Description
Measurable Outcome #2: Improve classroom management	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%.

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# Measurable Outcome 2

Activity

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.

Activity

Provide professional learning in equity and racial healing.

Activity

Ensure behavior specialists provide foundational professional learning for faculty at target sites specific to evidence-based behavioral intervention and tier I classroom strategies.

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# Implementation and Progress Monitoring

- Implementation begins after the California Department of Education (CDE) approves the plan;
- Ongoing Stakeholder Meetings; and
- Quarterly Progress Monitoring reported to the CDE.





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