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Board Cover Memorandum

To Board of Education

From Sondra Aguilera, Acting Superintendent/Chief Academic Officer
 Andrea Bustamante, Executive Director of Community Schools, Student Services
 Jenn Blake, Executive Director of Special Education
 Raquel Jimenez, Executive Director of the Office of Equity
 Jerome Gourdine, Director, Office of Equity, Targeted Strategies

Meeting Date October 26, 2022

Subject 2022 Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

Ask of the Board Adoption by the Board of Education of the 2022 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 they 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). We were first identified as Significantly Disproportionate in 2020. When a District is a Continuing Significant Disproportionality Local Education Agency, certain aspects of the plan must be updated.

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).)

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

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

Discussion

The CCEIS process includes Four Phases to create and implement the CCEIS Plan. Each Phase consists of milestones that lead to the description of the plan details.

Phase 1 includes:

- Formation of a Leadership Team and a Stakeholders Team. These teams are tasked with completing relevant milestones to design the plan. These teams will also be responsible for future implementation planning and reporting on the progress of our plan.

- Collection of relevant data that provides multiple views on outcomes for our African American students.

Phase 2 includes:

- Examine current initiatives and programs to address racial and ethnic disproportionality;
- Complete a self reflection on relevant data;
- Conduct focus groups so that the qualitative data examined is triangulated with the experiences multiple stakeholders have in our District.
- Use quantitative and qualitative data to form the Root Causes for OUSD.

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

The Action Plan describes the Measurable Outcomes our teams identified to address the above named OUSD Root Causes. It is important to highlight that the Action Plan describes the activities for implementing the Measurable Outcomes and the activities described, largely consisting of school based training, are reflected in the attached budget form. The Measurable Outcomes are the following:

Measurable Outcome #1: Reduce student referrals and suspensions

Measurable Outcome #2: Improve Classroom Management

Part of creating the Action Plan is identifying the target population. The target population is the following:

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%.

The number of schools identified to receive support through the CCEIS Plan is 8.

The table below is a summary of how the root causes will be addressed by the Measurable Outcomes and/or other plan areas as described in the Superintendents Work Plan and Local Control and Accountability Plan (LCAP).

Root Cause	Measurable Outcome
1) Cultural Dissonance, Bias, Teacher Expectations and Misconceptions	Measurable Outcome #2
2) Inconsistent Implementation of District wide Discipline Practices	Measurable Outcome #1
3) Limited Targeted General Education Interventions for African American Students	Measurable Outcome #2
4) Lack of Meaningful Engagement with African American Students and Families	Measurable Outcome #2

The final part of the plan describes how the action plan will be implemented, how we will evaluate effectiveness, and how we are thinking about sustainability of these CCEIS Plan activities after 24 months of implementation. We will document implementation, make necessary adjustments, and create progress reports to share on a quarterly basis.

Fiscal Impact

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 \$1,363,228.00.

Attachment

- 2022 Comprehensive Coordinated Early Intervening Services Plan
- Presentation - Comprehensive Coordinated Early Intervening Services Plan

2022 Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

This form collects brief information on the activities completed by the Local Educational Agency (LEA) as part of the programmatic improvement process to develop their action plan for implementation of their Comprehensive Coordinated Early Intervening Services (CCEIS). It includes the completion of the Programmatic Improvement Action Plan (3.2) and the Allowable Costs Budget (Form 2) that will be used as the basis for monitoring and reporting on the CCEIS progress and expenditures during the 27-month CCEIS period (July 1, 2022 – September 30, 2024).

Refer to the CCEIS Plan Guidance Document for specific expectations in each of the plan development activities below. You can access either the guidance document for newly identified LEAs or LEAs which are continuing in significant disproportionality on the [2022 CCEIS Padlet](#).

Submit completed plan to sigdisp@cde.ca.gov by November 1, 2022.

BACKGROUND INFORMATION

LEA Name: Oakland Unified School District	LEA Contact Name: Sondra Aguilera
County District Code: 0013	LEA Contact Email: sondra.aguilera@ousd.org
SELPA Name: Oakland Unified School District	LEA Contact Phone: 510.879.4289

CCEIS Period 2022 Significant Disproportionality Indicator(s)/Element(s)

(Refer to the Fiscal Year 2022 Notification Letter)

Indicator/Element	Race/Ethnicity/Disability Category
10- Emotional Disturbance	African American
Students Disciplined with Disabilities	African American

Previous Significant Disproportionality Indicator(s)/Element(s)

Year(s)	Indicator/Element	Race/Ethnicity/Disability Category
2020	10- Emotional Disturbance	African American
2020	Students Disciplined with Disabilities	African American
2021	10- Emotional Disturbance	African American
2021	Students Disciplined with Disabilities	African American

DESCRIBE THE PLAN DEVELOPMENT ACTIVITIES FOR CCEIS

PHASE ONE: GETTING STARTED
 Find instructions for this phase at
<https://spptap.org/phase-1-getting-started/>

1.1 Identify Leadership Team

List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan.

*Note: This plan is a **general education activity** and implementation should have oversight by a **general education administrator**. In small LEAs, multiple roles may be assigned to one administrator or team member.*

Member Name	Email	Title/Role	List Each Member's Responsibility as it relates to Development or Implementation and Monitoring of CCEIS Plan
Romy Trigg-Smith	romy.trigg-smith@ousd.org	Director, Early Literacy	Early Literacy Decision Maker, oversee the implementation of the CCEIS plan, and completion of progress reports. Implementation of the plan.
Raquel Jimenez	raquel.jimenez@ousd.org	Executive Director, Office of Equity	District Training on Equity, oversee the implementation of the CCEIS plan, and completion of progress reports. Equity Office decision maker.
Jerome Gourdine	jerome.gourdine@ousd.org	Director, Targeted Student Supports, Office of Equity	District Training on Equity, oversee the implementation of the CCEIS plan, and completion of progress reports.
Jennifer Blake	jennifer.blake@ousd.org	Executive Director, Special Education	Special Education program decision maker.
Andrea Bustamante	andrea.bustamante@ousd.org	Executive Director, Community	Student Services decision maker, oversee the implementation of the

		Schools, Student Services	CCEIS plan, and completion of progress reports.
Sondra Aguilera	sondra.aguilera@ousd.org	Chief Academic Officer	Decision maker, oversee the implementation of the CCEIS plan, and completion of progress reports.

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Is this leadership team authorized to make decisions around the implementation of the CCEIS plan? If not, how will the decisions be made?

Yes, the members of the leadership team have decision making authority. The CCEIS Leadership Team meets monthly to review academic and behavioral data, review progress on plan creation, implementation and monitoring. Members of the Leadership Team help facilitate the stakeholder meetings and collect feedback on our implementation of CCEIS Plan activities to adjust our implementation when needed. Additionally, the Superintendent included the CCEIS Plan 2021 & 2022 in the adopted 2021-2024 District Strategic Plan to raise awareness of our disproportionality for African American students.

1.2 Identify Educational Partners

List partners' names, roles, and CCEIS related responsibilities. Describe each group partners' active involvement in developing, implementing, and evaluating the CCEIS Plan.

Note: Educational Partnership composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category. (In small school LEAs, multiple roles may be assigned to one administrator or partner.)

Role	Partner Name(s)	CCEIS Plan Responsibilities for Development, Implementation and Monitoring of the CCEIS Plan
Superintendent	Kyla Johnson-Trammell	Reviews/analyzes data, provides final feedback and approval of the plan before submission
Cabinet Level Leader-General Education	Sondra Aguilera	Leadership Team- Writes and Approves Plan
Cabinet Level Leader-Special Education	Jennifer Blake	Leadership Team- Writes and Approves Plan
Director of Curriculum (or Similar)	Romy Trigg-Smith	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for

		early literacy milestone implementation
SELPA Director (or Designee)	Peggy Forbes	Reviews/analyzes data, provides feedback and recommendations for content of plan
Director of Assessment (or Similar)	Juan Du	Provides and analyzes data
Appropriate Grade Level General Education Teachers <i>(duplicate row for additional teachers)</i>	Stephanie Jemilo	Reviews/analyzes data, provides feedback and recommendations for content of plan
Appropriate Grade Level Special Education Teachers	Tori Partridge	Reviews/analyzes data, provides feedback and recommendations for content of plan
Parents/Guardians (diverse representation, not district employee/s) <i>(duplicate row for additional parents/guardians)</i>	Families from Target Population, identified schools	Reviews/analyzes data, provides feedback and recommendations for content of plan
Community Representatives	Melisha Linzie	Reviews/analyzes data, provides feedback and recommendations for content of plan
Principal or Site Level Administrators	Amy Jones Byron Delcomb Edgar Ramirez-Rodriguez Elaina Amos John Stangl Lissette Averhoff Michelle Grant Natasha Moore Nikki Williams Roma Groves-Waters Ronald Towns Samantha Keller Nehseem Ratchford Tammie Adams Theresa Lozach Minh-Tram Nguyen	Reviews/analyzes data, provides feedback and recommendations for content of plan

Continued on next page

Human Resources Administrator (optional)	Jeff Dillon	Reviews/analyzes data, provides feedback and recommendations for content of plan
Fiscal Services Representative	Alva Leung	Commits funds in accordance with CCEIS requirements
Bargaining Unit Representative (optional)	N/A	N/A
Other: Attendance & Discipline	Misha Karigaca	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for specific sections of implementation
Network Superintendents	Kathleen Arnold; Monica Thomas; Leroy Gaines; Brett Tankersly	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for specific sections of implementation

Provide:

- the dates the Educational Partners met.
- a summary of the work completed by the Educational Partners.
- a description of how the Leadership Team engaged with the Educational Partners.
- a description of how student and parent voice were incorporated into the Educational Partners process.
- a link to presentations, agendas, minutes, attendance records (as appropriate)

This stakeholder group was formed during the creation of the writing of the 2020 CCEIS Plan and has continued as the Stakeholder Group. Since the approval of our 2020 CCEIS Plan in mid April 2021, the principals and parents from the Targeted Group joined the Stakeholder Group at the beginning of this academic year. Beginning in 2021, the stakeholder group shifted to quarterly meetings to allow school sites to mitigate the impacts of Covid as our District has struggled with staffing shortages.

6/1/2020, 7/14/2020, 8/24/2020, 9/28/2020, 10/26/2020, 11/9/2020, 11/30/2020, 12/7/2020, 2/24/21, 4/19/21, 8/30/21, 9/8/21, 9/13/21, 10/13/21, 12/8/2021, 4/25/22, 5/5/22, 8/30/22

The stakeholder group provided input and feedback on milestones within the CCEIS planning. Each meeting, there was a sharing of work completed on the milestones, feedback collected for the plan and suggested next steps. After each meeting, the Leadership Team reviewed the feedback collected during the Stakeholder Meetings to adjust and add to the completion of the milestones. Attached are the examples of work completed:

[Updated 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 three areas as it pertains to their views on the disparities in our district concerning the role race plays in our special education identification, restrictive settings, and discipline.

The areas in which indicate “updated” were areas in which the Stakeholder Group reevaluated as part of our self-reflection process for Continuing LEAs (District).

[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. Updated content added to address COVID planning and reopening schools.

[On-Going CCEIS Agendas](#)

The CCEIS on-going agendas provide stakeholders with details for each phase and the documents attached within the agenda demonstrate the work from the stakeholder group meetings. We continue to invite more families from the 8 schools listed from the Target Population through regular school outreach mostly connected to the School Site Councils

[CCEIS Focus Groups](#)

The Office of Equity conducted focus groups with African American families who have students receiving special education services through an Individualized Education Plan. The sentiments and findings from these focus group sessions reveal alignment and reinforcement of the Root Causes identified in the 2020 CCEIS Plan. Although the root causes were first identified through the 2020 CCEIS plan creation, the recent focus groups reveal similar and consistent themes.

1.3 Contact the State Performance Plan Technical Assistance Project (SPP-TAP) at the Napa County Office of Education (NCOE) and Focused Monitoring and Technical Assistance (FMTA) Unit at CDE.

We acknowledge the following technical assistance activities are required and affirm that team members have attended these activities and viewed the accompanying recordings:

- Introduction to Significant Disproportionality Recorded Series and Developing a Comprehensive Coordinated Early Intervening Services Webinar (NEW LEAs and new team members)
- Significant Disproportionality for Continuing Local Educational Agencies Webinar
- Workshops A and B, including pre-work recordings (NEW LEAs and new team members)
- Consultations with CDE FMTA Consultant

1.4 Choose Technical Assistance (TA) Facilitator(s)

Name the TA Facilitator(s) and describe current and anticipated services. **LEAs must submit a copy of the contract or Memorandum of Understanding (MOU) for each TA facilitator.** To use a non-SPP-TAP TA facilitator, the LEAs must supply a copy of the TA facilitator's resume and obtain written permission from the CDE by completing the Proposed TA Facilitator Eligibility Form located on the [2022 CCEIS Padlet](#).

Note: LEAs are required to use TA Facilitation for a minimum of 10 hours for each area of identification.

<p><i>TA Facilitator Name:</i> <u>Dustin Bindreiff</u></p> <p><i>List how many hours of service the TA Facilitator has provided to your LEA:</i> <u>2</u></p>
<p>Describe how you have worked with your TA Facilitator in the development of this CCEIS plan (<i>services provided prior to submission of plan</i>).</p> <p>Dr. Bindreiff provided an overview of the items that needed to be completed to finalize the CCEIS Plan through this checklist in the 2020 CCEIS Padlet. We discussed the work that had been completed in the previous CCEIS Plans and requested support with family engagement, implementation of the plan and progress monitoring of the plan.</p>
<p>Describe how you plan to work with your TA Facilitator in the implementation and/or monitoring of this CCEIS plan (<i>anticipated services</i>).</p> <p>Dr. Bindreiff will start to attend the CCEIS Leadership meeting once a month and attend the stakeholder group on a quarterly basis. This will allow Dr. Bindreiff the ability to assist us in implementation obstacles, provide us with best practices guidance and assist us in completing our quarterly progress reports.</p>

1.5 Gather Relevant Data

An LEA should gather and view data through a cultural lens. Data must be sorted by and analyzed with a focus on race, ethnicity, gender, and grade. The LEA should use both qualitative and quantitative data to complete their data analysis. Examples of both qualitative and quantitative data are available in the [2022 CCEIS Padlet](#). This activity is included here to initiate gathering of data that is not readily available and plan the time necessary for this task prior to bringing Educational Partners together. (The data analysis of the gathered data will be documented in Phase 2.2.)

We gathered relevant data and identified data gaps prior to meeting with our Educational Partners.

Yes

No, please explain in the box below.

The following data sets from 2017-2021 were utilized in the creation of the CCEIS Plan from our [OUSD Data Dashboard](#):

- Suspensions of African American Students with IEPs by school, disaggregated by gender, 2017-2022;
- Referrals for Special Education assessment by school, disaggregated by race, 2017-2022;
- Student referral data by school, by offense, by race and gender, 2017-2020 (no significant new data collected in school year 2020-2021 due to school closures);
- Literacy data, disaggregated by race, by school, 2017-2022;
- Mathematics data, disaggregated by race, by school, 2017-2022;
- Attendance and Chronic Absenteeism Data 2017-2022;
- File Reviews- highlighted speech and language screening;
- Inventories highlighting qualitative data- Initiatives, Self Reflection;
- Focus Group- Qualitative Data;
- Section 504 Data 2019-2020 and 2020 to date;
- Stakeholders referenced past experiences and practices to provide feedback on planning milestones and the CCEIS Plan.
- Overall Data used is located in our [comprehensive data spreadsheet](#). This data reflects data sets from 2017-2018, 2018-2019, 2019-2020, 2020-2021.
- Data gap- specific Multi-Tiered Systems of Support practices and referrals to Coordination of Services Team are at the initial phase of collection system-wide. The Comprehensive Data spreadsheet identifies all our data sources plus information from the OUSD Dashboard.

PHASE TWO: DATA AND ROOT CAUSE ANALYSIS
 Find instructions for this phase at
<https://spptap.org/phase-ii-data-and-root-cause-analysis/>

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

Step 1: Describe Current Initiatives

Complete the table below for each of the LEA’s current initiatives from both General Education and Special Education related to CCEIS that reflect interventions with differentiated levels of support.

Initiative	Funding Source	Target Group	Leaders and Staff Responsible (as applicable)	Educational Area(s):
<p>Multisensory Literacy for All</p> <p>Purchase, allocation and training on AB1369-compliant curriculum [Spire for K-8 and Voyager-Sopris for 9-12]</p> <p>2021-2024 LCAP Goal 2</p>	<p>6500- Special Ed</p>	<p>SwDs with dyslexia/related print-based disabilities and phonological processing disorders</p>	<p>Special Education Leadership</p>	<p><input checked="" type="checkbox"/> Curriculum and Instruction</p> <p><input type="checkbox"/> Behavior</p> <p><input type="checkbox"/> Family and Community Engagement</p> <p><input type="checkbox"/> Climate</p> <p><input type="checkbox"/> Social-Emotional Learning</p> <p><input type="checkbox"/> Other: _____</p>

<p>Positive Behavior Intervention Planning</p> <p>PBIP development and consultation by behavior specialists (BCBAs)</p> <p>LCAP 2021-2024 Goal 3</p>	<p>6500- Special Ed</p>	<p>New(er) teachers with students with intensive needs</p>	<p>Special Education Leadership</p>	<p><input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____</p>
<p>Coordination of Services Team (COST)</p> <p>Referral & triage process for students with academic or behavioral concerns (Tiers 2-3)</p> <p>LCAP 2021-2024 Goal 3</p>	<p>Multiple</p>	<p>Students with academic or behavioral concerns</p>	<p>Community Schools Student Services</p>	<p><input checked="" type="checkbox"/> Curriculum and Instruction <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____</p>
<p>Positive Behavior Intervention Supports (PBIS) (Tiers 1-3) Universal Prevention,</p>	<p>Multiple - 0000, SIGG</p>	<p>Principals/Teachers/ Staff in general to develop school wide MTSS</p>	<p>CSSS/Behavioral Health</p>	<p><input type="checkbox"/> Curriculum and Instruction <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____</p>

<p>Targeted Intervention, Intensive Services for behavior</p> <p>LCAP 2021-2024 Goal 3</p>				
<p>School Based Mental Health Services (Gen Ed)</p> <p>Clinical counseling services for students with identified MH needs (Tiers 2-3)</p> <p>LCAP 2021-2024 Goal 3</p>	<p>Alameda County Medi-Cal, 0000</p>	<p>Students/Families with MH needs Staff via PD on MH first aid and other trauma informed practices</p>	<p>CSSS/Behavioral Health</p>	<p><input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input checked="" type="checkbox"/> Other: Violence Prevention, Mental Health Services</p>
<p>Restorative Justice</p> <ul style="list-style-type: none"> - Professional Learning - Onsite circles - Peer Education <p>(Tiers 1-3)</p>	<p>Multiple 0000, 0002, 0003, 9121, 9277, 9337</p>	<p>Principals/Teachers/Staff.Students/Parents/Community Partners/School police and SSO's Training on restorative practices at three Tiers - 1)Community/Relationship Building, 2) Conflict Resolution/Repairing</p>	<p>CSSS/Behavioral Health</p>	<p><input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____</p>

LCAP 2021-2024 Goal 3		Harm, 3) Supported Re-Entry		
<p>School Based Mental Health Services (Gen Ed)</p> <p>Clinical counseling services for students with identified MH needs (Tiers 2-3)</p> <p>LCAP 2021-2024 Goal 3</p>	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 __ Social-Emotional Learning <input checked="" type="checkbox"/> Other: Violence Prevention, Substance Abuse Prevention
<p>Tobacco Use Prevention and Education Mentoring and Intervention for student identified with tobacco or substance use (Tiers 1-2)</p> <p>LCAP 2021-2024 Goal 3</p>	CDE and 3010	Student for substance abuse prevention and intervention; staff for PD on screening and referral	CSSS/Behavioral Health	__ Curriculum and Instruction __ Behavior __ Family and Community Engagement __ Climate __ Social-Emotional Learning __ Other: _____

<p>Transitional Students and Families</p> <p>Case management, advocacy, transportation assistance, expedited enrollment (Tiers 1-3)</p> <p>LCAP 2021-2024 Goal 2</p>	<p>3010, 9283</p>	<p>Homeless and Foster Youth - social services and academic support</p>	<p>CSSS/Behavioral Health</p>	<p><input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input checked="" type="checkbox"/> Other: Violence Prevention</p>
<p>Early Behavioral Intervention (Gen Ed)</p> <p>BCBA's providing consultation and behavior plans (Tier 3)</p> <p>LCAP 2021-2024 Goal 3</p>	<p>0000, SIGG</p>	<p>Elementary age students with behaviors posing risk to self or other</p>	<p>CSSS/Behavioral Health</p>	<p><input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input checked="" type="checkbox"/> Other: Violence Prevention</p>
<p>African American Male Achievement/ African American Female Excellence</p>	<p>3010, 0000</p>	<p>Students who identify as Black/AA- elective courses that offer a space for students to learn their history and build leadership and advocacy skills</p>	<p>Office of Equity</p>	<p><input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____</p>

LCAP 2021-2024 Goal 2				
Attendance Improvement LCAP 2021-2024 Goal 3 Superintendent Work Plan	LCFF Supplemental Funding	Students who are chronically absent	Community Schools, Student Services	<input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____
Literacy Instruction LCAP 2021-2024 Goal 1 Superintendent Work Plan Early Literacy Student Block Grant	LCFF Supplemental Early Literacy Student Block Grant	Students who are reading below grade level, English Language Learners	Academics & Instructional Innovation	<input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____
Staff Retention LCAP 2021-2024 Goal 4	LCFF Supplemental	Examination of practices that can support staff to stay in OUSD	Talent Department	<input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____

Step 2: Examine the Current Initiatives

Complete the information below to identify connections between initiatives and align efforts that relate to the CCEIS plan. Identify and describe any gaps in services for any student groups most in need of support.

Name Common Areas Among the Initiatives

There is alignment within major areas of the initiatives list above, especially regarding the focus on student attendance, positive school culture and literacy instruction. These initiatives are also documented in the [District Strategic Plan](#), through the identified 4 initiatives:

<p>Ensuring Strong Readers by the Third Grade</p> <p>Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders</p>	<p>Supporting Empowered Graduates</p> <p>Developing Essential Skills to Secure Post-Secondary Success</p>	<p>Creating Joyful Schools</p> <p>Reimagining Schools to be Places of Joy, Inclusion, and Beauty</p>	<p>Growing a Diverse and Stable Staff</p> <p>Attracting and Retaining Staff Reflective of Oakland's Rich Diversity</p>
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Identify Processes for Collaboration and Integration of the Initiatives

The goal is to ensure that schools do not see the improvement efforts as disjointed, rather, that there is collaboration between departments so the plans are coordinated. In the areas named above, specific Departments that are already in close collaboration are Academics, English Language Learner and Multilingual Achievement, and the Office of Equity. WImproved collaboration and alignment is being implemented in our Community Schools Department as well as within the Special Education Department.

Describe any Groups of Students that are Not Served

The targeted population revealed that the group of students that will be the focus of this improvement plan will be both African American and Latino. Further examination of how to best serve these specific groups of students will better assist implementation of the milestones.

Identify Areas that are a Higher Priority than Others

Attendance, Literacy and positive school culture are of the highest priority within the initiatives named above.

2.2 Complete a Programmatic Self-Assessment

LEAs must identify programmatic self-assessment tool(s) the LEA used and describe the process(es) of completion. **Note:** At least 1 of the 4 CDE-Approved Programmatic Self-Assessment tools listed below must be used.

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

Qualitative Tools:

- Annotated Checklist for Addressing Racial Disproportionality
- Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures - An Assessment and Strategic Planning Process
- Success Gaps Rubric: Addressing Equity, Inclusion, and Opportunity

Quantitative Tools:

- Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook

Note: Each of the tools leans toward either qualitative or quantitative data, therefore your data will need to be supplemented to ensure both types of data are used. For example, the Data Analysis Workbook is quantitative in nature, so additional self-assessment activities (such as focus groups, equity walks, empathy interviews) would need to be completed to gather qualitative data. Supplemental tools can be found on the [2022 CCEIS Padlet](#).

Notes for Continuing LEAs ONLY:

CONTINUING LEAs with **new areas of identification**: review previous self-assessment results and analyze progress towards the measurable outcomes of the existing CCEIS plan. You may need to complete a self-assessment tool based on the new area of identification and/or lack of progress.

CONTINUING LEAs with the **same area(s) of identification (three years or less)**: review previous self-assessment results and analyze progress towards the measurable outcomes of the existing CCEIS plan(s).

CONTINUING LEAs with **more than three years of identification**: if you have NOT completed a thorough self-assessment process within the last 30 months you MUST use one of the 4 CDE-approved tools and complete the self-assessment as described in the guidance document for Continuing LEAs.

Describe how the self-assessment process was completed (who, how, what, and when). (Be sure to include the tools you used to supplement the CDE-Approved self-assessment(s) you used.)

The Adapted Annotated Checklist for Addressing Racial Ethnic Disproportionality in Special Education (also referred to as the Wisconsin Checklist) was utilized as the programmatic self-assessment tool.

The Annotated Checklist (Wisconsin) provides three checklists that address: 1) district and school resource issues 2) system policy, procedure, and practice issues at district, school and classroom levels 3) environmental factors to identify possible root causes of disproportionality. This checklist helps stakeholders identify racial and ethnic disparities in Special Education identification, restrictiveness of setting, and discipline. It is also useful in identifying inappropriate policies and practices that may be contributing to the disparities. The Wisconsin checklist and the article by Catherine Kramarczuk Voulgarides & Natalie Zwerger, Identifying the Root Causes of Disproportionality, were used to identify root causes and highlights some of the common policies, practices, and beliefs that place African American students at a disadvantage to their peers in Oakland Unified School District.

During the self-assessment process, the CCEIS Leadership Team examined previous root cause analysis from key groups within our District and included new content from recent focus groups. Unfortunately, the root causes persist although baseline professional learning has been implemented through the 2020 and 2021 CCEIS Plans. The key themes that emerged to inform the root causes include the following ([Root Cause Presentation](#)):

- 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) Absence of Culturally Relevant Assessment and Interventions
- 6) Inconsistent Staff Instructional Capacity and High Teacher Turnover
- 7) Curriculum and Instruction
- 8) Underutilization of Section 504

The following are some notable quotes for each theme:

Cultural Dissonance, Bias, Teacher Expectations and Misconception

“Almost all of the issues can be traced back to implicit bias.”

“Adultification of Black and Brown boys. Some teachers view them as “more aggressive.”

“The causes are things we know. It’s racism and we as teachers are perpetuating it like in society.”

“Too much focus on ‘controlling Black bodies!’”

“There is a belief and a way of thinking about Blacks as aggressive and scary and this collective belief is being perpetuated through time.”

“You can hear the teachers say, “ I am concerned, I am out of ideas and I did my best.” And now it is time for COST.”

“Teachers may not understand cultural background.”

“Veteran teachers are stuck in their ways.”

“[It’s a] matter of mindset, as much as [it is a matter of] resources.”

“[Perception is that] there is something wrong with you [black students], it is all [their] fault. We look at the behavior of African American students as criminal.”

“Pathologizing behavior in an attempt to do something that is not in the child’s best interest”

“[There’s a] degree of benevolence.” [Staff are] Not thinking about the harm that [an] Emotional Disturbance label can cause, particularly with Black/African American boys and girls.”

“When the kids are being funneled through special education, teachers do not think of the inherent harm they are doing to the child.”

“There is a clear lack of tiered interventions that mesh with implicit bias and this leads to differential access to resources across sites.”

“Special education is a place for a child to go. Now they don’t have to deal with them.”

“Educators have predisposed notions about what students can do.”

“Special Day Classes aren’t seen as for higher income students. They are seen as a program to place students of color, so they aren’t seen.”

Inconsistent Implementation of District wide Discipline Practices

“Discipline records of the students color the lenses of the next teacher that gets the student. The kid never gets a fresh start at the beginning of the next school year. [They] Just look at the paperwork. The teacher has a vision of the student before she even meets the kid.”

“Schools are referring for behavior, not really academics for Black students.”

“Use of suspensions to support SPED referrals.”

“If a principal wants to expel, then questions about interventions may come up.”

“[OUSD has a] Reactive [approach], not proactive.”

“Documentation not being done with fidelity (if student sent home for discipline, it may be documented as absent)”

“Teachers don’t have support, which could lead to students being suspended.”

Limited Targeted General Education Interventions for African American Students

“Target Strategies for Black/African American students are necessary and not sufficient.”

“Lacking Tier 2 support: “A lot of these things haven’t been systematized!”

“There are clearly denied levels of support teacher.”

“There’s no target intervention for Black students.”

“Mental Health Services = Special Education. Special education can’t be the only game in town!”

“There is a big need to invest in Rtl. We have a cookie-cutter approach.”

“We don’t invest in prevention [academic and behavior] in OUSD.”

Lack of Meaningful Engagement with African American Students and Families

“OUSD culture hasn’t supported or embedded the expectation that educators/staff build trusting relationships with Black families that have a foundation of respect, value and empowerment.”

“Research on disproportionality in special education reveals the race and class of students with disabilities and their parents affect how practitioners interact with them and the quality of services and education they receive (Harry, Allen, & McLaughlin, 1995).”

“The transition from middle to high school is not well addressed and parents are not informed of what it all means for their students who are on a different track.”

“The African American kid feels like my school doesn’t want me there. The families feel like that don’t belong in the district.”

“Teachers must want to communicate with students and families.”

“Lack of positive parent engagement with African American families is a huge barrier. Often the first time they speak to the teacher or the school is when they get the negative phone call home. This is time consuming and not productive.”

“Parents don’t trust us!”

“Many of the families do not have good experience with the school system.”

“OUSD needs to address community relations; bridge a gap between parents.”

Absence of Culturally Relevant Assessment and Interventions Inconsistent Staff

“In meetings, I have seen teachers grasping at the straws to get the kid to qualify. Let’s look at this, how about this, will this qualify the kid? The attitude and demand is one of “get them out of class!”

“Majority of educators and assessors are White; there is a bias of testers.”

“There is no template for reports (ERMHS) and emotional disturbance (ED) assessment. No cultural or environmental factors included in template.”

“Students aren’t given time to respond to interventions. [Staff] don’t give them a chance. 6-8 weeks is the duration that interventions should be tracked.”

“There are ‘racially biased tests in Speech.’”

“A comprehensive evaluation is difficult when there is not enough time to look at every area. Only when I have taken the time to build rapport with a student and thoroughly interview parents to get a full background.”

“[It] Starts with the referral process: Black students [are] referred first [and not given intervention] because of initial perceptions of students.”

“Data [is] not being tracked in a systematic way. Staff are not tracking interventions they say are implemented”

“It is easy to refer a kid to SPED. It is easy to suspend a kid. As Admin, I have been there. I saw myself getting caught in the trap and I had to stop and try a different approach. I had to change.”

“New teachers, younger teachers with the least amount of experience, project their fear onto the child, especially the bigger kids.”

“SPED is often the only tree to bark up. It is the only mandated program at every site, so you know it will always be there.”

“OUSD has a diagnostic team that does all initial assessments. They are all White.”

“There is a social agreement that penalizes the kid. The Psych report and the teacher report can get you an easy Emotional Disturbance label. The ED label gets you the social worker and the therapist.”

“It’s like I’m the mailman to put the stamp on the referral!”

Psychologists are under pressure to find students eligible to remove students under ED out of class or school.

“You should rely on yourself more than the assessment.”

“The CELF 4 uses IQ tests scores. Grammar portion of the tests make them invalid because they are based on Standard English.”

“Take a closer look at the trend of psychologists that keep labeling kids.”

“Behavior is a problem: What is normal behavior? What are the expectations for behavior with Black kids?”

“Inequitable access to resources - not enough early academic interventions.”

“They will put them in Intellectual disability [ID] and not Autism [ASD]!!”

“Students are missing early interventions [which is key for Autism].”

“COST team

Has been difficult to ask staff to keep track of interventions (write things down about what they have done).”

“Starts with the referral process: Black students referred first [not given intervention] because of initial perceptions of students.”

“Lots of COST referrals but not a ton of services in the district, not a ton of quality markers that are reproducible across the sites.”

“COST is a good place for OUSD to do an audit!”

“Nothing to mitigate racist, discussion and process. Need to do an audit of what is the experience of going through the COST process. Who is the teacher? What is the students experience? Who are the leaders? Parents?”

Instructional Capacity and High Teacher Turnover

“When talking about equity, we must talk about staffing. Under-qualified staff get moved to under-performing schools; the most qualified should be at the sites with the most need.”

“District has taken its eye off A-G preparation. Poor instruction is happening along with the high teacher turnover.”

“There is high teacher turnover and burnout.”

“The classroom is a White space and teaching staff is getting Whiter. White experience approach to things instead of saying “I will meet you (the student) where you are.”

“Really high turnover. New teachers come to Oakland to get the training and they leave. They do not have the necessary classroom behavior management skills.”

“It is appalling that special education teachers come into the district without credentials, no mentoring, no coaching and no supervision. There is a revolving door of turnover in special.”

“We are not explicitly taught how to build relationships.”

“As a teacher I have never received any training on how to become a cultural builder, how to check my own biases and how to unpack them. To really listen and engage in self-reflection about what we do.”

Curriculum and Instruction

“The reason we qualify kids is because we are not teaching kids how to read. Then they feel dumb and the cumulative behaviors start to add up to a suspension. In trying to be compassionate they get referred to SPED.”

“Ripple effect of not being able to read. Not a lot of options. Students struggle and the gap widens This is the culture and the norm in the district.”

“We had a reading clinic but you had to be in special education in order to get the services. We know the tools are there. A few schools receive district services but most rely on site based resources.”

“Oakland tends to lag behind in academics.”

“Lack of interesting curriculum to keep students engaged - it needs improvement; It helps to build rapport with students.”

“Not focusing on SEL, became more focused on test scores.”

“Hard for kids to pay attention anyway especially if not interested in what’s being learned.”

“General education and special education teachers don’t get to talk (collaborate).” “There’s a lot of separation!”

“Lack of differentiation in teaching is at the root of the problem. Teachers are not taught to teach at three different levels.”

“Hill schools get access to reading interventions. Flatland schools get access through special education. You should not have to qualify for special education in order to get reading interventions.”

Underutilization of Section 504

“African American/Black students are not given access to Section 504 Plans, which would keep them supported in general education. These are reserved for white and Asian American students.”

“The result is a thrust into Special Education for any interventions (supports).”

“People are not suggesting Section 504 to African American parents. When it comes to Black kids, the schools are implementing IEP’s while Section 504 is being offered to more White families than African American families.”

“Section 504, interventions are proposed but not followed up on.”

“Section 504 should be addressed for Other Health Impairments.”

2.3 Conduct Policies, Practices and Procedures Review

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. An LEA must address a policy, practice, or procedure it identifies as contributing to the significant disproportionality. In addition an LEA must publicly report on any revision of policies, practices, and procedures. (As directed in 34 CFR Section 300.646(c) and 300.646(d)(1)(ii-iii).)

Note: *The policies, practices, and procedure review are part of the root cause analysis process. However, revisions do not have to be completed prior to submission of the CCEIS plan. The Policies, Practices, and Procedures Review Matrix can support this activity and can be found on the [2022 CCEIS Padlet](#).*

Describe the process of reviewing the LEA's Policies, Practices, and Procedures that relate to the significant disproportionality identification.

The Stakeholder Group reviewed the Policies, Practices, and Procedures document to update with new information. Board policies were collected and provided to the Stakeholder Group. During Stakeholder Meetings, the Stakeholder Group divided into virtual breakout rooms to discuss the various policies, practices, and procedures. Two sessions of the Stakeholder Meetings were focused on updating the OUSD Retention Policy and is scheduled for Board review in January 2023.

Did your LEA revise any policies, practices, or procedures?

Yes

No

Partially completed revision

Describe what policies, practices, and/or procedures have been or will be revised.

It is important to note that we are involved in a number of important plans being devised and implemented. We have our Safety Plan which is our approach to decreasing the policing of our students in OUSD schools in order to create positive school and classroom cultures. We also participated in the FPM process, which highlighted the need to review and revise key District policies. As a result of preparing our improvement plans, we have found significant overlap in the policies needing revising, especially through our qualitative and quantitative data reviews. The need to revise key District policies has created a high level of synergy within District Departments with a focus on improving the support to schools through an interconnected approach. Additionally, our District experienced a [Systemic Instructional Review](#) conducted by the California Collaborative for an Excellent Education (CCEE) which was completed in February 2021. Please see [OUSD Policies, Practices, Procedures Matrix](#) for a complete listing.

Describe how the policies, practices, and/or procedures have been or will be **publicly shared** (e.g., School Board meeting minutes, posting on LEA website).

Each of the Board policies that will be revised must go through the Board process. For those policies with major revisions, presentations to the Board will be prepared. The policies are publicly available on our OUSD Board Website, along with Board Agendas, Agenda Minutes,

and a recording of the meeting. Additionally, we are posting updates on our OUSD District Website.

Describe how the policies, practices, and/or procedures have been or will be internally disseminated and implemented.

Currently, there are a few ways in which we share updated policies, practices, and procedures. There is a weekly publication by our District where numerous Departments share updated information. The publication is called OUSD Works. We will continue to public updates in OUSD Works for all staff. Additionally, we have 2 other Forums, one is called [Teacher Central](#) and the other is called [Family Central](#). Teacher Central provides guidance for timely content, mostly relating to instruction for our teachers. Family Central provides a wide range of key information, academic, school culture, COVID-19, and additional resources. We will continue to use Teacher Central and Family Central as forums to communicate our updates. Lastly, there are principal meetings that will continue to include these updates as well as on our archive of resources and announcements called [Principal Central](#).

Note: Any actions tied to this review that are not completed should be included in section 3.2.

2.4 Complete Reflective Data Analysis

Note: This analysis should provide information that will connect and validate the selected root causes, target populations, measurable outcomes and related activities reported in 2.5, 3.1, and 3.2.

Briefly describe the LEA (e.g., demographics, culture, history of significant disproportionality).

Oakland Unified School District (OUSD) serves many students and families from many backgrounds which makes us a vibrant and lively city and school district. OUSD is a medium-sized TK-12 school district serving approximately 35,239 students who are culturally and linguistically diverse. OUSD consists of 45 elementary schools, 5 K-8 schools, 11 middle schools serving grades 6-8, 19 high schools, 6 of which are alternative education (continuation school, community day school and an independent study school) and 3 that serve grades 6-12. In addition, the District has an extensive child development and preschool program at 17 sites and adult school education which serves 700 adults.

The quantitative data below regarding absenteeism, literacy, math (State and Local Assessments), suspension rates, and positive school culture engagement data will validate the anecdotal data that was collected in focus groups and our stakeholder meetings. As we focus on our root causes, it is clear that five areas will drive the work of this plan and support our District to implement thoughtful practices that will result in more equitable outcomes for our African American students.

Our student population is: 21% African-American, 1% American Indian, 11% Asian, .7% Filipino, 46% Latino, 1% Pacific Islander, 11% White and 7% two or more races. Additionally, 34% of our students are English Language Learners, 77% are on the Free or reduced lunch program, 15% Special Education, .3% Unhoused, and 0.5% are Foster youth.

There are five goals within our [Local Control Accountability Plan\(LCAP\) and supporting actions and services](#). Oakland Unified School District's goals are as follows:

GOAL 1: All students graduate college, career, and community ready.

GOAL 2: Focal student groups demonstrate accelerated growth to close our equity gap.

GOAL 3: Students and families are welcomed, safe, healthy, and engaged.

GOAL 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

GOAL 5: Students, families, and staff have the resources and supports necessary to address the impacts of the COVID-19 pandemic.

Fill in the following table to indicate the tools/strategies used to gather relevant data, the process used to analyze the data, and the findings from each data source.

Data Type	Tool/Strategy	Process	Findings
Qualitative	Root Cause Presentation Focus Group Narratives	Previous focus groups by stakeholder groups; Examined the patterns in what participants shared from their experiences working and learning in OUSD.	The 8 Root Causes were the findings from the patterns that emerged from the focus groups.
	OUSD Policies, Practices, Procedures Matrix	Stakeholder Group discussed the various policies, practices and procedures in OUSD.	Examined policies that should be updated, including 10 that will be evaluated and put forth for Board discussion and updating.
	File Reviews-highlighted speech and language screening	Student files from the disproportionate group were examined for patterns.	Students from the significant disproportionate group experienced higher rates of absenteeism, low rates of interventions/screening for speech and language difficulties, and lower reading results on local assessments.
	Updated Annotated Checklist for Addressing Racial Disproportionality	Stakeholder Group examined the checklist and discussed in small groups, the rate of agreement and disagreement with the questions within the checklist.	There was evidence in each area of the checklist that the milestones we were forming and within the CCEIS Plan would address many of the concerns raised in the checklist. The checklist reinforced the proposed milestones.
Quantitative	OUSD Data Dashboard: Suspensions of African American Students with	The OUSD Data Dashboard was used to examine suspension and referral data by grade span and by race/ethnicity.	Our rates of referrals and suspensions has decreased over time, however, African American students and Latino students have higher rates of suspensions and referrals than their peers.

	<p>IEPs by school, disaggregated by gender, 2017-2021; Student referral data by school, by offense, by race and gender, 2017-2020 (no significant new data collected in school year 2020-2021 due to school closures)</p>		
	<p>Referrals for Special Education assessment by school, disaggregated by race, 2017-2022;</p>	<p>Reviewed the referral data by school site to examine patterns in our referral data. 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).</p>	<p>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 79%.</p>
	<p>Literacy data, disaggregated by race, by school, 2017-2022; Mathematics data, disaggregate</p>	<p>Accessed the data dashboard to examine academic data, both local and State assessments.</p>	<p>The literacy and math rates in our District, according to our assessments, have maintained a flat rate of growth and revealed that the average achievement rate was that half of our student population were performing at grade-level standard.</p>

	d by race, by school, 2017-2022		
	Attendance and Chronic Absenteeism Data 2017-2022	Assessed our interventions to improve attendance rates at our school sites by grade spans.	There were incidents (strike and school closures) that have altered our attendance patterns, however, attendance has consistently been an area of growth for our District.
	Data gap-specific Multi-Tiered Systems of Support practices and referrals to Coordination of Services Team are beginning to be collected system-wide. The Comprehensive Data spreadsheet identifies all our data sources plus information from the OUSD Dashboard.	Snowballing technique to continue to ask questions depending on where the data lead the discussion and examination of the data we were collecting.	Stakeholder and Leadership Team discussions revealed that we had an emerging milestone that would focus on MTSS, but no systematic way to track the data from the COS Teams at school sites.

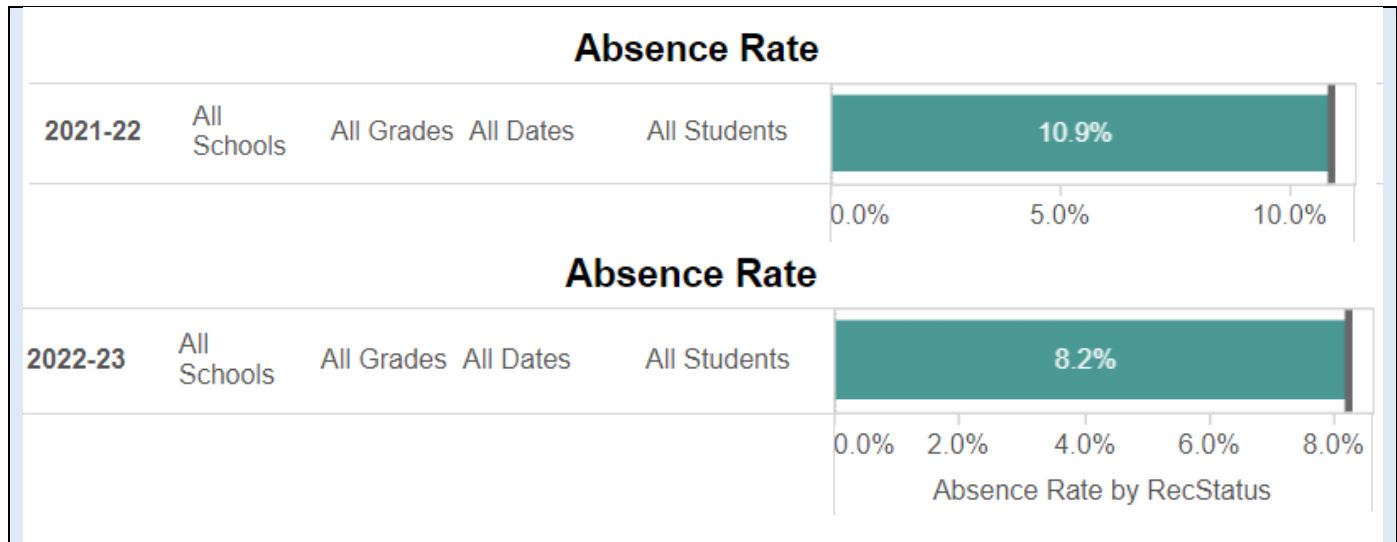
- Identify who was involved in the discussions about the data analysis.
- Briefly summarize the **prioritized** findings of the data analysis (including trends and patterns).
- Findings should include success gaps which are differences in one or more outcome measures between groups of children in a district or school. An identified [success gap](#) indicates that the educational program a district or school offers is not meeting the needs of all groups of children. (See Guidance Documents for examples of success gaps.)

Oakland Unified School District believes in sharing quality data with staff members and community. The Research, Assessment, and Data (RAD) Department produces many comprehensive and valuable data dashboards that are available to staff and community at <https://ousddata.org>. The Leadership Team and Stakeholder Group used the data sets below to examine our practices with our stakeholders. In our stakeholder meetings, the reflection tools sparked valuable and reflective conversations and created a snow-ball effect, or the examination of one data set prompted questions that the group wanted to dive deeper into. The OUSD Data Dashboards allowed us to access data and request additional ways of looking at our data as a result of our milestone tasks. The data sets referenced below supported us to narrow-in on our identified target population. The data sets we examined were:

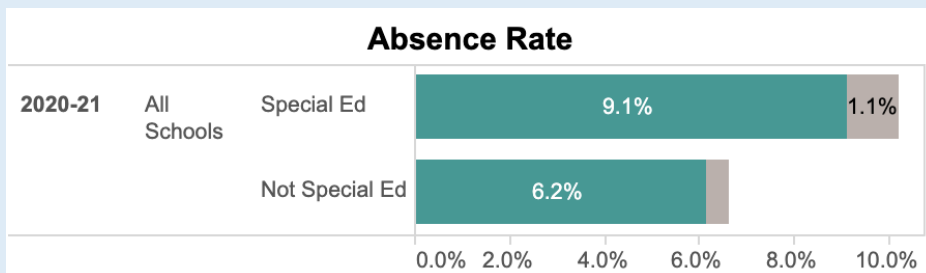
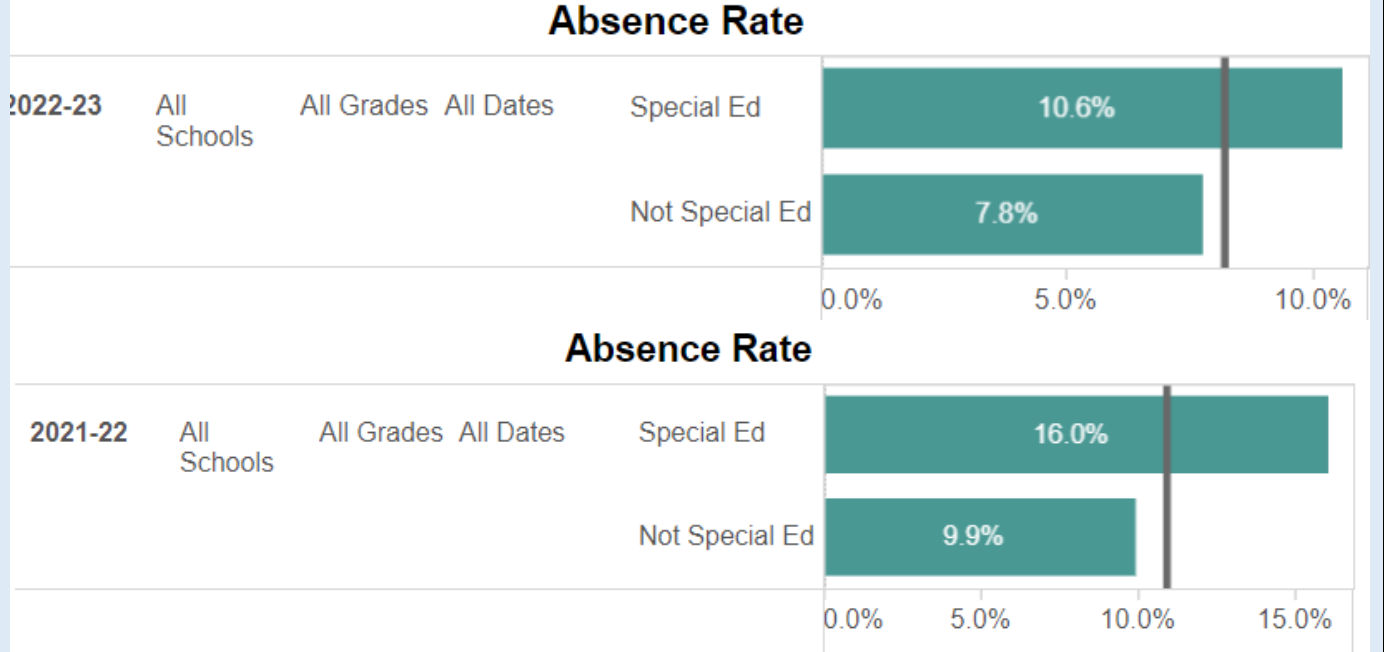
- General Demographic Information district-wide;
- Indicator 10 influenced data about African American students in OUSD;
- Attendance data district-wide and by race;
- Literacy data, disaggregated by race, by school;
- Mathematics data district-wide and disaggregated by race, by school;
- Referrals for Special Education assessment district-wide and by school, disaggregated by race and eligibility status after the convening of an initial IEP;
- File Reviews- highlighted speech and language screening;
- Suspensions of African American Students with IEPs district-wide and by school, disaggregated by gender, and compared to suspension data from other racial/ethnic groups;
- Student referral district-wide and data by school, by offense, by race and gender;
- Inventories highlighting qualitative data- Initiatives, Self Reflection (Section 2.1);
- Analysis of trends from focus groups with diverse stakeholders, including teachers, district leaders, families, students, and central office staff (Section 2.2).

The following data aim to demonstrate our outcomes for African American students as compared to their peers. Taken altogether, African American students perform at lower rates academically, attend school at lower rates than their peers and are disciplined and referred to special education at higher rates. Consequently, African American Students were less likely to participate in the 504 Plan process to access additional resources prior to special education assessment and resources.

Attendance



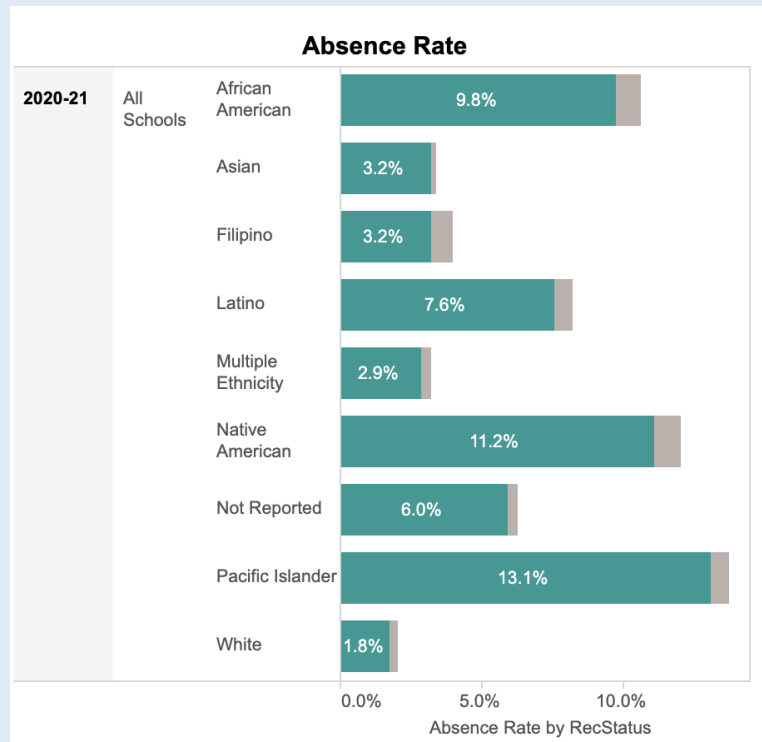
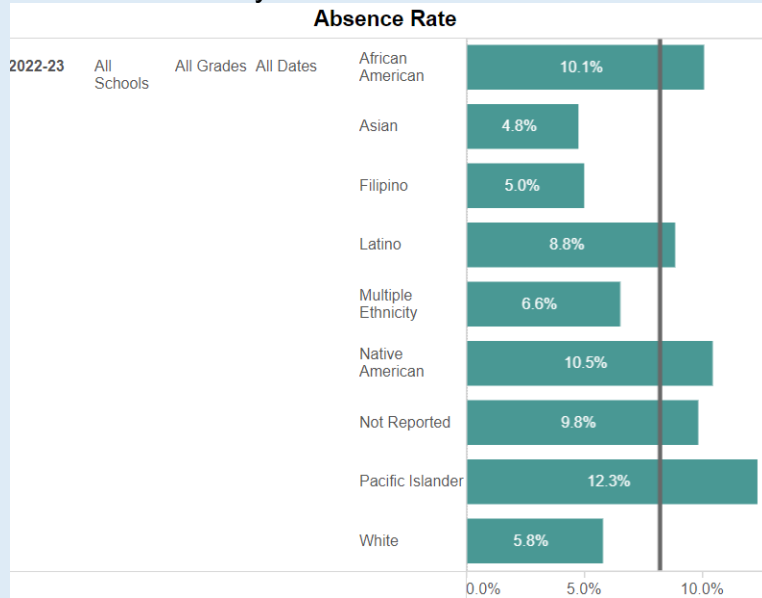
Absence Rate by Race for Students with Disabilities

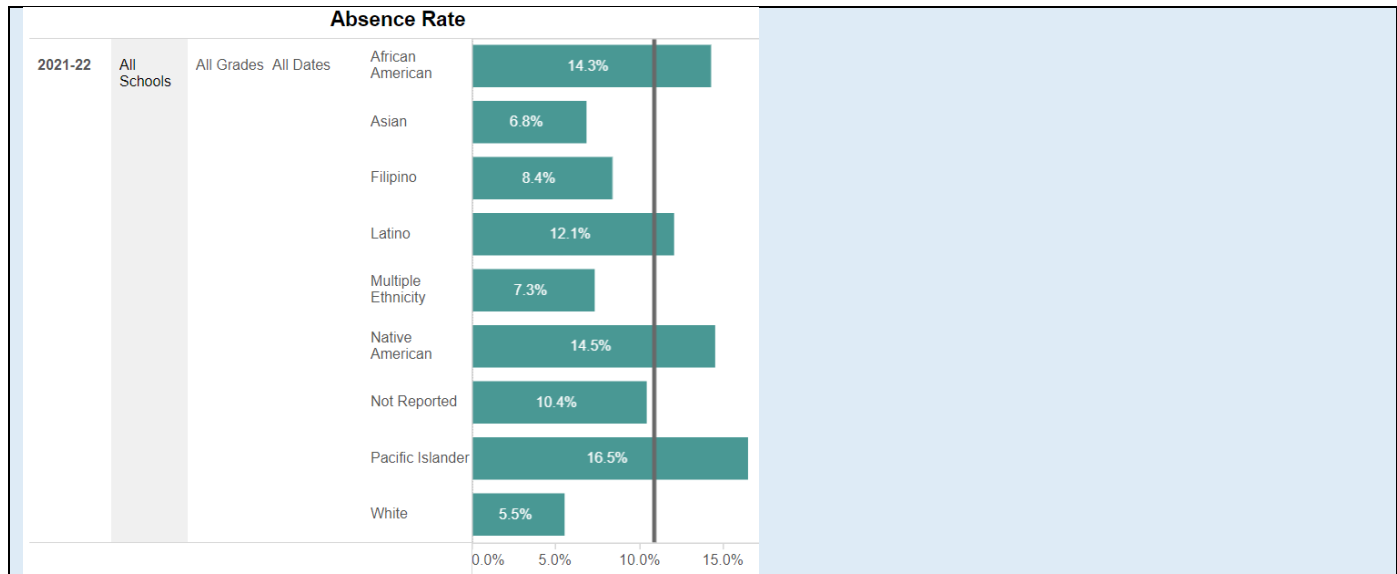


The overall absence rate so far this year is 8.2%, a decrease from the past year. For the 2021-2022 school year, compared to students without IEPS, students with disabilities are more likely to be absent or not engaging in school as defined by participating in a virtual learning session, submitting an assignment, or connecting directly with their teacher via email/school

communication tools. (11 v 8%). As we returned to in-person instruction, unfortunately the rate of absences for Special Education students has decreased to 11% as compared to students without IEPs attending at a higher frequency.

Absence Rates by Race

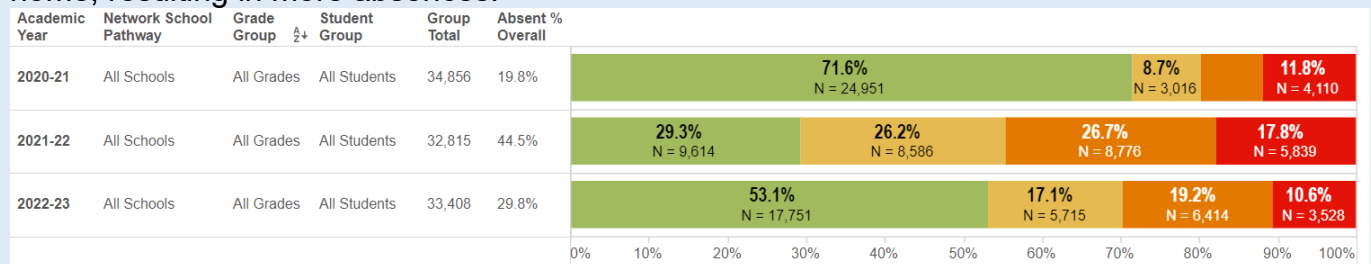




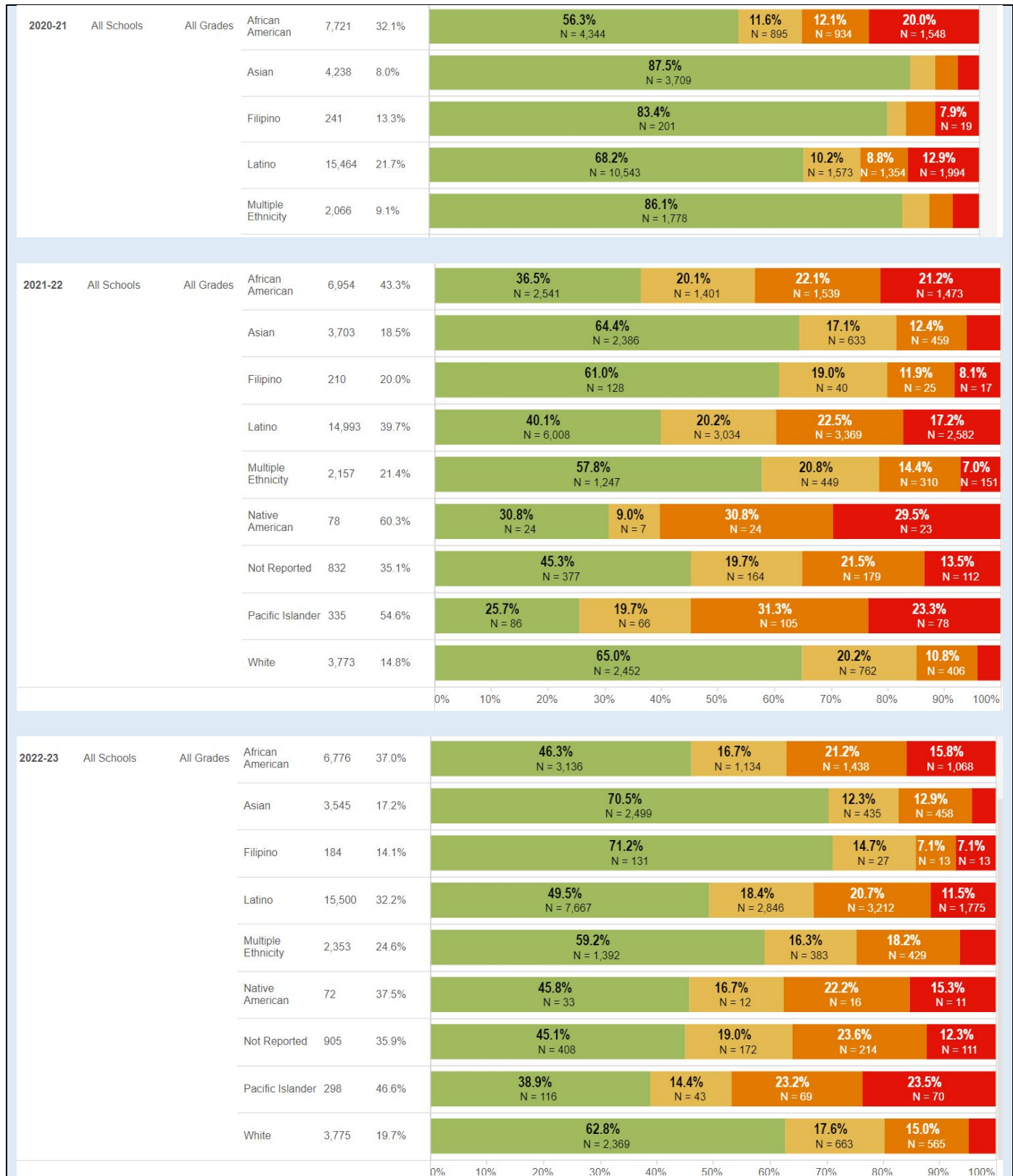
In the 2021-22 school year, Oakland students with disabilities African American, Native American and Pacific Islanders are most likely to be absent compared with other ethnic groups. 10.1% of African American students with disabilities have been absent this academic year. So far this year 2022-2023, the absence rate has increased for African American Students, Latino, Native American and Pacific Islander. It is important to underscore that many absences are reportedly due to students, especially lower grade students staying home due to symptoms.

Chronic Absenteeism

In OUSD, we monitor the Chronic Absenteeism rate to ensure that our students are attending school regularly. We consider a student to have a high chronic absenteeism rate if a student has missed 10% or more of the school year. Below is a snapshot of our Chronic Absenteeism rates since 2020. As we returned to in-person instruction in 2021, more students are chronically absent. The reasons indicated is that more families are implementing the COVID protocols and when a student is showing symptoms, families are opting to keep students and their siblings at home, resulting in more absences.



Chronic Absenteeism by Race - focus on African American students

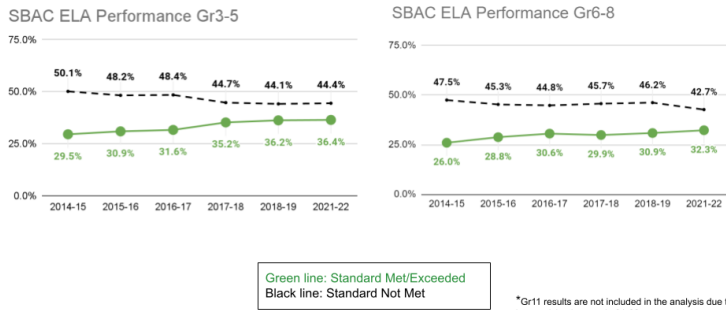


Oakland uses chronic absence rates - defined as missing 10% or more of school for any reason) to gauge engagement in school and learning. Pacific Islander (47%), Native American (37.5%) and African American (37%) students have the highest chronic absence over the last

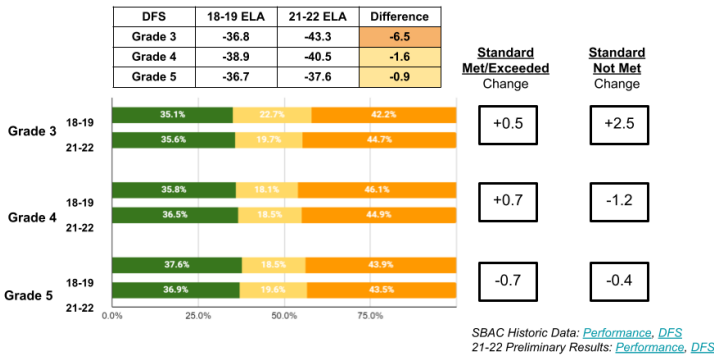
three years. In contrast Asian American and White students are most likely to have satisfactory attendance.

Literacy/English Language Arts

SBAC ELA Longitudinal Results*



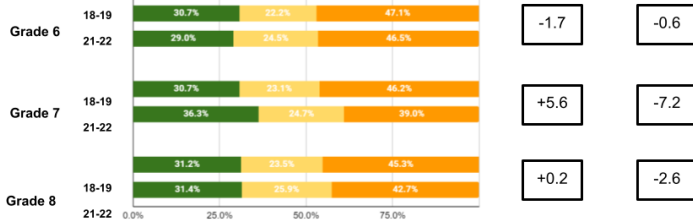
SBAC ELA Gr 3-5 (21-22 results are preliminary)



SBAC ELA Gr6-8 (21-22 results are preliminary)

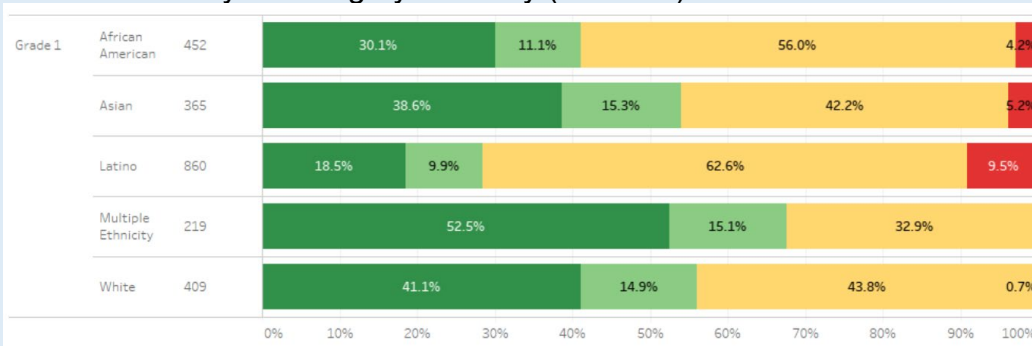
DFS	18-19 ELA	21-22 ELA	Difference
Grade 6	-57.0	-57.9	-0.9
Grade 7	-57.6	-41.1	16.5
Grade 8	-58.8	-58.9	-0.1

Standard Met/Exceeded Change Standard Not Met Change

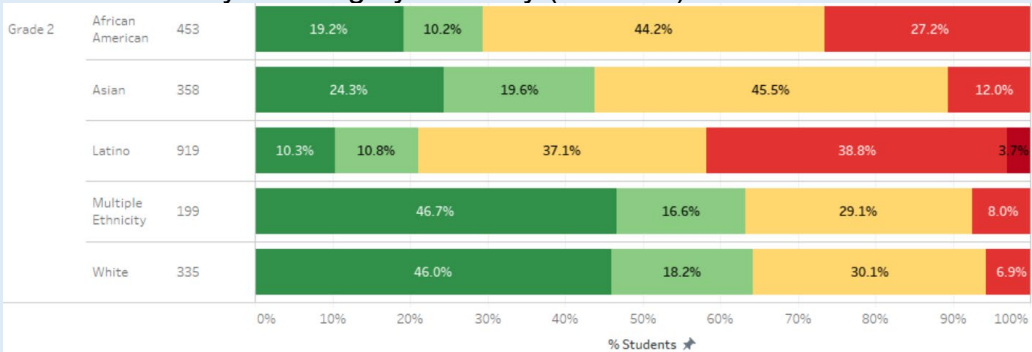


SBAC Historic Data: [Performance, DFS](#)
21-22 Preliminary Results: [Performance, DFS](#)

Grade 1 i-Ready Reading by Ethnicity (2021-22)



Grade 2 i-Ready Reading by Ethnicity (2021-22)

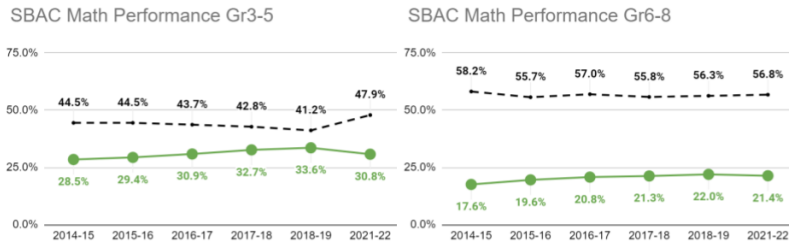


We completed file reviews, including an educational benefit analysis, for a group of African American students eligible under Emotional Disturbance or suspended often, which revealed that 70% of students had reading concerns at the time of their initial referral for evaluation, in addition to behavioral and social emotional challenges (e.g. 100% had experienced trauma). Analysis of 2021-22 SBAC English language arts data show large equity gaps between the performance of African American students (in addition to Latino, Native American, and Pacific Islander students) and other groups (White, Asian, Multiple ethnicity). These gaps are formed in

the earliest years as evidenced by 1st and 2nd grade reading data from the first administration of the i-Ready as a universal screener in 2021-22 and increase over time.

MATH

SBAC Math Longitudinal Results*



Green line: Standard Met/Exceeded
Black line: Standard Not Met

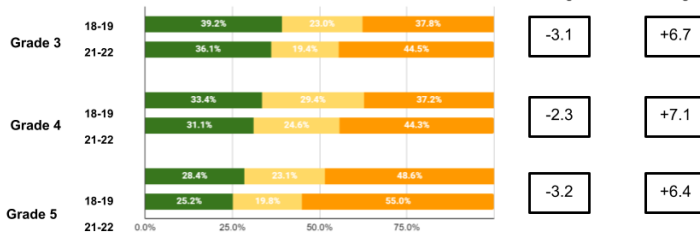
*Gr11 results are not included in the analysis due to low participation rate in 21-22.

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SBAC Math Gr3-5 (21-22 results are preliminary)

DFS	18-19 Math	21-22 Math	Difference
Grade 3	-24.7	-38.6	-13.9
Grade 4	-41.1	-53.7	-12.6
Grade 5	-62.2	-77.2	-15.0

Standard Met/Exceeded Change Standard Not Met Change



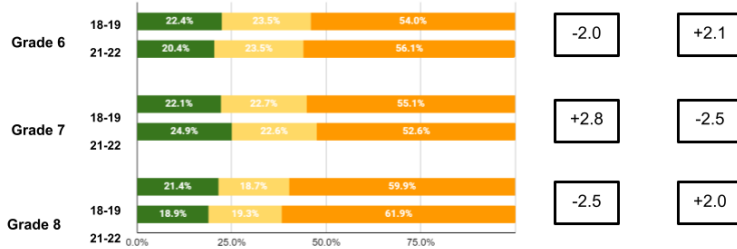
SBAC Historic Data: [Performance, DFS](#)
21-22 Preliminary Results: [Performance, DFS](#)

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SBAC Math Gr6-8 (21-22 results are preliminary)

DFS	18-19 Math	21-22 Math	Difference
Grade 6	-92.3	-96.7	-4.4
Grade 7	-93.9	-86.6	7.3
Grade 8	-104.4	-110.0	-5.6

Standard Met/Exceeded Change Standard Not Met Change



SBAC Historic Data: [Performance, DFS](#)
21-22 Preliminary Results: [Performance, DFS](#)

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Similar to literacy/ELA, inconsistent instruction and insufficient targeted supports have contributed to significant achievement gaps for African American students in Mathematics.

File Review Findings

At the commencement of our data dive into Indicator 10, we conducted a file review of 16 students that are from our target population or African American and hold an Individualized Education Program (IEP) for Emotional Disturbance/ Other Health Impaired. The file review included all IEPs from initial eligibility and any data around pre-referral intervention and family context. Each team member presented two cases to the group over 4 consecutive meetings. After all cases were presented, the analysis was summarized revealing a few patterns:

- Communication Delays
- Files showed early concerns with communication that manifested as behavioral challenges over time.
- Movement between Schools
- It is common for students in our mental health programs to move between schools or programs every year or two years.
- Exposure to Trauma
- Many students were exposed to trauma throughout their childhood.
- Lack of Academic Progress
- While many students entered special education close to or at grade level, most students stagnated or regressed after placement into a self-contained CEC.

Suspensions & Referrals

OUSD has focused over the last several years on reducing our suspensions and discipline referrals for all students with a particular focus on reducing disproportionate referrals for African American students. Despite that focus OUSD continues to disproportionately suspend students with IEPs and who are African American.

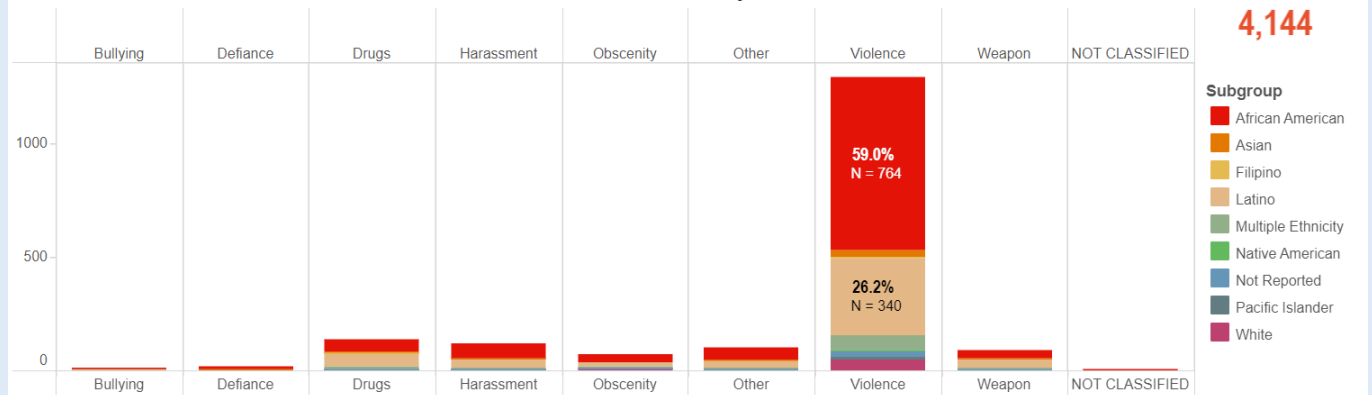
District-wide 2021-2022

Select a Year: 2021-22 | View by Network/School: District | Select Net/School: All Scho... | View by Grade: All Grades | Select Grade: All Grades | View by Group: Ethnicity | Select Group(s): (All) | View by Offense/Group: Offense G... | Select Offense(s): (All) | **Total # of Incidents: 1,847**

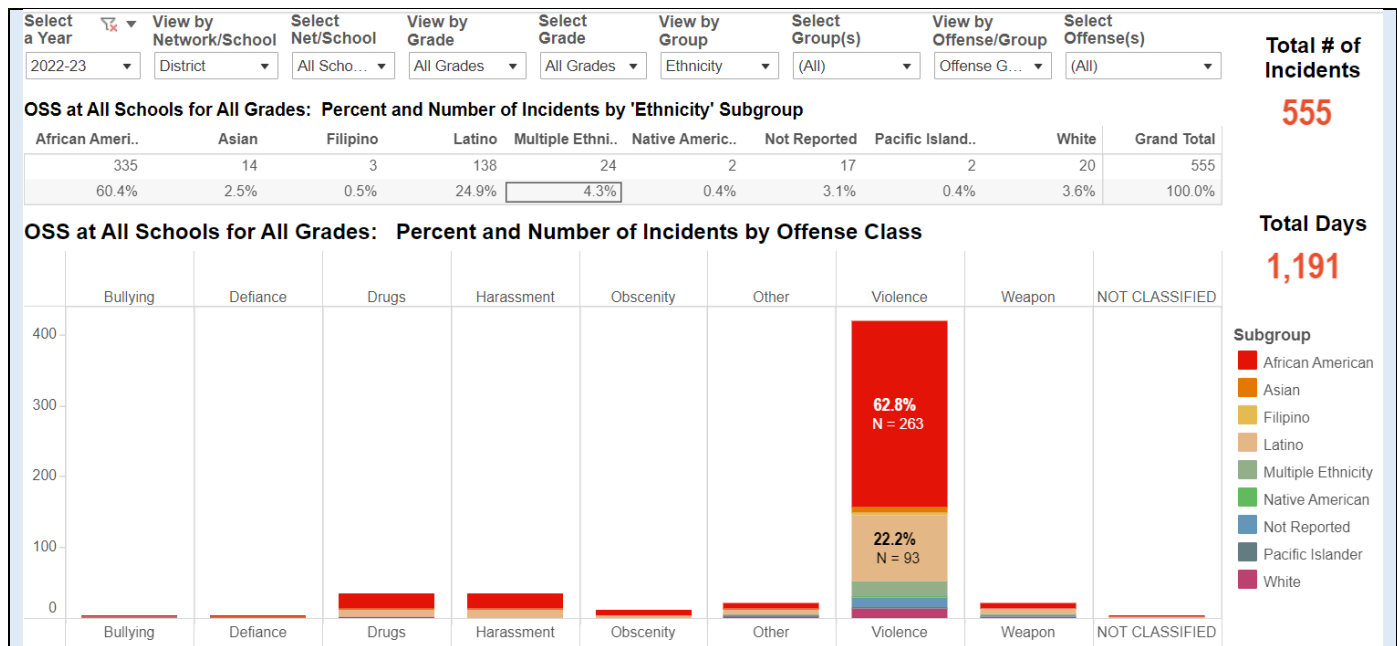
OSS at All Schools for All Grades: Percent and Number of Incidents by 'Ethnicity' Subgroup

African Ameri..	Asian	Filipino	Latino	Multiple Ethni..	Native Americ..	Not Reported	Pacific Island..	White	Grand Total
1,031	45	8	532	97	3	41	20	70	1,847
55.8%	2.4%	0.4%	28.8%	5.3%	0.2%	2.2%	1.1%	3.8%	100.0%

OSS at All Schools for All Grades: Percent and Number of Incidents by Offense Class



Districtwide 2022-2023 (10/2022)



Data demonstrate that there are far more suspensions for violence than any other category for all subgroups. Across all classes of suspension, Black/AA students are most likely to be suspended, followed by Latino/a/x. Although African American students make up 22% of the total district enrollment, however are suspended at a rate of 56% of suspensions overall.

Family Partnership

[CHKS 2021-22 data snapshot](#) of our parent survey shows overall, most families feel connected to their child’s school: 73% or more families feel welcomed to participate at their child’s school, feel their concerns are taken seriously, feel their child’s ethnicity is valued, and feel treated with respect. When we disaggregate responses by [ethnicity](#), African American families feel slightly less strongly across all connectedness indicators.

Staffing

2022-2023 Retention Data

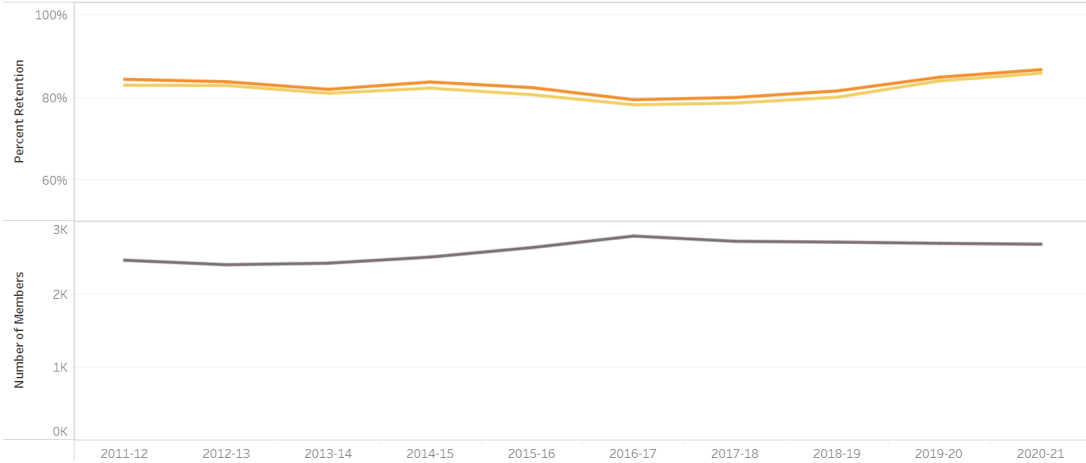
Each Bargaining Unit Over Time- OEA

Use dropdown at right to select a bargaining unit.

Change Bargaining Unit

OEA

- Returned in Any Position the following year
- Returned to Bargaining Unit the following year
- Number of Members



Site Name	Network	SRA Region	Average Number Teachers	Average Return Next Year	Average Return 3 Years	Years Of Data
ACORN Woodland Element..	N3	Deep East	16	76.8%	49.7%	10
Allendale Elementary	N4	East	20	72.5%	38.7%	10
Bella Vista Elementary	N3	Central	23	83.2%	64.0%	10
Bret Harte Middle School	MSN	Northeast	35	76.2%	47.7%	10
Bridges Academy	N2	East	22	78.8%	51.0%	10
Brookfield Village Element..	N3	Deep East	16	65.5%	35.8%	10
Burckhalter Elementary	N3	Northeast	13	82.5%	64.3%	10
Carl Munck Elementary	N3	Northeast	13	77.1%	55.5%	10
Castlemont High School	HSN	Deep East	45	67.9%	33.1%	9
Chabot Elementary	N2	Northwest	27	91.1%	78.9%	10
Claremont Middle School	MSN	Northwest	26	62.5%	31.6%	10
Cleveland Elementary	N3	Central	17	89.6%	73.9%	10
Coliseum College Prep Aca..	HSN	Deep East	27	82.3%	60.6%	10
Community Day	HSN	Northeast	5	57.3%	20.1%	10
Crocker Highlands Elemen..	N2	Northwest	20	85.3%	59.0%	10
Dewey Academy	HSN	Central	11	80.4%	52.4%	10
East Oakland PRIDE Eleme..	N3	Deep East	19	73.9%	46.2%	10
Edna M Brewer Middle Sch..	MSN	Northwest	37	77.3%	53.2%	10
Elmhurst United Middle Sc..	MSN	Deep East	41	77.1%		2

School Code	School Name	African American Students	Latino Students	African American Teachers	Latino Teachers	African American Non Teacher Staff	Latino Non Teacher Staff	Difference - African American Teachers vs Students	Difference - Latino Teachers vs Students
101	Allendale	26.1%	45.2%	27.3%	4.5%	52.6%	10.5%	1.2%	-40.7
102	Bella Vista	20.5%	23.2%	3.8%	3.8%	52.2%	8.7%	-16.7%	-19.4
103	Brookfield	22.5%	57.5%	37.5%	12.5%	50.0%	22.2%	15.0%	-45.0
105	Burckhalter	54.5%	19.4%	50.0%	14.3%	64.3%	28.6%	-4.5%	-5.1
106	Chabot	12.2%	13.3%	10.0%	10.0%	27.3%	22.7%	-2.2%	-3.3
107	PRIDE	19.7%	73.0%	10.5%	26.3%	84.6%	7.7%	-9.2%	-46.7
108	Cleveland	15.7%	18.5%	19.0%	14.3%	14.3%	7.1%	3.3%	-4.2
111	Crocker	9.2%	15.4%	18.2%	4.5%	28.6%	7.1%	9.0%	-10.9
112	Greenleaf	5.8%	88.5%	13.5%	32.4%	23.5%	47.1%	7.7%	-56.1
114	Global Family	1.2%	94.8%	0.0%	69.2%	31.3%	50.0%	-1.2%	-25.6
115	Emerson	40.2%	13.3%	31.8%	4.5%	40.0%	28.0%	-8.4%	-8.8
116	Franklin	12.9%	25.3%	13.3%	20.0%	28.1%	28.1%	0.4%	-5.3
117	Fruitvale	34.6%	43.1%	31.6%	15.8%	42.1%	15.8%	-3.0%	-27.3
118	Garfield	18.7%	54.5%	16.7%	19.4%	50.0%	43.3%	-2.0%	-35.1

An important element of this analysis is staff retention, specifically focusing on retention of teachers. The District retention average is 86.5% and we examined schools with lower rates of retention to help identify the target population. Additionally, we also identified the disparity between the students served at each school site against the population of students served to

understand the discrepancy of students being taught by a teaching staff that were similar to the ethnicity of students and identified high rates of disparity.

Note: *This is a narrative description of the data analysis and findings. Additional charts and tables are not needed.*

2.5 Determine Root Cause(s) Based on Data

Describe the identified Root Cause(s) of disproportionality and briefly reference the data that supports the root cause(s).

Note: Root causes of disproportionality include an intersection between beliefs and practices and should describe an identified LEA gap or deficiency that will be addressed by the LEA.

Root Cause	Describe the Data Source(s) that Supports the Root Cause
<p>1) Cultural Dissonance, Bias, Teacher Expectations and Misconception: Lack of Job Embedded Anti-Racist Training, low rates of teacher retention, and high rates of early career teachers that are still developing behavior management strategies.</p>	<p>Equity is named as an element in our teacher and leader evaluation system, yet there is a lack of embedded equity learning within existing professional development structures, to guide anti-racist leadership, culturally relevant pedagogy, and instructional asset based practices. This root cause is also reflected in our suspension data. Across all classes of suspension, Black/AA students are most likely to be suspended, followed by Latino/a/x. Although African American students only make up 21% of the total district enrollment, they make up 66% of suspensions. Our elementary suspension data indicate that of the suspensions for violence Tk-5 72% of the students suspended were African American.</p> <p><i>Notable Quotes:</i></p> <ul style="list-style-type: none"> • <i>“Almost all of the issues can be traced back to implicit bias.”</i> • <i>“Adultification of Black and Brown boys. Some teachers view them as “more aggressive.”</i>

	<ul style="list-style-type: none">● <i>“The causes are things we know. It’s racism and we as teachers are perpetuating it like in society.”</i>● <i>“Too much focus on ‘controlling Black bodies’!”</i>● <i>“There is a belief and a way of thinking about Blacks as aggressive and scary and this collective belief is being perpetuated through time.”</i>● <i>“You can hear the teachers say, “ I am concerned, I am out of ideas and I did my best.” And now it is time for COST.”</i>● <i>“Teachers may not understand cultural background.”</i>● <i>“Veteran teachers are stuck in their ways.”</i>● <i>“[It’s a] matter of mindset, as much as [it is a matter of] resources.”</i>● <i>“[Perception is that] there is something wrong with you [black students], it is all [their] fault. We look at the behavior of African American students as criminal.”</i>● <i>“Pathologizing behavior in an attempt to do something that is not in the child’s best interest”</i>● <i>“[There’s a] degree of benevolence.” [Staff are] Not thinking about the harm that [an] Emotional Disturbance label can cause, particularly with Black/African American boys and girls.”</i>● <i>“When the kids are being funneled through special education, teachers do not think of</i>
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	<p><i>the inherent harm they are doing to the child.”</i></p> <ul style="list-style-type: none"> ● <i>“There is a clear lack of tiered interventions that mesh with implicit bias and this leads to differential access to resources across sites.”</i> ● <i>“Special education is a place for a child to go. Now they don’t have to deal with them.”</i> ● <i>“Educators have predisposed notions about what students can do.”</i> ● <i>“Special Day Classes aren’t seen as for higher income students. They are seen as a program to place students of color, so they aren’t seen.”</i>
<p>2) Inconsistent Implementation of District wide Discipline Practices: Lack of consistent implementation of positive classroom routines including pre-referral strategies, discipline procedures and practices.</p>	<p>100% of students dealing with trauma and 50% experience with the justice system; Lack of clear strategies to build positive classroom and school culture resulting in increased referrals and suspensions.</p> <p>Lack of consistent support for teachers and schools on the impact of trauma on student learning.</p> <p>OUSD has focused over the last several years on reducing our suspensions and discipline referrals for all students with a particular focus on reducing disproportionate referrals for African American students. Despite that focus OUSD continues to disproportionately suspend students with IEPs and who are African American. The data referenced above reflects that we discipline African American students at</p>

	<p>higher rates than their peers, closely followed by our Latino students.</p> <p>Notable Quotes</p> <ul style="list-style-type: none"> • <i>“Discipline records of the students color the lenses of the next teacher that gets the student. The kid never gets a fresh start at the beginning of the next school year. [They] Just look at the paperwork. The teacher has a vision of the student before she even meets the kid.”</i> • <i>“Schools are referring for behavior, not really academics for Black students.”</i> • <i>“Use of suspensions to support SPED referrals.”</i> • <i>“If a principal wants to expel, then questions about interventions may come up.”</i> • <i>“[OUSD has a] Reactive [approach], not proactive.”</i> • <i>“Documentation not being done with fidelity (if student sent home for discipline, it may be documented as absent)”</i> • <i>“Teachers don’t have support, which could lead to students being suspended.”</i>
<p>3) Limited Targeted General Education Interventions for African American Students: Multi-Tiered System of Support (MTSS)</p>	<p>OUSD has not consistently implemented a comprehensive approach to Multi Tiered System of Support (MTSS) to monitor behavioral and academic progress. There is significant learning that is needed for many stakeholders of our District. Additionally, there is a lack of clarity of Tier 2 and 3 strategies to implement prior to a Special Education referral. Lastly, the underutilization of Section 504 (Root</p>

	<p>Cause 8) has led to significant increases in referrals to Special Education.</p> <p>The referral data referenced above demonstrates that we have high rates of referrals by particular schools while the use of Section 504 plans was significantly less utilized for African American Students.</p> <p>Notable Quotes</p> <ul style="list-style-type: none"> ● <i>“Target Strategies or Black/African American students are necessary and not sufficient.”</i> ● <i>“Lacking Tier 2 support: “A lot of these things haven’t been systematized!”</i> ● <i>“There are clearly denied levels of support teachers.”</i> ● <i>“There’s no target intervention for Black students.”</i> ● <i>“Mental Health Services = Special Education. Special education can’t be the only game in town!”</i> ● <i>“There is a big need to invest in Rtl. We have a cookie-cutter approach.”</i> ● <i>“We don’t invest in prevention [academic and behavior] in OUSD.”</i>
<p>4) Lack of meaningful engagement with African American Students and families: Lack of Parent-Teacher Academic Partnership with African American Families</p>	<p>While we have adopted family engagement standards, our schools and classrooms do not consistently implement guidance for direct parent-teacher academic partnership. 30% of sites have embedded site structures for partnership and shared decision making: weekly parent-teacher communication, relational parent-teacher home visits,</p>

	<p>classroom workshops for families to support student learning.</p> <p>Our CHKS Data above reflect that our African American Families and students struggle to feel connected to their school sites and attend school wide engagement events at lower frequency.</p> <p>This root cause was most notable during the creation of our CCEIS Plan. We struggled to interact with African American Families as part of our Stakeholder Group on a consistent basis. We attempted to utilize existing meeting structures to ensure that families would feel comfortable participating. While we shared data information about our data collection with an existing parent group and collected feedback on our milestones from the same group, the parent group did not consistently represent African American Families.</p> <p>Additionally, we attempted to form a smaller setting for focus groups twice and did not attract more than one parent from over 30 calls to invite families to participate. Lastly, in one Stakeholder Group where we did have parents from the target group, we received feedback from the parents that attended that they did not feel comfortable interacting and sharing their thoughts in a group setting. They felt unsure of sharing that their child had an IEP for emotional disturbance.</p> <p>This root cause area is a major focus for the work ahead. We value parent voice and are</p>
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	<p>struggling to connect with parents, especially with families when their student needs more support. This topic became a discussion after we struggled with sustaining consistent family participation in our Stakeholder Meetings. The people present identified key next steps (school focus rather than District) and those next steps are reflective of the Measurable Outcome that addresses this growth area.</p> <p>From Agenda Notes: Once our plan is approved, CAC members will invite more families to attend; Stakeholder group will shift slightly, this group will continue if they wish to continue while new members will be invited that are families and staff from Target Population Schools: Allendale 42; Encompass 36; Fruitvale 27; Futures 35; Garfield 35; Hoover 25; Horace Mann 25; Laurel 28; Madison Primary 40; Manzanita Community 30; Markham 51; MLK 28; Parker 27; Pride 28; Reach 54; Rise 30</p> <p>Notable Quotes:</p> <ul style="list-style-type: none">● <i>“OUSD culture hasn’t supported or embedded the expectation that educators/staff build trusting relationships with Black families that have a foundation of respect, value and empowerment.”</i>● <i>“Research on disproportionality in special education reveals the race and class of students with disabilities and their parents affect how practitioners interact with them and the quality of services and education they receive (Harry, Allen, & McLaughlin, 1995).”</i>● <i>“The transition from middle to high school is not well addressed and parents are not</i>
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	<p><i>informed of what it all means for their students who are on a different track.”</i></p> <ul style="list-style-type: none">● <i>“The African American kid feels like my school doesn’t want me there. The families feel like that don’t belong in the district.”</i>● <i>“Teachers must want to communicate with students and families.”</i>● <i>“Lack of positive parent engagement with African American families is a huge barrier. Often the first time they speak to the teacher or the school is when they get the negative phone call home. This is time consuming and not productive.”</i>● <i>“Parents don’t trust us!”</i>● <i>“Many of the families do not have good experience with the school system.”</i>● <i>“OUSD needs to address community relations; bridge a gap between parents.</i>
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PHASE THREE: PLAN FOR IMPROVEMENT
Find instructions for this phase at
<https://spptap.org/phase-iii-plan-for-improvement/>

3.1 Identify Target Population

Note: For more information about how to identify the target population, see the Target Population Flow Chart on the [2022 CCEIS Padlet](#).

IDEA funds reserved for CCEIS are for students in the LEA who are, “particularly, but not exclusively, children in those groups that were significantly over-identified, including 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 and children with disabilities.” (See 34C.F.R.§300.646(d)(2).) **“An LEA may not limit comprehensive CEIS...to children with disabilities.”** (See 34C.F.R.§300.646(d)(3).

The importance of selecting the students who would receive services (i.e., Target Population) cannot be overstated. *Funds must be used only for the identified target population.*

LEAs may not limit CCEIS solely to students of the racial or ethnic group for which the LEA is significantly disproportionate.

The Target Population:

- Must be greater than zero
- Must represent the students expected to receive CCEIS services
- Must be particularly, but not exclusively, of the race/ethnicity for which the LEA is identified
- Must be for students who need additional support to be successful in the general education environment
- Cannot equal the number of all students
- Cannot be exclusively students with disabilities

Describe the Target Population: List the criteria used to select the students in the LEA, who are particularly, but not exclusively, students from those groups that were “significantly over identified” who need additional support to be successful in the general education environment. (Please include the estimated percentages of students by race/ethnicity.)

Executive Directors from Community Schools, Student Services, Special Education, and Equity will create a districtwide plan for early intervention that provides intensive academic, behavior, and social emotional interventions for student's. The development of the plan includes Restorative Practices, push in support, PBIS, and academic interventions. The MTSS team will track interventions and offer targeted support based on students' individual behavior. Criteria for selection of Target students include:

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 must also have a retention rate below 40% and a racial disparity rate between teachers and students greater than 15%.

Data sources for monitoring progress will include: Classroom office referrals, suspension, observational data, and MTSS plans.

Explain how your root causes lead to selection of this group.
 These schools and students have been consistently supported through the previous CCEIS plans and continue to struggle with retaining teachers that are connected to students as identified in the retention rates, racial disparity, suspension, attendance and academic performance data which were used to create the root causes, 1-4.

Complete the table below **using estimates from current student data**. *Actual numbers of targeted students served will be provided on the Quarterly Progress Reports.*

Estimated Number of Students to Receive CCEIS 2022 CCEIS Service Period: July 1, 2022 to September 30, 2024		
Report Periods	Estimated number of students currently <u>not</u> identified as needing Special Education that will receive CCEIS	Estimated number of students <u>currently identified</u> as needing Special Education that will receive CCEIS
First 12 months: 7/1/2022 to 6/30/2023	Allendale 42 Lockwood STEAM 35 Garfield 35 Madison Primary 40 Manzanita Community 30 Markham 51 Reach 54	None
Second 12 months: 7/1/2023 to 6/30/2024	Allendale 42 Lockwood STEAM 35 Garfield 35 Madison Primary 40 Manzanita Community 30 Markham 51 Reach 54	None

Last 3 months: 7/1/2024 to 9/30/2024	Allendale 42 Lockwood STEAM 35 Garfield 35 Madison Primary 40 Manzanita Community 30 Markham 51 Reach 54	None
Total Students to be served during this 27-month period (<i>non-duplicative count</i>)	287	0

3.2 Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome. (You may cut and paste empty tables for additional outcomes and related activities. You may also add more rows to the activities table).

Note: Information described in the Measurable Outcomes and Activities will be monitored through quarterly progress reporting.

Measurable Outcome # 1	Indicator(s)/Element(s)	Root Causes	Target Population
<p>By September 30, 2024, 100 % of schools with students in our focus population will reduce the number of classroom Universal Referral Forms and suspensions across the school site by 5%.</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>African American - Emotional Disturbance</p> <p>African American - Discipline resulting in less than 10 days out of school</p>	<p>1- Cultural Dissonance, Bias, Teacher Expectations and Misconception, Teacher retention and early career teachers</p> <p>2-Inconsistent Implementation of District wide Discipline Practices</p> <p>3-Limited Targeted General Education Interventions for African American Students</p>	<p>Elementary schools with two or more of the following data points:</p> <ul style="list-style-type: none"> -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 <p>Students in TK-2 who:</p> <ul style="list-style-type: none"> -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and

			<p>-Are either chronically absent or have been suspended for two or more days within the last school year</p> <p>The number of students at these schools must be 25 or greater to receive these interventions.</p> <p>These schools identified also have a retention rate below 40% and a racial disparity rate between teachers and students greater than 15%.</p>
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Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 1.1: School site discipline procedures and discipline matrix are evaluated and improved against the district wide discipline matrix.	Andrea Bustamante Jennifer Blake	March 2023	OUSD Dashboard for referrals and suspension	Behavior Specialists Staff
Activity 1.2: Classroom teachers in their 1st or 2nd year automatically receive tier 1 behavior support in alignment with new teacher support.	Andrea Bustamante Jennifer Blake	March 2023-June 2024	Behavior Plans	Behavior Specialists Staff

Measurable Outcome # 2	Indicator(s)/Element(s)	Root Causes	Target Population
By September 30, 2024, 100 % of schools with students in our focus population will have at least four teachers	African American - Emotional Disturbance	1- Cultural Dissonance, Bias, Teacher Expectations and	Elementary schools with two or more of the following data points:

<p>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>African American - Other Health Impairment African American - Discipline resulting in less than 10 days out of school</p>	<p>Misconception, Teacher retention and early career teachers 3-Limited Targeted General Education Interventions for African American Students 4-Lack of meaningful engagement with African American Students and families</p>	<p>-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>
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Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
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.	Network Superintendents	May 2023- June 2024	Roster of master teachers Coaching and observation schedules Observation Data	-Teacher on Special Assignment -Training in effective classroom management -Extended Contracts
Activity 2.2: Provide professional learning in equity and racial healing.	Raquel Jimenez Jerome Gourdine	June 2023- June 2024	Professional Learning attendance	-Extended Contracts -Training in equity and racial healing
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.	Andrea Bustamante Jenn Blake	July 2023- June 2024	Professional Learning attendance Observational data collection about teacher-level practice through Classroom Checkup	-Behavioral Specialists

3.3 Complete Budget Forms

Complete both budget forms embedded below.

Budget Form 1: 2022 BUDGET ALLOCATION

Provide the Fiscal Year 2021–22 allocation awarded for Resource Codes 3310 and 3315:

2021 Resource 3310 Allocation	2021 Resource 3315 Allocation
\$ <u>\$8,540,590.00</u>	\$ <u>\$240,608.00</u>

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
\$8,846,050.00	\$242,146.00

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 (3312 plus 3318)
\$ 1,326,906.00	plu s	\$ 36,322.00	equal s	\$ 1,363,228.00

The above 15 percent set-aside amounts will be the 2022-23 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 2022 CCEIS Budget indicated above to complete the 2022 Allowable Costs Budget form on the next page.**

Budget Form 2: 2022 ALLOWABLE COSTS BUDGET

Complete the table below to reflect the **Total 2022 CCEIS Budget** as reported on the 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-03-08-17-2.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	Brief Description of 2022 CCEIS Activities	Amount for each CCEIS Activity
1000–Certified Salaries	Master Teachers: Teacher on Special Assignment FTE (8) Extended Contracts for professional learning	\$ 850,000
2000–Classified Salaries	Behavior Specialists (2)	\$ 170,000.00
3000–Employee Benefits	Benefits for: Master Teachers: Teacher on Special Assignment (8) Behavior Specialists (2) Extended Contracts- professional learning	\$ 285,700.00
4000–Materials and Supplies		\$
5000–Services and Other Operating Costs		\$
5100 Contract Services (ICR cannot be used for Object Code 5100)		\$
5800 Contract Services*		\$
7300–Indirect Cost Rate (ICR) CDE-approved rate of .0422 percent)		\$ 57,528.00
Total Amount for 2022 CCEIS Activities. The amount must equal the Total 2022 CCEIS Budget as indicated on the 2022 Budget Allocation Summary.		\$ 1,363,228.00

*Services for the same vendor are capped at \$25,000 in 5800 Budget Line. The remainder must be moved into the 5100 Budget Line.

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

LEA Business Fiscal Officer (Print Name & Signature) Lisa Grant-Dawson	Date Signed: Contact Phone:
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SELPA Business Fiscal Officer (Print Name & Signature) Alva Leung	Date Signed: Contact Phone:
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Note: This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available on the [2022 CCEIS Padlet](#).

PHASE FOUR: IMPLEMENTING, EVALUATING AND SUSTAINING
Find instructions for this phase at
[HTTPS://SPPTAP.ORG/PHASE-IV-IMPLEMENTING-EVALUATING-AND-SUSTAINING/](https://spptap.org/phase-iv-implementing-evaluating-and-sustaining/)

4.1 Implement Programmatic Improvement Action Plan and 4.2 Evaluate Effectiveness

<p>Describe the <u>process</u> for implementation and ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan. This includes tracking of students served, sending out feedback surveys, gathering and sharing data with Educational Partners, and adapting the Programmatic Improvement Action Plan based on data.</p>
<p>The CCEIS Leadership Team and Stakeholders Team will be responsible for collecting, reviewing, and analyzing data on a quarterly basis to make informed decisions and adjust the plan as appropriate. In order to track our progress to better serve our target population, we will utilize relevant data to our plan- referral and suspension data, chronic absenteeism data, and relevant data from our OUSD Data Dashboards.</p> <p>The Stakeholder quarterly meetings will review data listed below to track our progress for 8 schools in the following areas:</p> <ul style="list-style-type: none">Referral DataSuspension DataLocal Assessment data in literacyProfessional Learning participation <p>The data above is collected and updated on https://www.ousddata.org/. Each month, we will pull the data from the Dashboard as a snapshot. The quarterly Stakeholder Meetings will be used to share our progress on how implementation of our Measurable Outcomes is taking place at each of the 8 schools from the Target Population.</p> <p>As all continuous improvement cycles include, we may need to allow for changes to implementation based on our outcomes from the quarterly progress meetings. The Stakeholder Team will assist the Leadership Team in adjusting our implementation as we analyze data to support with course correction of our CCEIS Plan.</p>

4.3 Build Supports and Sustainability

<p>Describe the <u>process</u> 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.</p>
<p>While designing the CCEIS Plan, we heavily considered the district's LCAP goals to ensure we were thinking about sustainability and the connection to sustained funding through both central and site-based resources. Previously, we implemented a CCEIS plan and many of the interventions established at that time diminished due to lack of sustained funding. The</p>

alignment of SPSAs to the CCEIS plan will help ensure sustainability at the site level so resources are prioritized to fund site based tiered interventions.
Stakeholder Meetings held quarterly to discuss data on the implementation of the sites intervention plans and activities will assist us to continue to shape LCAP actions and services, so interventions are prioritized in the formation of that plan.
Funding will be reviewed in regards to the CCEIS plan's measurable outcomes' success in addressing disproportionality. Target data will be collected, reviewed, and analyzed on a quarterly basis to determine that measurable outcomes have been achieved to reduce disproportionality.

Identify the General Education administrator responsible for implementing the CCEIS Programmatic Improvement Action Plan and will complete quarterly progress reports.

Staff Name	Title	Email
Sondra Aguilera	Chief Academic Officer	sondra.aguilera@ousd.org

Identify the Fiscal staff responsible for completing the quarterly expenditure reports.

Staff Name	Title	Email
Alva Leung	Senior Financial Analyst	alva.leung@ousd.org

4.4 Complete and Submit SPP-TAP Feedback survey

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

Staff Name	Title	LEA/Agency	Email
Sondra Aguilera	Chief Academic Officer	OUSD	sondra.aguilera@ousd.org
Andrea Bustamante	Executive Director, Community Schools Student Services	OUSD	andrea.bustamante@ousd.org

CCEIS Plan Signatures

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

Printed Name and Signature

Date

Sondra Aguilera (Acting Superintendent)



LEA Superintendent
Jennifer Blake

Special Education Director
Gary Yee



School Board Chairperson
Jennifer Blake

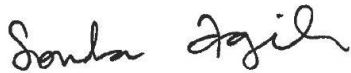
SELPA Director

Submit completed plan to sigdisp@cde.ca.gov by November 1, 2022.



10/27/2022

Gary Yee, President, BOE



10/27/2022

Sondra Aguilera, Acting Superintendent & Secretary, BOE