

Significant Disproportionality

Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

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

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

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

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

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

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

CCEIS activities must:

- Include children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment
- Address the needs of those student subgroups that were identified as the basis for the LEA's identification as significantly disproportionate, but not exclusively, for those student subgroups
- Focus on instructional activities for children age three through twelfth grade with primary focus on age three through third grade

- Allow expenditures on children ages three through five if an LEA has an established preschool program as part of the educational system
- Focus on academic and behavioral instructional services and professional development
- Occur within the allowable CCEIS budget period (27 months)

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

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

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

- CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable Comprehensive Coordinated Early Intervening Services (Comprehensive CEIS), please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.
- Reserve 15 percent of the Fiscal Year 2020–21 IDEA grant funds for CCEIS. (Refer to the OSEP regulations, Questions C-3-6, page 21)
- IDEA funds budgeted for the 2020 CCEIS plan must be exhausted within the 27-month report period: July 1, 2020, through September 30, 2022. Implementation of CCEIS cannot begin until written approval of the CCEIS Plan is provided by the CDE.
- Clarification on appropriate use of CCEIS funds:
 - **Supplement not supplant:** CCEIS funds should only be used to supplement, and not supplant, activities funded with, and implemented utilizing, Part B funds or other federal funds (See 34 *CFR* section 300.266(e).) (Refer to the OSEP regulations, Question C-3-7, Page 21 of 28).
 - **Professional development:** CCEIS professional development events are for preschool through grade twelve personnel who are responsible for students who need additional academic and behavioral supports to succeed in the general education environment. (Refer to the OSEP regulations, Questions C-3-8, page 22)

Personnel who exclusively serve students with individualized education programs (IEPs) cannot be funded using CCEIS funds. However, special education personnel can be included in professional development activities associated with the implementation of CCEIS under certain circumstances. For example, if they do not increase the cost of the professional development, the quality of the professional development does not decrease, and their participation does not lead to the exclusion of personnel who are serving students defined as needing additional support, then special education personnel may be included in professional development.

CCEIS planning process: Support the CCEIS planning process with a clear relationship to the development of the CCEIS Plan. CCEIS funds may be used to hire a CDE-approved technical assistance facilitator to assist with

development and the implementation of the CCEIS Plan. To the extent that special education personnel are involved in developing the CCEIS Plan, the LEA may use CCEIS funds to pay for this involvement.

Phase 1

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

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

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

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

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

The CCEIS Leadership Team meets bi-weekly to review academic and behavioral data, review progress on plan creation, implementation, and monitoring. There have been stakeholder meetings since June 2020 to devise the CCEIS Plan in which the Leadership Team leads (details described below). Additionally, the Superintendent included the creation of the CCEIS Plan on her Superintendent Work Plan, therefore raising awareness for the community and our School Board of the CCEIS Plan. A Board progress update on our plan was presented on October 28, 2020 and the final plan was presented on December 9, 2020.

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

YES

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

2016 Indicator 10, African American Emotional Disturbance

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

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan
Sondra Aguilera	Cabinet Level – General Education and Special Education	Leadership Team- Writes and Approves Plan
Wesley Jacques	Director of Curriculum (or Similar)	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for specific sections of implementation
Jenn Blake	SELPA Director	Leadership Team- Writes and Approves Plan

Juan Du	Director of Assessment (or Similar)	Provides and analyzes data
Stephanie Jemilo	Appropriate Grade Level General Education Teacher	Reviews/analyzes data, provides feedback and recommendations for content of plan
Tori Partridge	Appropriate Grade Level Special Education Teacher	Reviews/analyzes data, provides feedback and recommendations for content of plan
Melisha Linzie	Community Member	Reviews/analyzes data, provides feedback and recommendations for content of plan
Various	Parent (diverse representation)	Reviews/analyzes data, provides feedback and recommendations for content of plan
Kyla Johnson-Trammell	Superintendent	Reviews/analyzes data, provides final feedback and approval of the plan before submission
Anita Comelo, Jorge Wagner	Site Level Administrator	Reviews/analyzes data, provides feedback and recommendations for content of plan
Alva Leung	Fiscal Services Representative	Reviews/analyzes data, provides feedback and recommendations for content of plan, commits funds in accordance with CCEIS requirements
Jeff Dillon	Human Resources Administrator (optional)	Reviews/analyzes data, provides feedback and recommendations for content of plan
	Bargaining Unit Representative (optional)	
Lucia Moritz	Other: Network Superintendent	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for specific sections of implementation
Misha Karigaca	Other: Discipline and Attendance Lead	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for specific sections of implementation
Elizabeth Paniagua	Other: Scheduling/Counseling Lead	Reviews/analyzes data, provides feedback and recommendations for content of plan

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

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

6/1/2020, 7/14/2020, 9/28/2020, 10/26/2020, 11/9/2020, 11/30/2020, 12/7/2020

The stakeholder group provided input and feedback on the milestones within the CCEIS planning. Each meeting, there was a sharing of work completed on the milestones, feedback collected on the work, and requested 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 examples of the work completed and associated agendas:

[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 our disparities concerning the role race plays in our special education identification, restrictive settings, and discipline.

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

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

[Agenda 11/9/2020](#)

[Agenda 11/30/2020](#)

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

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

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

1.4 Choose Technical Assistance (TA) Facilitator(s)

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

Name	Current Service	Anticipated Service
Gary Mc Henry	Met with CAO and ED of Special Education to review progress.	
Dr. Mildred Browne	Met with CAO and ED of Special Education to review progress.	

Suwinder Cooper	Conducted Focus Groups and Root Cause Analysis	
Dr. Laura Savage	Conducted Focus Groups and Root Cause Analysis	

1.5 Gather Relevant Data

List the relevant sources of data that are used to inform decision-making. Are there any additional data sources that would be beneficial but data was not available (e.g., Referral data by teacher, etc.)? (See *State Performance Plan Technical Assistance Project's* website: <https://spptap.org/significant-disproportionality/sd-ceis-guidance-documents-and-forms/> for additional information.)

The following data sets from 2017-2020 were utilized in creation of the CCEIS Plan from our [OUSD Data Dashboard](#):

- Suspensions of African American Students with IEPs by school, disaggregated by gender, 2017-2020
- Referrals for Special Education assessment by school, disaggregated by race, 2017-2020
- Student referral data by school, by offense, by race and gender, 2017-2020
- Literacy data, disaggregated by race, by school, 2017-2020
- Mathematics data, disaggregated by race, by school, 2017-2020
- 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.

Phase 2

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

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

<i>Initiative and Funding Source</i>	Relationship to LCAP and other Initiative Goals/Priorities	Target Group	Leaders and Responsible Staff	Educational Areas: Curriculum and Instruction, Behavior, Family and Community Engagement,

				Climate, Social-Emotional Learning, Other
Multisensory Literacy for All Purchase, allocation and training on AB1369-compliant curriculum [Spire for K-8 and Voyager-Sopris for 9-12] 2017-2020 LCAP Goal 3 2020-2021 LCP	6500- Special Ed	SwDs with dyslexia/related print-based disabilities and phonological processing disorders	Special Education Leadership	X Curriculum and Instruction Behavior Family and Community Engagement Climate Social-Emotional Learning Other: _____
Positive Behavior Intervention Planning PBIP development and consultation by behavior specialists (BCBAs) 2017-2020 LCAP Goal 5 2020-2021 LCP	6500- Special Ed	New(er) teachers with students with intensive needs	Special Education Leadership	Curriculum and Instruction X Behavior Family and Community Engagement Climate Social-Emotional Learning Other: _____
Coordination of Services Team (COST) Referral & triage process for students with academic or behavioral concerns (Tiers 2-3) 2017-2020 LCAP Goal 5 2020-2021 LCP	Multiple	Students with academic or behavioral concerns	Community Schools Student Services	Curriculum and Instruction Behavior Family and Community Engagement Climate Social-Emotional Learning Other: _Mental Health Services_____
Positive Behavior Intervention Supports (PBIS) (Tiers 1-3) Universal Prevention, Targeted Intervention, Intensive Services for behavior 2017-2020 LCAP Goal 5 2020-2021 LCP	Multiple - 0000, SIGG	Principals/Teachers/Staff in general to develop school wide MTSS	CSSS/Behavioral Health	Curriculum and Instruction Behavior Family and Community Engagement Climate Social and Emotional Learning (SEL) curriculum:

				<ul style="list-style-type: none"> • Early Childhood-Gr. 2—SEEDS of Learning • Elementary—Caring School Community, 2nd ed. • Middle School—EL Education, Caring School Community, 2nd ed. • High School—Engaging Schools Professional Development: <ul style="list-style-type: none"> • Beginning of year curriculum implementation • Monthly professional development and coaching Other: _____
Restorative Justice <ul style="list-style-type: none"> - Professional Learning - Onsite circles - Peer Education (Tiers 1-3) 2017-2020 LCAP Goal 5 2020-2021 LCP	Multiple 0000, 0002, 0003, 9121, 9277, 9337	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	CSSS/Behavioral Health	Curriculum and Instruction Behavior Family and Community Engagement Climate Social and Emotional Learning (SEL) curriculum: <ul style="list-style-type: none"> • Early Childhood-Gr. 2—SEEDS of Learning • Elementary—Caring School Community, 2nd ed. • Middle School—EL Education,

		Harm, 3) Supported Re-Entry		<p>Caring School Community, 2nd ed.</p> <ul style="list-style-type: none"> High School—Engaging Schools <p>Professional Development:</p> <ul style="list-style-type: none"> Beginning of year curriculum implementation Monthly professional development and coaching <p>Other: Violence Prevention_____</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>2017-2020 LCAP Goal 5 2020-2021 LCP</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	<p>Curriculum and Instruction Behavior Family and Community Engagement Climate Social-Emotional Learning</p> <p>Other: Violence Prevention_____</p> <p>Other: Mental Health Services_____</p>
<p>Tobacco Use Prevention and Education Mentoring and Intervention for student identified with tobacco or substance use (Tiers 1-2)</p> <p>2017-2020 LCAP Goal 5 2020-2021 LCP</p>	CDE and 3010	Student for substance abuse prevention and intervention; staff for PD on screening and referral	CSSS/Behavioral Health	<p>Curriculum and Instruction Behavior Family and Community Engagement Climate Social-Emotional Learning</p> <p>Other: Violence Prevention_____</p> <p>Substance Abuse Prevention</p>
<p>Transitional Students and Families</p>	3010, 9283	Homeless and Foster Youth -	CSSS/Behavioral Health	Curriculum and Instruction Behavior

Case management, advocacy, transportation assistance, expedited enrollment (Tiers 1-3) 2017-2020 LCAP Goal 5 2020-2021 LCP		social services and academic support		Family and Community Engagement Climate Social-Emotional Learning Other: Violence Prevention_____
Early Behavioral Intervention (Gen Ed) BCBA's providing consultation and behavior plans (Tier 3) 2017-2020 LCAP Goal 5 2020-2021 LCP	0000, SIGG	Elementary age students with behaviors posing risk to self or other	CSSS/Behavioral Health	Curriculum and Instruction Behavior Family and Community Engagement Climate Social-Emotional Learning Other: Violence Prevention_____
African American Male Achievement/African American Female Excellence 2017-2020 LCAP Goal 5 2020-2021 LCP	3010, 0000	Students who identify as Black/AA- elective courses that offer a space for students to learn their history and build leadership and advocacy skills	Office of Equity	Curriculum and Instruction Behavior Family and Community Engagement Climate Social-Emotional Learning Other: _____
Attendance Improvement 2017-2020 LCAP Goal 5 2020-2021 LCP 2020-2021 Superintendent Work Plan	LCFF Supplemental Funding	Students who are chronically absent	Community Schools, Student Services	Curriculum and Instruction Behavior Family and Community Engagement X Climate Social-Emotional Learning Other: _____
Literacy Instruction 2017-2020 LCAP Goal 3	LCFF Supplemental	Students who are reading	Academics & Instructional Innovation	XCurriculum and Instruction Behavior

2020-2021 LCP		below grade level		Family and Community Engagement Climate Social-Emotional Learning Other: _____
Staff Retention 2017-2020 LCAP Goal 5	LCFF Supplemental	Examination of practices that can support staff to stay in OUSD	Talent Department	Curriculum and Instruction Behavior Family and Community Engagement XClimate Social-Emotional Learning Other: Job Satisfaction

2.2 Complete a Programmatic Self-Assessment

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

X Annotated Checklist for Addressing Racial Disproportionality

- X Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process (Linked Above)
- X Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook (Linked Above)

Identify other relevant Self-Assessment Tools used:

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

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

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 analyze 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 in an inquiry format as self-assessment tools 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 Team conducted focus group sessions to determine the root cause of areas of disproportionality with regard to the 1) overrepresentation of African American students in the category of Emotional Disturbance; 2) overrepresentation of African American students in the category Other Health Impairment and 3) disciplinary actions such as office referrals and suspensions resulting in less than ten days out of school.

Between October and November 2020, a total of 9 focus groups were co-facilitated by Technical Assistant Facilitators, as part of stage two data collection phase of the programmatic improvement process. Ninety minute focus groups were conducted virtually, via zoom with the following groups:

10/27/20	Psychologists
10/28/20	Paraeducators & Instructional Support Personnel
10/28/20	Speech Pathologists
10/29/20	Two Focus Groups with Board Members
10/30/20	Social Workers
10/31/20	Coordination of Services Team
11/02/20	Teachers
11/18/20	Site Administration

Sondra Aguilera, The Chief Academic Officer, provided an introduction and overview of the data with regard to the significant disproportionality of African American - discipline and the over identification of African American students in the disability category of Emotional Disturbance. The Technical Assistant Facilitators provided the context and the use of the identified self-assessment tool to formulate potential hypotheses around the contributing factors. The conversations were focused using specific questions from the Annotated Checklist that relate to the various role groups from the three checklists which include: district and school resources; system policy, procedures & practice issues at the district, school and classroom levels and environmental factors.

Anecdotal data was captured through written notes and compiled into summaries for root cause analysis. The data was organized using categories from evidence based research outlined in the article, *Identifying the Root Causes of Disproportionality*, New York University Technical Assistance Center on *Disproportionality*, by Catherin Kramarczuk & Natalie Zwerger. Review of the anecdotal data from groups revealed common themes and patterns across the focus groups.

The key themes that emerged to inform the root causes include the following:

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

Results from the focus groups and root cause analysis from the qualitative data was presented to the Leadership Team on November 24, 2020 and to the Stakeholder Group on November 30, 2020.

[Root Cause Presentation](#)

2.3 Complete Reflective Data Analysis

Describe the processes used to collect, analyze, and interpret data. Include data sources. Note: The description of findings from this analysis should validate the selected: root causes; measurable outcomes and related activities; target populations; and policies, practices and procedures that are reviewed and revised.

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 47 elementary schools, 5 K-8 schools, 11 middle schools serving grades 6-8, 19 high schools, 7 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: 22% African-American, 1% American Indian, 12% Asian, .7% Filipino, 44.3% Latino, 1% Pacific Islander, 11.2% White and 6% two or more races. Additionally, 29.3% of our students are English Language Learners, 77% are on the Free or reduced lunch program, 14.6 % Special Education, 2% Unhoused, and 0.5% are Foster youth.

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

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

GOAL 1: GRADUATES ARE COLLEGE AND CAREER READY

GOAL 2: STUDENTS ARE PROFICIENT IN STATE ACADEMIC STANDARDS

GOAL 3: STUDENTS ARE READING AT OR ABOVE GRADE LEVEL

GOAL 4: ELLS ARE REACHING LANGUAGE FLUENCY

GOAL 5: STUDENTS ARE ENGAGED IN SCHOOL EVERY DAY

GOAL 6: PARENTS & FAMILIES ARE ENGAGED IN SCHOOL ACTIVITIES

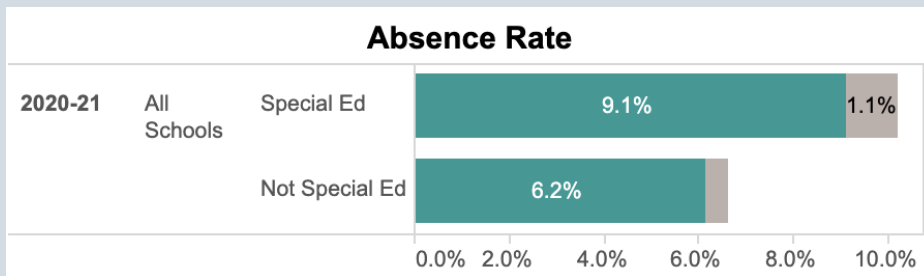
Oakland Unified School District believes in sharing quality data with staff members and community. The Research, Assessment, and Data (RAD) Department produces many comprehensive and valuable data dashboards that are available to staff and community at <https://ousddata.org>. We used the data sets below 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).

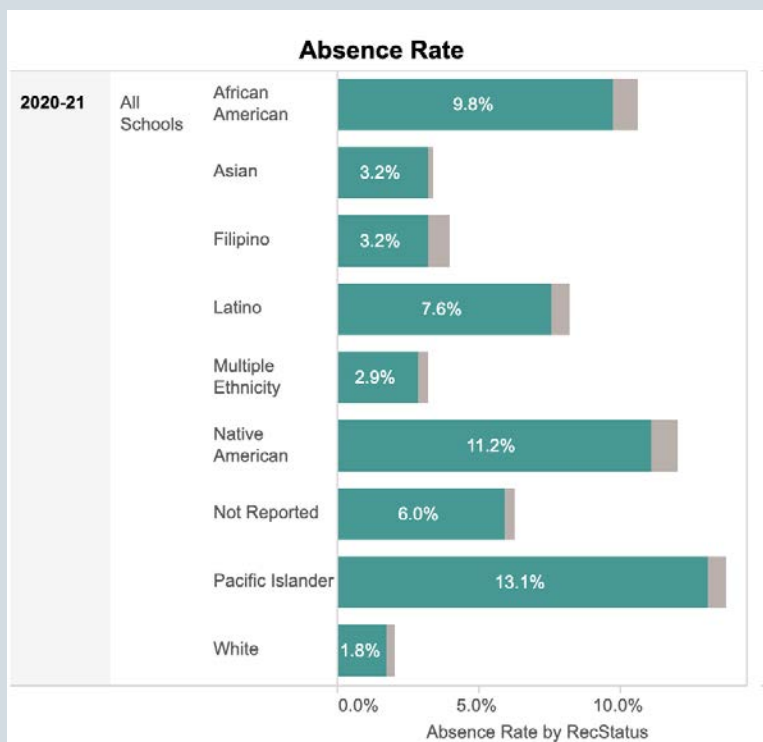
The following data aim to demonstrate our outcomes for African American students as compared to their peers. Taken altogether, African American students perform at lower rates academically, attend school at lower rates than their peers and are disciplined and referred to special education at higher rates. 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



For the 20-21 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. (9.1 v 6.2%)

Absence Rate by Race for Students with Disabilities



For Oakland students with disabilities African American, Native American and Pacific Islanders are most likely to be absent compared with other ethnic groups. 9.8% of African American students with disabilities have been absent this academic year.

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 2018. It is important to note that in the Spring 2019, there was a strike initiated by our teachers union that resulted in a higher absenteeism rate for students due to the strike. Leading up to the strike, students at the secondary level participated in teacher-led actions resulting in lower attendance rates and the strike itself lasted 7 days. Although the strike lasted 7 days, analysis of attendance after the strike was over showed that our community continued to attend school at lower rates than in previous years.

Additionally, our attendance rate was less accurate from March 2019 to June 2019 due to school closures as a result of COVID-19.

Attendance Group Snapshot

As Of November 10, 2020

Data Last Refreshed On: November 11, 2020



Attendance Rate Group

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

Select Academic Year(s)
 (Multiple values)

Individual Grade(s) Included
 (All)

Individual Schools Included
 (All)

View by Network School Pathway
 District

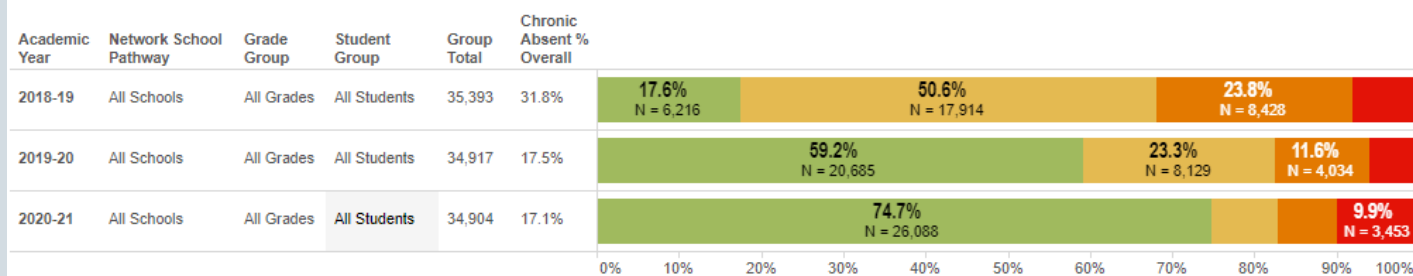
View By Grade Group
 All Grades

View By Student Group
 All Students

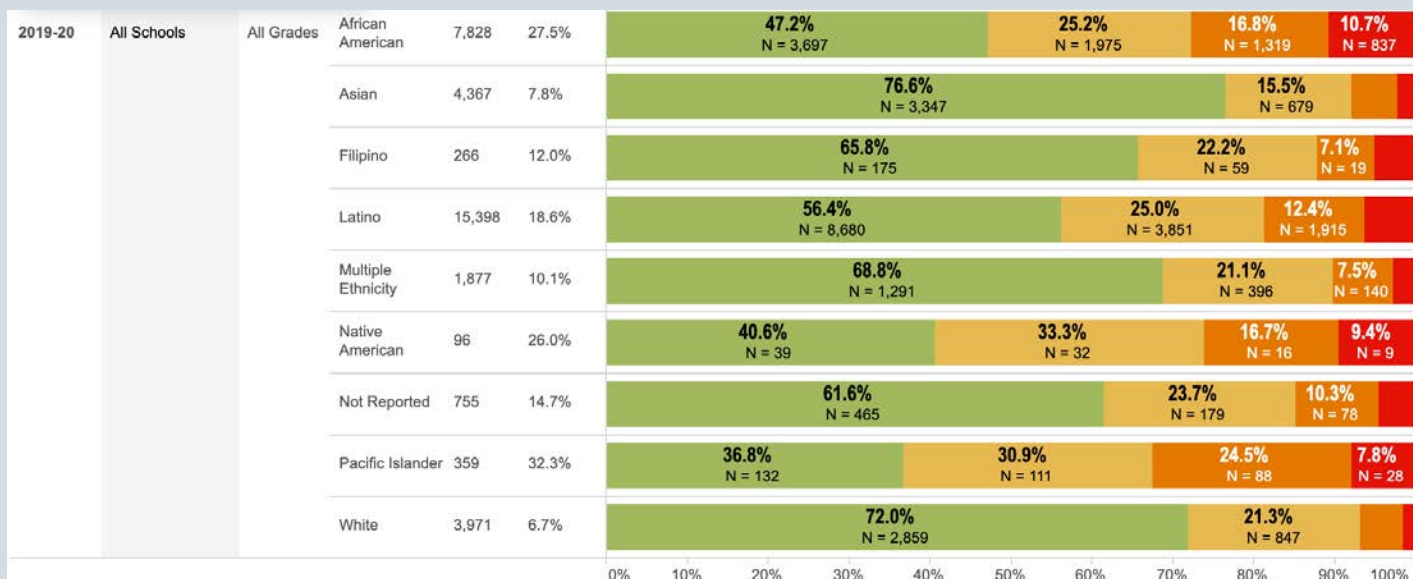
Select Network School Pathway
 All Schools

Select Grade Group(s)
 All Grades

Select Student Group(s)
 All Students



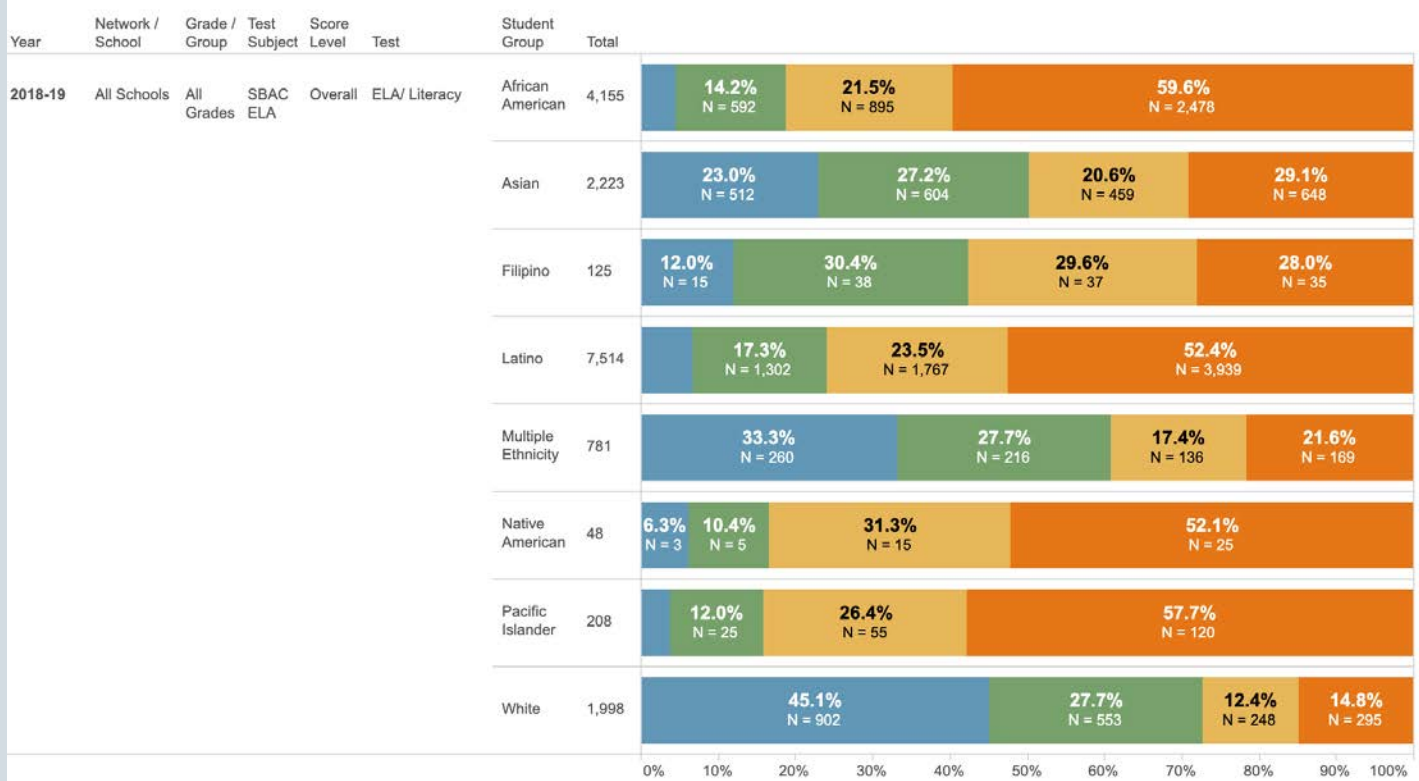
Chronic Absenteeism by Race - focus on African American students



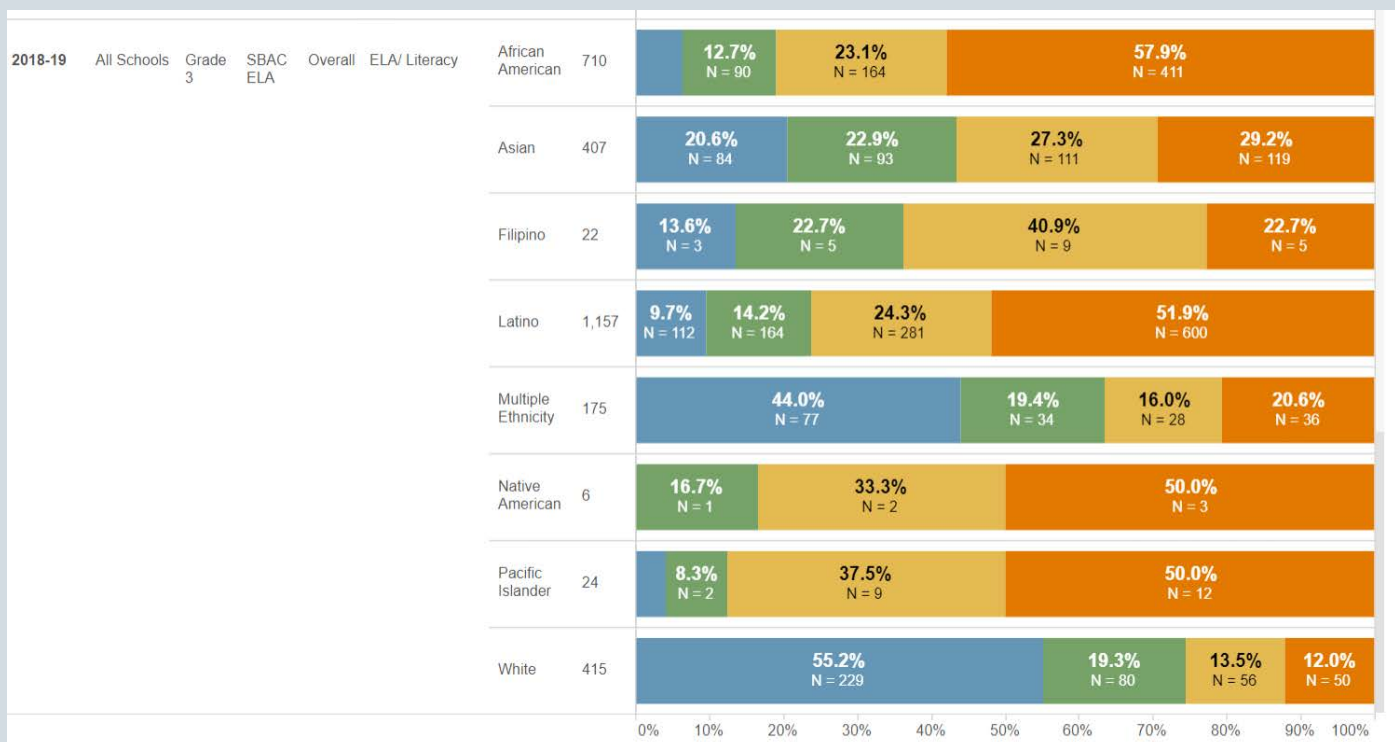
Oakland uses chronic absence rates - defined as missing 10% or more of school for any reason) to gauge engagement in school and learning. Pacific Islander (63%), Native American (60%) and African American (53%) students have the highest chronic absence over the last three years. In contrast Asian American and White students are most likely to have satisfactory attendance.

Literacy/English Language Arts

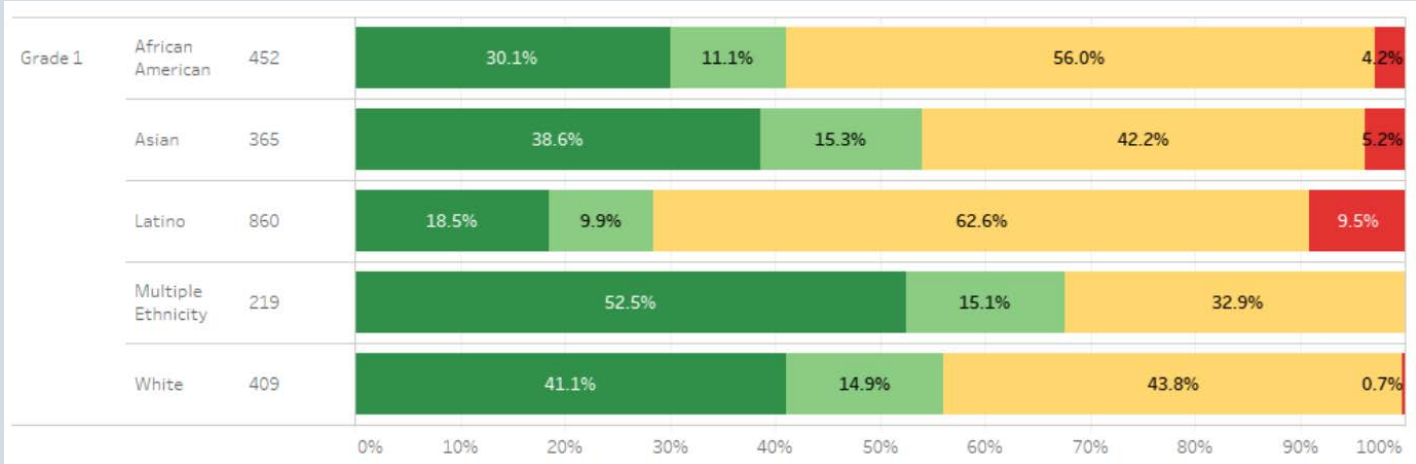
SBAC 3-8, 11: ELA Performance by Ethnicity (2018-19) - Exceeding, Meeting, Near, and Below Standard



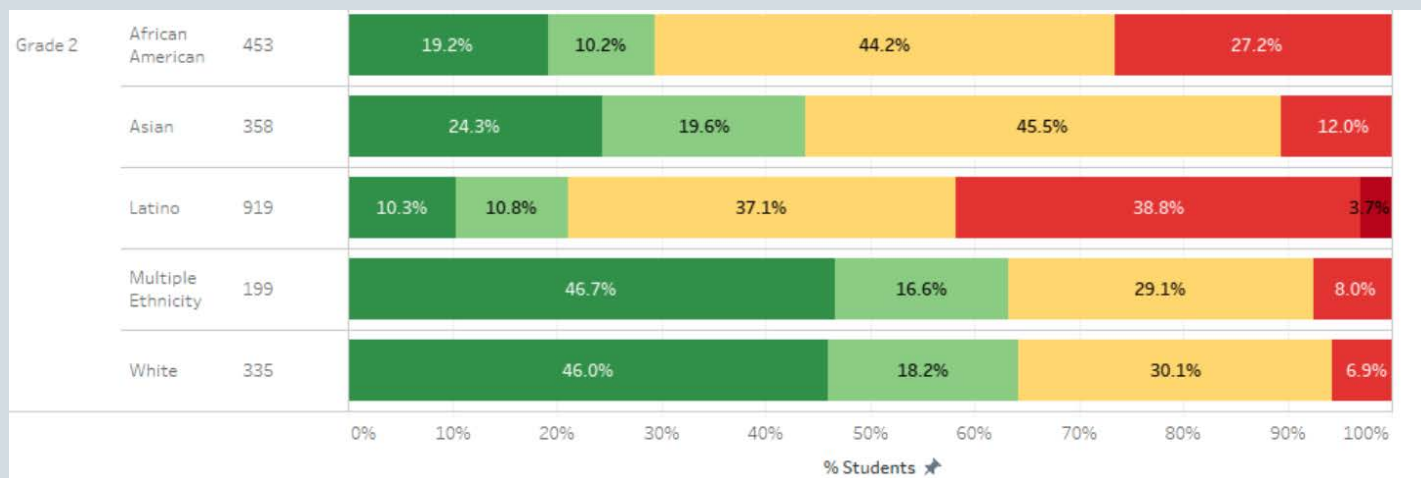
SBAC Grade 3: ELA Performance by Ethnicity (2018-19) - Exceeding, Meeting, Near, and Below Standard



Grade 1 i-Ready Reading by Ethnicity (2020-21)



Grade 2 i-Ready Reading by Ethnicity (2020-21)



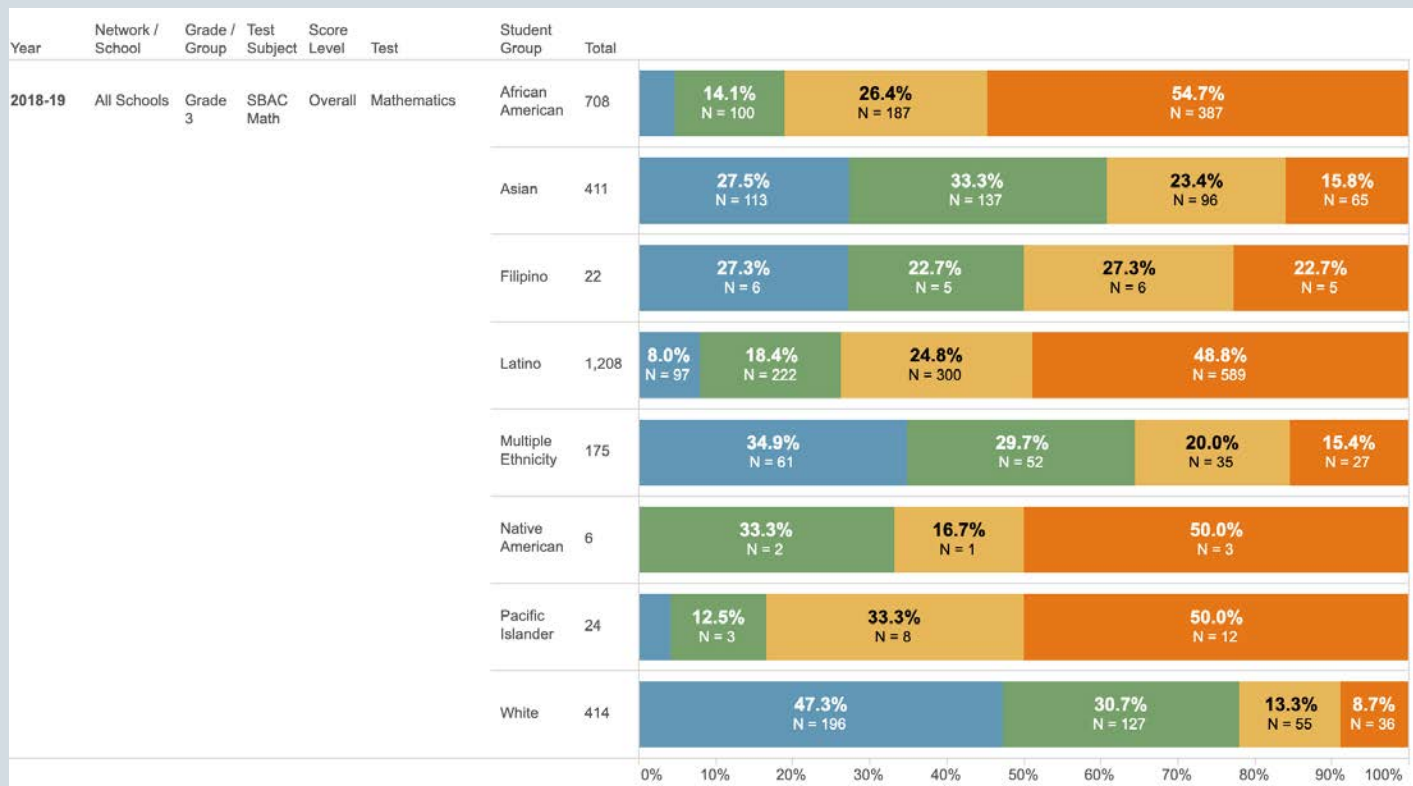
We completed file reviews, including an educational benefit analysis, for a group of African American students eligible under Emotional Disturbance or suspended often, which revealed that 70% of students had reading concerns at the time of their initial referral for evaluation, in addition to behavioral and social emotional challenges (e.g. 100% had experienced trauma). Analysis of 2018-19 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 1st and 2nd grade reading data from the first administration of the i-Ready as a universal screener in 2020-21 and increase over time. Insufficient curriculum, assessment and professional development for PK-2 teachers have contributed to inconsistent implementation of tier 1 practices and lack of coordinated MTSS have meant that many students have not received necessary supports to learn to read and write proficiently before state testing begins in 3rd grade. It is our belief that lack of literacy skills have hampered the development of academic identity and engagement for many of our students who have been referred to Special Education.

MATH

SBAC 3-8, 11: Math Performance by Ethnicity



SBAC 3-8, 11: Math Performance by Ethnicity



Similar to literacy/ELA, inconsistent instruction and insufficient targeted supports have contributed to significant achievement gaps for African American students in Mathematics. Therefore it is our belief that improving math teaching and learning through culturally responsive practices will increase engagement and reduce referrals to special education.

Special Education Services

Referrals for Special Education Services

Almost 870 students became eligible for Special Education between the onset of the 2019-20 school year and November 1, 2020. Oakland Unified School District's overall eligibility rate for initials is approximately 79%. The Special Education Department tracks initial referrals by several demographic and outcome factors, including race/ethnicity, grade level, eligibility status, gender, and placement (if eligible).

Referrals by School Site

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

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

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.

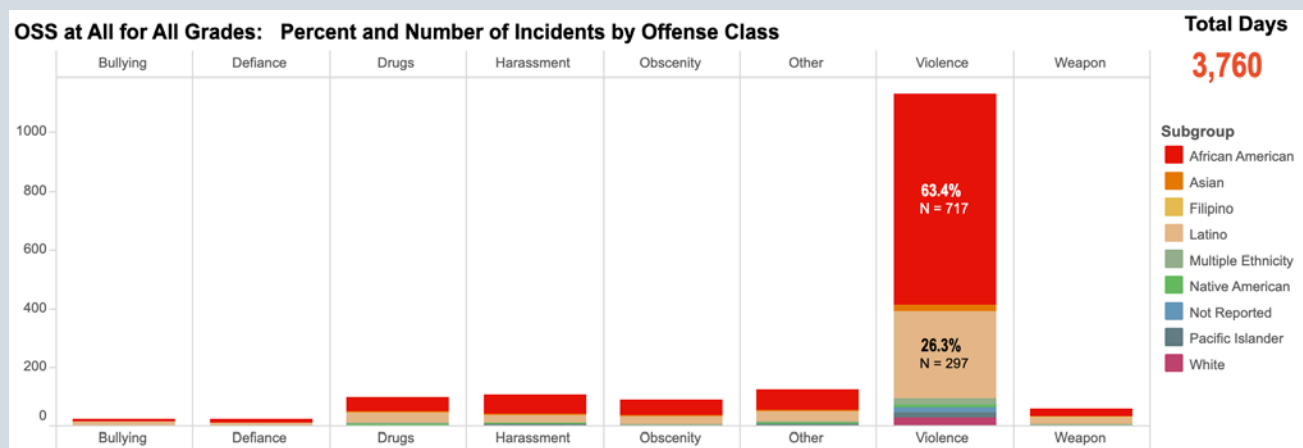
Lack of Academic Progress

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



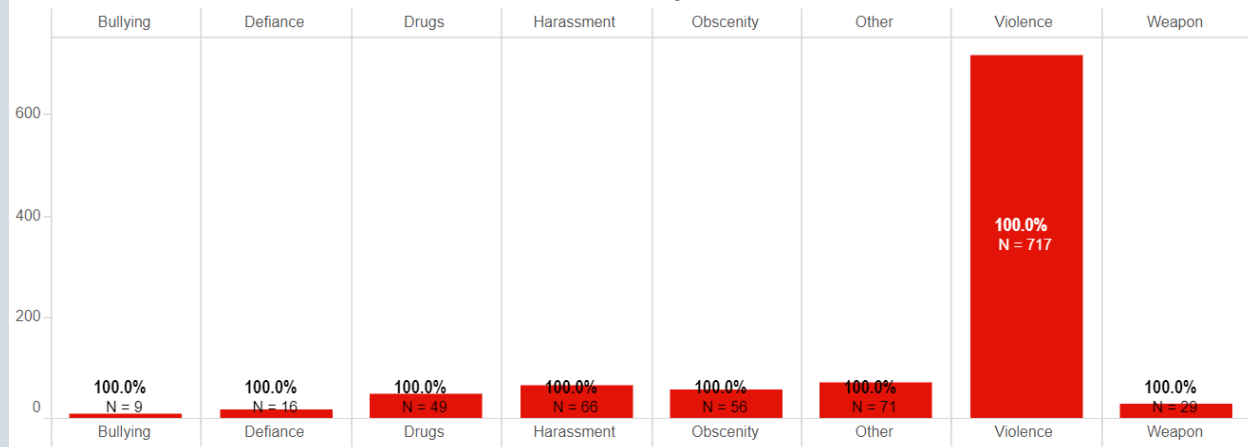
African American specific

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

African American	Grand Total
1,013	1,013
100.0%	100.0%

1,013

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



Total Days
2,344

Subgroup
African American

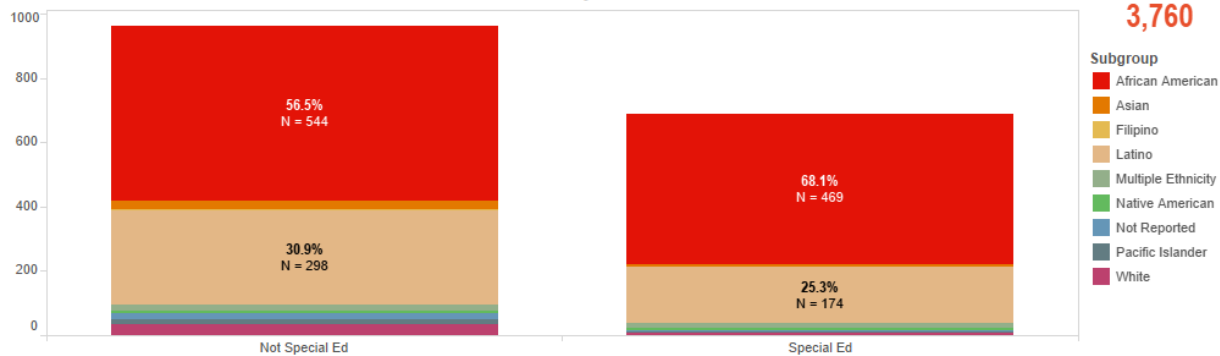
AA w/IEPs

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

Special Ed S..	African Ame..	Asian	Filipino	Latino	Multiple Eth..	Native Amer..	Not Reported	Pacific Islan..	White	Grand Total
Not Special Ed	544	26	1	298	18	6	19	18	33	963
	56.5%	2.7%	0.1%	30.9%	1.9%	0.6%	2.0%	1.9%	3.4%	100.0%
Special Ed	469	8		174	14	8	3	2	11	689
	68.1%	1.2%		25.3%	2.0%	1.2%	0.4%	0.3%	1.6%	100.0%

Total # of Incidents
1,652

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



Total Days
3,760

Subgroup
African American
Asian
Filipino
Latino
Multiple Ethnicity
Native American
Not Reported
Pacific Islander
White

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 only make up 22% of the total district enrollment, they make up 63% of suspensions for violence and 57% of suspensions overall. Our elementary suspension data indicate that of the suspensions for violence Tk-5 72% of the students suspended were African American.

Family Partnership

[CHKS 2019-20 data snapshot](#) of our parent survey shows overall, most families feel connected to their child's school: 80% 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, especially in [11th grade](#) where 36.5% strongly agree they feel welcomed to participate at their child's school, compared to 46.5% in 1st grade.



Staffing

2019-2020 Staffing Data

All Staff Snapshot

Overview of OUSD staff characteristics at a point in time.

3,083

Count of Selected Staff

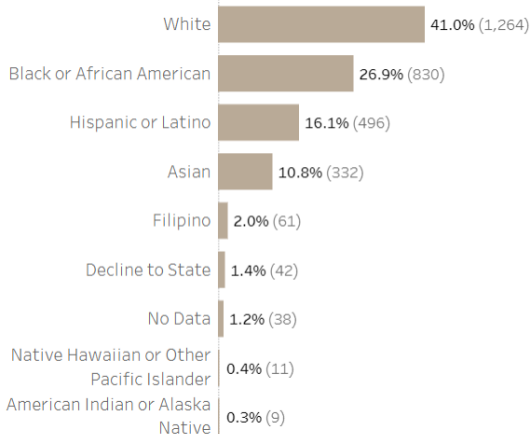
2,914

FTE of Selected Staff

Job Categories & Classes

Job Categories	Job Classes	
Adult Education Teacher	Teacher Adult Education	13
Aides	Custodial Health Aide	1
	Technician Aide 10 Mos	2
Case Manager	Case Manager 20	15
	Case Manager 24	20
CDC Teacher	Teacher CDC	51
Counselor	Counselor	44
Instructional Aide CDC	Instructional Aide CDC	61
Instructional Aide CDC ..	Instruction Aide CDC Bilingual	41
Instructional Aide K-12	Instructional Aide K-12	1
Instructional Aide Speci..	Instructional Aide Special Ed	16
Instructional Support S..	Instructional Supp Specialist	149
K12 Teachers	Classroom TSA 10 Months	70
	Librarian	1
	Nurse	28
	Social Worker	21
	Social Worker, Psychiatric	1
	STIP Teacher	90

Ethnicity



FILTERS

Funding Network

(All) ▼

Funding Site

(All) ▼

Location Network

(All) ▼

Location Site

(All) ▼

Job Category

(Multiple values) ▼

Job Class

(All) ▼

Bargaining Unit

(All) ▼

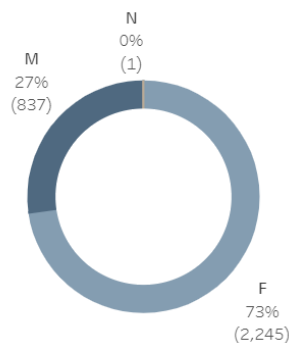
Position Type

(All) ▼

Gender

Bargaining Unit

Gender



2020-2021 Staffing Data

All Staff Snapshot

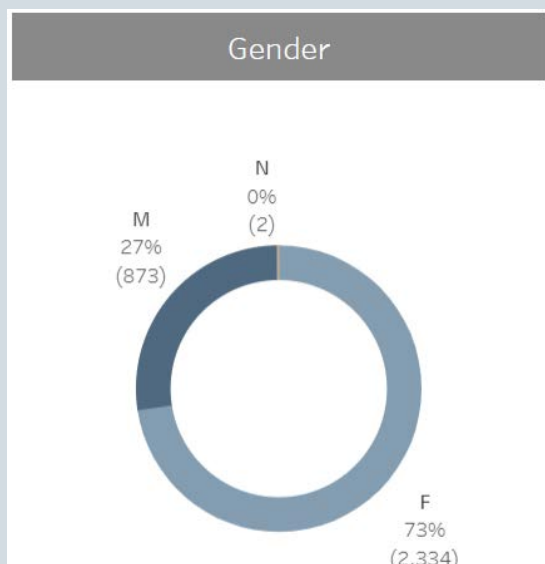
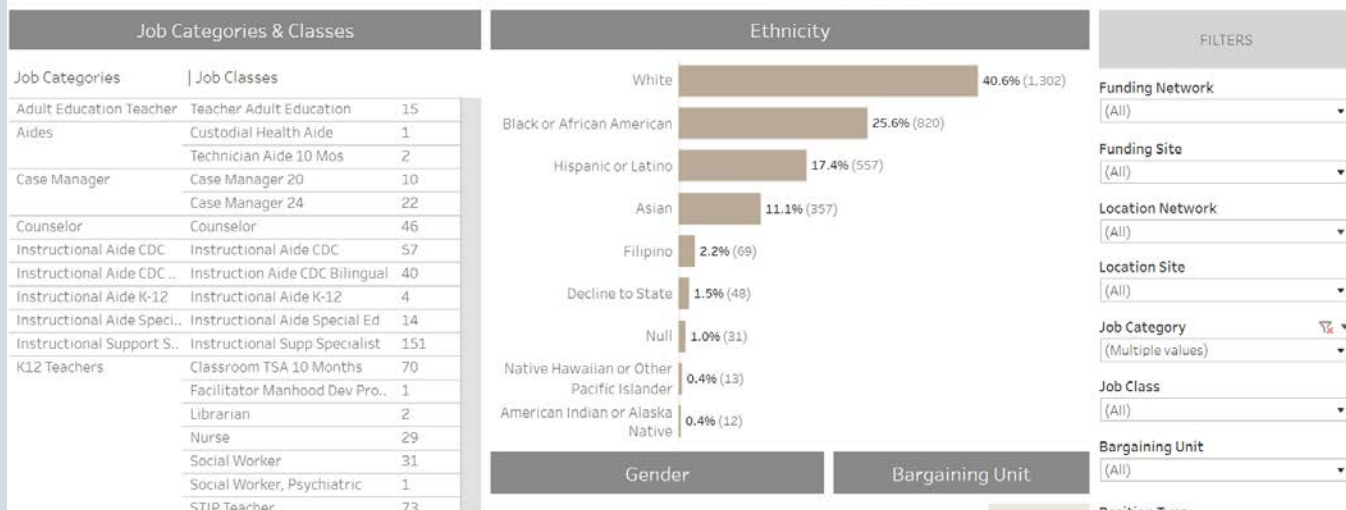
Overview of OUSD staff characteristics at a point in time.

3,209

Count of Selected Staff

3,042

FTE of Selected Staff



2018-2019 data: There are 3209 education category positions this academic year of which 312 were new hires or 10% turnover rate. In 2018-2019, there were 406 Special Education Teachers and 85 (or 21%) did not return in 2019-2020.

2019-2020 data: 3083 total staff of which 392 were new hires, or 13% turnover rate. This rate includes the various staff that interact with students, including paraprofessionals and instructional support specialists. In 2019-2020, there were 430 Special Education Teachers and 75 (or 17%) did not return in 2020-2021.

Staff retention is currently being addressed in the 2020-2021 Superintendent's Work Plan.

504 Plan Data

In the 2020-2021 school year there are a total of 1048 students with an active 504 plan; of those students:

- 72% non Hispanic/Latino;
- 27% Hispanic/Latino;

-31% African American - There are a total of 327 African American students with a 504 plan (elementary 10% secondary 21%)

- 68% of students with a 504 plan are in the secondary population; most 504 referrals are related to academic concerns (~40%).

In the 2019-2020 school year there were a total of 768 students with an active 504 plan; of those students:

- 74% non Hispanic/Latino;

- 25% Hispanic/Latino;

-30% African American - There are a total of 231 African American students with a 504 plan (elementary 10% secondary 20%)

- 67% of students with a 504 plan are in the secondary population; most 504 referrals are related to academic concerns (~43%).

2.4 Determine Root Cause(s) Based on Data

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

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

Root Cause	Description of Root Cause with Supporting Data
1) Cultural Dissonance, Bias, Teacher Expectations and Misconception: Lack of Job Embedded Anti-Racist Training	<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 22% of the total district enrollment, they make up 63% of suspensions for violence and 57% of suspensions overall. 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>

- *"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."*

	<ul style="list-style-type: none"> • <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:</p> <p>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 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>

	<ul style="list-style-type: none"> ● <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>
3) Limited Targeted General Education Interventions for African American Students: Multi-Tiered System of Support (MTSS)	<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 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 for 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 RtI. We have a cookie-cutter approach.”</i>

	<ul style="list-style-type: none"> ● <i>“We don’t invest in prevention [academic and behavior] in OUSD.”</i>
4) Lack of meaningful engagement with African American Students and families: Lack of Parent-Teacher Academic Partnership with African American Families	<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, 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. 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 struggling to connect with parents, especially</p>

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.

Notable Quotes:

- *“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.”*

	<ul style="list-style-type: none"> • <i>“OUSD needs to address community relations; bridge a gap between parents.”</i>
5) Absence of Culturally Relevant Assessment and Interventions: Lack of early screening for African American students in speech and language	A file review process yielded data that over 60% of the students selected had early childhood language delays that were reported as a concern from parents/guardians. Despite this, only 10% of students eligible under Emotional Disturbance received speech-language services throughout the 2019-20 school year. Currently, OUSD has no process for screening students for potential language delays in early childhood, TK, and K. Research shows that communication and behavior are closely linked, and anecdotal behavioral data from our early childhood through kindergarten programs indicate that students who cannot communicate their needs and feelings are more likely to engage in externalizing behaviors. The data referenced above reveals how individual schools referred students for special education assessments at higher rates than other schools.
6) Inconsistent Staff Instructional Capacity	Lack of a consistent pedagogical approach to instruction to serve our Diverse Learners. Additionally, as our teaching staff are trained, we have high rates of turn-over. Our rate of teacher turn-over was 13% in 2019-2020 and 10% in 2020-2021. As part of our Superintendent’s Work Plan, this area is being addressed and measured through satisfaction surveys and school by school retention rates.
7) Curriculum and Instruction: Lack of consistent Early Literacy Practices for African American Students	70% of the file reviews psychological testing indicate concerns in reading for the targeted populations; reading far below grade level that led to referral for special ed; Analysis of 2018-19 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 1st and 2nd grade reading data from the first administration of the i-Ready as a universal screener in 2020-21 and increase over time. OUSD has lacked a comprehensive screener and interim assessment system grounded in reading research and has had inconsistent implementation of curriculum, particularly with foundational literacy skills (phonics, phonemic awareness, and fluency).
8) High number of student absences.	Although this was identified as a root cause, we are currently addressing this area of concern in a few ways. The Superintendent's Work Plan, the LCAP Goal 5 from 2017-2020 and the 2020-2021 LCP all reflect the goal of increasing student engagement. This goal area is reported on at every School Board Meeting in the Superintendent's Report and we break down this data by multiple groups that represent our District. This root cause will not be a notable Measurable Outcome in the Action Plan due to this area being a goal in the mentioned plans.

Phase 3

3.1 Complete Review of Policies, Practices, and Procedures

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

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

Yes

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

No

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

Plans to update over 10 policies reviewed during this process are being implemented according to our Board Meeting timelines and processes beginning in January 2021. 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 are also participating in the FPM process, which has also 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 is also undergoing a Systemic Instructional Review conducted by the California Collaborative for an Excellent Education (CCEE) scheduled to be complete by the commencement of January 2021. Please see [OUSD Policies, Practices, Procedures Matrix](#) for a complete listing.

3.2a Develop Programmatic Improvement Action Plan

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

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

Measurable Outcome #1: Multi Tiered Systems of Support (MTSS)

By September 30, 2022, 100 % of schools with students in our focus population will develop and implement MTSS plans for Behavioral and Academic Expectations and Interventions. Additionally, identified school sites will utilize the Oakland Unified School District's MTSS Framework to build a tiered student support and intervention system resulting in a 5% reduction in suspensions and increase student access to interventions for students that are struggling academically.

Indicator/Element(s):

African American - Emotional Disturbance
African American - Other Health Impairment
African American - Discipline resulting in less than 10 days out of school

Root Cause(s):

2-Inconsistent Implementation of District Wide Discipline Practices: Sites lack systems and staff to implement early behavioral support resulting on dependency on Special Education for intervention

3-Limited Targeted General Education Interventions for African American Students: MTSS has not been systematically monitored resulting in some schools having clear MTSS plans while some do not. OUSD has a strong referral system (COST) for Tier III interventions but lacks investment in Tier II interventions for both academics and behavior.

Target Population:

Elementary schools with two or more of the following data points:

- 15% or more of students identify as African American;
- Socioeconomically disadvantaged population of 80% or more;
- Students with a chronic absenteeism rate at 10% or higher;
- Have a Special Education referral rate above the average number of referrals across elementary school campuses; **and**

Students in TK-2 who:

- Do not currently have an IEP;
- Perform 2 grades or lower on our local literacy assessments; and
- Are either chronically absent or have been suspended for two or more days within the last school year

The number of students at these schools must be greater than 7 to receive these interventions.

There are 28 schools identified through this criteria.

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

Activity:

-Refine the OUSD MTSS Framework to ensure that each tier for instruction and behavioral health expectations are clear. Ensure each Tier is well defined and implementation of Section 504 must be included within our tiered approach.

-Implement a training and communication campaign of the refined OUSD MTSS Framework.

-Provide training and coaching to schools to identify and implement Multi-Tiered System of Supports for both Academics and Behavior

-Invest in MTSS coaches and provide professional support / coaching to administrators in developing MTSS plan.

-Select or design an MTSS site planning tool that is part of the Site Plan for Student Achievement (SPSA).

-Schools develop school based MTSS routines, structures, and services based on the OUSD MTSS Framework that include the following:

Tier I:

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

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

UDL

Tier II:

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

Lead team to receive training in CPI

Lead team to develop and implement Tier II EBS interventions

Support provided to school sites to achieve the above:

- Access to central staff from Academics and Instructional Innovation and Community School Student Services Behavioral Health Team at least weekly

- Development of clear intervention plans for students identified as needing Tier 2 and Tier 3 interventions from the Academics and Instructional Innovation and Community School Student Services Behavioral Health Team. Each learning plan will be based on each of the students individual needs, examples of what may be offered to the students include tutoring, anger management, and social skills lessons. Student progress will be monitored and reported quarterly.

- Central office staff from Academics and Instructional Innovation and Community School Student Services Behavioral Health Team will attend listening sessions with parents of target group students to identify needs for support. The information gathered during these sessions will be shared with targeted site leadership teams.

- Academics and Instructional Innovation and Community School Student Services Behavioral Health Team, and Network Team will receive additional leadership training and coaching in the OUSD MTSS Framework

Staff Responsible:

Andrea Bustamante, Executive Director Community Schools Student Services

Barbara McClung, Director, Behavioral Health

Wesley Jacques, Executive Director of Community Schools Student Services

Elementary Network Administrators

Elementary MTSS/PBIS Coaches, Elementary Behavior Specialists

Elementary Site administrators

Elementary Site based EBS lead teams

Timeline:

- January 2021: Refine OUSD's MTSS Plan
- February 2021: Develop a schedule of training and coaching for identified schools (PBIS, RJ, CPI, UDL). Devise training plan for site based lead teams that include site administration
- February 2021: Sites develop school-based systems and routines for implementing OUSD MTSS Framework, including the design and funding within the SPSA
- March 2021: Assess level of staffing to support schools sites (Behavior Specialists, Instructional Support Specialists, MTSS Coaches aligned to schools)
- School Plans begin implementation Fall 2021-2022

Data Sources/Methods for Evaluating Progress:

- # of target population referred Tier II interventions
- # of target populations referred to SPED prior to EBS
- # of staff trained in OUSD MTSS Framework
- # sites with functioning EBS lead teams
- # of students receiving EBS subsequently referred for ED
- pre and post intervention data for students referred to services (i.e., URFs/suspensions, attendance, universal screening data), quarterly
- # of Elementary schools implementing early behavioral supports (EBS) prior to referring to SPED for ED
- Reduction in referrals for suspensions and referrals to special education for targeted population
- Increase access to academic interventions at Tiers 2 and 3
- Decrease in the amount of referrals for assessment in special education without clear documentation of Tier 2 and 3 interventions prior to a referral

Measurable Outcome #2: Racial Justice, Equity & Healing- Anti-Racist Training Design & Implementation

By September 2022, there will be a 25% increase in students and their families feeling connected to their school site as measured by CHKS Data, chronic absenteeism rates will decrease by 5%, and suspensions will decrease by 3% at our target schools.

Indicator/Element(s):

- African American - Emotional Disturbance
- African American - Other Health Impairment
- African American - Discipline resulting in less than 10 days out of school

Root Cause(s):

1-Cultural Dissonance, Bias, Teacher Expectations and Misconceptions: Equity training offered so far has been optional, and not embedded within existing professional learning structures for teachers and staff at the site and district level. And, staff that have engaged with existing equity learning does not have the opportunity to practice asset based language, and culturally responsive practice within established content learning spaces.

Target Population:

Elementary schools with two or more of the following data points:

- 15% or more of students identify as African American;
- Socioeconomically disadvantaged population of 80% or more;
- Students with a chronic absenteeism rate at 10% or higher;
- Have a Special Education referral rate above the average number of referrals across elementary school campuses; **and**

Students in TK-2 who:

- Do not currently have an IEP;
- Perform 2 grades or lower on our local literacy assessments; and
- Are either chronically absent or have been suspended for two or more days within the last school year

The number of students at these schools must be greater than 7 to receive these interventions.

There are 28 schools identified through this criteria.

Activity:

- Provide on-going foundational equity learning professional development to teachers and school leaders, integrated with Literacy and MTSS training described above.
- Coordinate with Literacy and MTSS leads to design integrated content during professional learning
- Support school leadership and their SSC teams to prioritize funding implementation of multi-tiered systems of support (academic and SEL interventions)
- Design and implement nine hours of professional development for administration and certificated staff in strategies to build an inclusive school culture and increasing diverse representation across the site, building collective capacity to have courageous conversations and interrupting both implicit and explicit inequities, and build Anti- Racist/ Anti Bias Instruction within the curriculum. Participants will explore their personal and institutional biases and identify more culturally relevant approaches for serving the identified students by June 2020. The professional development will include actions of the staff to create improvement cycles for their grade level/department focused on the African American students population and the identified students. This is linked to a careful examination of discipline actions taken and strategies to address patterns of concern. Professional Development for classified staff with a focus on cultural responsiveness and skill building will be held with culturally responsive strategies to be used outside the classroom. Other professional development will be offered to all staff to support staff in

moving along their equity journey that is differentiated and based on the cultural awareness of the staff member.

-Support the above mentioned school sites to create equity teams (Classified, Certificated, Parents, Administration, District admin support), linked to their existing SSC team and process, who will assist in systematizing site level conversations around equitable practices as well as anti-racist/antibias actions. Each site will use equity walks/ audits that will be recommended by the district to determine areas of growth for their site. From this data, each site will determine site specific actionable goals to implement and progress monitor through the year, and reflected in their SPSAs. Coaching and mentoring will be made available upon request. The Equity site team will support the implementation of actions that may include improving inclusive classroom culture, integrating multiple perspectives in the curriculum and will monitor levels of implementation of actions and will share with staff, parents and families at least 2 times through the year.

-Target schools will expand and prioritize family and student voice in making decisions about the best ways to support students both academically and behaviorally. Sites will invite all community stakeholders of the identified students (teachers, support staff, students, families) in listening sessions at least 2 times a year to report progress in activities of the CCEIS plan and provide a forum for continuing conversations about institutional and structural racism. This data will be shared with the site and CCEIS leadership teams, site equity team, whole staff and at District Stakeholder meetings to determine if adjustments need to be made to current actions.

Staff Responsible:

Raquel Jimenez, Executive Director, Office of Equity

Jerome Gourdine, Director of Targeted Strategies

Romy Trigg-Smith, Early Literacy Coordinator

Barbara McClung, Director of Behavioral Health

Timeline:

-January 2021: Develop training/coaching plan, aligned and integrated with Literacy, MTSS, and Family-Partnership.

-January -March 2021: Implement training. Winter/Spring 2021

- February-May 2021: SSCs incorporate targeted literacy and MTSS equity goals into SPSA's.

- Fall 2021-2022: Sites implement SPSAs (targeted culturally relevant literacy and MTSS practices, with embedded site based professional learning and family partnership structures).

- March 2021: Site based Equity teams, with SSC representation, are developed.

Data Sources/Methods for Evaluating Progress:

-100% of sites implementing SPSAs with aligned targeted literacy, MTSS, equity learning, and family partnership activities for our targeted population

-Quarterly data sets (African American, Latino, API, Middle Eastern) student literacy, access to academic-SEL interventions, suspension rates, and attendance) shared with community-district governance bodies: Committee for Educational Excellence for Black Student Education (CEEBS), PSAC.

-Minutes of team meetings at Target Schools

-Samples of the Equity Site Walks and Inventories and meeting minutes capturing the summary of the discussion at our focus school sites.

-Evidence that staff are engaging in culturally responsive instructional practices will be demonstrated by:

-More targeted group students receiving the academic, social emotional interventions described in this plan

-More targeted group students gaining access to 504 plan services instead of being referred for special education assessment

-Less targeted group students receiving discipline and suspensions

- 100% of staff serving our target population will complete foundational professional development in equity and incorporate our equity learning frames within existing site based professional learning structure(s).

Measurable Outcome #3: Improve Family Partnership

By September 2022, there will be a 25% increase in students and their families feeling connected to their school site as measured by CHKS Data, 100% of schools will implement plans for direct teacher-parent academic partnership, communication, and connection with families.

Indicator/Element(s):

African American - Emotional Disturbance

African American - Other Health Impairment

African American - Discipline resulting in less than 10 days out of school

Root Cause(s):

Lack of Meaningful Engagement with African American Students and Families: 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, classroom workshops for families to support student learning

Target Population:

Elementary schools with two or more of the following data points:

- 15% or more of students identify as African American;
- Socioeconomically disadvantaged population of 80% or more;
- Students with a chronic absenteeism rate at 10% or higher;
- Have a Special Education referral rate above the average number of referrals across elementary school campuses; **and**

Students in TK-2 who:

- Do not currently have an IEP;
- Perform 2 grades or lower on our local literacy assessments; and
- Are either chronically absent or have been suspended for two or more days within the last school year

The number of students at these schools must be greater than 7 to receive these interventions.

There are 28 schools identified through this criteria.

Activity:

- Provide family partnership professional learning, in coordination with Literacy, MTSS, Equity learning for our targeted schools.
- Coordinate with Literacy and MTSS leads to design integrated professional content learning that includes equity and family partnership learning
- Support school leadership and their SSC teams to develop family partnership plans that include activities aligned with their SPSA plan for targeted literacy and MTSS implementation (such as PTHVs, APTT, Weekly communication cadence structure, Affinity committees)
- Coordinate with community partners to provide African American and Latino equity family navigators at targeted sites (TBD)

Staff Responsible:

Raquel Jimenez, Executive Director, Office of Equity

Jerome Gourdine, Director of Targeted Strategies

Sara Nuno, Family-Community Specialist, with Elementary District Family Engagement Specialists and Targeted Student Intervention Specialists

Timeline:

- January-March 2021: Develop training/coaching plan, aligned and integrated with Literacy, MTSS, and Family Partnership.
- March-May 2021: Implement training.

-January -February 2021: SSCs incorporate targeted literacy, MTSS, family partnership and equity goals into SPSA's.

- Fall 2021-2022: Sites implement SPSAs (targeted culturally relevant literacy and MTSS practices, with embedded site based professional learning and family partnership structures).

Data Sources/Methods for Evaluating Progress:

Evidence that teachers are meaningfully engaging with targeted group families is demonstrated by:

-More targeted group students receiving the academic, social emotional interventions described in Measurable Outcomes , collect baseline data and update quarterly.

-More targeted group students gaining access to 504 plan services

-Less targeted group students receiving suspensions

-Number of target school sites implementing relational and academic communication structures: PTHV model, weekly communication platforms, quarterly parent-teacher academic learning opportunities aligned to trimester reporting periods

-Number of target school sites implementing School Governance Standards for Shared Decision making: Parent Action Teams, affinity committees linked to SSC, SSC Rubric scores of "developing" practices

Measurable Outcome #4: Early speech and language screening of students with district literacy measures indicating below-benchmark scores in TK/K.

By June 30, 2022, the District will provide universal screening specific to early communication skills for all students in TK/K programs whose district literacy assessment scores indicate below-benchmark performance and provide short-term service through a MTSS approach for students for whom screener data and family/caregiver feedback indicates an area of potential speech or language concern, yielding screening data for at least 95% of all TK/K students in OUSD public schools.

Indicator/Element(s):

African American- Emotional Disturbance

Root Cause(s):

5) Absence of culturally relevant assessment and interventions. School site personnel may attribute student behaviors in early childhood populations to maladaptive factors and overlook an underlying delay in communication that is causing the unexpected behaviors. File reviews indicated that the majority of students eligible under ED who are Black struggled with communication and language challenges in early childhood. Additionally, focus group qualitative data revealed that site teams may

mistake behavioral challenges for as either a conduct issue or emotional disturbance when the actual cause of the behavior is an inability to communicate.

Target Population:

All students in grades TK or K who have a district literacy assessment measure indicating below-benchmark performance, within their first year on an OUSD campus.

Activity:

1. Identify and adopt a culturally-appropriate universal screening tool;
2. Assign and train highly-qualified speech-language pathologists to each network of schools;
3. Utilize district assessment data to identify the cohort of students who require screening; and
4. Convene monthly team meetings with staff to review screener results and therapy progress for students participating in short-term service.

Staff Responsible:

1. Executive Director, Special Education
2. Coordinator of Related Services, Special Education
3. Executive Director, Community Schools

Timeline:

- By March, 2021: Identify recommended universal screening tool
- By May, 2021: Field test universal screening tool
- By August, 2021: Adopt universal screening tool
- By August, 2021: Assign SLP to each network of schools
- By October, 2021: Convene monthly team data review meetings
- By June, 2022: Complete initial screening of all students in target population

Data Sources/Methods for Evaluating Progress:

Quarterly review of screener data, review of speech therapy notes for students receiving short-term therapy, review of discipline records for students within target population.

Measurable Outcome #5: Early Literacy

By May 30, 2022, we will reach our early literacy annual goals--Kindergarten: 80% of students will master foundational literacy skills on i-Ready; 1st Grade: More than 50% of students read at/above grade level in i-Ready (30% baseline) with less than 1% multiple years below grade (4% baseline) in i-Ready; 2nd Grade:

50% of read at/above grade level (19% baseline) with less than 5% multiple years below (baseline 27%) for our Targeted Population at specific schools.

Indicator/Element(s):

African American - Emotional Disturbance
African American - Other Health Impairment
African American - Discipline resulting in less than 10 days out of school

Root Cause(s):

6- Inconsistent Staff Instructional Capacity & 7-Curriculum and Instruction: We have had inconsistent Tier 1 literacy instruction for African American students, namely lack of systematic foundational literacy instruction (phonics, phonemic awareness, fluency) and access standards-based texts and tasks. We have not sufficiently monitored implementation of these Tier 1 elements and believe the pandemic has increased inequities in the quality of literacy instruction. We have also lacked the data and systems to track and provide targeted interventions to students in need of tier 2 and tier 3 support.

Target Population:

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 7 to receive these interventions.

There are 28 schools identified through this criteria.

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

Activity:

MTSS Coordinators, Literacy, Office of Equity Staff, and Elementary Network staff will coordinate supports for target schools and students meeting the criteria above:

- Monitor implementation and support implementation of Tier 1 strategies: including daily foundational literacy with the SIPPS curriculum and i-Ready platform; reading, writing, discussion grounded in complex text sets through newly adopted curriculum; collection and monitoring of formative assessment data.

- Provide on-going professional development to teachers and school leaders. Use i-Ready universal screener and diagnostic assessment to identify Tier 2 and 3 students at each elementary school. Ensure Tier 2 students are provided additional small group instruction and communicate with data, goals and plans with families. Tier 3 interventions will include student study team meetings with family members, academic mentoring, and additional assessment to target supports (e.g. i-Ready dyslexia screener).

- Support school leadership and teachers to assess and manage multi-tiered systems of support by monitoring the implementation of the MTSS systems at target schools.

- Mentor and advocate for students at focal schools (Men of Color Mentors) through the MTSS System implemented at each target school.

Staff Responsible:

Romy Trigg-Smith, Early Literacy Coordinator

Jerome Gourdine, Director of Targeted Strategies

Wesley Jacques, Executive Director, Academics and Instructional Innovation

Timeline:

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

Data Sources/Methods for Evaluating Progress:

- Reach our early literacy annual goals--Kindergarten: 80% of targeted group students will master foundational literacy skills on i-Ready; 1st Grade: More than 50% of targeted group students read at/above grade level in i-Ready (30% baseline) with less than 1% multiple years below grade (4% baseline) in i-Ready; 2nd Grade: 50% of targeted group Students read at/above grade level (19% baseline) with less than 5% multiple years below (baseline 27%) for our Targeted Population at specific schools.

- Increase in reading outcomes between 1 and 2 reading levels and progress towards annual targets on i-Ready diagnostic and interim assessments (administered 3-4 times per year for all K-2 students).

- Process measures: consistent implementation of Tier 1, 2 and 3 MTSS practices and interventions for reading support

- Reduction of students meeting target population criteria

- SIPPS mastery tests and/or Curriculum embedded assessment in new ELA adoption

-Process Measures related to implementation of MTSS (e.g. curriculum implementation; i-Ready usage, analysis of data, etc.)

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

3.2b Complete Budget Forms

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

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

Step 2: Complete both documents.

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

Phase 4

4.1 Implement Programmatic Improvement Action Plan

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

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

4.2 Evaluate Effectiveness

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

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. Tracking our progress to better serve our target population will utilize relevant data to our plan- suspension data, chronic absenteeism data, local assessment data in literacy, MTSS Interventions tracking, and special education referrals data from our OUSD Data Dashboards.

add stakeholder quarterly meetings

4.3 Build Supports and Sustainability

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

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 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.

We must also consider the multiple plans in our District so that schools experience the support of a central office to coordinate the implementation of multiple plans. We would also be remiss in omitting the impact that the COVID 19 pandemic has had on our ability to implement our instructional program and meeting structures as we have adjusted to implementing service virtually while identifying ways to implement services in person when possible and safe.

4.5 Complete and Submit CDE Feedback survey

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

Staff Name/Title	LEA/Agency	Email
Sondra Aguilera Chief Academic Officer	OUSD	sondra.aguilera@ousd.org
Wesley Jacques Executive Director Academics and Instructional Innovation	OUSD	wesley.jacques@ousd.org

Raquel Jimenez Executive Director, Office of Equity	OUSD	raquel.jimenez@ousd.org
Andrea Bustamante Executive Director, Community Schools Student Services	OUSD	andrea.bustamante@ousd.org
Jennifer Blake Executive Director, Special Education	OUSD	jennifer.blake@ousd.org

Submit the following final documents to the CDE by email to:

IntensiveMonitoring@cde.ca.gov.

[Significant Disproportionality CCEIS Plan Form](#)

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

[2020 Target Student Population Form](#)

[Contract or memorandum of understanding for technical assistance](#)

[CCEIS Plan Signature Form](#)

Prepared by California Department of Education January 2020