



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Comprehensive Coordinated Early Intervening Services Plan (CCEIS)



iam OUSD

Wednesday, September 22, 2021

Outcomes

- Ask OUSD Board to adopt the updated 2021 CCEIS Plan;
- Review the major areas of our Comprehensive Coordinated Early Intervening Services Plan; and
- Collect feedback.

Formation of the CCEIS Plan Phases 1-2

Phase 1-2

Phase 1 includes:

- Formation of a Leadership Team and a Stakeholders Team. These teams are tasked with completing relevant milestones to design the plan. These teams will also be responsible for future implementation planning and reporting on the progress of our plan.
- Collection of relevant data that provides multiple views on outcomes for our African American students.

Phase 2 includes:

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

Data Collection Activities

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

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

Our Key Findings...

Some of our takeaways from data analyzed:

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

Root Cause Analysis

The Root Causes identified in our process were the following:

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

Narrowing in on our Target Population

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

Target Population

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

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

Students in TK-2 who:

- Do not currently have an IEP;
- Perform 2 grades or lower on our local literacy assessments; and
- Are either chronically absent or have been suspended for two or more days within the last school year.
- The number of students at these schools must be greater than **25** to receive these interventions.

There are 16 schools identified through this criteria. 551 Students: 245 African American and 306 Latino.

Plan Details

CCEIS activities must:

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

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

CCEIS Action Plan Phase 3

Measurable Outcome 1

3.2a. Action Plan	Description
<p>Measurable Outcome #1:</p> <p>Multi Tiered Systems of Support (MTSS)</p>	<p>By September 30, 2023, 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.</p>

Measurable Outcome 1

Activity

-Refine the 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.

Activity

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

Activity

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

Measurable Outcome 2

3.2a. Action Plan	Description
<p>Measurable Outcome #2: Racial Justice, Equity & Healing- Anti-Racist Training Design & Implementation</p>	<p>By September 2023, 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.</p>

Measurable Outcome 2

Activity

-Provide on-going foundational equity learning professional development to teachers and school leaders, integrated with Literacy and MTSS training described above.

Activity

-Coordinate with Literacy and MTSS leads to design integrated content during professional learning

Activity

-Support school leadership and their SSC teams to prioritize funding implementation of multi-tiered systems of support (academic and SEL interventions)

Measurable Outcome 3

3.2a. Action Plan	Description
<p>Measurable Outcome #3: Improve Family Partnerships</p>	<p>By September 2023, 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.</p>

Measurable Outcome 3

Activity

-Provide family partnership professional learning, in coordination with Literacy, MTSS, Equity learning for our targeted schools.

Activity

-Coordinate with Literacy and MTSS leads to design integrated professional content learning that includes equity and family partnership learning

Activity

-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

Measurable Outcome 4

3.2a. Action Plan	Description
Measurable Outcome #4: Early speech and language screening of students with district literacy measures indicating below-benchmark scores in TK/K.	-Early speech and language screening of students with district literacy measures indicating below-benchmark scores in TK/K.

Measurable Outcome 4

Activity

-Identify and adopt a culturally-appropriate universal screening tool

Activity

-Assign and train highly-qualified speech-language pathologists to each network of schools

Activity

-Utilize district assessment data to identify the cohort of students who require screening

Measurable Outcome 5

3.2a. Action Plan	Description
<p>Measurable Outcome #5:</p> <h2>Early Literacy</h2>	<p>By May 30, 2023, 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.</p>

Measurable Outcome 5

Activity

-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.

Activity

-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.

Activity

-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.

Phase 4

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

Board and Community Comments





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