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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson Trammell; Superintendent Sondra Aguilera, Chief Academic Officer Raquel Jimenez, Executive Director of Equity Jerome Gourdine, Director of Equity Wes Jacques, Executive Director of Academics and Innovation Romy Trigg-Smith, Director of Early Literacy Andrea Bustamante, Executive Director of Community Schools, Student Services Jenn Blake, Executive Director of Special Education
Meeting Date	September 22, 2021
Subject	Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

Ask of the Board

Adoption by the Board of Education of the Comprehensive Coordinated Early Intervening Services Plan.

Background

Each year, the California Department of Education (CDE) conducts an analysis of the rates associated with identification of Special Education services. As a result, school districts are notified when their rates of special education are disproportionate and in which specific areas of special education they are disproportionate. Oakland Unified has been identified as being disproportionate for the over-identification of African American students that qualify for Special Education services under Emotionally Disturbed and for suspending African American students who have Individualized Education Programs (IEPs) at higher rates than their peers that also receive IEP services. As a District identified as significantly disproportionate, we must devise a Comprehensive Coordinated Early Intervening Services Plan (CCEIS). We were identified as Significantly Disproportionate in 2020 and the OUSD Board of Education approved the plan in December 2020. The plan was not approved by the California

Department of Education until mid April 2021. When a District is a Continuing Significant Disproportionality Local Education Agency, certain aspects of the plan must be updated while most of the previously approved plan will continue to be implemented. For the 2021 CCEIS Plan, the timeline was updated to align to milestones that will take place during this academic school year, 2021-2022. Additionally, the self evaluation, Wisconsin Annotated Checklist for Addressing Racial Disproportionality was also updated.

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

An LEA must develop a CCEIS plan to identify and address the factors contributing to the significant disproportionality in the LEA for the identified category (See 34 *CFR* section 300.646(d)(1).) CCEIS activities must:

- Include children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment;

- Address the needs of those student subgroups that were identified as the basis for the LEA's identification as significantly disproportionate, but not exclusively, for those student subgroups;

- Focus on instructional activities for children age three through twelfth grade with primary focus on age three through third grade;

- Allow expenditures on children ages three through five if an LEA has an established preschool program as part of the educational system;

- Focus on academic and behavioral instructional services and professional development; and

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

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

Discussion

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

Phase 1 includes:

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

Phase 2 includes:

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

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

1) Cultural Dissonance, Bias, Teacher Expectations and Misconceptions

2) Inconsistent Implementation of District wide Discipline Practices

3) Limited Targeted General Education Interventions for African American Students

4) Lack of Meaningful Engagement with African American Students and Families

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

Once Phase 1 and 2 were complete, the teams worked to identify the Action Plan, the milestone in Phase 3. The Action Plan describes the

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

Measurable Outcome #1: Racial Justice, Equity & Healing- Anti-Racist Training Design & Implementation
Measurable Outcome #2: Multi Tiered Systems of Support (MTSS)
Measurable Outcome #3: Family Partnership with African American students and families
Measurable Outcome #4: Early speech and language screening of students with district literacy measures indicating below-benchmark scores in TK/K.
Measurable Outcome #5: Early Literacy

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

Elementary schools with two or more of the following data points:
-15% or more of students identify as African American;
-Socioeconomically disadvantaged population of 80% or more;
-Students with a chronic absenteeism rate at 10% or higher;
-Have a Special Education referral rate above the average number of referrals across elementary school campuses; **and**
Students in TK-2 who:
-Do not currently have an IEP;
-Perform 2 grades or lower on our local literacy assessments; and
-Are either chronically absent or have been suspended for two or more days within the last school year
The number of students at these schools must be greater than 25 to receive these interventions.
The number of schools identified to receive support through the CCEIS Plan is 16.

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

Root Cause	**Measurable Outcome**

1) Cultural Dissonance, Bias, Teacher Expectations and Misconceptions	**Measurable Outcome #2:** Racial Justice, Equity & Healing- Anti-Racist Training Design & Implementation
2) Inconsistent Implementation of District wide Discipline Practices	**Measurable Outcome #1:** Multi Tiered Systems of Support (MTSS)
3) Limited Targeted General Education Interventions for African American Students	**Measurable Outcome #1:** Multi Tiered Systems of Support (MTSS)
4) Lack of Meaningful Engagement with African American Students and Families	**Measurable Outcome #3:** Family Partnership with African American students and families
5) Absence of Culturally Relevant Assessment and Interventions	**Measurable Outcome #4:** Early speech and language screening of students with district literacy measures indicating below-benchmark scores in TK/K.
6) Inconsistent Staff Instructional Capacity and High Teacher Turnover	**Measurable Outcome #1:** Multi Tiered Systems of Support (MTSS) **Measurable Outcome #5:** Early Literacy
7) Curriculum and Instruction	**Measurable Outcome #5:** Early Literacy
8) Underutilization of Section 504	**Measurable Outcome #1:** Multi Tiered Systems of Support (MTSS)

Phase 4 describes how the programmatic action plan will be implemented, how we will evaluate effectiveness, and how we are thinking about sustainability of these CCEIS Plan activities after 24 months of implementation. It is in Phase 4 that we will document implementation, make necessary adjustments, and create progress reports to share with the Board and the public on a quarterly basis.

Fiscal Impact

The LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to address factors contributing to the significant disproportionality (See 34

CFR sections 300.646(c) and (d).) For Oakland Unified School District, the amount of funds that have been set-aside is $1,316,975.00.

Attachment

- 2021 Comprehensive Coordinated Early Intervening Services Plan
- Comprehensive Coordinated Early Intervening Services Plan Presentation

2021 Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

Note: this is the optional alternative format of the 2021 CCEIS Plan document.

This form collects brief information on the activities completed by the Local Educational Agency (LEA) as part of the programmatic improvement process to develop their action plan for implementation of their Comprehensive Coordinated Early Intervening Services (CCEIS). It includes the completion of the Programmatic Improvement Action Plan (3.2) and the Allowable Costs Budget (Form 2) that will be used as the basis for monitoring and reporting on the CCEIS progress and expenditures during the 27-month CCEIS period (July 1, 2021 – September 30, 2023).

BACKGROUND INFORMATION

LEA Name:Oakland Unified School District	LEA Contact Name: Sondra Aguilera
County District Code: 0113	LEA Contact Email: sondra.aguilera@ousd.org
SELPA Name:Oakland Unified School District	LEA Contact Phone:510.879.4289

CCEIS Period 2021 Significant Disproportionality Indicator(s)

(Refer to the Fiscal Year 2021 Notification Letter)

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

Previous Significant Disproportionality Indicator(s)

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

DESCRIBE THE PLAN DEVELOPMENT ACTIVITIES FOR CCEIS

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

1.1 ***Identify Leadership Team***

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

Note: In small LEAs, multiple roles may be assigned to one administrator or team member.

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

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

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Is this leadership team authorized to make decisions around the implementation of the CCEIS plan? If not, how will the decisions be made?
Yes, the members of the leadership team have decision making authority. The CCEIS Leadership Team meets bi-weekly to review academic and behavioral data, review progress on plan creation, implementation and monitoring. Members of the Leadership Team help facilitate the stakeholder meetings and collect feedback on our implementation of CCEIS Plan activities to adjust our implementation when needed. Additionally, the Superintendent included the CCEIS Plan 2020 and 2021 in the newly adopted 2021-2024 District Strategic Plan to raise awareness of our disproportionality for African American students.

1.2 ***Identify Stakeholder Group***

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

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

Role	Member Name(s)	CCEIS Plan Responsibilities for Development, Implementation

		and Monitoring of the CCEIS Plan
Superintendent	Kyla Johnson-Trammell	Reviews/analyzes data, provides final feedback and approval of the plan before submission
Cabinet Level Leader-General Education	Sondra Aguilera	Leadership Team- Writes and Approves Plan
Cabinet Level Leader-Special Education	Jennifer Blake	Leadership Team- Writes and Approves Plan
Director of Curriculum (or Similar)	Romy Trigg-Smith	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for early literacy milestone implementation
SELPA Director (or Designee)	Peggy Forbes	Reviews/analyzes data, provides feedback and recommendations for content of plan
Director of Assessment (or Similar)	Juan Du	Provides and analyzes data
Appropriate Grade Level General Education Teacher	Stephanie Jemilo	Reviews/analyzes data, provides feedback and recommendations for content of plan
Appropriate Grade Level Special Education Teacher	Tori Partridge	Reviews/analyzes data, provides feedback and recommendations for content of plan
Parent (diverse representation, not district employee/s)	Community Advisory Committee (CAC) engagements then added to Stakeholder Meetings	Reviews/analyzes data, provides feedback and recommendations for content of plan
Community Representative	Melisha Linzie	Reviews/analyzes data, provides feedback and recommendations for content of plan
Principal or Site Level Administrator	Amy Jones Anita Comelo Byron Delcomb Edgar Ramirez-Rodriguez Elaina Amos Eugene Stovall John Stangl	Reviews/analyzes data, provides feedback and recommendations for content of plan

	Lissette Averhoff Michelle Grant Natasha Moore Nikki Williams Rocquel Colbert Roma Groves-Waters Ronald Towns Samantha Keller Nehseem Ratchford Tammie Adams Theresa Lozach Minh-Tram Nguyen	
Human Resources Administrator (optional)	Jeff Dillon	Reviews/analyzes data, provides feedback and recommendations for content of plan
Fiscal Services Representative	Alva Leung	Reviews/analyzes data, provides feedback and recommendations for content of plan, commits funds in accordance with CCEIS requirements
Bargaining Unit Representative (optional)		
Other: Discipline and Attendance Lead	Misha Karigaca	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for specific sections of implementation
Other: Network Superintendent	Kathleen Arnold; Monica Thomas; Leroy Gaines; Brett Tankersly	Reviews/analyzes data, provides feedback and recommendations for content of plan, responsible for specific sections of implementation

Provide:

- the dates the Stakeholder group met.
- a summary of the work completed by the Stakeholder group.
- a description of how the Leadership Team engaged with the Stakeholder group.
- a link to presentations, agendas, minutes, attendance records (as appropriate)

This stakeholder group was formed during the creation of the writing of the 2020 CCEIS Plan and has continued as the Stakeholder Group. Since the approval of our 2020 CCEIS Plan in mid April 2021, the principals and parents from the Targeted Group joined the Stakeholder Group at the beginning of this academic year.

6/1/2020, 7/14/2020, 8/24/2020, 9/28/2020, 10/26/2020, 11/9/2020, 11/30/2020, 12/7/2020, 2/24/21, 4/19/21 Summer Break, 8/30/21, 9/8/21, 9/13/21

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

Updated Annotated Checklist for Addressing Racial Disproportionality.

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

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

OUSD Policies, Practices, Procedures Matrix

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

On-Going CCEIS Agendas

The CCEIS on-going agendas provide stakeholders with details for each phase and the documents attached within the agenda demonstrate the work from the stakeholder group meetings. At first, families met through the Community Advisory Committee (CAC) meetings where the significant disproportionality details were reviewed and discussed. We received feedback at a CDE check-in meeting that we should merge the families and the stakeholder group, which we did prior to the approval of the 2020 CCEIS Plan. From there, families joined the stakeholder meetings. We continue to invite more families from the 16 schools listed from the Target Population through regular school outreach.

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

Indicate how have you engaged with the CDE and SPP-TAP to understand and support the development of the CCEIS Plan:

__X_Accessing information via the SPP-TAP Website

_X__Meeting with CDE FMTA Consultant

___Meeting with SPP-TAP staff

_X__Participating in virtual Community of Practice (CoP) meetings

___Attending Introduction to Significant Disproportionality Webinar Series (NEW LEAs)

_X__Attending Significant Disproportionality for Continuing Local Educational Agencies Webinar

___Attending Workshops A and B (NEW LEAs)

__X_Participating in Consultations with CDE FMTA Consultant

___Other:_____

1.4 Choose Technical Assistance (TA) Facilitator(s)

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

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

TA Facilitator Name: **Gary Mc Henry, Dr. Mildred Browne, Suwinder Cooper, Dr. Laura Savage** List how many hours of service the TA Facilitator has provided to your LEA. Describe how you have worked with your TA Facilitator in the development of this CCEIS plan.
The TA Facilitator provided check-ins with the Leadership Team (3) and with the Stakeholder Group (2). Prior to submitting the 2020 CCEIS Plan, the TA Facilitators provided a 2.5 hour session to review the overall plan. The TA Facilitators were instrumental in helping in the root cause aspect of our CCEIS plan due to the focus groups that were held. TA Facilitator Contract. For the 2021 CCEIS Plan, we are requesting a new TA Facilitator to assist with implementation.

1.5 Gather Relevant Data

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

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

- Suspensions of African American Students with IEPs by school, disaggregated by gender, 2017-2021;
- Referrals for Special Education assessment by school, disaggregated by race, 2017-2021;
- Student referral data by school, by offense, by race and gender, 2017-2020 (no significant new data collected in school year 2020-2021 due to school closures);
- Literacy data, disaggregated by race, by school, 2017-2021;
- Mathematics data, disaggregated by race, by school, 2017-2020;
- Attendance and Chronic Absenteeism Data 2017-2021;
- 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.
- Data gap- specific Multi-Tiered Systems of Support practices and referrals to Coordination of Services Team are not yet collected system-wide. The Comprehensive Data spreadsheet identifies all our data sources plus information from the OUSD Dashboard.

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

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

Step 1: Describe Current Initiatives

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

Initiative	Funding Source	Target Group	Leaders and Staff Responsible (as applicable)	Educational Area(s):
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	6500-Special Ed	New(er) teachers with students with intensive needs	Special Education Leadership	__Curriculum and Instruction __Behavior __Family and Community Engagement _X_Climate __Social-Emotional Learning __Other: _____

specialists (BCBAs) 2017-2020 LCAP Goal 5 2020-2021 LCP				
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	_X_Curriculum and Instruction X__Behavior _X_Family and Community Engagement __Climate __Social-Emotional Learning __Other: _____
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 _X_Behavior __Family and Community Engagement __Climate __Social-Emotional Learning __Other: _____

School Based Mental Health Services (Gen Ed) Clinical counseling services for students with identified MH needs (Tiers 2-3) 2017-2020 LCAP Goal 5 2020-2021 LCP	Alameda County Medi-Cal, 0000	Students/ Families with MH needs Staff via PD on MH first aid and other trauma informed practices	CSSS/Behavioral Health	__Curriculum and Instruction __Behavior __Family and Community Engagement __Climate __Social-Emotional Learning _X_Other: Violence Prevention, Mental Health Services
Restorative Justice - 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/Repairi	CSSS/Behavioral Health	__Curriculum and Instruction __Behavior __Family and Community Engagement _X_Climate __Social-Emotional Learning __Other: _____

		ng Harm, 3) Supported Re-Entry		
School Based Mental Health Services (Gen Ed) Clinical counseling services for students with identified MH needs (Tiers 2-3) 2017-2020 LCAP Goal 5 2020-2021 LCP	Alameda County Medi-Cal, 0000	Students/ Families with MH needs Staff via PD on MH first aid and other trauma informed practices	CSSS/Behavioral Health	__Curriculum and Instruction __Behavior __Family and Community Engagement __Climate __Social-Emotional Learning _X_Other: Violence Prevention, Substance Abuse Prevention
Tobacco Use Prevention and Education Mentoring and Intervention for student identified with tobacco or substance use (Tiers 1-2) 2017-2020 LCAP Goal 5 2020-2021 LCP	CDE and 3010	Student for substance abuse prevention and intervention; staff for PD on screening and referral	CSSS/Behavioral Health	__Curriculum and Instruction __Behavior __Family and Community Engagement __Climate __Social-Emotional Learning __Other: _____

Transitional Students and Families Case management, advocacy, transportation assistance, expedited enrollment (Tiers 1-3) 2017-2020 LCAP Goal 5 2020-2021 LCP	3010, 9283	Homeless and Foster Youth - social services and academic support	CSSS/Behavioral Health	__Curriculum and Instruction __Behavior __Family and Community Engagement __Climate __Social-Emotional Learning _X_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 _X_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	Office of Equity	__Curriculum and Instruction __Behavior __Family and Community Engagement _X_Climate __Social-Emotional Learning __Other: _____

		history and build leadership and advocacy skills		
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	_X_Curriculum and Instruction __Behavior __Family and Community Engagement __Climate __Social-Emotional Learning __Other: _____
Literacy Instruction 2017-2020 LCAP Goal 3 2020-2021 LCP Early Literacy Student Block Grant	LCFF Supplemental Early Literacy Student Block Grant	Students who are reading below grade level, English Language Learners	Academics & Instructional Innovation	_X_Curriculum and Instruction __Behavior __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 _X_Climate __Social-Emotional Learning __Other: _____

Step 2: Examine the Current Initiatives

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

Name Common Areas Among the Initiatives
There is alignment within major areas of the initiatives list above, especially regarding the focus on student attendance, positive school culture and literacy instruction.

Identify Processes for Collaboration and Integration of the Initiatives, Including Timelines
For each of the major areas, the goal is to ensure that schools do not see the improvement efforts as disjointed, rather, that there is collaboration between departments that think about how to implement improvement efforts so the plans are coordinated. In the areas named above, specific Departments that are already in close collaboration are Academics, English Language Learner and Multilingual Achievement, and the Office of Equity. We need to improve the collaboration between the academic departments and our Community Schools Department as well as calling on the instructional strength within the Special Education Department.

Describe any Groups of Students that are Not Served
The targeted population revealed that the group of students that will be the focus of this improvement plan will be both African American and Latino. Further examination of how to best serve these specific groups of students will better assist implementation of the milestones.

Identify Areas that are a Higher Priority than Others
Attendance, Literacy and positive school culture are of the highest priority within the initiatives named above.

2.2 Complete a Programmatic Self-Assessment

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

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

__X_Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook

Identify other relevant Self-Assessment Tools used:

___Quality Standards for Inclusive Schools: Self-Assessment Instrument

___Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide

___Other:_____

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

Describe how the self-assessment process was completed (who, how, what, and when).
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 or 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 then 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 were presented to the Leadership Team on November 24, 2020 and to the Stakeholder Group on November 30, 2020. Root Cause Presentation

2.3 Conduct Policies, Practices and Procedures Review

Upon identification of significant disproportionality, an LEA must provide for the annual review and, if appropriate, revision of the policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals. An LEA must address a policy, practice, or procedure it identifies as contributing to the significant disproportionality. In addition an LEA must publicly report on any revision of policies, practices, and procedures. (As directed in 34 *CFR* Section 300.646(c) and 300.646(d)(1)(ii-iii).)

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

Describe the process of reviewing the LEA's Policies, Practices, and Procedures that relate to the significant disproportionality identification.
The Stakeholder Group reviewed the Policies, Practices, and Procedures. Board policies were collected and provided to the Stakeholder Group. During Stakeholder Meetings, the Stakeholder Group divided into virtual breakout rooms to discuss the various policies, practices, and procedures. The Stakeholder Group chose the areas they were most interested in to examine. The Stakeholder Group was provided time to review the policies and ask clarifying questions. After this review, the Stakeholder Group was able to provide their feedback on the policies. This feedback was captured so that as we update our policies, we are mindful of the feedback the Stakeholder Group provided.

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

_X__Yes

___No

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

Plans to update over 10 policies reviewed during this process are being implemented according to our Board Meeting timelines and processes beginning in September 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 also participated in the FPM process, which highlighted the need to review and revise key District policies. As a result of preparing our improvement plans, we have found significant overlap in the policies needing revising, especially through our qualitative and quantitative data reviews. The need to revise key District policies has created a high level of synergy within District Departments with a focus on improving the support to schools through an interconnected approach. Additionally, our District experienced a Systemic Instructional Review conducted by the California Collaborative for an Excellent Education (CCEE) which was completed in February 2021. Please see OUSD Policies, Practices, Procedures Matrix for a complete listing.

Describe how the policies, practices, and/or procedures have been or will be publicly shared (e.g., School Board meeting minutes, posting on LEA website).
Each of the Board policies that will be revised must go through the Board process. For those policies with major revisions, presentations to the Board will be prepared. The policies are publicly available on our OUSD Board Website, along with Board Agendas, Agenda Minutes, and a recording of the meeting. Additionally, we are posting updates on our OUSD District Website.

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

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

2.4 Complete Reflective Data Analysis:

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

Briefly describe the LEA (e.g., demographics, culture, history of significant disproportionality).
Oakland Unified School District (OUSD) serves many students and families from many backgrounds which makes us a vibrant and lively city and school district. OUSD is a medium-sized TK-12 school district serving approximately 35,239 students who are culturally and linguistically diverse. OUSD consists of 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 five goals within our Local Control Accountability Plan(LCAP) and supporting actions and services. Oakland Unified School District's goals are as follows: **GOAL 1:** All students graduate college, career, and community ready. **GOAL 2:** Focal student groups demonstrate accelerated growth to close our equity gap. **GOAL 3:** Students and families are welcomed, safe, healthy, and engaged. **GOAL 4:** Our staff are high quality, stable, and reflective of Oakland's rich diversity. **GOAL 5:** Students, families, and staff have the resources and supports necessary to address the impacts of the COVID-19 pandemic.

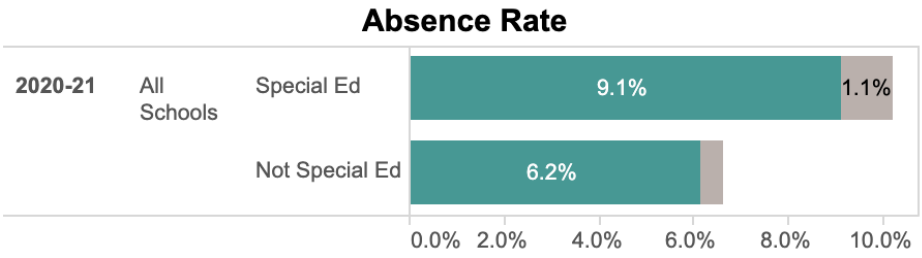
Fill in the following table to indicate the tools/strategies used to gather relevant data, the process used to analyze the data, and the findings from each data source.

Focus	Tool/Strategy	Process	Findings
Qualitative	Root Cause Presentation Focus Group Narratives	Held focus groups by stakeholder groups; Examined the patterns in what participants shared from their experiences working and learning in OUSD.	The 8 Root Causes were the findings from the patterns that emerged from the focus groups.
	OUSD Policies, Practices, Procedures Matrix	Stakeholder Group discussed the various policies, practices and procedures in OUSD.	Examined policies that should be updated, including 10 that will be evaluated and put forth for Board discussion and updating.
	File Reviews- highlighted speech and language screening	Student files from the disproportionate group were examined for patterns.	Students from the significant disproportionate group experienced higher rates of absenteeism, low rates of interventions/screening for speech and language difficulties, and lower reading results on local assessments.
	Updated Annotated Checklist for Addressing Racial Disproportionality	Stakeholder Group examined the checklist and discussed in small groups, the rate of agreement and disagreement with the questions within the checklist.	There was evidence in each area of the checklist that the milestones we were forming and within the CCEIS Plan would address many of the concerns raised in the checklist. The checklist reinforced the proposed milestones.

Quantitative	OUSD Data Dashboard: Suspensions of African American Students with IEPs by school, disaggregated by gender, 2017-2021; Student referral data by school, by offense, by race and gender, 2017-2020 (no significant new data collected in school year 2020-2021 due to school closures)	The OUSD Data Dashboard was used to examine suspension and referral data by grade span and by race/ethnicity.	Our rates of referrals and suspensions has decreased over time, however, African American students and Latino students have higher rates of suspensions and referrals than their peers.
	Referrals for Special Education assessment by school, disaggregated by race, 2017-2021;	Reviewed the referral data by school site to examine patterns in our referral data.The Special Education Department tracks initial referrals by several demographic and outcome factors, including race/ethnicity, grade level, eligibility status, gender, and placement (if eligible).	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%.

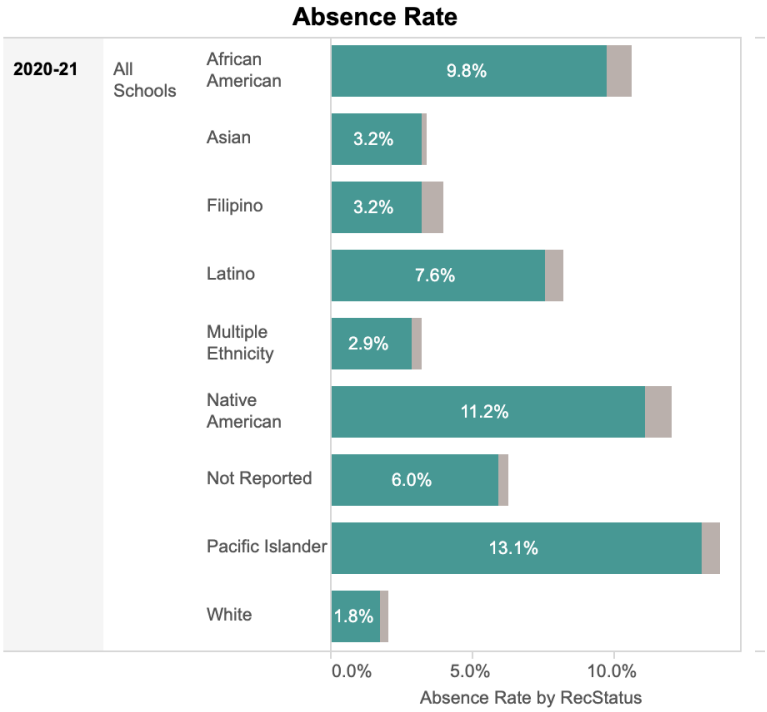
	Literacy data, disaggregated by race, by school, 2017-2021; Mathematics data, disaggregated by race, by school, 2017-2020	Accessed the data dashboard to examine academic data, both local and State assessments.	The literacy and math rates in our District, according to our assessments, have maintained a flat rate of growth and revealed that the average achievement rate was that half of our student population were performing at grade-level standard.
	Attendance and Chronic Absenteeism Data 2017-2021	Assessed our interventions to improve attendance rates at our school sites by grade spans.	There were incidents (strike and school closures) that have altered our attendance patterns, however, attendance has consistently been an area of growth for our District.
	Section 504 Data 2019-2020 and 2020 to date;	Examined the rate of 504s at each school site. This was an area raised within a focus group which prompted us to examine the use of 504 at our school sites.	Revealed that Section 504 may be an underutilized support at many school sites.
	Data gap-specific Multi-Tiered Systems of Support practices and referrals to Coordination of Services Team are not yet collected system-wide. The	Snowballing technique to continue to ask questions depending on where the data lead the discussion and examination of the data we were collecting.	Stakeholder and Leadership Team discussions revealed that we had an emerging milestone that would focus on MTSS, but no systematic way to track the data from the COS Teams at school sites.

	Comprehensive Data spreadsheet identifies all our data sources plus information from the OUSD Dashboard.		

Identify who was involved in the discussions about the data analysis. Briefly summarize the **prioritized** findings of the data analysis (including trends and patterns).
Oakland Unified School District believes in sharing quality data with staff members and community. The Research, Assessment, and Data (RAD) Department produces many comprehensive and valuable data dashboards that are available to staff and community at https://ousddata.org. The Leadership Team and Stakeholder Group used the data sets below to examine our practices with our stakeholders. In our stakeholder meetings, the reflection tools sparked valuable and reflective conversations and created a snow-balll 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

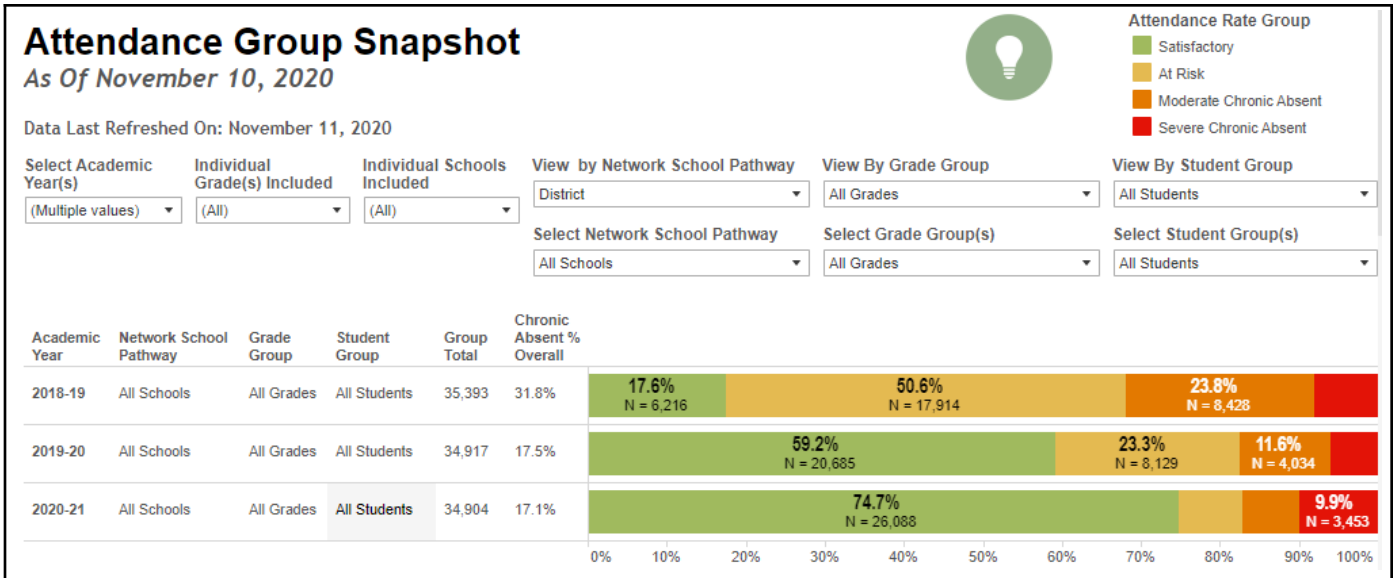


For Oakland students with disabilities African American, Native American and Pacific Islanders are most likely to be absent compared with other ethnic groups. 9.8% of African American students with disabilities have been absent this academic year.

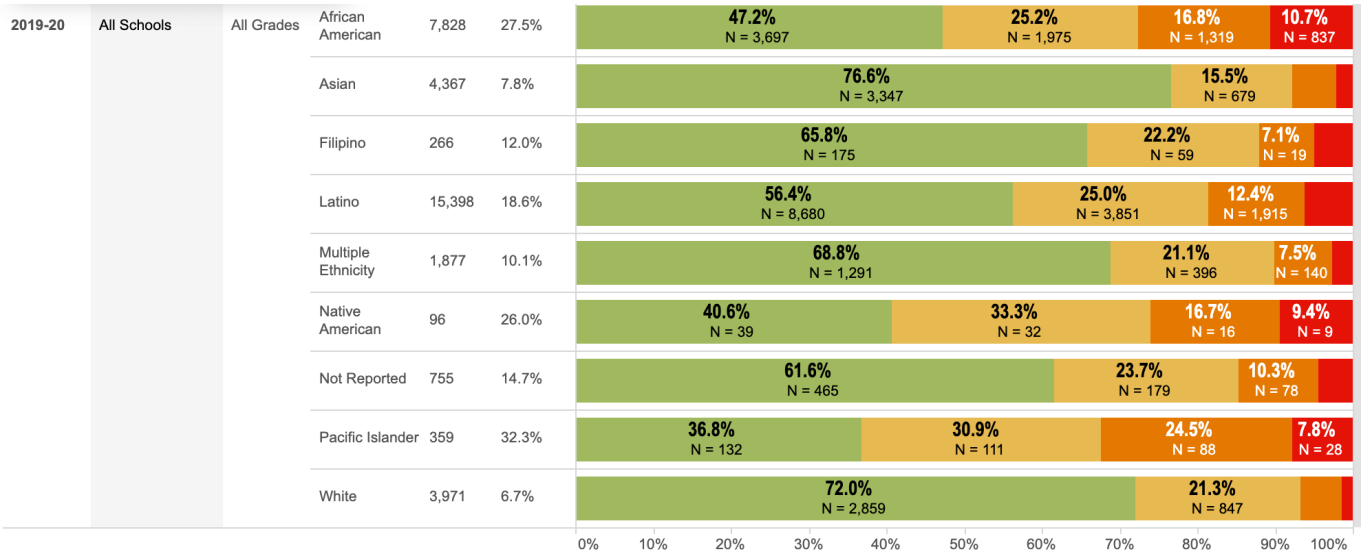
Chronic Absenteeism

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.



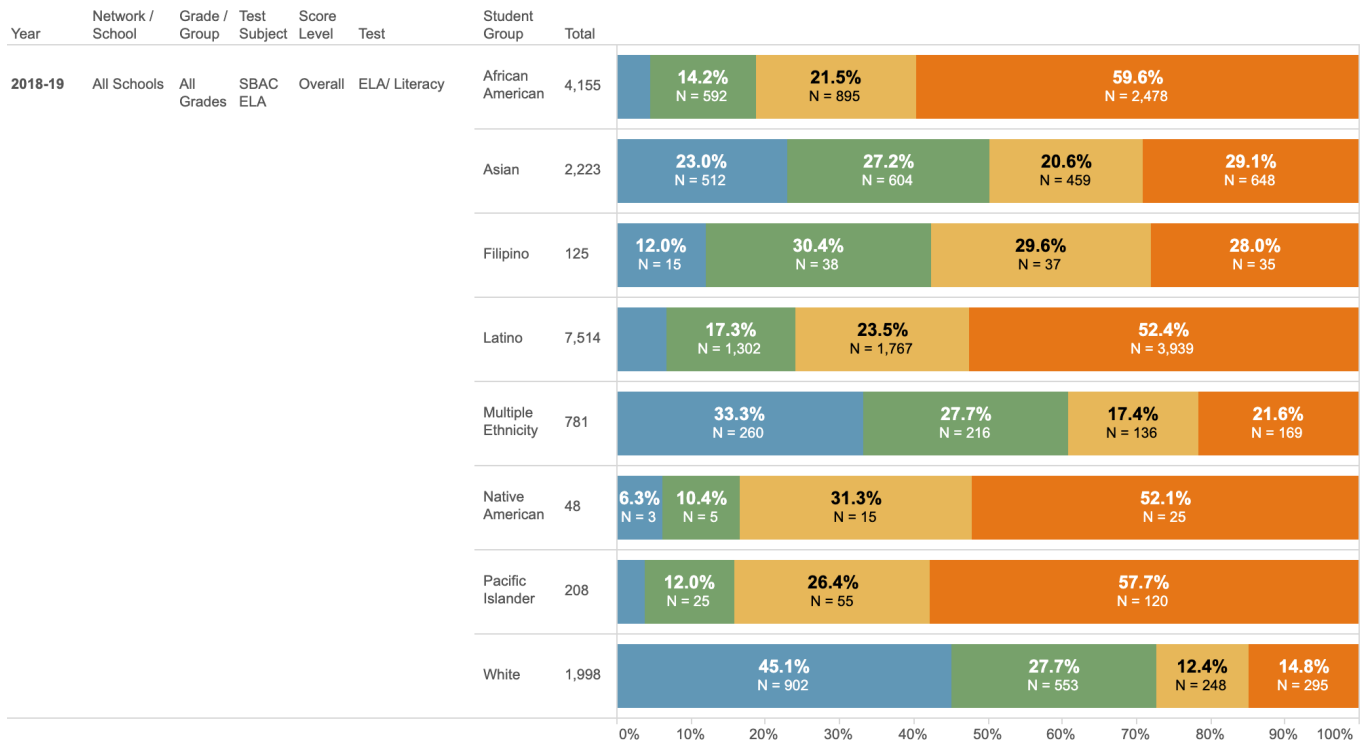
Chronic Absenteeism by Race - focus on African American students



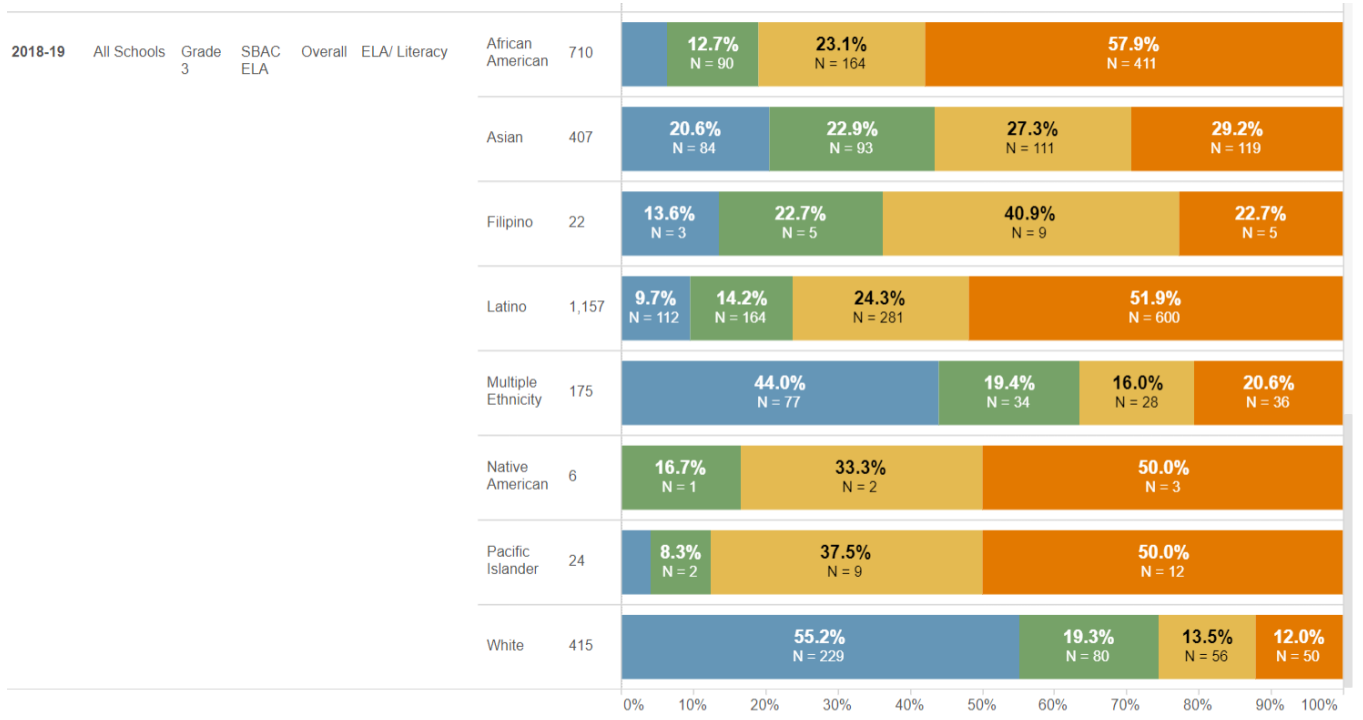
Oakland uses chronic absence rates - defined as missing 10% or more of school for any reason) to gauge engagement in school and learning. Pacific Islander (63%), Native American (60%) and African American (53%) students have the highest chronic absence over the last three years. In contrast Asian American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

Literacy/English Language Arts

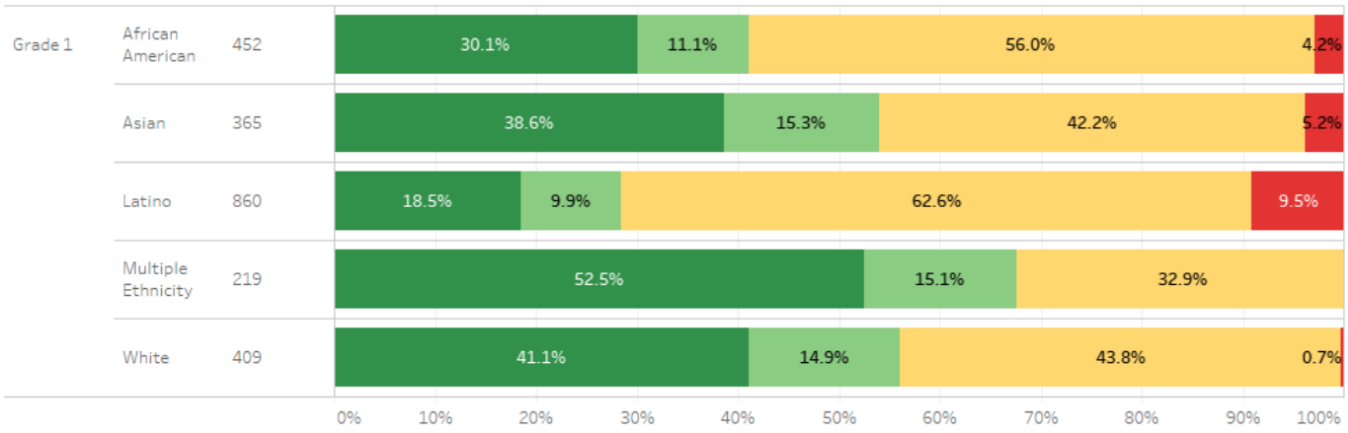
SBAC 3-8, 11: ELA Performance by Ethnicity (2018-19) - Exceeding, Meeting, Near, and Below Standard



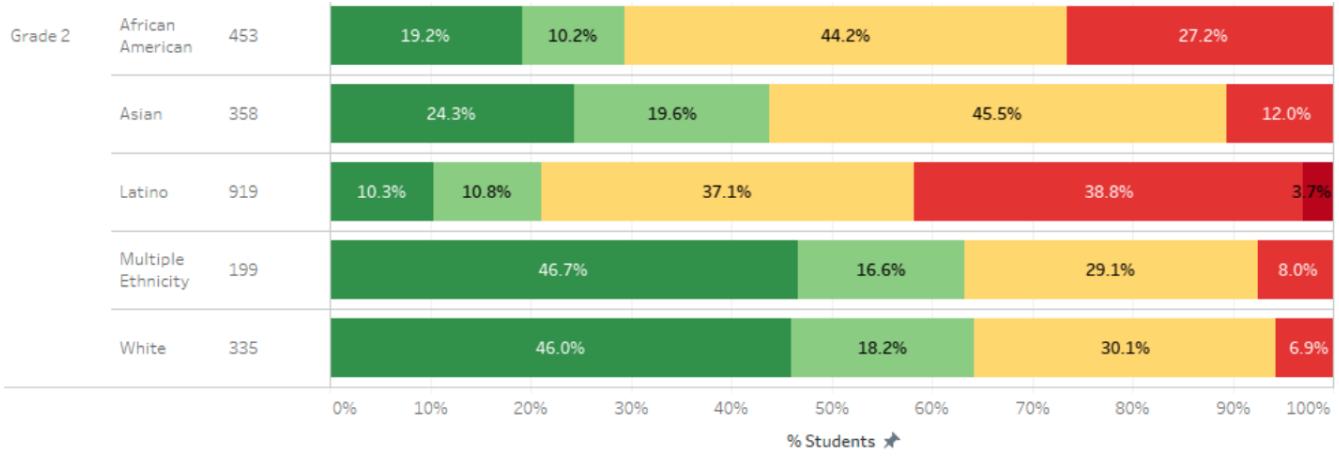
SBAC Grade 3: ELA Performance by Ethnicity (2018-19) - Exceeding, Meeting, Near, and Below Standard



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



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

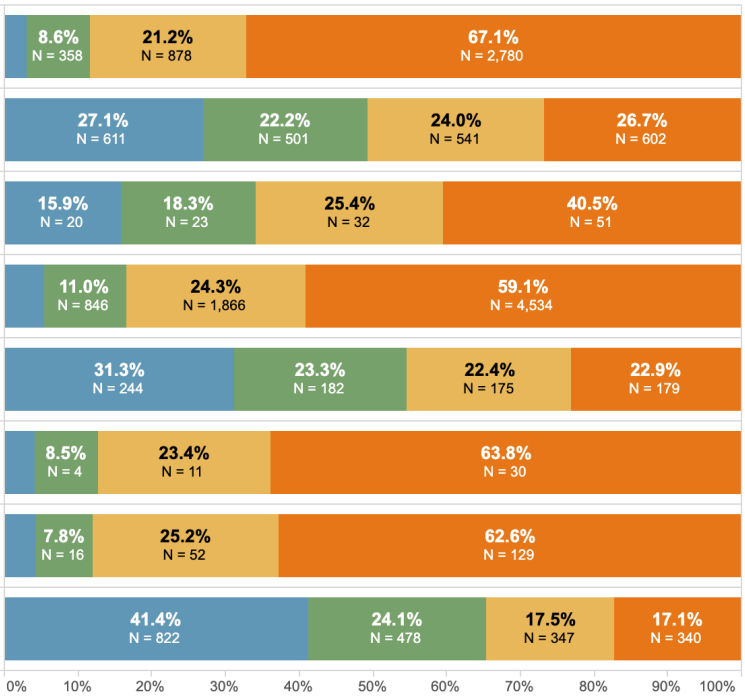


We completed file reviews, including an educational benefit analysis, for a group of African American students eligible under Emotional Disturbance or suspended often, which revealed that 70% of students had reading concerns at the time of their initial referral for evaluation, in addition to behavioral 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

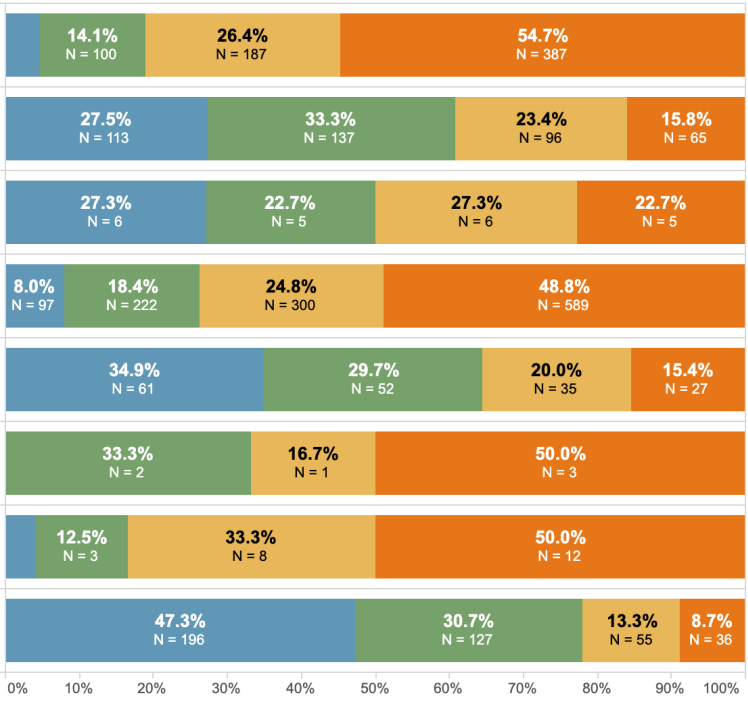
SBAC 3-8, 11: Math Performance by Ethnicity

Year	Network / School	Grade / Group	Test Subject	Score Level	Test	Student Group	Total
2018-19	All Schools	All Grades	SBAC Math	Overall	Mathematics	African American	4,144
						Asian	2,255
						Filipino	126
						Latino	7,671
						Multiple Ethnicity	780
						Native American	47
						Pacific Islander	206
						White	1,987



SBAC 3-8, 11: Math Performance by Ethnicity

Year	Network / School	Grade / Group	Test Subject	Score Level	Test	Student Group	Total
2018-19	All Schools	Grade 3	SBAC Math	Overall	Mathematics	African American	708
						Asian	411
						Filipino	22
						Latino	1,208
						Multiple Ethnicity	175
						Native American	6
						Pacific Islander	24
						White	414



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

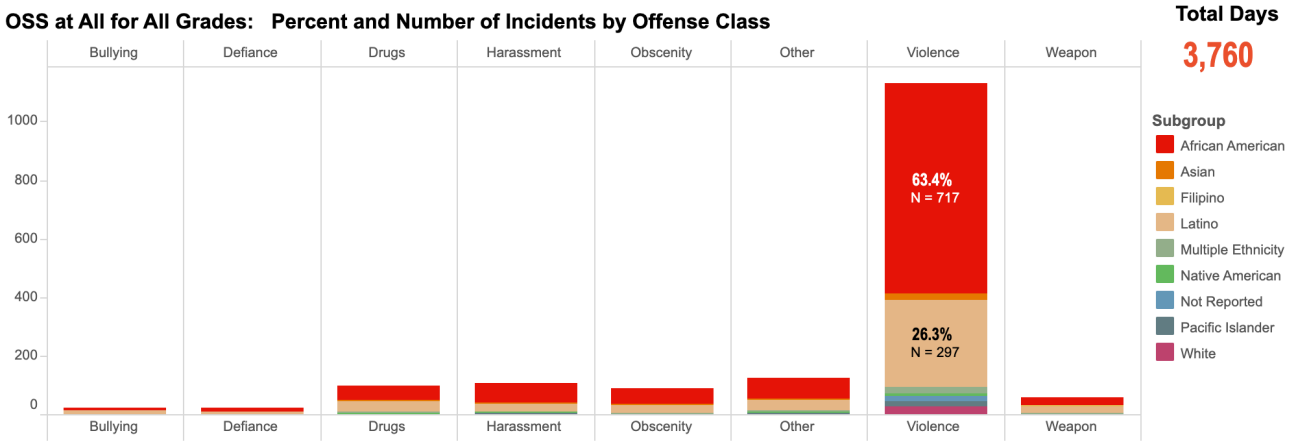
included all IEPs from initial eligibility and any data around pre-referral intervention and family context. Each team member presented two cases to the group over 4 consecutive meetings. After all cases were presented, the analysis was summarized revealing a few patterns:

- 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



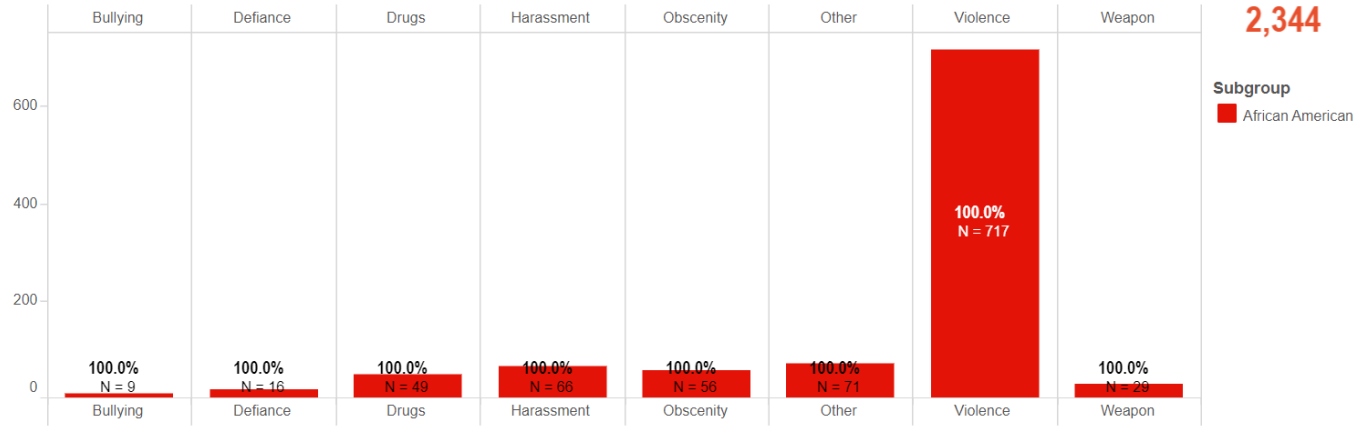
African American specific

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

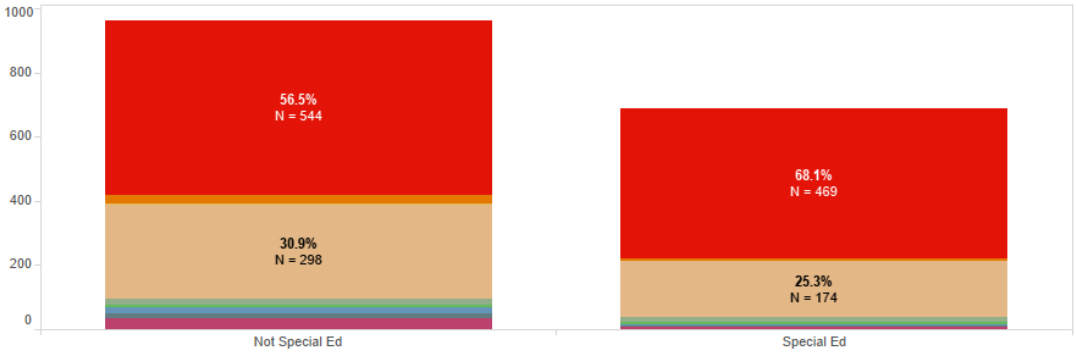
AA w/IEPs

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



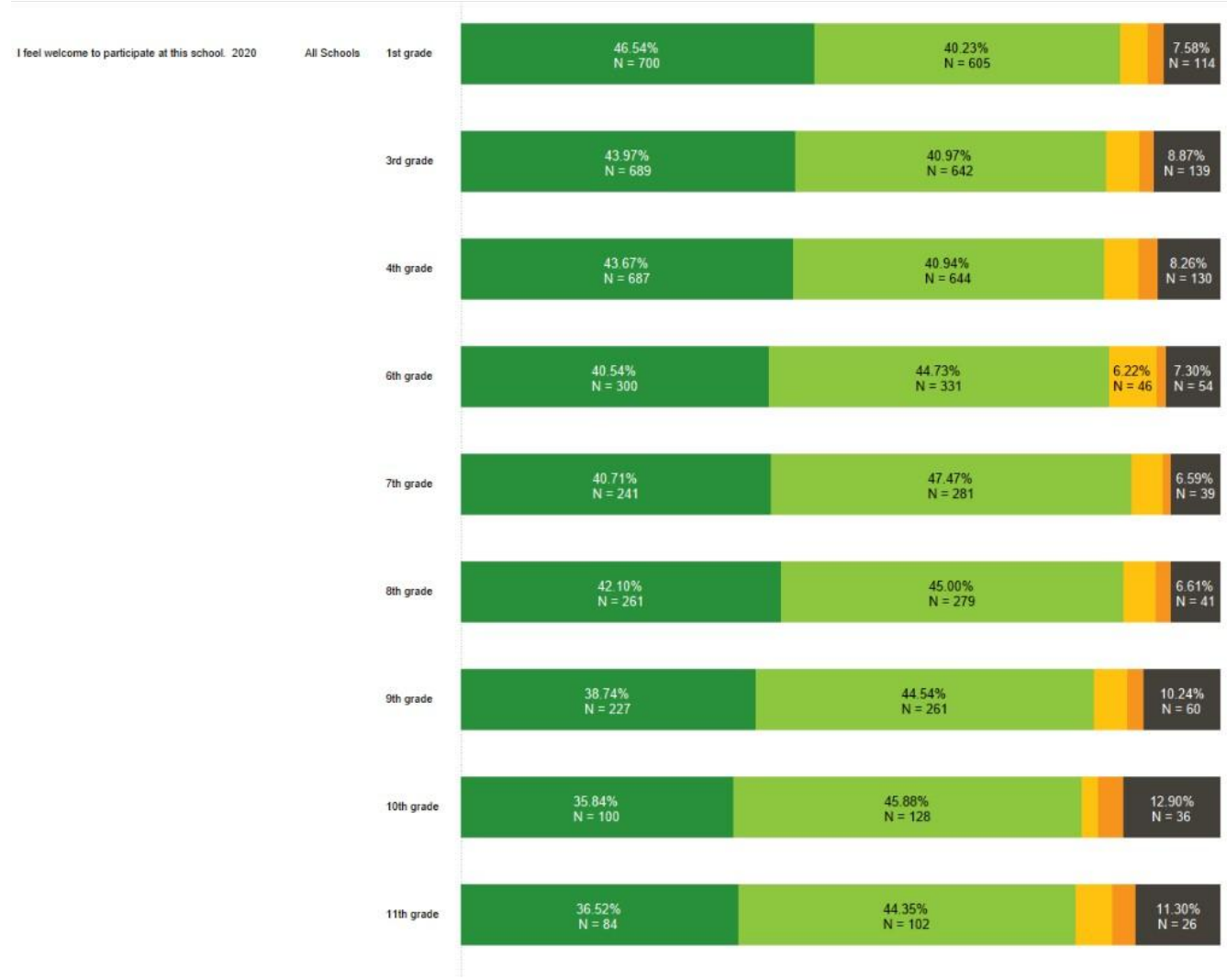
Total Days
3,760

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.

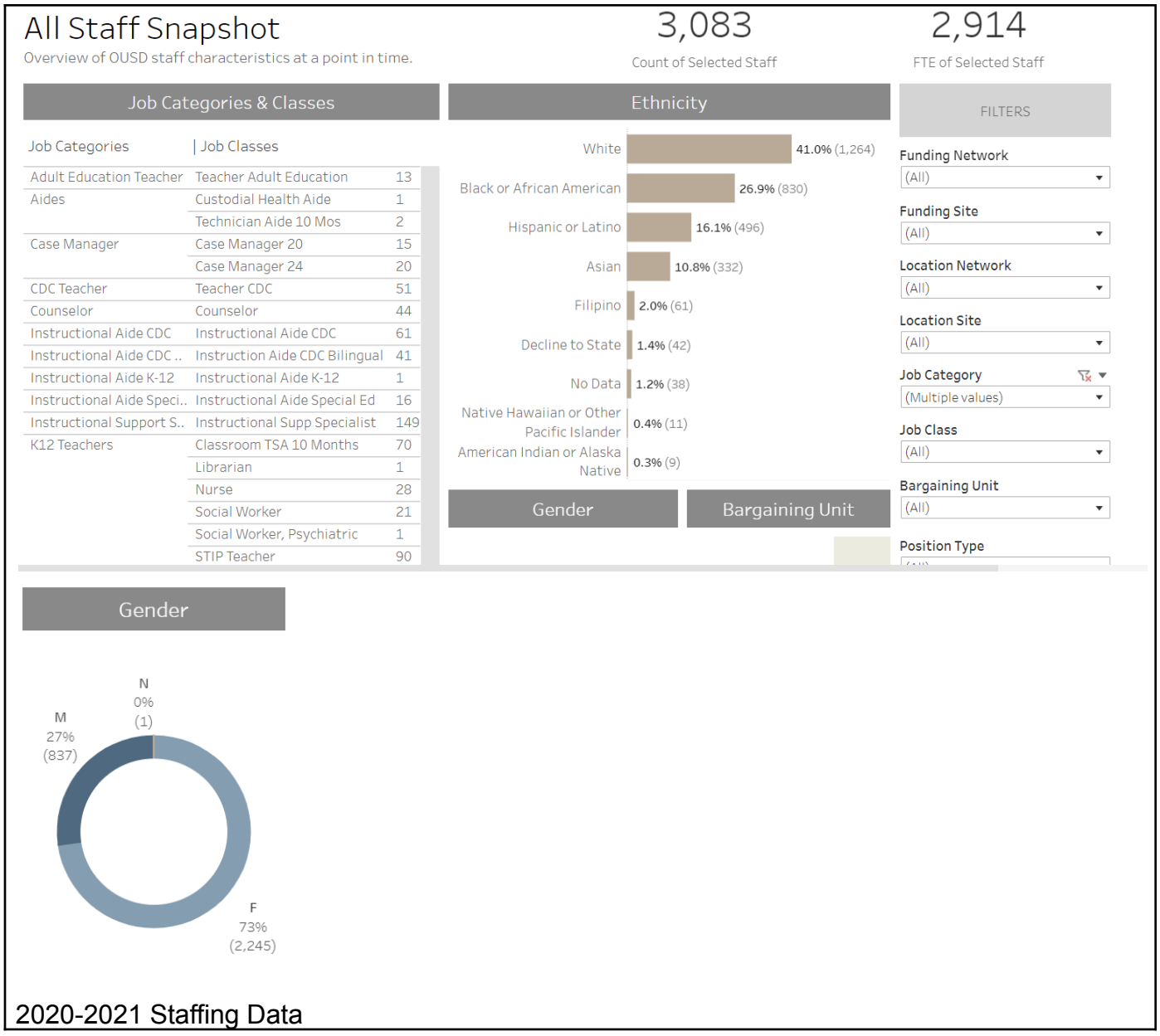
Family Partnership

CHKS 2019-21 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.

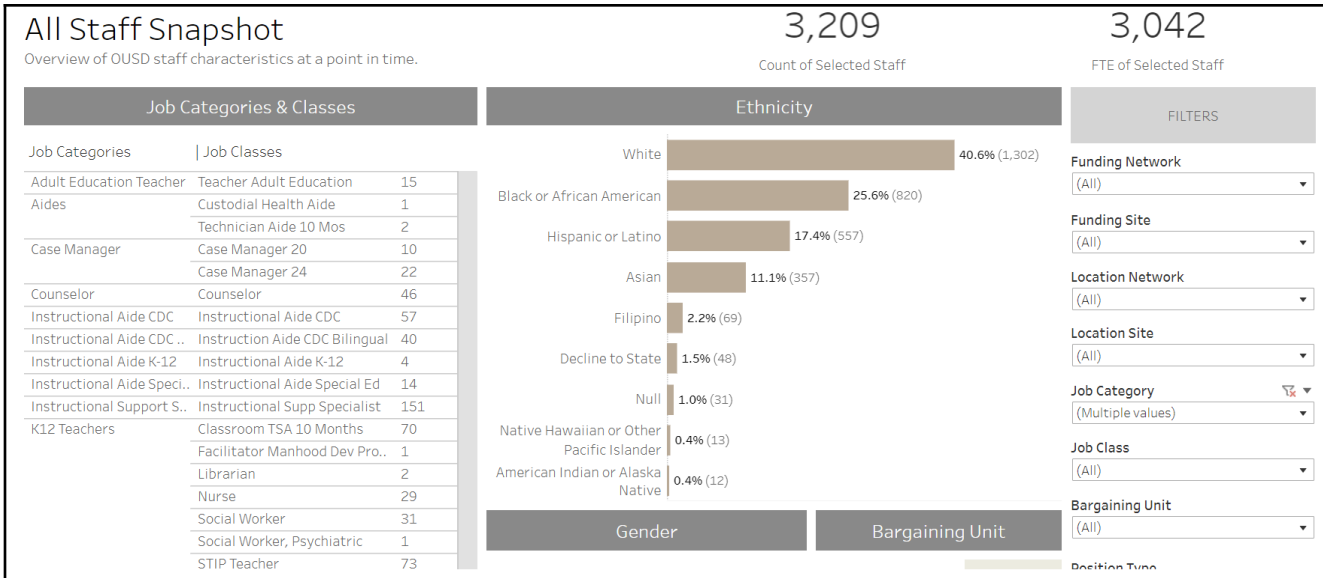


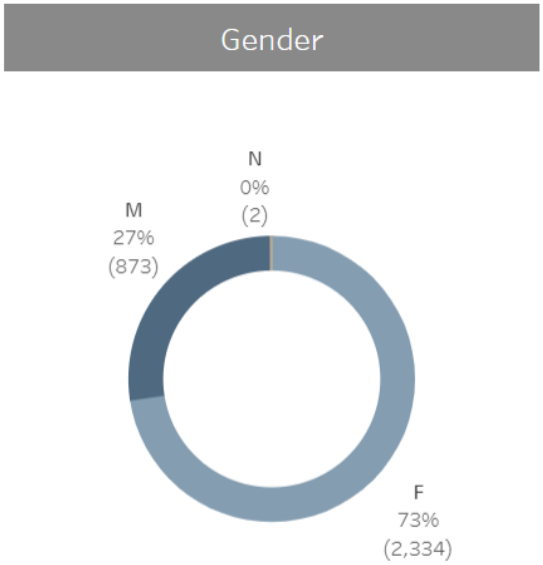
Staffing

2019-2020 Staffing Data



2020-2021 Staffing Data





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%).

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

2.5 Determine Root Cause(s) Based on Data

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

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

Root Cause	Describe the Data Source(s) that Supports the Root Cause
1) Cultural Dissonance, Bias, Teacher Expectations and Misconception: Lack of Job Embedded Anti-Racist Training	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. *Notable Quotes:* ● *"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."*
2) **Inconsistent Implementation of District wide Discipline Practices**: Lack of consistent implementation of positive classroom routines including pre-referral strategies, discipline procedures and practices.	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. Lack of consistent support for teachers and schools on the impact of trauma on student learning. 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. Notable Quotes ● *"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."*

3) **Limited Targeted General Education Interventions for African American Students:** Multi-Tiered System of Support (MTSS)	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. 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. Notable Quotes ● *"Target Strategies or 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 teachers."* ● *"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."*
4) **Lack of meaningful engagement with African American Students and families**: Lack of Parent-Teacher Academic Partnership with African American 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. 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. 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. This root cause area is a major focus for the work ahead. We value parent voice and are struggling to connect with parents, especially with families when their student needs more support. This topic became a discussion after we struggled with sustaining consistent family participation in our Stakeholder Meetings. The people present identified key next steps (school focus rather than District) and those next steps are reflective of the Measurable Outcome that addresses this growth area. From Agenda Notes: Once our plan is approved, CAC members will invite more families to attend; Stakeholder group will shift slightly, this group will continue if they wish to continue while new members will be invited that are families and staff from Target Population Schools: Allendale 42; Encompass 36; Fruitvale 27; Futures 35; Garfield 35; Hoover 25; Horace Mann 25; Laurel 28; Madison Primary 40; Manzanita Community 30; Markham 51; MLK 28; Parker 27; Pride 28; Reach 54; Rise 30

	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."* • *"OUSD needs to address community relations; bridge a gap between parents."*
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 Three: Plan for Improvement
Find instructions for this phase at
https://spptap.org/phase-iii-plan-for-improvement/

3.1 Identify Target Population

***Note**: For more information about how to identify the target population, see the Target Population Flow Chart on the CCEIS Padlet.*

IDEA funds reserved for CCEIS are for students in the LEA, particularly, but not exclusively, students from those groups that were "significantly over identified" who need additional support to be successful in the general education environment.

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

Complete the tables on the next page using estimates from current student data.

The estimated student numbers:

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

Actual numbers of targeted students served will be provided on the Quarterly Progress Reports.

Students Currently ***Not*** Identified as Needing Special Education 2021 CCEIS Service Period: July 1, 2021 to September 30, 2023		
Report Periods	**Description of Targeted Student Population**	**Number of Students Currently *Not* Identified as Needing Special Education Receiving CCEIS Initiatives**
First 12 months: 7/1/2021 to 6/30/2022	Executive Director of Community Schools, Student Services, Director of Behavioral Health, and the Executive Director of Academics and Instructional Innovation will create a districtwide plan for early intervention that provides intensive academic, behavior, and social emotional interventions for student's. The development of the plan includes Restorative Practices, push in support, PBIS, and academic interventions. The MTSS team will track interventions and offer targeted support based on students' individual behavior. Criteria for selection of Target students include: Elementary schools with two or more of the following data points: -15% or more of students identify as African American; -Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; -Have a Special Education referral rate above the average number of referrals across elementary school campuses; **and** Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year The number of students at these schools must be 25 or greater to receive these interventions.	Allendale 42 Encompass 36 Fruitvale 27 Futures 35 Garfield 35 Hoover 25 Horace Mann 35 Laurel 28 Madison Primary 40 Manzanita Community 30 Markham 51 MLK 28 Parker 27 Pride 28 Reach 54 Rise 30 16 Schools African American: 245 Latino: 306

	Data sources for monitoring progress will include: Attendance, classroom office referrals, suspension, observational data, and MTSS plans.	
Second 12 months: 7/1/2022 to 6/30/2023	Executive Director of Community Schools, Student Services, Director of Behavioral Health, and the Executive Director of Academics and Instructional Innovation will create a districtwide plan for early intervention that provides intensive academic, behavior, and social emotional interventions for student's. The development of the plan includes Restorative Practices, push in support, PBIS, and academic interventions. The MTSS team will track interventions and offer targeted support based on students' individual behavior. Criteria for selection of Target students include: Elementary schools with two or more of the following data points: -15% or more of students identify as African American; -Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; -Have a Special Education referral rate above the average number of referrals across elementary school campuses; **and** Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year The number of students at these schools must be 25 or greater to receive these interventions. Data sources for monitoring progress will include: Attendance, classroom office	Allendale 42 Encompass 36 Fruitvale 27 Futures 35 Garfield 35 Hoover 25 Horace Mann 35 Laurel 28 Madison Primary 40 Manzanita Community 30 Markham 51 MLK 28 Parker 27 Pride 28 Reach 54 Rise 30 16 Schools African American: 245 Latino: 306

	referrals, suspension, observational data, and MTSS plans.	
Last 3 months: 7/1/2023 to 9/30/2023	Executive Director of Community Schools, Student Services, Director of Behavioral Health, and the Executive Director of Academics and Instructional Innovation will create a districtwide plan for early intervention that provides intensive academic, behavior, and social emotional interventions for student's. The development of the plan includes Restorative Practices, push in support, PBIS, and academic interventions. The MTSS team will track interventions and offer targeted support based on students' individual behavior. Criteria for selection of Target students include: Elementary schools with two or more of the following data points: -15% or more of students identify as African American; -Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; -Have a Special Education referral rate above the average number of referrals across elementary school campuses; **and** Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year The number of students at these schools must be 25 or greater to receive these interventions. Data sources for monitoring progress will include: Attendance, classroom office referrals, suspension, observational data, and MTSS plans.	Allendale 42 Encompass 36 Fruitvale 27 Futures 35 Garfield 35 Hoover 25 Horace Mann 35 Laurel 28 Madison Primary 40 Manzanita Community 30 Markham 51 MLK 28 Parker 27 Pride 28 Reach 54 Rise 30 16 Schools African American: 245 Latino: 306

Total Target Students to be served during this 27-month period *(non-duplicative count)*	551

Students Currently Identified as Needing Special Education 2021 CCEIS Service Period: July 1, 2021 to September 30, 2023		
Time Periods	**Description of Targeted Student Population**	**Number of Students Currently Identified as Needing Special Education Receiving CCEIS Initiatives**
First 12 months: 7/1/2021 to 6/30/2022	Executive Director of Community Schools, Student Services, Director of Behavioral Health, and the Executive Director of Academics and Instructional Innovation will create a districtwide plan for early intervention that provides intensive academic, behavior, and social emotional interventions for student's. The development of the plan includes Restorative Practices, push in support, PBIS, and academic interventions. The MTSS team will track interventions and offer targeted support based on students' individual behavior. Criteria for selection of Target students include: Elementary schools with two or more of the following data points: -15% or more of students identify as African American; -Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; **-**Have a Special Education referral rate above the average number of referrals across elementary school campuses; **and** Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year	None

	The number of students at these schools must be 25 or greater to receive these interventions. Data sources for monitoring progress will include: Attendance, classroom office referrals, suspension, observational data, and MTSS plans.	
Second 12 months: 7/1/2022 to 6/30/2023	Executive Director of Community Schools, Student Services, Director of Behavioral Health, and the Executive Director of Academics and Instructional Innovation will create a districtwide plan for early intervention that provides intensive academic, behavior, and social emotional interventions for student's. The development of the plan includes Restorative Practices, push in support, PBIS, and academic interventions. The MTSS team will track interventions and offer targeted support based on students' individual behavior. Criteria for selection of Target students include: Elementary schools with two or more of the following data points: -15% or more of students identify as African American; -Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; **-**Have a Special Education referral rate above the average number of referrals across elementary school campuses; **and** Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year	None

	The number of students at these schools must be 25 or greater to receive these interventions. Data sources for monitoring progress will include: Attendance, classroom office referrals, suspension, observational data, and MTSS plans.	
Last 3 months: 7/1/2023 to 9/30/2023	Executive Director of Community Schools, Student Services, Director of Behavioral Health, and the Executive Director of Academics and Instructional Innovation will create a districtwide plan for early intervention that provides intensive academic, behavior, and social emotional interventions for student's. The development of the plan includes Restorative Practices, push in support, PBIS, and academic interventions. The MTSS team will track interventions and offer targeted support based on students' individual behavior. Criteria for selection of Target students include: Elementary schools with two or more of the following data points: -15% or more of students identify as African American; -Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; **-**Have a Special Education referral rate above the average number of referrals across elementary school campuses; **and** Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year The number of students at these schools must be 25 or greater to receive these interventions.	None

	Data sources for monitoring progress will include: Attendance, classroom office referrals, suspension, observational data, and MTSS plans.	
Total Target Students to be served during this 27-month period *(non-duplicative count)*		0

3.2 Develop Programmatic Improvement Action Plan

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

Measurable Outcome # 1	Indicator(s)	Root Causes	Target Population
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.	African American - Emotional Disturbance African American - Other Health Impairment African American - Discipline resulting in less than 10 days out of school	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.	Elementary schools with two or more of the following data points: -15% or more of students identify as African American; -Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; -Have a Special Education referral rate above the average number of referrals across elementary school campuses; and Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year The number of students at these schools must be 25 or

			greater to receive these interventions. There are 16 schools identified through this criteria. 551 Students: 245 African American and 306 Latino.

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 1.1:-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.	● 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	-October 2021: Refine OUSD's MTSS Plan	# 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	● MTSS Director (new position, CCEIS and Supplemental funding) ● PBIS Coaches, Elementary Behavior Specialists (CCEIS and Supplemental Funding)

	● Elementary MTSS/PBIS Coaches, Elementary Behavior Specialists ● Elementary Site administrators ● Elementary Site based EBS lead teams		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	
Activity 1.2:-Implement a training and communication campaign of the refined OUSD MTSS Framework.Include training and coaching to schools to identify and implement Multi-Tiered System of Supports for both Academics and Behavior	Same as above	-November 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	-Training Records of attendance -Updated OUSD MTSS Framework	-CCEIS Program funds used for training purposes, stipends and communication campaign

Activity 1.3:- Provide on-going professional support / coaching to administrators in developing school based MTSS plans. 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	Same as above	-December 2021: Sites develop school-based systems and routines for implementing OUSD MTSS Framework	-Schedules from CCEIS Staff -School Based MTSS Plans describing the specific school site resources to be utilized	
Activity 1.4:-Select or design an MTSS site planning tool that is part of the Site Plan for Student Achievement (SPSA). The SPSA will include 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,	same as above Target Population Schools	-January 2022, including the design and funding within the SPSA -January 2022: Assess level of	-Additional tab on the SPSA for each school site.	-MTSS Director (new position, CCEIS and Supplemental funding) -PBIS Coaches, Elementary Behavior Specialists (CCEIS and Supplemental Funding)

and social skills lessons. Student progress will be monitored and reported quarterly.		staffing to support schools sites (Behavior Specialists, Instructional Support Specialists, MTSS Coaches aligned to schools)		
Activity 1.5:Central office staff from Academics and Instructional Innovation and Community School Student Services Behavioral Health Team will examine 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.	Stakeholder Group Leadership Team	-February 2022	-Notes from listening sessions -Summary of key learnings from listening sessions	-Office of Equity Staff
Activity 1.6:- 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	Continuous School Improvement Division	-March 2022	-Training record of Attendance	-CCEIS Program fees for MTSS Training

Measurable Outcome # 2	**Indicator(s)**	**Root Causes**	**Target Population**
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	-African American - Emotional Disturbance	1-Cultural Dissonance, Bias, Teacher Expectations and Misconceptions: Equity training offered so far has been optional, and not	Elementary schools with two or more of the following data points: -15% or more of students identify as African American;

decrease by 5%, and suspensions will decrease by 3% at our target schools.	-African American - Other Health Impairment -African American - Discipline resulting in less than 10 days out of school	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.	-Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; -Have a Special Education referral rate above the average number of referrals across elementary school campuses; and Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year The number of students at these schools must be 25 or greater to receive these interventions. There are 16 schools identified through this criteria. 551 Students: 245 African American and 306 Latino.

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures

Activity 2.1:-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	• 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	-December 2021: Develop training/coaching plan, aligned and integrated with Literacy, MTSS, and Family-Partnership.	-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 (CEEBSE), PSAC.	-The majority of Office Equity Staff are funded by LCFF Supplemental Funds. -The majority of our Literacy staff are funded by LCPP Supplemental Funds. -The majority of our Behavioral Health staff are funded through LCFF Supplemental -MTSS training is planned to be implemented through CCEIS Program Funds.

Activity 2.2: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 2022. 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.	● Raquel Jimenez, Executive Director, Office of Equity ● Jerome Gourdine, Director of Targeted Strategies	-January -March 2022: Implement training. Winter/Spring 2022	-Minutes of team meetings at Target Schools	-The majority of Office Equity Staff are funded by LCFF Supplemental Funds.
Activity 2.3: 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	● Raquel Jimenez, Executive Director, Office of Equity	January-May 2022: SSCs incorporate targeted	-Samples of the Equity Site Walks and Inventories and meeting	-The majority of Office Equity Staff are funded by LCFF Supplemental Funds.

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.	● Jerome Gourdine, Director of Targeted Strategies ● Equity Office	literacy and MTSS equity goals into SPSA's.	minutes capturing the summary of the discussion at our focus school sites.	
Activity 2.4:-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.	● Raquel Jimenez, Executive Director, Office of Equity ● Jerome Gourdine, Director of Targeted Strategies ● Equity Office	- March 2022: Site based Equity teams, with SSC representation, are developed.	-Evidence that staff are engaging in culturally responsive instructional practices will be demonstrated by: -More targeted group students receiving the academic, social emotional interventions	-The majority of Office Equity Staff are funded by LCFF Supplemental Funds.

			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	
Activity 2.5:-Support school leadership and their SSC teams to prioritize funding implementation of multi-tiered systems of support (academic and SEL interventions)	● 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	-Fall 2022: Sites implement SPSAs (targeted culturally relevant literacy and MTSS practices, with embedded site based professional learning and family partnership structures).	- 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).	-The majority of Office Equity Staff are funded by LCFF Supplemental Funds. -The majority of our Literacy staff are funded by LCPP Supplemental Funds. -The majority of our Behavioral Health staff are funded through LCFF Supplemental

Measurable Outcome # 3	Indicator(s)	Root Causes	Target Population
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.	African American - Emotional Disturbance African American - Other Health Impairment African American - Discipline resulting in less than 10 days out of school	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.	Elementary schools with two or more of the following data points: -15% or more of students identify as African American; -Socioeconomically disadvantaged population of 80% or more; -Students with a chronic absenteeism rate at 10% or higher; -Have a Special Education referral rate above the average number of referrals across elementary school campuses; and Students in TK-2 who: -Do not currently have an IEP; -Perform 2 grades or lower on our local literacy assessments; and -Are either chronically absent or have been suspended for two or more days within the last school year The number of students at these schools must be 25 or greater to receive these interventions. There are 16 schools identified through this

			criteria. 551 Students: 245 African American and 306 Latino.

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 3.1:-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.	● 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	-January-March 2022: Develop training/coaching plan, aligned and integrated with Literacy, MTSS, and Family Partnership	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	-The majority of Office Equity Staff are funded by LCFF Supplemental Funds.

			gaining access to 504 plan services -Less targeted group students receiving suspensions	
Activity 3.2:-Coordinate with community partners to provide African American and Latino equity family navigators at targeted sites.	Same as above	-January -February 2022: SSCs incorporate targeted literacy, MTSS, family partnership and equity goals into SPSA's.	-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	-The majority of Office Equity Staff are funded by LCFF Supplemental Funds.
Activity 3.3:-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,	-Same as above -Targeted Population School Sites	- Fall 2022: Sites implement SPSAs (targeted culturally	-Number of target school sites implementing School Governance	-The majority of Office Equity Staff are funded by LCFF Supplemental Funds.

Weekly communication cadence structure, Affinity committees)		relevant literacy and MTSS practices, with embedded site based profession al learning and family partnership structures).	Standards for Shared Decision making: Parent Action Teams, affinity committees linked to SSC, SSC Rubric scores of “developing” practices	

Measurable Outcome # 4	Indicator(s)	Root Causes	Target Population
By June 30, 2023, 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.	African American-Emotional Disturbance	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	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.

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

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 4.1:Identify and adopt a culturally-appropriate universal screening tool.	1. Executive Director, Special Education 2. Coordinator of Related Services, Special Education 3. Executive Director, Community Schools	- By October 2021: Identify recommended universal screening tool -By October, 2021: Field test universal screening tool -By October, 2021: Adopt universal	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.	-The Special Education and Community Schools Staff are funded through LCFF Supplemental Funding.

		screening tool		
Activity 4.2:Assign and train highly-qualified speech-language pathologists to each network of schools.	Same as above	-By October, 2021: Assign SLP to each network of schools	Speech-Language Pathologists are hired.	Speech-Language Pathologists funded by CCEIS Program Funds.
Activity 4.3:Utilize district assessment data to identify the cohort of students who require screening.	Same as above	-By October, 2021: Convene monthly team data review meetings	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.	-The Special Education and Community Schools Staff are funded through LCFF Supplemental Funding.
Activity 4.4:Convene monthly team meetings with staff to review screener results and therapy progress for students participating in short-term service.	Same as above	-By June, 2023: Complete initial screening of all students in target population	Quarterly review of screener data, review of speech therapy notes for students receiving short-term therapy, review of discipline	-The Special Education and Community Schools Staff are funded through LCFF Supplemental Funding.

			records for students within target population.	

Measurable Outcome # 5	Indicator(s)	Root Causes	Target Population
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.	African American - Emotional Disturbance African American - Other Health Impairment African American - Discipline resulting in less than 10 days out of school	6- Inconsistent Staff Instructional Capacity & 7-Curriculum and Instruction: We have had inconsistent Tier 1 literacy 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	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

		students in need of tier 2 and tier 3 support.	two or more days within the last school year The number of students at these schools must be 25 or greater to receive these interventions. There are 16 schools identified through this criteria. 551 Students: 245 African American and 306 Latino.

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 5.1:MTSS Director, 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.	-Romy Trigg-Smith, Early Literacy Coordinator -Jerome Gourdine, Director of Targeted Strategies -Wesley Jacques, Executive Director, Academics and Instructional Innovation -MTSS Director	Implement assessment systems and professional development in Fall of 2021.	-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	-The Academic, Literacy and Office of Equity staff are funded through LCFF Supplemental Funds. -The MTSS Director is funded through CCEIS Program Funds and LCFF Supplemental Funds.

			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. -Reduction of students meeting target population criteria	
Activity 5.2:-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	-Romy Trigg-Smith, Early Literacy Coordinator -Jerome Gourdine, Director of Targeted Strategies -Wesley Jacques, Executive Director, Academics and	Implement assessment systems and professional development in Fall of 2021.	-Increase in reading outcomes between 1 and 2 reading levels and progress towards annual targets on	-The Academic, Literacy and Office of Equity staff are funded through LCFF Supplemental Funds. -The MTSS Director is funded through CCEIS Program

meetings with family members, academic mentoring, and additional assessment to target supports (e.g. i-Ready dyslexia screener).	Instructional Innovation -MTSS Director		-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-SIPPS mastery tests and/or Curriculum embedded assessment in new ELA adoption 3 MTSS practices and interventions for reading support	Funds and LCFF Supplemental Funds.
Activity 5.3:-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.	-Romy Trigg-Smith, Early Literacy Coordinator -Jerome Gourdine, Director of Targeted Strategies -Wesley Jacques, Executive Director, Academics and	Focus target supports by January 2022.	-Process Measures related to implementation of MTSS (e.g. curriculum implementation ; i-Ready usage, analysis of data, etc.)	-The Academic, Literacy and Office of Equity staff are funded through LCFF Supplemental Funds. -The MTSS Director is funded through CCEIS Program Funds and LCFF

	Instructional Innovation -MTSS Director			Supplemental Funds.

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

3.3 Complete Budget Forms

Complete both budget forms embedded below.

Budget Form 1: 2021 BUDGET ALLOCATION

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

2020 Resource **3310** Allocation	2020 Resource **3315** Allocation
$8,540,590	$ 240,608

Provide the Fiscal Year 2021–22 allocation awarded for Resource Codes 3310 and 3315:
Provide the 2021 allocations the SELPA provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

2021 Resource **3310** Allocation	2021 Resource **3315** Allocation
$8,540,590	$ 240,608

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2021–22 allocations the LEA was awarded for resource codes 3310 and 3315:

2021 CCEIS Resource 3312 **3312 = 15% of 3310**		2021 CCEIS Resource 3318 **3318 = 15% of 3315**		**Total 2021 CCEIS Budget (3312 plus 3318)**
$ 1,281,089	**plus**	**$ 36,091**	**equals**	**$ 1,316,975**

The above 15 percent set-aside amounts will be the 2021-22 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CCEIS Progress and Expenditure Reports. **Please use the Total 2021 CCEIS Budget indicated above to complete the 2021 Allowable Costs Budget form on the next page.**

Budget Form 2: 2021 ALLOWABLE COSTS BUDGET

Complete the table below to reflect the **Total 2021 CCEIS Budget** as reported on the 2021 Budget Allocation. CCEIS expenses for 2021 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf.

The 2021 CCEIS period is July 1, 2021, through September 30, 2023. The CCEIS 15 percent set-aside must be fully expended by September 30, 2023.

2021 Budget Line Items	Brief Description of 2021 CCEIS Activities	Amount for each CCEIS Activity
1000–Certified Salaries	Intervention Support	$562,519.00
2000–Classified Salaries	Intervention Support	$355,000.00
3000–Employee Benefits	Payroll Taxes and Benefits	$223,879.65
4000–Materials and Supplies	Supplies to support interventions	$ other funds
5000–Services and Other Operating Costs	Staff Training	$ other funds
5100 Contract Services (ICR cannot be used for Object Code 5100)	Staff Training	$ other funds
5800 Contract Services	MTSS Technical Support	$120,000.00
7300–Indirect Cost Rate (ICR) CDE-approved rate of _4.22____ percent)		$ 55,576.35
Total Amount for 2021 CCEIS Activities. The amount must equal the Total 2021 CCEIS Budget as indicated on the 2020 Budget Allocation Summary.		$ **1,316,975**

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

LEA Business Fiscal Officer (Print Name & Signature) Lisa Grant-Dawson	Date Signed: 9/29/2021 Contact Phone: 510.879.8855
SELPA Business Fiscal Officer (Print Name & Signature) Lisa Grant-Dawson	Date Signed: 9/29/2021 Contact Phone: 510.879.8855

Detailed Budget

Working Budget after Indirect Costs: $1,261,398.65							
Measurable Outcome	**Description**	1000 Certified Salaries	2000- Classified Salaries	3000- Employee Benefits	4000- Materials and Supplies	5000- Services and Other Operating Costs	5100 and 5800 Contracted Services
1- Anti-Racist	Anti-Racist Training Stipends (15,000 T-2)						
1- Anti-Racist	Anti-Racist Training Contract- Facilitate and contract to roll-out the work with specific schools. Foundational Equity learning. Pacific Education Group is a possibility, interrupting deficit thinking and teaching. (5,000 supplies in Supplemental)						$25,000.00
2- MTSS	MTSS Training Stipends (15,000, T-2)						
2- MTSS	MTSS Training Costs (UDL, CPI) (5,000 supplies)						$25,000.00
2- MTSS	MTSS Director (.5)	$65,000.00		$28,500.00			
2- MTSS	PBIS Coaches (1) (80,000 + 32,000)		$80,000.00	$40,436.00			
2- MTSS	Behavior Specialists (2), currently have 3		$170,000.00	$76,500.00			
2- MTSS	Instructional Support Specialists (2), currently 0, can also be academic support trained in our SIPPS program (~$70k s/b)		$105,000.00	$75,000.00			
3- Family Partnerships	Training Stipends (Training/paid teacher time for each site on: PTHV, APTT, family-teacher	$8,019.00		$0.00	$0.00		

	classroom workshop/meeting, family-teacher communication time) (8,019)						
3- Family Partnerships	Targeted Population Family LITERACY Liaisons - Ed Fund Parent Stipend contract (1 parent leader per 20 families, $500 leadership award per month per parent leader, 14 minimum parent leaders) Connected to grant (13 through other funds)			$0.00			$70,000.00
4- Speech Screening	SLPs (4) Screen Team	$480,000.00	$0.00				
4- Speech Screening	Purchase a Screening Tool (15,000 supplies)						
5- Early Literacy	Training Stipends (9,500)	$9,500.00		$3,443.65			
5- Early Literacy	Training Contract (5000)						
Subtotal		$562,519.00	$355,000.00	$223,879.65	$0.00	$0.00	$120,000.00
Grand Total	$1,261,398.65						

Note: *This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available on the CCEIS Padlet.*

PHASE FOUR: IMPLEMENTING, EVALUATING AND SUSTAINING
Find instructions for this phase at
HTTPS://SPPTAP.ORG/PHASE-IV-IMPLEMENTING-EVALUATING-AND-SUSTAINING/

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	Email
Sondra Aguilera	__X_Progress Reports ___Expenditure Reports ___Both Reports	sondra.aguilera@ousd.org
Lisa Grant-Dawson	___Progress Reports _X__Expenditure Reports ___Both Reports	lisa.grantdawson@ousd.org
CCEIS Leadership Team	__X_Progress Reports ___Expenditure Reports ___Both Reports	see list above

4.2 Evaluate Effectiveness

Describe the 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. The Stakeholder quarterly meetings will review data listed below to track our progress for 16 schools in the following areas:

Chronic Absenteeism
Suspension Data
Local Assessment data in literacy
MTSS Intervention Tracking by 16 school sites
Special Education Referrals.
The data above is collected and updated on https://www.ousddata.org/. Each month, we will pull the data from the Dashboard as a snapshot. For local literacy assessments, we will follow the OUSD Elementary Assessment Calendar to analyze literacy data or: Fall (October); Winter (December, IAB1); Spring (February RI) and Spring (March IAB2). The Lead Team will analyze data during our bi-weekly team meetings and prepare the data sets to share for the quarterly stakeholder meetings. The quarterly Stakeholder Meetings will be used to share our progress on how implementation of our Measurable Outcomes is taking place at each of the 16 schools from the Target Population.
As all continuous improvement cycles include we may need to allow for changes to implementation based on our outcomes from the quarterly progress meetings. The Stakeholder Team will assist the Leadership Team in adjusting our implementation as we analyze data to support with course correction of our CCEIS Plan.

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.

4.4 Complete and Submit SPP-TAP Feedback survey

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

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

	Schools Student Services		

CCEIS Plan Signatures

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

Printed Name and Signature	Date
Dr. Kyla Johnson-Trammell LEA Superintendent	9/23/2021
Jennifer Blake Special Education Director	
Shanthi Gonzales School Board President	9/23/2021
Jennifer Blake SELPA Director	