2023 Comprehensive Coordinated Early Intervening Services Plan (CCEIS)
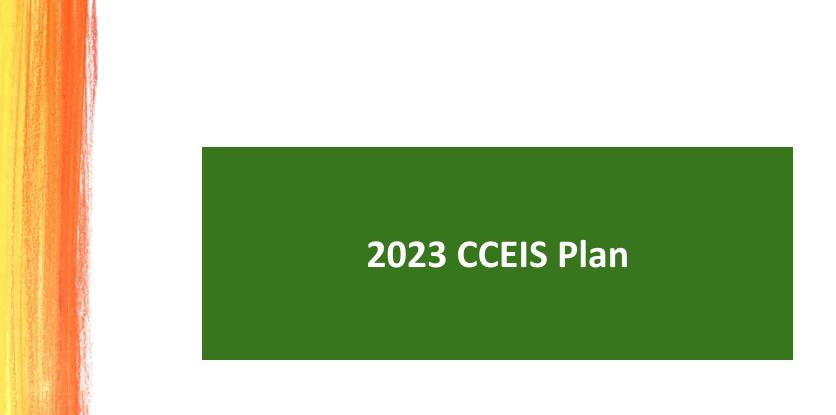
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December 13, 2023

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Ask of the Board

- Approve the 2023 Comprehensive Coordinated Early Intervening Services (CCEIS) Plan; and
- Provide feedback.

2023 CCEIS Plan

Data Collection Activities

Over-identification of African American Students as Emotionally Disturbed and Suspensions of African American Students with Individualized Education Programs (IEPs)

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

Root Causes

1. Lack of consistent pre-referral interventions for students demonstrating behavioral and academic challenges.
2. Lack of culturally-responsive, anti racist/anti-ableist pedagogy present across classrooms prior to being referred for special education assessments.

Target Population

Schools that identify high numbers of students for special education referrals for literacy and behavior support given the size of their total school enrollment. Schools with high suspension rates and the lack of documented tier 2 and tier 3 interventions after reviewing School Site Plans for Achievement (SPSAs) or lack of pre-referral interventions in Tiers 2 and 3 as documented through COST and SSTs. Additionally, K-5 students at these schools identified to be 2 or more grade levels behind in reading as demonstrated by iReady.

Strategy and Outcome 1

STRATEGY

Develop and implement Multi-Tiered Systems of Support at the schools serving the identified target population.

OUTCOME

By September 30, 2026, 100 % of schools with students in our focus population will implement Multi-Tiered Systems of Support as evidenced by Coordination of Services Teams (COST), documented Student Success Team (SST) meetings, improved positive behavior support systems and documented accommodation plans through the Section 504 process.

Strategy and Outcome 1 Activities

Activity 1.1	Site based COSTs are evaluated against an effectiveness rubric as a baseline to identify the strengths and growth areas for each of the school site teams within the target population.
Activity 1.2	Site based SSTs are evaluated and documented on a consistent basis.
Activity 1.3	Professional learning and in-classroom support is provided by Behavior Specialists to build the capacity of teachers and school based staff.
Activity 1.4	Professional learning is provided to classroom teachers on attention based disabilities and accommodation plans as provided within the Section 504 process.

Strategy and Outcome 2

STRATEGY

Increase trusting relationships between families and school site staff.

OUTCOME

By September 30, 2026 schools serving the identified target population will, participate in foundational equity learning at a rate of 80 % of staff, offer educational support activities for families where 60% of families will participate, and access District recruitment pipelines to increase the number of African American staff working at the school.

Strategy and Outcome 2 Activities

Activity 2.1	Design and implement foundational equity learning.
Activity 2.2	Design and implement 3 educational support activities for families.
Activity 2.3	District recruitment pipelines will prioritize the recruitment and hiring of African American staff.

Implementation and Progress Monitoring

- Implementation begins after the California Department of Education (CDE) approves the plan;

- Ongoing Stakeholder Meetings; and

- Quarterly Progress Monitoring reported to the CDE.

Ask of the Board

- Approve the 2023 CCEIS Plan and provide feedback.

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