



# **AUSD's Significant Disproportionality Process: Recommendations for the Target Population and Activities to be Included in the CCEIS Plan**

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# What is Significant Disproportionality?

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AUSD has been identified for significant disproportionality due to the number of African American students with IEPs in the category of Other Health Impaired (OHI) and Intellectual Disability (ID) for three consecutive years (2016-17, 2017-18, 2018-19).



# Funding Set Aside for the Work

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The District is required to set aside 15% of Federal Special Education funding to use for Comprehensive Coordinated Early Intervention Services (CCEIS). These funds are to be used in ways to prevent students from continuing to be overidentified for special education. This amounts to \$289,000 to be used by September 2022. The dollars have to be used to support the selected target group with early intervention.

*Note: Services for Special Education students will not change as a result of these set aside funds. The district is required to maintain a level of spending on special education from year to year.*

# Tonight's Goals

## Phase III:

- Determine criteria for selecting student target group
- Determine criteria for selecting schools
- Develop activities that match recommendations and timelines for implementation

Phase IV: Upon CDE approval funding and activities start with quarterly monitoring and revision if needed. Data determines which activities to sustain and which to revise.

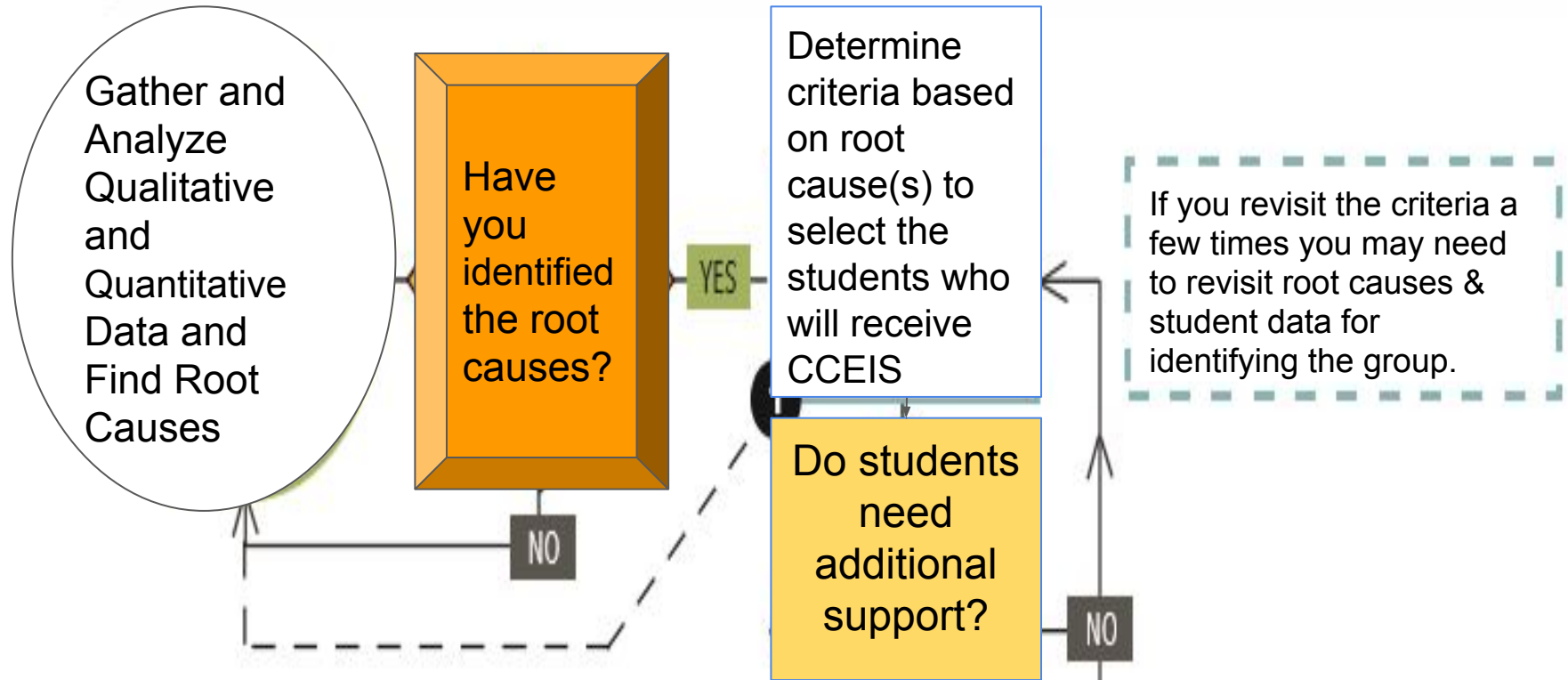


# Root Cause Prioritization

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1. AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust. *(Root cause: family and community partnerships)*
2. AUSD's lack of creating hiring practices that attract and retain African American teachers and administrators *(Root cause: Cultural Dissonance and systemic racism)*
3. Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices, which is evidenced by explicit and implicit biases, low expectations and misconceptions. *(Root Cause; cultural dissonance, expectations and misconceptions)*
4. AUSD staff's lack of equitable and consistent Implementation of Discipline Procedures and Practices *and* lack of consistent robust first, best instruction and timely and effective referral for students who need interventions. *(Root Cause: Interventions and Referrals and Discipline policies and Practices)*

# Target Population Selection



# Criteria for Selecting Target Group of Students

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**Target Student Group:** 120 general education students comprised of

70% African American (84) 25% Hispanic (35)

**Target Schools: Elementary Schools**

**A combination of factors will be considered:**

- Homeless/Foster
- Limited English Proficiency
- 504
- Have had an SST
- Chronic Absence
- Socio-Economic Disadvantaged
- One or more suspensions
- One or more behavioral incidents
- Scoring Below or Far Below Grade Level based on assessment

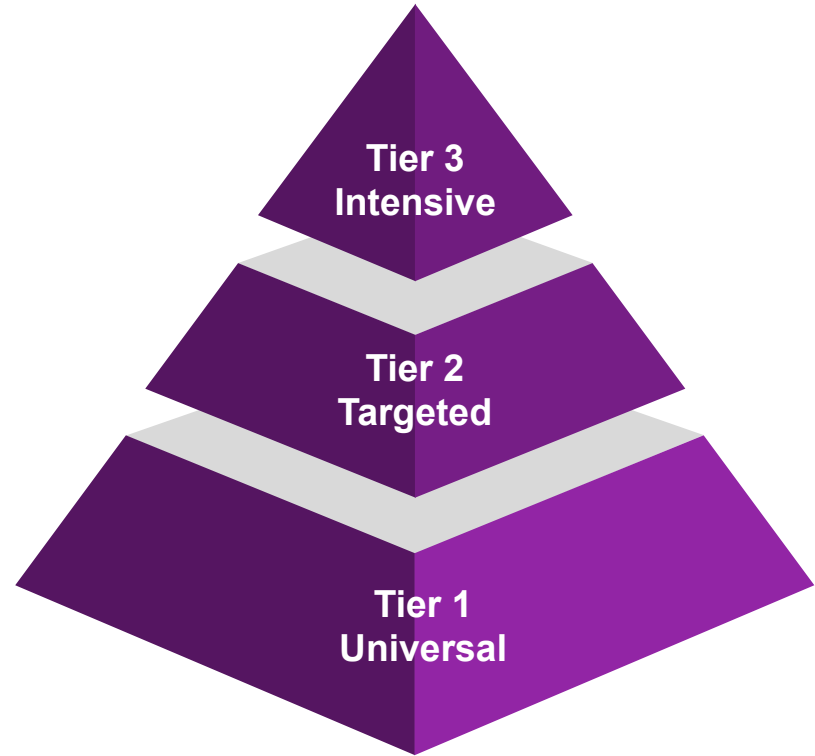
# Multi-Tiered System of Support (MTSS)

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**Tier 1** – All students receive high-quality instruction in academics and school behavior. (Universal)

**Tier 2** – In addition to Tier 1, students needing more support also receive small-group intervention and supports. Students continue to receive Tier 1 instruction but receive targeted group intervention in the areas of concern. (Targeted)

**Tier 3** – In addition to Tiers 1 and 2, students receiving Tier 3 intervention receive the most intensive supports based on individual need. Students continue to receive Tier 1 instruction and may still receive group intervention but may also receive replacement curriculum and/or individualized intervention in the areas of concern. (Intensive)





# Key Components of a Multi-Tiered System of Support

## Tiered Teams

Efficient use and collection of data (all levels, all Domains)

Teams are informed by data and make decisions based on available information

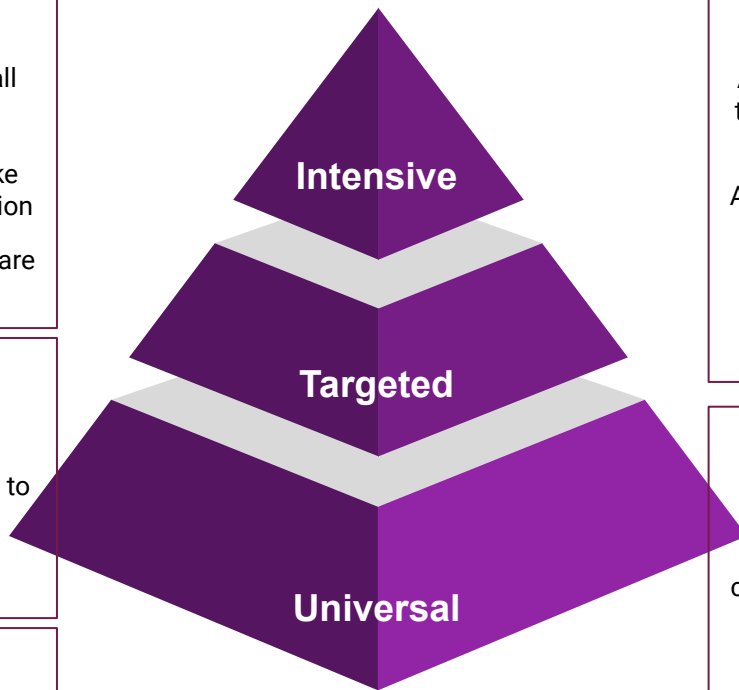
Protocol(s) for effective data analysis are established

## Universal Screening/ Assessment

The practice of assessing all students to identify those who are not making academic or behavioral progress at expected rates

## Progress Monitoring

The practice of assessing all students to determine if academic or behavioral interventions are producing desired effects



**Layered Continuum of Supports**  
**Evidence-Based Practices**  
**Family-School Partnering**

## Master Scheduling

All students engage in curriculum that is aligned with the curriculum frameworks; all students participate in robust and responsive core instruction (Tier 1)

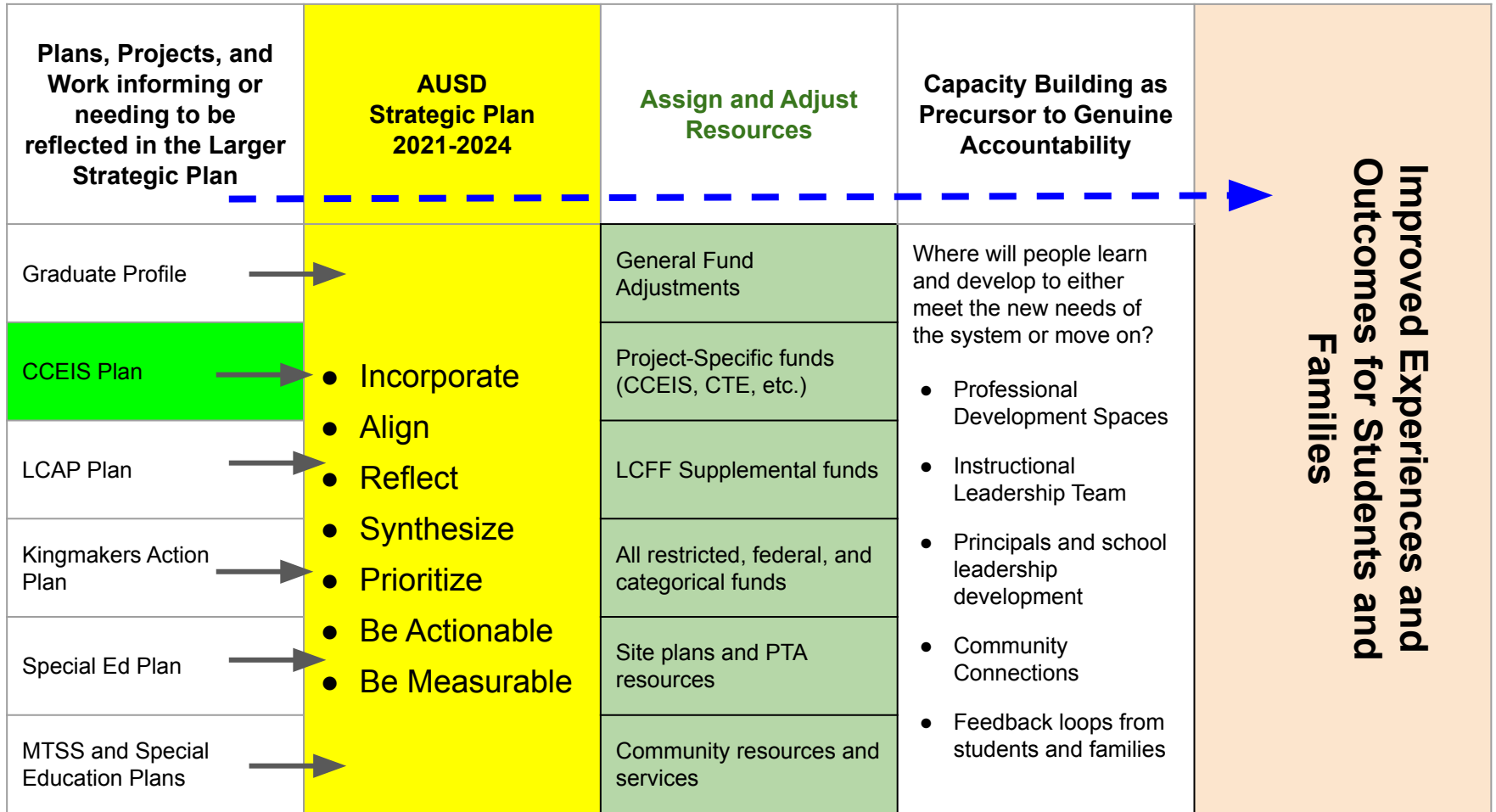
All students will have a schedule that will permit Tier 2 or Tier 3 interventions/ supports or enrichment opportunities in addition to core instruction

All students are able to move seamlessly out of and into Tier 2 and Tier 3 interventions and supports

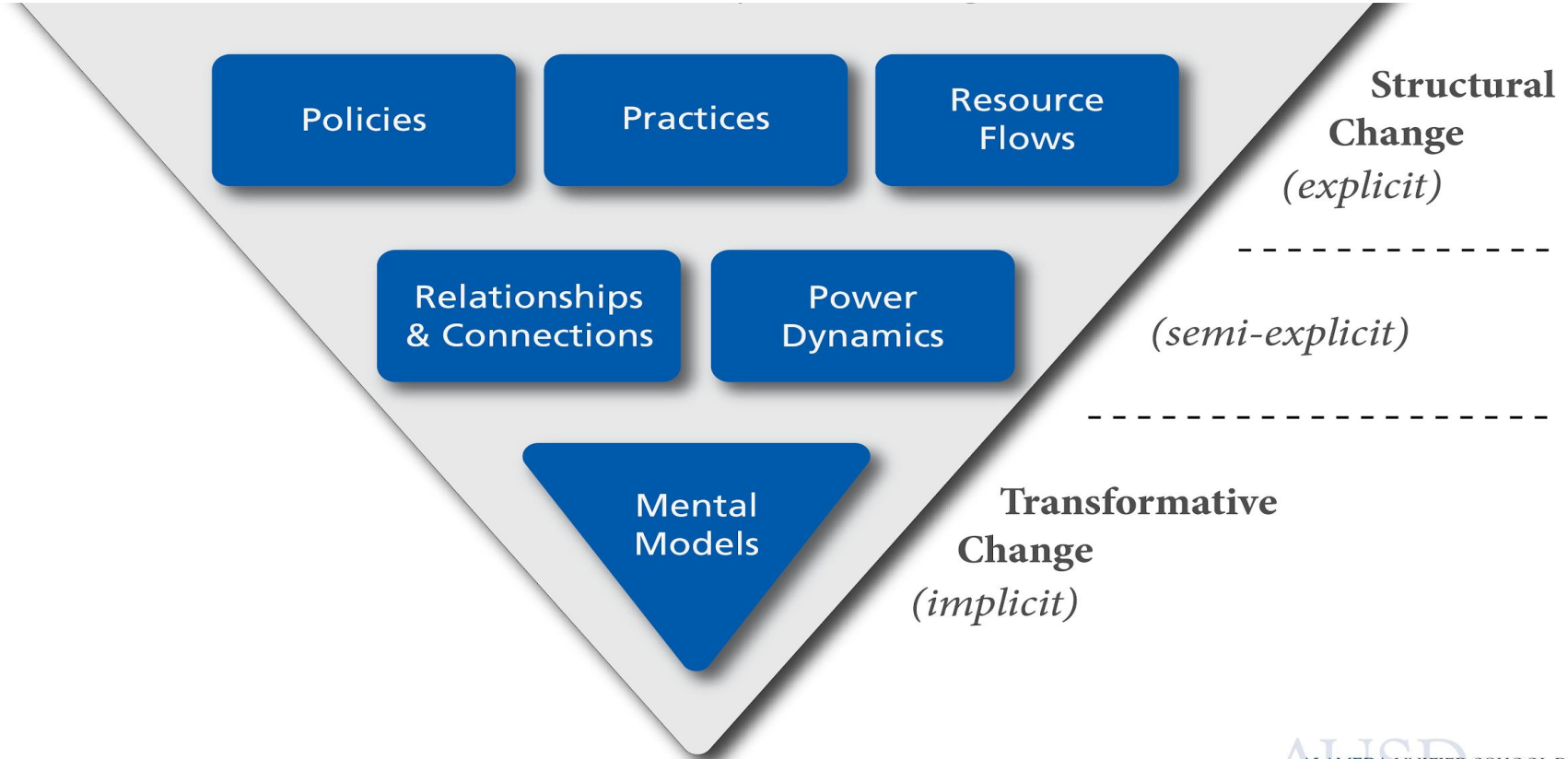
## Equity and Culturally Responsive Pedagogy

All school personnel share responsibility and employ culturally sensitive practices to educate all students in the school

Learning environments and activities that reflect students' social, cultural, and linguistic experiences maximize learning opportunities and make instruction relevant for students



# Six Conditions of System Change



# Recommendations and Activities

Recommendation	Proposed Activities
<p><b>Recommendation 1:</b> Support the formation of an BIPOC (<i>Black, Indigenous and People of Color</i>) Parent Group and hire BIPOC staff committed to Black/AA achievement and support for Black/AA families.</p>	<p><b>Activity A:</b> The district will provide support in the development of an Alameda District BIPOC Parent Advisory Council and the formation of school-site BIPOC Parent affinity groups.</p> <p><b>Activity B:</b> The district will assemble a multidisciplinary work group that includes relevant district staff as well as family and community representatives to develop a coordinated approach to ensure that the voice of African American families is included in all major district forums and effective home-to-school connections are promoted.</p> <p><b>Activity C:</b> The district will engage listening sessions with African American families. Information and recommendations from the listening sessions will be applied to a design thinking framework that will be utilized to build and implement the strategic plan. (<i>The district will work with BIPOC consultants on the items above</i>)</p> <p><b>Activity D:</b> The BIPOC Group will be a representative consultative group in the LCAP, Strategic plan and hiring practices.</p> <p><b>Activity E:</b> The district will provide a workshop series for families on topics related to empowering families as equal status partners with educators and increasing their knowledge of district processes and effective ways to advocate for their children in school-related activities.</p> <p>(Evaluation process to include an equity lens)</p>

# Recommendations and Activities, cont...

Recommendation	Proposed Activities
<b>Recommendation 2:</b> Review/Revise recruitment, hiring and retention practices to increase BIPOC leaders at all levels (principals, school leaders, teachers, staff).	<p><b>Activity A:</b> The district will create a job description for a cabinet level Black/AA Achievement position to be taken to the board by April of 2021.</p> <p><b>Activity B:</b> Work with Kingmakers of Oakland to provide audit of current practices, coaching of HR staff, and recommendations to improved systems and structures to attract and retain BIPOC staff at all levels.</p> <p><b>Activity C:</b> Create connections with organizations who work with traditionally underrepresented racial/ethnic to funnel potential candidates into our positions.</p> <p><b>Activity D:</b> Reach out to Institutions of higher education who traditionally attract a more diverse student population into their schools of education. Provide recruitment materials, attend virtual and/or in person job fair.</p> <p><b>Activity E:</b> Continue to promote pathways for para-educators to obtain teaching credentials. Including using our Local Solutions Grant to pay for CBEST and CSET testing and international transcript evaluations.</p>

# Recommendations and Activities, cont...

Recommendation	Proposed Activities
<p><b>Recommendation 4:</b> Focus behavior plans on how adults interact with and respond to Black/AA youth. Increase training in restorative practices and trauma informed practices for all staff.</p>	<p><b>Activity A:</b> Create a Learning Plan (Early Scholar Plan) for each student identified as a target student (Focal Scholar). Early scholar plans will include; current data, goals, progress monitoring, and commitments from teacher, coaching support for teacher and interventions. Early Scholar Plans will travel with students similar to 504 Plans as students promote to the next grade and level.</p> <p><b>Activity B:</b> Hold early scholar planning meeting for each student that includes the parent/guardian, teacher, intervention lead, and site administrator to discuss the learning plan goals, supports, school commitments and parent guardian contact person. (Supports could include extra group interventions such as, literacy, math, social skills etc. based on student individual needs)</p> <p><b>Activity C:</b> Complete training of restorative practices with schools who have not completed days 1 and 2, train new staff to the district that have missed previous cycle and provide training to clerical staff.</p> <p><b>Activity D:</b> Train 4 people at each site who can be a facilitator of restorative practices harm circles. Start with the elementary sites.</p> <p><b>Activity E:</b> Provide coaching and support for restorative practices, PBIS, and SEL at the elementary school sites.</p> <p><b>Activity F:</b> Provide all Intervention Leads and Site Leadership equity coaching and a professional learning space to keep this at the center of their work.</p>

# Recommendations and Activities, cont...

Recommendation	Proposed Activities
<b>Recommendation 6:</b> Audit all AUSD curriculum to determine cultural relevance, replace curriculum and require Ethnic Studies as a graduation requirement.	<p><b>Activity A:</b> Refine 2020 developed Equity model lens for looking a curriculum with a cultural lens.</p> <p><b>Activity B:</b> Use this Equity model lens as we adopt new curriculum (Social Studies is an upcoming adoption)</p> <p><b>Activity C:</b> Use this Equity model lens to review Secondary Literacy curriculum (work began on this last year- Disrupt texts)</p> <p><b>Activity D:</b> Collaborate or consult with Kingmakers of Oakland on Curriculum audit.</p>

# Recommendations and Activities, cont...

Recommendation	Proposed Activities
<b>Recommendation 5, 7, 8 &amp; 9:</b> Continue to build out a culturally responsive Multi Tiered System of Support (Refer to slide 22)	<p><b>Activity A:</b> Create a master schedule at every elementary school to allow all students access to CORE Tier 1 instruction.</p> <p><b>Activity B:</b> Define Tier 1 and Tier 2 instructional curriculum across all schools sites. Make the content of the CORE curriculum and interventions known to all families.</p> <p><b>Activity C:</b> Create school site visiting teams to conduct the FIA measurement at each site. The site teams will consist of parent/guardians, students, staff from other school sites and community members. The team will use the FIA (MTSS fidelity Inventory Tool) to create a public report with recommendations for school improvement.</p> <p><b>Activity D:</b> The District will create documents explaining the process of requesting support for their student and what supports are available at each site, the process for requesting an SST, a 504 plan, what the report card means and how to conference with a teacher, the formal complaint process &amp; the appeals process in terms and length for easy parent access. These documents will be part of the online registration process parents complete every August.</p> <p><b>Activity E:</b> Revise AUSD Discipline Matrix with restorative practices embedded and provide training for all site principals.</p>



# Prioritizing of Recommendations

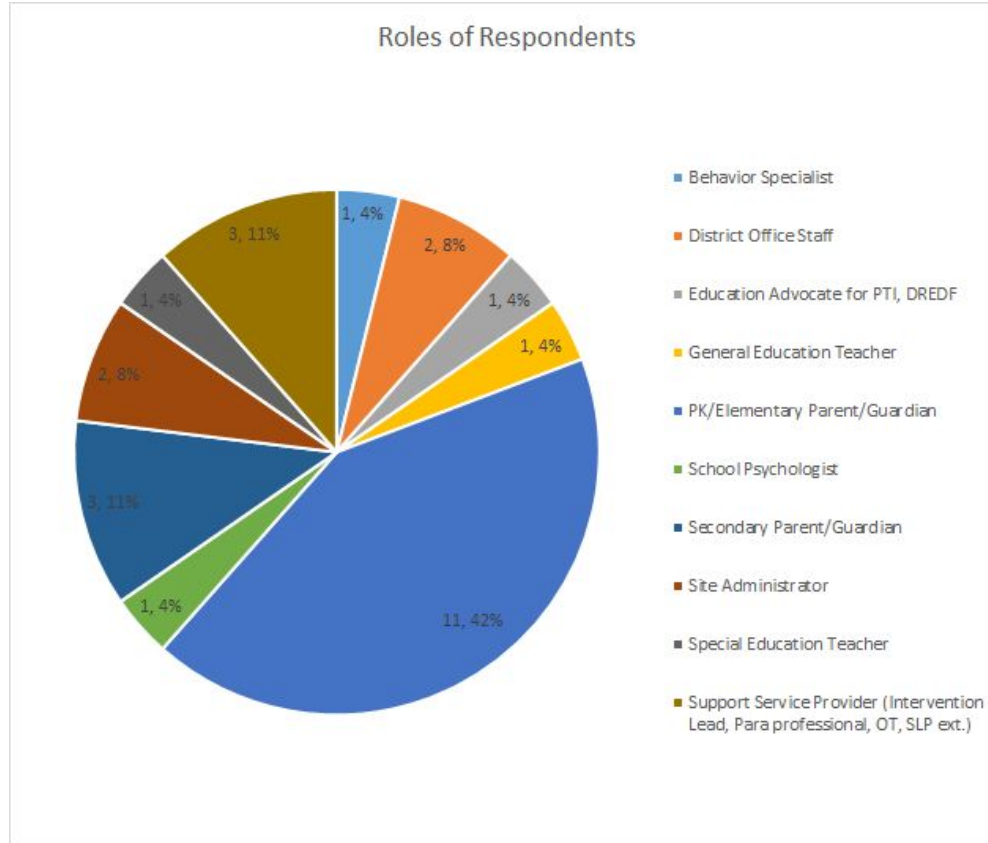
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**In small groups the stakeholders discussed;**

- a) What do you feel would be powerful activities to support the target group of students?
- b) What activities would support the change in culture identified as needing to change in Alameda overall?
- c) What data or accountability measures or outcomes would you like to see in the plan?
- d) Is there anything you would change?

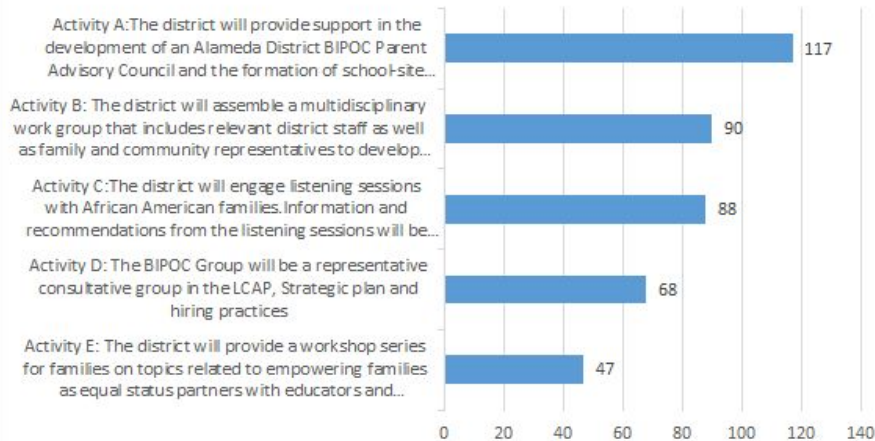
**Each stakeholder team member was asked to take a survey to prioritize the activities.**

# All Stakeholder Prioritization Data



# All Stakeholder Prioritization Data, cont...

Recommendation #1 Total Priority Points

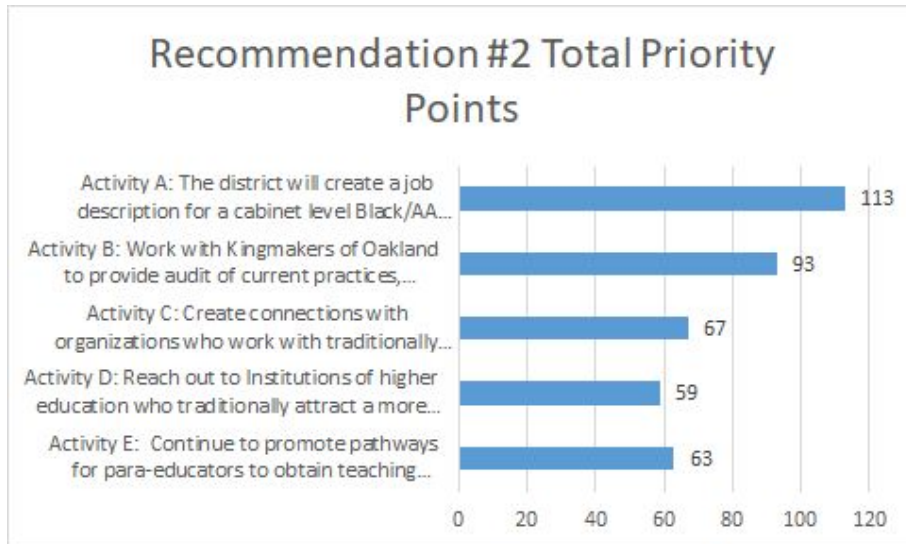


Survey results of the CCEIS Stakeholder Team ranking the recommendations linked to root causes.

\*Priority totals for each recommendation given weight (ie: sum of priority 1 was multiplied by 9, priority 2 by 8, etc.)

Recommendation #1	Rank
<b>Activity A:</b> The district will provide support in the development of an Alameda District BIPOC Parent Advisory Council and the formation of school-site BIPOC Parent affinity groups.	1
<b>Activity B:</b> The district will assemble a multidisciplinary work group that includes relevant district staff as well as family and community representatives to develop a coordinated approach to ensure that the voice of African American families is included in all major district forums and effective home-to-school connections are promoted.	2
<b>Activity C:</b> The district will engage listening sessions with African American families. Information and recommendations from the listening sessions will be applied to a design thinking framework that will be utilized to build and implement the strategic plan. ( <b><i>The district will work with BIPOC consultants on the items above</i></b> )	3
<b>Activity D:</b> The BIPOC Group will be a representative consultative group in the LCAP, Strategic plan and hiring practices.	4
<b>Activity E:</b> The district will provide a workshop series for families on topics related to empowering families as equal status partners with educators and increasing their knowledge of district processes and effective ways to advocate for their children in school-related activities.	5

# All Stakeholder Prioritization Data, cont...



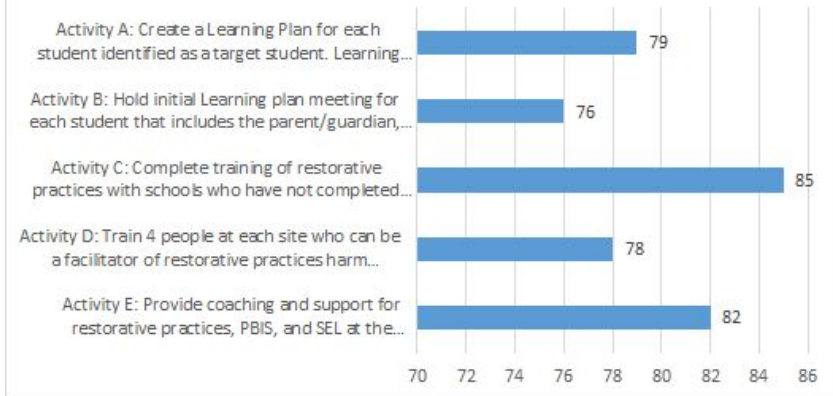
Survey results of the CCEIS Stakeholder Team ranking the recommendations linked to root causes.

\*Priority totals for each recommendation given weight (ie: sum of priority 1 was multiplied by 9, priority 2 by 8, etc.)

Recommendation #2	Rank
<b>Activity A:</b> The district will create a job description for a cabinet level Black/AA Achievement position to be taken to the board by April of 2021.	1
<b>Activity B:</b> Work with Kingmakers of Oakland to provide audit of current practices, coaching of HR staff, and recommendations to improved systems and structures to attract and retain BIPOC staff at all levels.	2
<b>Activity C:</b> Create connections with organizations who work with traditionally underrepresented racial/ethnic to funnel potential candidates into our positions.	3
<b>Activity D:</b> Reach out to Institutions of higher education who traditionally attract a more diverse student population into their schools of education. Provide recruitment materials, attend virtual and/or in person job fair.	5
<b>Activity E:</b> Continue to promote pathways for para-educators to obtain teaching credentials. Including using our Local Solutions Grant to pay for CBEST and CSET testing and international transcript evaluations.	4

# All Stakeholder Prioritization Data, cont...

## Recommendation #4 Total Priority Points

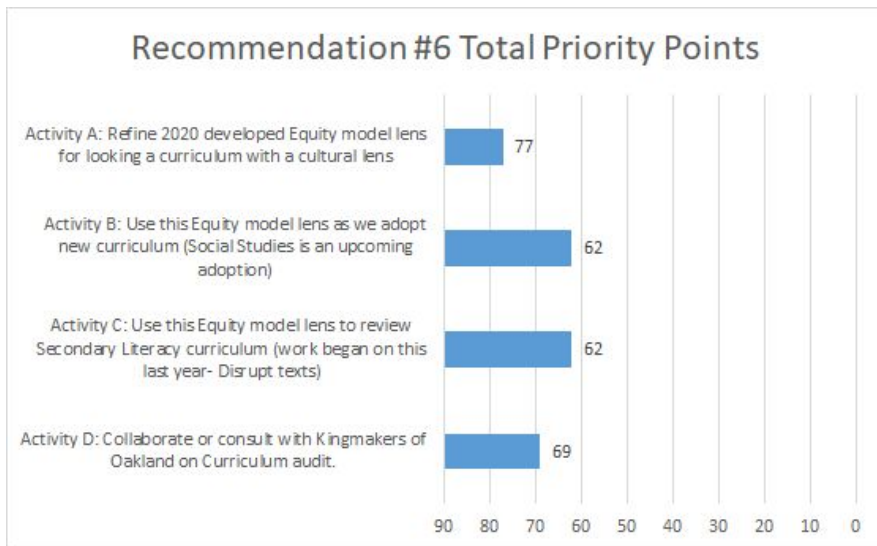


Survey results of the CCEIS Stakeholder Team ranking the recommendations linked to root causes.

\*Priority totals for each recommendation given weight (ie: sum of priority 1 was multiplied by 9, priority 2 by 8, etc.)

Recommendation #4	Rank
<b>Activity A:</b> Create a Learning Plan (Early Scholar Plan) for each student identified as a target student (Focal Scholar). Early scholar plans will include; current data, goals, progress monitoring, and commitments from teacher, coaching support for teacher and interventions. Early Scholar Plans will travel with students similar to 504 Plans as students promote to the next grade and level.	3
<b>Activity B:</b> Hold early scholar planning meeting for each student that includes the parent/guardian, teacher, intervention lead, and site administrator to discuss the learning plan goals, supports, school commitments and parent guardian contact person.	5
<b>Activity C:</b> Complete training of restorative practices with schools who have not completed days 1 and 2, train new staff to the district that have missed previous cycle and provide training to clerical staff.	1
<b>Activity D:</b> Train 4 people at each site who can be a facilitator of restorative practices harm circles. Start with the elementary sites.	4
<b>Activity E:</b> Provide coaching and support for restorative practices, PBIS, and SEL at the elementary school sites.	2
<b>Activity F:</b> Provide all Intervention Leads and Site Leadership equity coaching and a professional learning space to keep this at the center of their work. (added due to feedback from stakeholders but was not included in survey)	

# All Stakeholder Prioritization Data, cont...



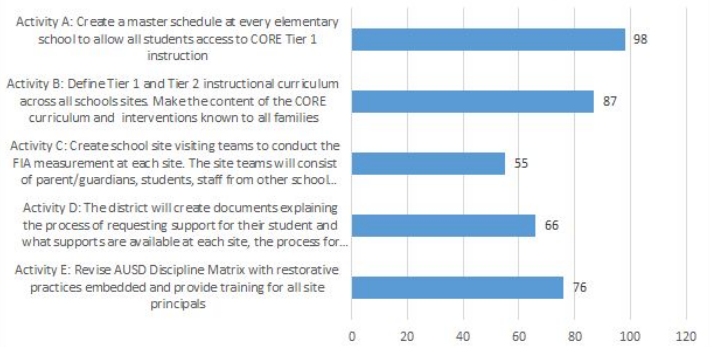
Survey results of the CCEIS Stakeholder Team ranking the recommendations linked to root causes.

\*Priority totals for each recommendation given weight (ie: sum of priority 1 was multiplied by 9, priority 2 by 8, etc.)

Recommendation #6	Rank
<b>Activity A:</b> Refine 2020 developed Equity model lens for looking a curriculum with a cultural lens.	1
<b>Activity B:</b> Use this Equity model lens as we adopt new curriculum (Social Studies is an upcoming adoption)	3
<b>Activity C:</b> Use this Equity model lens to review Secondary Literacy curriculum (work began on this last year- Disrupt texts)	3
<b>Activity D:</b> Collaborate or consult with Kingmakers of Oakland on Curriculum audit.	2

# Data: Parent/Guardians

Recommendations #7, 8, 9 Total Priority Points



Survey results of the CCEIS Stakeholder Team ranking the recommendations linked to root causes.

\*Priority totals for each recommendation given weight (ie: sum of priority 1 was multiplied by 9, priority 2 by 8, etc.)

Recommendations 7,8, & 9	Rank
<b>Activity A:</b> Create a master schedule at every elementary school to allow all students access to CORE Tier 1 instruction.	1
<b>Activity B:</b> Define Tier 1 and Tier 2 instructional curriculum across all schools sites. Make the content of the CORE curriculum and interventions known to all families.	2
<b>Activity C:</b> Create school site visiting teams to conduct the FIA measurement at each site. The site teams will consist of parent/guardians, students, staff from other school sites and community members. The team will use the FIA (MTSS fidelity Inventory Tool) to create a public report with recommendations for school improvement.	5
<b>Activity D:</b> The district will create documents explaining the process of requesting support for their student and what supports are available at each site, the process for requesting an SST, a 504 plan, what the report card means and how to conference with a teacher, the formal complaint process & the appeals process in terms and length for easy parent access. These documents will be part of the online registration process parents complete every August.	4
<b>Activity E:</b> Revise AUSD Discipline Matrix with restorative practices embedded and provide training for all site principals.	3

# Revised Timeline

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- Send written plan to stakeholder group by January 4, 2021
- Submit CCEIS plan to BOE on January 12, 2021
- Submit CCEIS plan to CDE by January 15, 2021



# Next Steps

Task	Target Date
Send written plan to stakeholder	1/4/21
Submit the Final CCEIS plan for approval to AUSD's BOE	1/12/21
Submit Approved Plan to the State	1/15/21
Once approved, monitor, and evaluate progress on CCEIS Plan	Ongoing, following written approval
Complete Quarterly Progress and Expenditure Reports (July 1, 2020 - March 31, 2021)	4/10/21
Complete Quarterly Progress and Expenditure Reports (April 1, 2021 - June 30, 2021)	7/10/21

# Next Steps, *cont...*

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Task	Target Date
Complete Quarterly Progress and Expenditure Reports (July 1, 2021 - September 31, 2021)	10/10/21
Complete Quarterly Progress and Expenditure Reports (October 1, 2021 - December 31, 2021)	1/10/22
Complete Quarterly Progress and Expenditure Reports (January 1, 2022 - March 31, 2022)	4/10/22
Complete Quarterly Progress and Expenditure Reports (April 1, 2022 - June 31, 2022)	7/10/22
Complete Quarterly Progress and Expenditure Reports (July 1, 2022 - September 30, 2022)	10/10/22