

Special Education: Activities and Approval of the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

Kirsten Zazo, Chief Student Support Officer
January 12, 2021

What is Significant Disproportionality?

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).

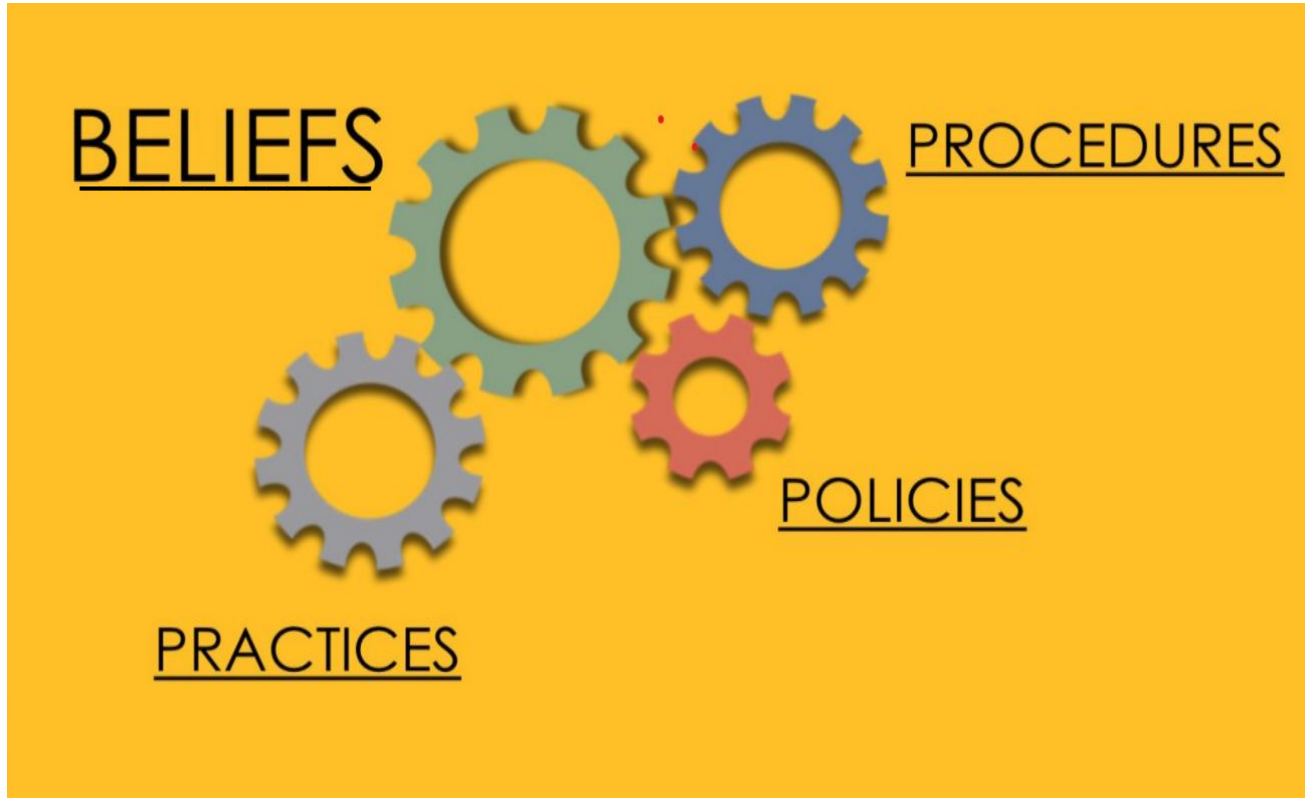


Funding Set Aside for the Work

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 over-identified for special education. This amounts to \$289,873 to be used by September 2022. 7% (\$18,342) of these funds must be spent on indirect costs and additional funds must be spent on state approved consultants (\$35,000) to assist with the CCEIS plan. The remaining dollars are used to support the selected target group with early intervention activities.

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.

Causes



Root Cause

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 lead to cultural dissonance (*Root cause: Cultural Dissonance and Systemic Racism*)
3. Systemic racism and cultural dissonance results in a school culture that lacks meaningful student relationships and culturally responsive practices, which is evidenced by explicit and implicit biases, low expectations and misconceptions of students and families (*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 results in students being referred to special education. (*Root Cause: Interventions and Referrals and Discipline Policies and Practices*)

Measurable Outcomes

- By June 2022, the district will increase authentic family and community engagement for the target group and other Black/African American/Multiracial families by supporting a variety of meaningful family engagement offerings as evidenced by increased participation in planned activities with satisfactory evaluations by a minimum of 75% of participants in each session, focus group or activity and an overall favorable survey citing the improved responsiveness of the district to the needs of families.
- By June 2022, Alameda USD will review and revise recruitment, hiring, and retention practices to focus on increasing representation of BIPOC leaders at all levels (principals, school leaders, teachers, staff) by 5% as measured by pre and post audit of staffing, based upon the data collected via voluntary self-designation by staff.
- By June 2022, 75% of targeted students' families and the focal students will report that they have improved the quality of their relationship with their teacher and principal as measured by pre survey results in May 2021- and post survey results collected in May, 2022.
- By 2022, 80% of focal students will show progress towards their achievement and social emotional goals as written in students' Individualized Learning Plans. 100% of the students individual goals will be ambitious and measurable. Progress will be measured by STAR assessment data for 2nd and 3rd graders and Fountas and Pinnell for first graders, improvement in attendance, and a reduction in office referrals. As a cohort the target population will increase their attendance by 3%, their academic performance by 5%, and decrease their office referral by 2% overall.
- By June 2022, the district will build a culturally responsible MTSS framework that will provide appropriate levels of academic, social emotional, and positive behavioral intervention supports that will lead to a 5% decline in African American students identified as qualifying for special education services.

Target Group of Students

Target Student Group: 97 general education students comprised of:

70% African American (68) 20% Hispanic (19) 10% Multi racial (with one race being African American) (10)

Target Schools: Bay Farm, Love, Otis, Paden, and Ruby Bridges

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

MTSS: What Do We Do When Students Need Support?

Tiered Teams

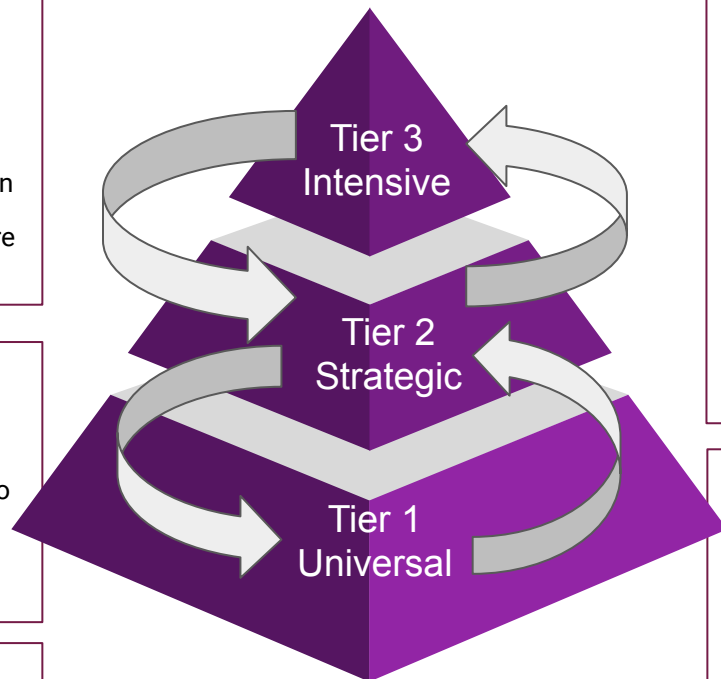
Efficient use and collection of data (all levels, all Domains)
Teams are informed by data and make decisions based on available information
Protocol(s) for effective data analysis are established

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 Framework

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

Recommendation #1

Recommendation	Activities	Cost
Recommendation 1: Support the formation of a 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>Activity A: By June of 2021, a parent/guardian-led Advocacy Committee for Students of Color will be created that is focused on Black/African American/Multiracial student access and achievement. This committee will have a vision, mission, and theory of action that will be shared with the Board. This Advocacy Committee for students of color will have representative members that are family members of elementary, middle and high school students of color, and community members interested in advocating for access and achievement of students of color in the district.</p> <p>Activity B: The District will assemble a multidisciplinary work group that includes relevant district staff as well as representatives of the parent/guardian-led Advocacy Committee for Students of Color to a Home-School Dual Capacity Framework which will include a coordinated approach to ensure that the voice of African American families are included in all major district forums and effective home-to-school connections are promoted. Partner with school site groups to implement a framework with fidelity; leverage Family Involvement and Community Engagement Programs.</p>	\$20,000 - Consultant Dr. Mary Bacon.

Activities Recommendation #1 cont...

Recommendation	Activities	Cost
Recommendation 1: Support the formation of a 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>Activity C: The District will utilize consultants/professional facilitators of color to engage in 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 and LCAP. Professional Development time will be allocated for Family Partnership capacity for educators based on the listening sessions with families.</p> <p>Activity D: The District will provide a workshop series of no fewer than four (4) seminars for families and school staff on topics related to empowering families as equal status partners with educators and providing resources and effective ways to advocate for their children in school-related activities. Outside consultants and facilitators should be utilized to own the workshop series and town halls and observe, engage, give feedback and help facilitate the changes necessary to improve engagement with families.</p>	

Activities Recommendation #2

Recommendation	Proposed Activities	Cost
Recommendation 2: Review/Revise recruitment, hiring and retention practices to increase BIPOC leaders at all levels (principals, school leaders, teachers, staff).	<p>Activity A: The District will create a job description for a Black/African American/Multiracial Access, Opportunity and Excellence Position <i>funded from multiple sources</i> to be taken to the Board by April 2021 for approval.</p> <p>Activity B: Work with Kingmakers of Oakland to provide an audit of current practices, coaching of HR and Site administrator staff, and recommendations to improved systems and structures to attract and retain BIPOC staff at all levels.</p> <p>Activity C: Create connections with organizations who work with traditionally underrepresented racial/ethnic students and staff, to recruit them into potential candidates into our positions.</p> <p>Activity D: 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 fairs.</p> <p>Activity E: Continue to promote pathways for paraeducators to obtain teaching credentials. Including using our Local Solutions Grant to pay for CBEST and CSET testing and international transcript evaluations.</p>	<p>\$30,000 - Black Achievement position (the additional salary will come from other district funds).</p> <p>\$5,000 - Consultant fees for audit and recommendations.</p>

Activities Recommendation #3

Recommendation	Proposed Activities	Cost
<p>Recommendation 3: Create scholar plans that focus on how adults interact with, instruct and build relationships with Black/AA youth. Increase training in culturally responsive pedagogy, restorative practices and trauma informed practices for all staff.</p>	<p>Activity A: Target schools will <i>expand and prioritize family and student voice</i> in making decisions about the best ways to support students both academically and behaviorally. Develop and administer surveys and run focus groups in collaboration with the Consultant for Black/African American Achievement and the parent/guardian-led Advocacy Committee to provide a baseline at the target schools regarding home-school relationships and needs.</p> <p>Activity B: To further support focal scholars in our target schools, teachers will implement a culturally responsive framework based on the foundation of the Zaretta Hammonds' work for Culturally Responsive Teaching and the Brain. The District will provide additional compensation and collaboration time for identified teachers to align culturally inclusive practices and strategies and participate in a Community of Practice (COP) that will be supported by outside expert(s) to create culturally responsive learning environments. As staff gain skills and knowledge, their belief in the school's ability to impact the achievement of all students will increase.</p>	<p>\$100,000 - Full time intervention lead at each of the target schools for case management and intervention services.(Increase of FTE at target schools to 1.0)</p> <p>\$20,000 - Consultants to work with target schools on Culturally Responsive Framework</p>

Activities Recommendation #3

Recommendation	Proposed Activities	Cost
<p>Recommendation 3: Create scholar plans that focus on how adults interact with, instruct and build relationships with Black/AA youth. Increase training in culturally responsive pedagogy, restorative practices, and trauma informed practices for all staff.</p>	<p>Activity C: School sites to systematize site structures around Tier 1 culturally responsive framework. <i>The Instructional Leadership Team</i> (Family Liaison, Intervention lead, Classified staff, Certificated staff, Administration, District admin support) will assist in systematizing site level conversations around culturally responsive instruction. Each site will use learning walk data to determine site specific actionable goals. Each site will be supported with <i>instructional coaching</i> to support site level conversations, determining goals, and implementing actions at least three times during the 21/22 school year.</p> <p>Activity D: Develop a Scholar Plan for each student identified as a focal scholar. Scholar plans will include: current data, goals, progress monitoring, and commitments from teacher, coaching support for teacher and interventions. Students needing Tier II and III intervention support will receive targeted personalized additional support to accelerate their learning as per the Individual Scholar Plan. The plan includes (type of intervention, frequency of intervention, and length of intervention implementation.) Each plan will be developed with the Focal Scholar team which includes; Family member, classroom teacher, Instructional Coach, Intervention Lead and Principal. Each focal student will be case managed by the intervention lead and the development team will meet quarterly to discuss progress.</p>	<p>\$40,000 - Teacher stipends. Each school site will select four teachers to participate in the target school Professional Learning Collaborative and to work with our focal scholars. Each teacher will receive a \$2,000 dollar stipend for the extra time needed to participate in the professional development and after school meetings.</p>

Activities Recommendation #5-9

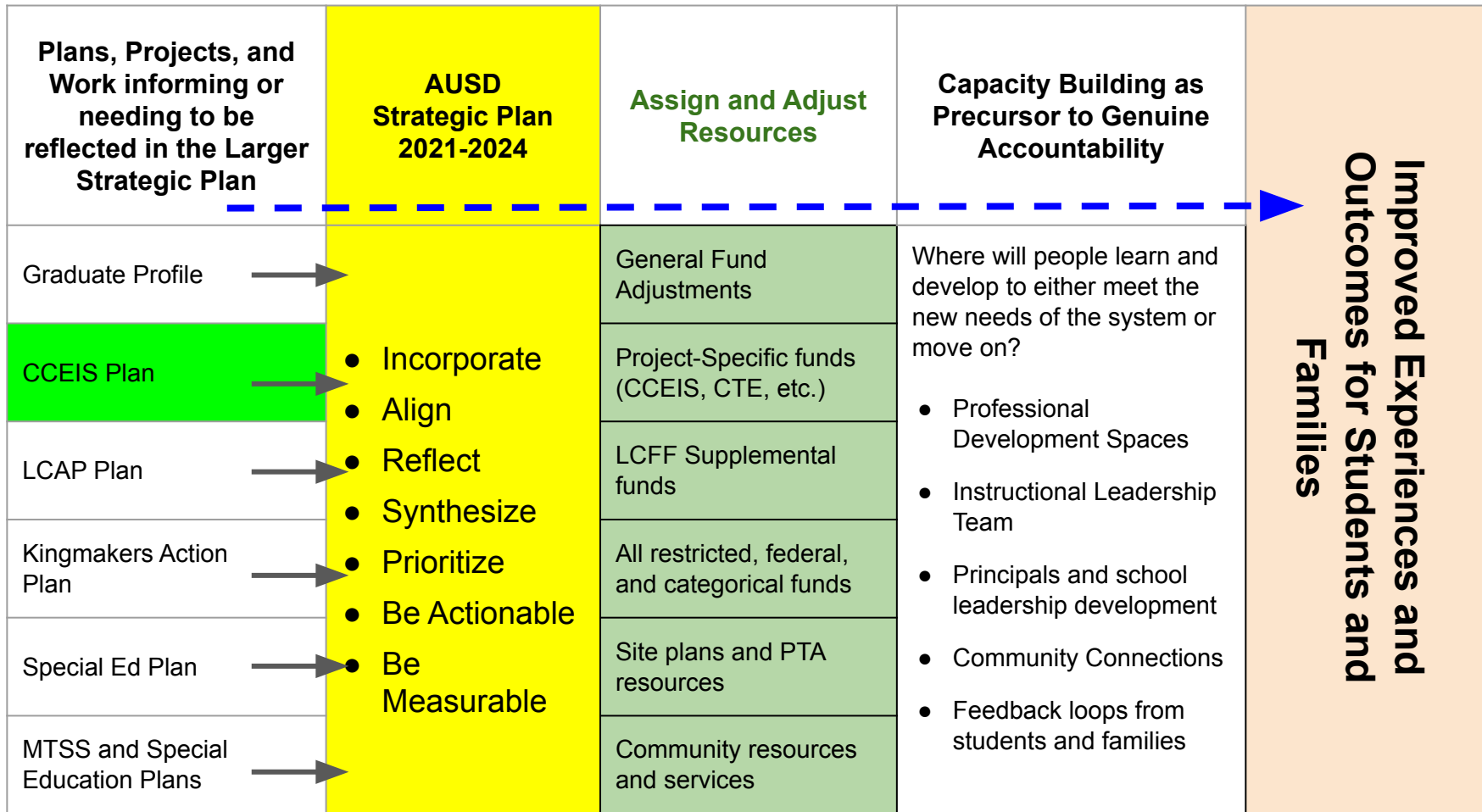
Recommendation	Proposed Activities	Cost
<p>Recommendation 5, 7, 8 & 9: Continue to build out a culturally responsive Multi Tiered System of Support</p>	<p>Activity A: Align School Improvement Plans with the CCEIS Plan. The Target Schools have been involved at varying levels in the improvement cycle in the areas of student engagement, standards based instruction, and school culture as seen in the review of the Single Plan for Student Achievement (SPSA). In order to <i>align the site SPSA and the CCEIS plan</i>, initial collaborative meetings with site instructional leadership teams (Site Admin, Intervention Lead, Coaches, Teacher Leaders) and co-facilitated staff meetings will be held with members of the MTSS team.</p> <p>Activity B: Develop a MTSS handbook identifying Tier I, II and III curriculum, academic, behavioral, and social-emotional interventions. Provide professional development to all school site COST teams and Instructional Leadership teams on the expectations of MTSS. Create Parent video-clips and easy to read handouts explaining the purpose of Restorative Practices, PBIS, COST, SST, Section 504, and MTSS. Present Parent workshops, videos clips and post them on the Parent Resources Page on the website.</p>	<p>\$20,000 - TSA Student Services to support target schools MTSS activities</p>

Activities Recommendation #5-9, cont...

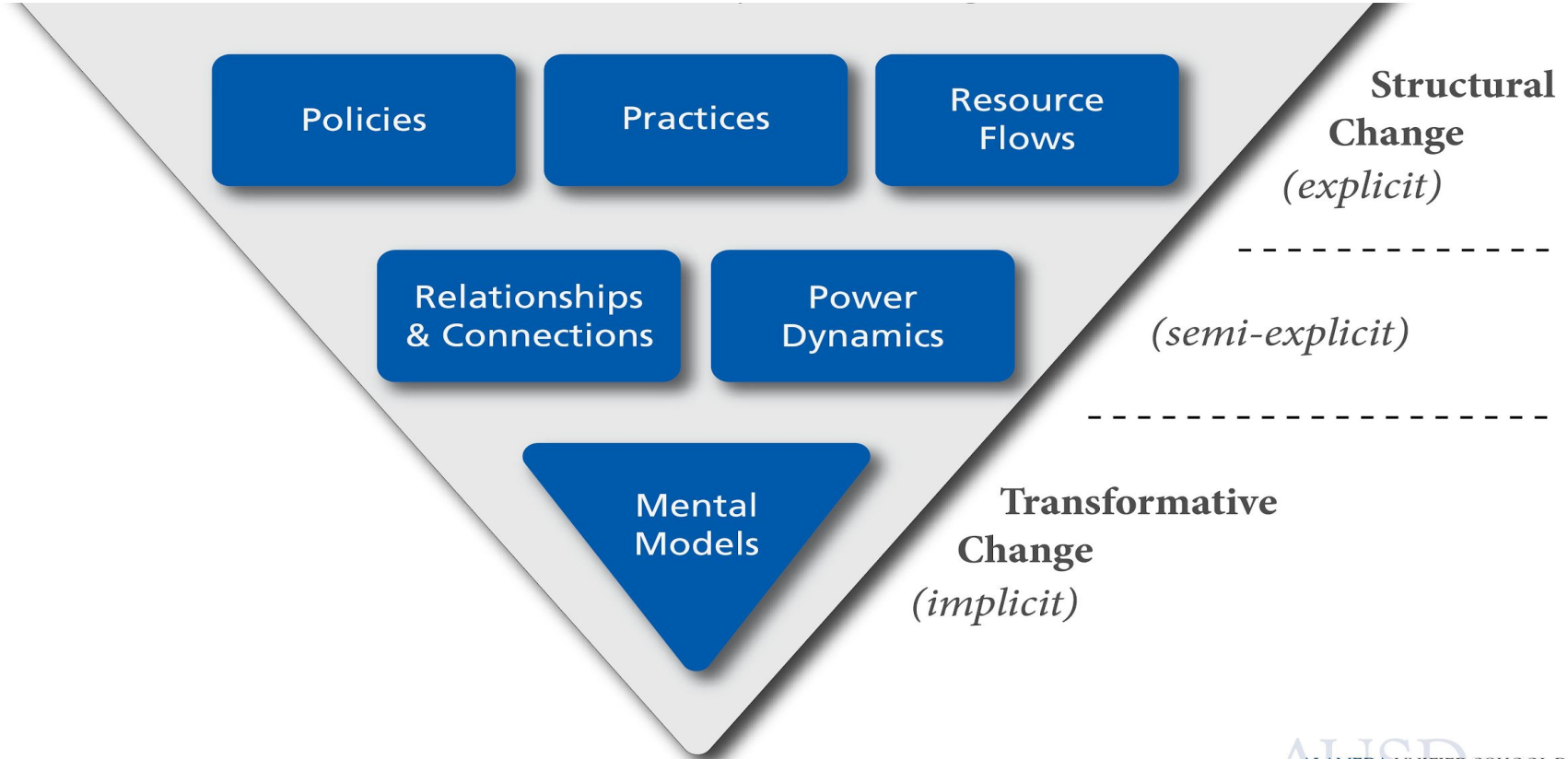
Recommendation	Proposed Activities	Cost
Recommendation 5, 7, 8 & 9: Continue to build out a culturally responsive Multi Tiered System of Support	<p>Activity C: Plan and Facilitate professional development and training on the elements of MTSS. The Special Education department, Coordinator from Student Services and Coordinator from Teaching and Learning will collaborate with the MTSS team in the facilitation of the development and training for site staff on the instructional practices and systems related to the implementation of Multi Tiered Systems of Support. Specific training will be provided to the different teams at the school site to ensure common practices. (Instructional Leadership Team, Coordination of Services Team and Positive Behavior Intervention Teams.)</p> <p>Activity D: Develop a master schedule that has protected Tier 1 instructional blocks along with blocks where students can receive targeted support for each grade level. The schedule allows teachers to flexibly regroup students in order to address learning gaps and use additional resources and staff to target instruction of critical skills and provide additional supports that do not intrude on core Tier 1 instruction. The schedule should have built-in time for universal grade level collaboration so teachers can analyze student work and student data in order to meet the diverse needs of their students.</p>	

Activities Recommendation #5-9 cont...

Recommendation	Proposed Activities	Cost
Recommendation 5, 7, 8 & 9: Continue to build out a culturally responsive Multi Tiered System of Support	<p>Activity E: Create parent video-clips and easy to read handouts explaining the purpose of Restorative Practices, PBIS, COST, SST, Section 504 and MTSS. Present parent workshops and videos clips; post them on the Parent Resources Page on the website.</p> <p>Activity F: Revise district evaluation and report writing procedures for Black/African American/Multiracial students referred to special education through a collaborative stakeholder process to consider recommendations written in findings from the “Study of AUSD School Psychologists’ Practices and Assessments Report” written by AUSD <i>Ascendancy Solutions</i> consultant.</p>	



Six Conditions of System Change



Recommendations and Activities

Recommendation	Activities to be Included in LCAP and the Strategic Plan
Recommendation 4: 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.	<ul style="list-style-type: none">• Train 4 people at each site who can be a facilitator of restorative practices harm circles. Start with the elementary sites.• Provide all Intervention Leads and Site Leadership equity coaching and a professional learning space to keep this at the center of their work.• 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 cycles, and provide training to clerical staff.• Provide coaching and support for implementation of restorative practices, PBIS, and SEL at the elementary school sites.

Recommendations and Activities, cont...

Recommendation	Activities to be Included in LCAP and the Strategic Plan
Recommendation 6: Audit all AUSD curriculum to determine cultural relevance, replace curriculum and require Ethnic Studies as a graduation requirement.	<ul style="list-style-type: none">• Refine 2020 developed Equity model lens for looking a curriculum with a cultural lens.• Use this Equity model lens as we adopt new curriculum (Social Studies is an upcoming adoption)• Use this Equity model lens to review Secondary Literacy curriculum (work began on this last year- Disrupt texts)• Collaborate or consult with Kingmakers of Oakland on Curriculum audit.
Recommendation	Activities to be Included in LCAP and the Strategic Plan
Recommendation 5 - 9: Continue to build out a culturally responsive Multi Tiered System of Support	<ul style="list-style-type: none">• 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 AUSD MTSS Rubric and Planning Guide to measure implementation and create a public report with recommendations for school improvement.• Revise AUSD Discipline Matrix with restorative practices embedded and provide training for all site principals.

Next Steps

Phase III:

- Develop activities that match recommendations and timelines for implementation
- Deliver the Final Plan to the CDE by January 15th

Phase IV: Upon CDE approval funding and activities:

1. Write implementation plans for each activity with accurate timelines, data measures, and data collection protocols.
2. Start with quarterly monitoring by stakeholder team and revision if needed. Data determines which activities to sustain and which to revise.



Next Steps

Task	Target Date
Once approved, monitor, and evaluate progress on CCEIS Plan	Ongoing, following written approval
Stakeholder meeting March 30th: Complete Quarterly Progress and Expenditure Reports (July 1, 2020 - March 31, 2021)	4/10/21
Stakeholder meeting June 15th: Complete Quarterly Progress and Expenditure Reports (April 1, 2021 - June 30, 2021)	7/10/21
Stakeholder meeting September 28th: Complete Quarterly Progress and Expenditure Reports (July 1, 2021 - September 30, 2021)	10/10/21
Stakeholder meeting March 29th : Complete Quarterly Progress and Expenditure Reports (January 1, 2022 - March 31, 2022)	4/10/22
Stakeholder meeting June 21st: Complete Quarterly Progress and Expenditure Reports (April 1, 2022 - June 31, 2022)	7/10/22
Stakeholder meeting September 27th: Complete Quarterly Progress and Expenditure Reports (July 1, 2022 - September 30, 2022)	10/10/22

Activities and Approval of the CCEIS Plan

Questions?