- **Significant Disproportionality**

Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

The California Department of Education (CDE) has identified certain local educational agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The purpose of this document is to describe requirements regarding Significant Disproportionality and Comprehensive Coordinated Early Intervening Services (CCEIS). The CCEIS Requirements and Instructions and budget and plan forms are designed to meet federal requirements for the use of CCEIS funds.

Please refer to the Padlet for forms and other information specific to Significant Disproportionality at the following link:

https://padlet.com/sedmonitoring/1920monitoring

Federal Individuals with Disabilities Education Act Requirements (See Title 34 *Code of Federal Regulations* (34 *CFR*) section 300.647 Determining significant disproportionality)

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).) These services are for both students who currently receive special education services and who do not currently receive special education services, but who need additional academic and behavioral supports to succeed in a general education environment. 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

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

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

Budget and Allowable Expenditures Information for 2020 (See 34 *CFR* section 300.646(d)(1)(iii).)

The following are required for the development of the CCEIS Budget:

- CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable Comprehensive Coordinated Early Intervening Services (Comprehensive CEIS), 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.
- Reserve 15 percent of the Fiscal Year 2020–21 IDEA grant funds for CCEIS. (Refer to the OSEP regulations, Questions C-3-6, page 21)
- IDEA funds budgeted for the 2020 CCEIS plan must be exhausted within the 27-month report period: July 1, 2020, through September 30, 2022. Implementation of CCEIS cannot begin until written approval of the CCEIS Plan is provided by the CDE.

Clarification on appropriate use of CCEIS funds:

- **Supplement not supplant**: CCEIS funds should only be used to supplement, and not supplant, activities funded with, and implemented utilizing, Part B funds or other federal funds (See 34 *CFR* section 300.266(e).) (Refer to the OSEP regulations, Question C-3-7, Page 21 of 28).

- **Professional development**: CCEIS professional development events are for preschool through grade twelve personnel who are responsible for students who need additional academic and behavioral supports to succeed in the general education environment. (Refer to the OSEP regulations, Questions C-3-8, page 22)

  Personnel who exclusively serve students with individualized education programs (IEPs) cannot be funded using CCEIS funds. However, Special Education personnel can be included in professional development activities associated with the implementation of CCEIS under certain circumstances. For example, if they do not increase the cost of the professional development,

the quality of the professional development does not decrease, and their participation does not lead to the exclusion of personnel who are serving students defined as needing additional support, then special education personnel may be included in professional development.

CCEIS planning process: Support the CCEIS planning process with a clear relationship to the development of the CCEIS Plan. CCEIS funds may be used to hire a CDE-approved technical assistance facilitator to assist with development and the implementation of the CCEIS Plan. To the extent that Special Education personnel are involved in developing the CCEIS Plan, the LEA may use CCEIS funds to pay for this involvement.

Phase 1

1.1 Leadership Team: List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan. In small LEAs, there may be a group that covers both the leadership and stakeholder functions. Multiple roles may be assigned to one administrator or team member.

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan	Email
Pam Kazee	Director of Special Education	Participate in the Core, Leadership and Stakeholder Teams; Special Education Direction, Coordination and Delivery: Write the SEP plan and oversee the implementation of the SEP and collaborate on the development of the CCEIS Plan; co-develop site-level data dashboards for progress monitoring of SEP and CCEIS activities; direct school psychologists and behaviorist in MTSS efforts supplying needed supports in tiers 1 and 2; including support of the Master Schedule process.	PKazee@alamedaunified.org
Kirsten Zazo	Chief Officer Student Support	Participate in the Core, Leadership and Stakeholder Teams; Student Services	KZazo@alamedaunified.org

		Coordination: Facilitate community engagement session to gather qualitative data related to the identification of Root Causes, and participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of the CCEIS plan and provide alignment of CCEIS Plan to the AUSD Multi-Tiered System of Support 5 Year Plan - Tiered Teams, Universal Supports, Progress Monitoring, Master Scheduling, Equity and Culturally Responsive Pedagogy and alignment to the AUSD Strategic Plan and the Local Control Accountability Plan; provide communication/education to the AUSD Board of Education; establish the CCEIS budget and direct resources to activities in the plan.	
Sara Stone	Chief Academic Officer	Participate in the Core, Leadership and Stakeholder Teams; District Academic Instruction and Learning Coordination: alignment of CCEIS Plan to the LCAP and the AUSD Strategic Plan - the instructional scope and sequence including, staff professional development and coaching for evidence based equity practices: Social Emotional Learning, Restorative Practices, Positive Behavior Supports and Interventions.	SStone@alamedaunified.org
Joanne Murphy	Compliance Coordinator	Participate in the Core, Leadership and Stakeholder Teams; Compliance Coordination: Establishment and facilitation of teams, creation and	JMurphy@alamedaunified.org

		communication of meetings, agendas, documents, including progress monitoring; writing of the CCEIS plan; collaboration with cabinet re alignment to The AUSD 5 Year MTSS Plan, LCAP, the AUSD Strategic Plan and the AUSD Strategic Plan for Special Education	
Lindsey Jenkins-Stark	Data and Assessment Coordinator	Participate in the Core, Leadership and Stakeholder Teams; Data Coordination: Provide direct support in the development of data sets required in the CCEIS Plan, ongoing progress monitoring data including assessments using AERIES, Schoolzilla, the CA Dashboard/CALPADS and the development of site based dashboards for monitoring progress of indicators.	LJStark@alamedaunified.org
Claudia Medina	Family and Community Engagement Coordinator	Participate in the Core, Leadership and Stakeholder Teams; Family and Community Engagement Coordination: Provide support and establishment of goals and activities related to family engagement: AAPAC, development of mission/vision statement and provide alignment to AUSD Theory of Action; provide support to site parent liaisons with cultural lens to actively include African American/Black families; engage site administration in development of a warm and welcoming school climate for all students and families	cmedina@alamedaunified.org

Kai Dwyer	Dean of Students, Alameda HS	Participate in the Core, Leadership and Stakeholder Teams; Provide consultation re secondary general education programs and activities including Tier 1 Positive Behavior Supports and Interventions; co-founder of the Management for Equity AdHoc Committee - will provide review of HR outcomes and activities and collaborate with HR department to implement audits; collaborate with KingMakers Of Oakland to monitor HR activities and outcomes;	kdwyer@alamedaunified.org
Melissa Saunders	Intervention Lead Program Coordinator -TSA	Participate in the Core, Leadership and Stakeholder teams; Consultation and monitoring of district COST process and wellness programs protocols and practices; co-create agendas and facilitate Intervention Lead PLG; support professional development of Intervention Leads re COST and provide SEL/Wellness training to staff.	msaunders@alamedaunified.org
Dr. Mildred Browne	Lead Facilitator, Ascendency Solutions	Facilitate activities to develop and submit an actionable CCEIS plan: Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Type answer here: .

The Alameda Unified School District CCEIS Leadership Team meets weekly to review reports to the School Board and community, discuss current issues, review progress on LCAP goals and celebrate learning and student achievement. The CCEIS Leadership Team has quarterly meetings to review progress on plan initiatives and collect data points for progress reports. Key members of the Leadership team, including the

Superintendent, Chief Academic Officer, Fiscal Director and Director of Special Education have decision making authority. On December 10th, 2020 the Local Education Agency (LEA) held a Leadership and Stakeholder meeting for feedback and approval. The final plan will be taken to the Board on January 12, 2020 for Board approval.

Has your district been previously identified as significantly disproportionate?

YES

If your district been previously identified as significantly disproportionate, list previous year(s) of identification (please include indicator(s) and race/ethnicity for each year ie 2018 Indicator 10, White Emotional Disturbance):

2012-2013 Indicator 10 White Emotional Disturbance

1.2 Stakeholder Group: List members' names, roles, and CCEIS related responsibilities. CCEIS Leadership and Stakeholder Team Identification

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan
Katy Babcock	North Region SELPA Director	Decision making authority: Facilitate Stakeholder, Leadership, Core Implementation Teams, and Social Emotional Behavior subgroup. Write and oversee implementation of CCEIS and SEP plans and monitoring processes
Pasquale Scuderi	AUSD Superintendent	Decision making authority: Through Executive and Academic Cabinet and weekly 1:1 meetings with the SELPA Director oversee and provide input into the development,implementation, monitoring, and adjustments of all aspects of the CCEIS Plan
Jennifer Williams	AUSD Board Member, Parent	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Dr. Ardella Dailey	AUSD Board Member	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Kirsten Zazo	Chief Officer Student Support	Decision making authority: Participate on Stakeholder and Leadership Team to develop,

		oversee and monitor implementation of CCEIS and SEP plans. Coordinate with SELPA Director to align and allocate resources to support plan implementation and refinement.
Pam Kazee	Director of Special Education	Decision making authority: Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Coordinate with SELPA Director to align and allocate resources to support plan implementation and refinement.
Sara Stone	Chief Academic Officer	Decision making authority: Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Coordinate with SELPA Director to align and allocate resources to support plan implementation and refinement.
Claudia Medina	Coordinator of Family and Community Engagement	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Lindey Jenkins-Stark	Coordinator of Assessment and Data	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Joanne Murphy	Compliance Coordinator	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Jodi McCarthy	Student Services Coordinator	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Chandini Stanley	TSA Special Education	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Cory Spells	Elementary Ed Specialist, M/M SDC	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting

Jessica Downs	Secondary Ed Specialist, M/M	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Christine Chilcott	CEO, Girls Inc of the Island of Alameda	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Cheryl Theis	Parent Advocate, DREDF	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Cammie Harris	Principal, Wood Middle School	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Tanya Harris	Principal, Otis Elementary School	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Kai Dwyer	Dean, Alameda HS	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Melissa Saunders	Intervention Lead and TSA in Student Services/Wellness	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Rebecca Shoshan	School Psychologist, Alameda HS	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Ashley McDaid	School Psychologist, Alameda HS and Paden Elementary	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Mia Callahan	School Psychologist, Bay Farm Elementary, Maya Lin Elementary	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting

Ingrid Ryan	BCBA: Franklin, Otis, Bay Farm and Earhart Elementaries	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Tara Donoghue	BCBA: Alameda, ASTI and Island HS, Encinal CEC Program and Lincoln MS	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Lisa Fox	BCBA: Edison and Paden Elementaries and Encinal HS and Junior Jets Middle School	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Cammie Harris	Principal, Will C. Wood Middle School	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Tanya Harris	Principal, Frank Otis Elementary School	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Kai Dwyer	Dean of Students Alameda HS	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Kimberly Valentino	Assistant Principal, Love Elementary; parent	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Steve Chonel	Fiscal Director	Decision making authority: Through Executive Cabinet and regular meetings with the SELPA Director provide input and support into the fiscal requirements of the CCEIS Plan
Betty Lin	Coordinator, Special Education, Autism and Elementary Programs	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Mary Busby	Coordinator, Special Education, Secondary	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting

Jill Drexel Hunter	Program Manager, Special Education, Preschool Program	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Gabe Wechler	Program Manager, Special Education, Non-Public School	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Sandy Wong	Coordinator, Certificated Staff	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Jessica Downs	Intervention Lead, Alameda HS, Ed Specialist, AEA Bargaining Unit Member	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Caroline Brossard	Parent Facilitator, Parent of African American/Black Student	Participate in and assist in facilitation of Focus Groups to provide input on Root Causes, plan stakeholder meetings and activities, co-facilitate meetings and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Danielle Poole	Parent Facilitator, Parent of African American/Black Students	Participate in and assist in facilitation of Focus Groups to provide input on Root Causes, plan stakeholder meetings and activities, co-facilitate meetings and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Jessica Xiomara Garcia	Parent Facilitator	Participate in and assist in facilitation of Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
John Casselberry	Parent Facilitator, Parent of African American/Black Students	Participate in and assist in facilitation of Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Alaa Muhsin	Parent of African American/Black Student,	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee

		implementation of plan and attend quarterly Stakeholder Meeting
Anna Johnson	Parent	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Julie Taylor	Parent of African American/Black Student, Parent Facilitator	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Shannon Wirth	Parent, Elementary	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Iris Mitchell	Parent	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Claire Dunn	Parent	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Susanne Vinson	Parent	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Chanell Fletcher	Parent of African American Student	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Lindsey DeHart	Parent	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Lisa Knittel	Parent	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee

		implementation of plan and attend quarterly Stakeholder Meeting
Joya Joseph	Parent of African American Student	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Kimble Latrice Rawls	Parent of African American Student	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Elizabeth Tran	Parent	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Nedra Larriex	Parent of African American Student	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Carmen Barrantes	Parent	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Brian Dodson	3rd Grade Teacher	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Sherry Rouse	Elementary Teacher	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
John Nolan	Remote Program Teacher	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Charlie Satterfield	Teacher, CEC, Lincoln MS; AEA Bargaining Unit Member	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee

		implementation of plan and attend quarterly Stakeholder Meeting

Note: Team composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category: YES

Provide the dates the Stakeholder group met and a summary of the work completed by the Stakeholder Group:

10/14/20 CCEIS Stakeholder Team Meeting #1 CCEIS Stakeholder Meeting #1 PPT, 10/14/20
This meeting introduced team members to the significant disproportionality CDE mandated process for submitting a CCEIS Plan. The goals of the presentation were: 1) Understand **CCEIS** and **SEP** processes, deliverables and timeline 2) Understand data sources, trends and suspected potential root causes, 3) Review, discuss, expand on and provide feedback about root causes

10/28/20 CCEIS Stakeholder Team Meeting #2 CCEIS Stakeholder Meeting #2, 10/28/20
The outcomes of our second meeting were 1) Review identified root causes from qualitative data. 2) Narrow root causes to two priority areas, 3) Review the upcoming meeting dates and deliverables per meeting. (The outcomes of this presentation were not realized. Parents alerted the district that the method by which these discussions were happening was causing more trauma to families. We regrouped with a small subset of parents from the stakeholder group and came up with a plan to more thoughtfully discuss potential root causes and add focus groups to include more parent/family voice to the qualitative data. This was done by holding two more parent focus groups and disseminating a survey to families that have students in one of the categories of significant disproportionality.)

12/2/20 CCEIS Stakeholder Team Meeting #3 CCEIS Stakeholder Meeting #3
The outcomes of our third meeting were: Prioritize root causes

12/10/20 CCEIS Stakeholder Team Meeting #4 CCEIS Stakeholder Meeting #4, 12/10/20
The outcomes for our fourth meeting were 1) Agree/Consensus on root causes 2) Seek recommendations of activities for CCEIS Plan, 3) Discuss criteria for selection of student target group

1.3 List the activities the LEA has completed to support the development of the CCEIS Plan*:

- LEA Contracted with technical assistance advisory agency: ***Ascendency Solutions***.
- Scheduled regular meetings with Lead Advisor, Dr. Mildred Browne
- Scheduled and held interviews with key staff and focus groups facilitated by Ascendency Solutions Agency.
- Communicated with CDE FMTA Consultant, Barbara Gaskin, on 8/10/20 in follow-up to Workshop B to review progress on CCEIS planning (Progress on AUSD CCEIS Activities, Workshop B Follow-up Notes) as well as requested support to clarify timelines and budget consequences of 15% set aside as well as consequences of not meeting the 12/15/20 timeline for submission of CCEIS plan
- Convened Stakeholder Meetings:
    - 10/14, CCEIS Stakeholder Meeting #1, Kickoff/Introduction/Goals
    - 10/27, CCEIS Stakeholder Meeting #2, Identifying Root Causes and Priority Areas

  - 12/2, CCEIS Stakeholder Meeting #3: Identifying Key Root Causes
  - 12/10, CCEIS Stakeholder Meeting #4, Target Group and Activities
- Convened Leadership Meetings: 9/4, 9/18, 10/2, 10/16, 10/30, 11/6, 11/13, 11/20, 12/4, 12/11, 12/19, 12/21, 1/8
- Convened Core Team Meetings: 10/12, 10/25, 11/12, 12/8, 12/14, 12/21, 12/29
- Delivered regular updates on CCEIS deliverables and progress to Alameda BOE:
  - 10/13/20 AUSD's Significant Disproportionality Process: Introduction (20 Mins/Information)
  - 10/27/20 AUSD's Significant Disproportionality Process: Data Overview and Root Cause Analysis (20 Min/Information)
  - 12/9/20 AUSD's Significant Disproportionality Process: Progress on the Development of a Comprehensive Coordinated Early Intervening Services (CCEIS) Plan (10 Mins/Information)
  - 12/15/20 AUSD's Significant Disproportionality Process: Recommendations for the Target Population and Activities to be Included in the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan (20 Mins/Action)
- 11/6/20 Requested a written documentation from CDE to clarify the process above to share with AUSD BOE: Barbara Gaskin, FMTA IV, CDE Timelines Remain Intact
- 10/25-1/8/20 Met with African American/Black (AA/Black) families in a separate meeting structure outside of the stakeholder team meeting process to facilitate greater understanding of the CCEIS process, solicit and listen to families' feedback and build collaboration in developing a strong CCEIS plan.
- Sought and collaborated with a local African American/Black facilitator to support meetings with our AUSD African American/Black families.The district needed to take time to meet with African American/Black families, actively listen to their frustrations, concerns and feedback about the CCEIS process on behalf of their impacted/affected children . They shared their own recent lived experiences of inequity and bias within the district. African American/Black families explained in great detail how the presentation of data caused additional harm. We needed to slow down this process and the CCEIS timeline for submission on 12/15/20 in order to provide additional listening sessions, distribution and analysis of surveys, provision of more feedback with an extended timeline to submit our plan on 1/15/21.
- Met with Barbara Gaskin on 11/16/20 to review progress on CCEIS plan to review concerns about meeting the 12/15/20 submission timeline; working with Ascendency Solutions and Barbara Gaskin; we mutually agreed that it was necessary to 'go slow to go fast' and to build relationship with our African American/Black families in order to develop a meaningful CCEIS plan. Ms. Gaskin explained that there are no extensions to the submission deadline and prompted us to submit our working draft of the plan on 12/15/20, which was accomplished.
- 1/12/21 Sought and received BOE approval of CCEIS plan
- *Communicated with CDE FMTA Consultant and Technical Assistance Facilitator; Participated in virtual Community of Practice (CoP) meetings; Attended CCEIS Workshop Phase 1 and 2; Attended CCEIS Workshop Phase 3 and 4; participated in SPP-TAP Workshop A and B; participated in Workshop B CONSULT meeting with Barbara Gaskin and AUSD team
- 12/18/20 Assigned school psychologist, Michael Giambona to complete a file review of 59 IEP and cumulative records to review assessment procedures and practices for biases and the use of effective, culturally responsive and equitable evaluation processes in the determination of special education eligibility, in particular, for students who are Black/AA. The report, entitled "A Study of AUSD School Psychologist

Practices and Assessments FINAL REPORT" resulted in fourteen recommendations for consideration and prioritization. Mr. Giambona will continue to work with AUSD psychologists to address concerns and develop non-biased best practices, procedures and reporting templates.

1.4 Choose Technical Assistance (TA) Facilitator(s)

Ascendancy Solutions Contract/PSA

Alameda USD contracted with ***Ascendancy Solutions*** and Dr. Mildred Browne is the Lead Facilitator.

Name the TA Facilitator(s) and describe current and anticipated services. LEAs are required to contract for a minimum of 10 hours or TA Facilitation for each area of identification. You must supply a copy of the contract or MOU for each TA facilitator. If you are using a non-SPP-TAP TA facilitator you must obtain prior permission from the CDE and supply a copy of the TA facilitator's resume and contract to the FMTA consultant.

Name	Current Service	Anticipated Service
Dr. Mildred Browne	36 hours: Lead Facilitation	20 hours: Lead Facilitation
Steve Collins	30 hours: preparation of the Policies, Practices and Procedures Matrix; facilitation of key interviews with AUSD staff	
Suwinder Cooper	49.5 hours: facilitation of focus groups, analysis of qualitative data and preparation of presentation and PPT of the data reviewed leading to proposed root causes	
Michael Giambona	153 hours: review of 59 special education files, summary of findings and recommendations for improvement, consultation with school psychologists and Dir, of Special Education	9 to 15 hours: consult with school psychologists re practices and protocols including assessment procedures
Dr. Laura Savage	9 hours: facilitation of focus groups	

1.5 Gather Relevant Data

AUSD CCEIS Quantitative Data

The state indicators are based on data that is collected consistently across the state from LEAs through the *California Longitudinal Pupil Achievement Data System (CALPADS)* and testing vendors. The state indicators are:

- Academic Indicator (reported separately for English language arts/literacy [ELA] and mathematics assessments)
- English Learner Progress
- Chronic Absenteeism
- Graduation Rate
- Suspension Rate
- College/Career Readiness (includes Grade 11 assessment results

Quantitative Data

Source: CALPads - California Dashboard, Alameda USD 2019

CA Dashboard AUSD 2019

Grad rate for AA students: Orange: 83.6% graduated, Declined 4.2%, Number of Students: 67; students also in this cohort: Hispanic, White, socioeconomically disadvantaged, students with disabilities, students with EL status, (AUSD ALL STUDENTS = Yellow: 91.4% graduated, Declined 1.6%, Number of Students: 778)

Chronic absenteeism for AA students: red: 21.3% chronically absent, Increased 4.1%, Number of Students: 367; Students also in this cohort: homeless, foster youth (AUSD ALL STUDENTS = Yellow: 7% chronically absent, Maintained 0%, Number of Students: 6,460)

Table: Chronic Absenteeism Overall pulled each March: 2016 to 2019

Table: Chronic Absenteeism by Ethnicity pulled each March: 2016 to 2019

ELA performance for AA students: Orange: 54 points below standard, Declined 10.9 Points, Number of Students: 277 Students also in this cohort: socioeconomically disadvantaged students (AUSD ALL STUDENTS = Green: 40.5 points above standard, Increased 4 Points, Number of Students: 4,515)

Math performance of AA students: Orange: 92.1 points below standard, Declined 8.3 Points, Number of Students: 271 Students in this cohort: socioeconomically disadvantaged students, Hispanic students (AUSD ALL STUDENTS = Green: 14.3 points above standard, Maintained 0.4 Points, Number of Students: 4,504)

College and Career for AA Students: Orange 24.2% prepared, Maintained -0.4%, Number of Students: 66; Students also in this cohort: English Language Learners, Socioeconomically Disadvantaged, Two or More Races (AUSD ALL STUDENTS = Green: 56.8% prepared, Maintained 0.1%, Number of Students: 773)

Suspensions for AA Students: Yellow 7.2% suspended at least once, Declined 3.1%, Number of Students: 651; Students in this cohort: students with disabilities and Hispanic students (AUSD ALL STUDENTS = Green: 1.9% suspended at least once, Declined 0.8%, Number of Students: 9,674)

Implementation of Academic Standards
Access to a Broad Course of Study
Parent and Family Engagement
Local School Climate Summary

Source: AERIES Analytics, Student Database:

Race/Ethnicity
AUSD Students with Section 504 Plan by Ethnicity
Elementary Suspensions by Race/Ethnicity for Gen Ed vs SpEd
Secondary Suspensions by Race/Ethnicity for Gen Ed vs SpEd
Chronic Absence
SARTs by race/ethnicity per site, 2019-2020
Foster Students
Homeless Students
CST Science
SBAC English (Elem, MS, HS)
SBAC Math (Elem, MS, HS)
Early Assessment Program: ELA
Early Assessment Program: Math
A-G Readiness 12th Grade
PSAT Participation Rate
PSAT Total Score
PSAT Performance: English
PSAT Performance: Math

Source: Schoolzilla, Data Analytics Dashboard

STAR Reading Student Growth %ile, Fall-Winter 2020-21
STAR Reading Proficiency Benchmark, Fall-Winter 2020-21
STAR Math Student Growth %ile, Fall-Winter 2020-21
STAR Math Proficiency Benchmark, Fall 2020-21

Data in Response to Parent Questions: November 9, 2020

Click on the link if you wish to "jump to" a specific question, chart or table.

Question #1: How many students total are there in areas which are deemed Significantly Disproportionate
- Eligibility Definitions (OHI, ID, Developmental Delay)

Question #2: How many students with disabilities are in the disproportionate Special Education categories?
- Chart: AUSD Eligibility Data
- Chart: Percent of Students w/ IEP, AA/Black w/o and w/ IEP
- Chart: Percent of AA/Black w/ IEPs, Percent of AA/Black OHI, Percent of AA/Black ID

Question #3: What data is available for annual discipline data analysis?
- Chart: Suspension of Students in Special Education v Not in Special Education

- Chart: Elementary AA/Black Suspensions (IEP included): 2016 to 2019
- Chart: Secondary AA/Black Suspensions (IEP included): 2016 to 2019
- Table: Suspension Rate Overall pulled each March: 2016-2019
- Chart: District Suspensions Overall pulled each March: 2016 to 2019
- Chart: AA/Black Suspensions Overall pulled each March: 2016-2019
- Table: Suspension Rate by Ethnicity pulled each March: 2016-2019

Question #4: What data is available related to achievement and opportunity gap?

- Chart: ELA Proficiency for Students in Special Education v Not in Special Education
- Chart: Math Proficiency for Students in Special Education v Not in Special Education
- Chart: ELA Proficiency for AA/Black in Special Education v Not in Special Education
- Chart: Math Proficiency for AA/Black in Special Education v Not in Special Education
- Chart: Percent of Time M/M and Pre-School are Included in General Education

Question #5: What data is available related to chronic absenteeism?

- Table: Chronic Absenteeism Overall pulled each March: 2016 to 2019
- Table: Chronic Absenteeism by Ethnicity pulled each March: 2016 to 2019

Question #6: What are the characteristics or types of OHI for AA/ Black students?

- Chart: Black/AA Types of OHI: ADHD, Attention, Behavior, Medical, Other
- Table: Black/AA Types of OHI with Secondary Eligibility
- Chart: Percent of Black/AA w/ IEP w/ ID Eligibility

Other Information

- Chart: Graduation Rates: All Students, Students w/ IEPs, AA/Black w/ and w/o IEPs
- Table: Graduation Rates
- SEP Break-out Activity Notes: Pre-school, Separate Schools, Test Participation

Question #1

How many students total are there in the areas which are deemed Significantly Disproportionate?
The two eligibilities of 13 eligibilities prescribed by the *Individuals with Disabilities Education Act* for which African American/ Black students in AUSD are significantly disproportionate are:

1. Other Health Impaired: 52 AA/Black of 245 students
2. Intellectually Disabled: 17 AA/Black of 36 students

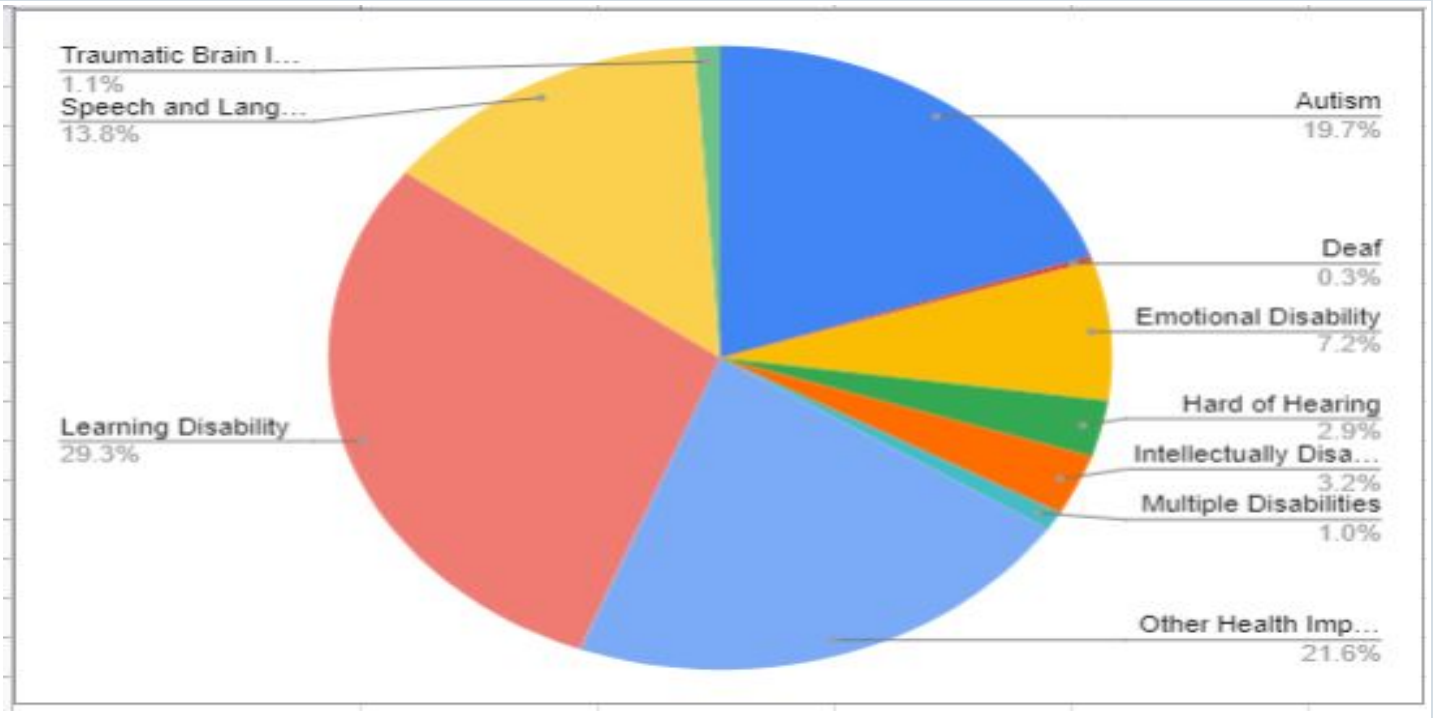
Question #2

How many students with disabilities are in the disproportionate Special Education categories?

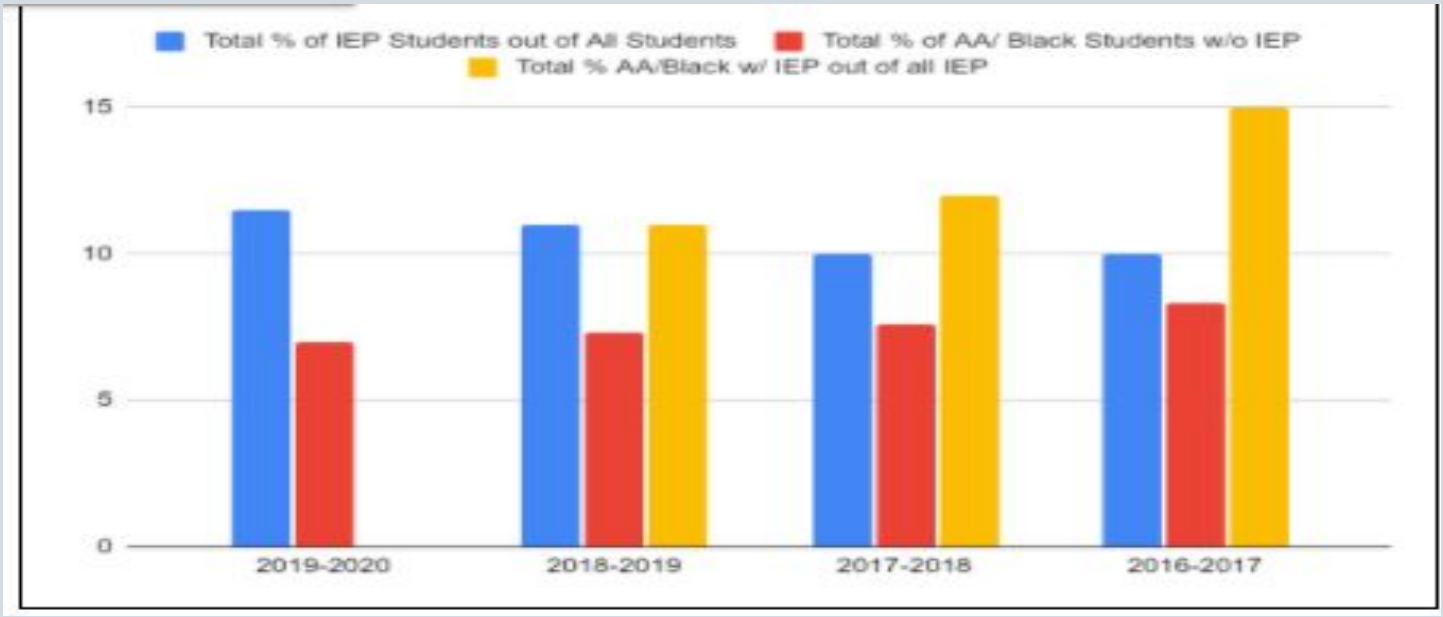
- 17 of 36 students with disabilities are AA/ Black and identified as ID for 20/21 study
- 52 of 245 students with disabilities are AA/Black and identified as OHI for 20/21 study
- **5.8%** of the students in AUSD are AA/ Black while **11%** of students with disabilities are AA/Black.
- AUSD Race/ Ethnicity

2020-2021 AUSD Eligibility Data

(Numbers of Students by Eligibility at link, Tab #1)
Source: Special Education Information System (SEIS, 20-21)



Percent of Students w/ IEP, AA/Black w/o and w/ IEP
(Numbers of Students at link, tab #2)
Source: CDE DataQuest



% of AA/Black w/ IEPs, % of AA/Black ID, % of AA/Black OHI
(Numbers of Students at link, tab #2)

Source: CDE DataQuest

Question #3

What data is available for annual discipline data analysis?

Activity Notes for Session Break-out: SEP Disproportionality in Discipline Activity

Suspension of Students in Sp Ed v. Suspension of Students Not in Sp Ed

Elementary AA Suspensions (IEP Included): 2016 to 2019

(See Tab 4 "Suspension Data" for other ethnicity suspension data)

Source: AERIES Student Information System

Secondary AA Suspensions (IEP included): 2016 to 2019

(See Tab 4 "Suspension Data" for other ethnicity suspension data)

Source: AERIES

Suspension Rate Overall

(Pulled the month of March each year to show year-to-year comparison)

Source: AERIES

Mar 16-17 Numerator	Mar 16-17 Denominator	Mar 16-17 Value	Mar 17-18 Numerator	Mar 17-18 Denominator	Mar 17-18 Value	Mar 18-19 Numerator	Mar 18-19 Denominator	Mar 18-19 Value	Mar 19-20 Denominator	Mar 19-20 Numerator	Mar 19-20 Value
207	9234	2.2	260	9610	2.7	189	9578	2	9514	126	1.3

District Suspensions Overall

Source: AERIES

(Pulled the month of March each year to show year-to-year comparison)

African American/Black Suspensions

(Pulled the month of March each year to show year-to-year comparison)

Suspension Rate by Ethnicity

(Pulled the month of March each year to show year-to-year comparison)

Comparison Value	Mar 16-17 Numerator	Mar 16-17 Denominator	Mar 16-17 Value	Mar 17-18 Numerator	Mar 17-18 Denominator	Mar 17-18 Value	Mar 18-19 Numerator	Mar 18-19 Denominator	Mar 18-19 Value	Mar 19-20 Numerator	Mar 19-20 Denominator	Mar 19-20 Value
American Indian or Alaskan Native	1	23	4.3	3	24	12.5	1	26	3.8	1	27	3.7
Asian	19	2462	0.8	33	2531	1.3	14	2367	0.6	15	2344	0.6
Black or African American	67	731	9.2	71	681	10.4	43	636	6.8	30	575	5.2
Filipino	16	603	2.7	16	596	2.7	8	523	1.5	4	471	0.8
Hispanic	49	1441	3.4	44	1491	3	45	1532	2.9	29	1504	1.9
Intentionally Left Blank	1	50	2	4	133	3	3	191	1.6	1	192	0.5
Multi	21	1164	1.8	21	1299	1.6	22	1419	1.6	12	1548	0.8
Pacific Islander	2	75	2.7	3	68	4.4	3	56	5.4	0	54	0
White	31	2685	1.2	65	2787	2.3	50	2828	1.8	34	2799	1.2

Question #4

What data is available for achievement and opportunity gaps for students with disabilities and for those who are AA/Black?

SEP Break-out Activity Notes: Achievement/Opportunity

Source: AERIES

ELA Proficiency In Special Education v Not In Special Education

Math Proficiency in Special Education v Not in Special Education

ELA AA/Black Not in Special Education v AA/Black in Special Education

Math Black/AA Not in Special Education v Black/AA in Special Education

Percent of Time Mild/Moderate and Pre-School Students are Included in General Education
As Compared to CDE Report
Source: SEIS (Special Education Information System) and CDE Reports
See Tab 5 for additional gen ed time data

Questions/thoughts to Consider related to inclusive practices:

1) Although the inclusion rate for M/M is strong, the achievement gap is present.
2) Are appropriate supports to access general education provided?
3) Are accommodations and modifications per IEPs implemented?
4) What is the impact realized for general and special education collaboratively taught classes?
5) More collaboratively taught classes are present in secondary. AUSD needs to further develop collaboratively taught classes in elementary.
6) What inclusion opportunities are provided for M/oderate/Severe and Special Day Class program students?

Question #5
What data is available related to chronic absenteeism?
Chronic Absenteeism Overall
(Pulled the month of March each year to show 4 year-to-year comparison)
Numerator refers to number of students in the subgroup and denominator refers to the total number of students

Mar 16-17 Numerator	Mar 16-17 Denominator	Mar 16-17 Value	Mar 17-18 Numerator	Mar 17-18 Denominator	Mar 17-18 Value	Mar 18-19 Numerator	Mar 18-19 Denominator	Mar 18-19 Value	Mar 19-20 Numerator	Mar 19-20 Denominator	Mar 19-20 Value
774	9233	8.4	853	9610	8.9	841	9577	8.8	738	9511	7.8

Chronic absenteeism by Ethnicity
(Pulled the month of March each year to show 4 year-to-year comparison)

Comparison Value	Mar 16-17 Numerator	Mar 16-17 Denominator	Mar 16-17 Value	Mar 17-18 Numerator	Mar 17-18 Denominator	Mar 17-18 Value	Mar 18-19 Numerator	Mar 18-19 Denominator	Mar 18-19 Value	Mar 19-20 Numerator	Mar 19-20 Denominator	Mar 19-20 Value
American Indian or Alaskan Native	7	23	30.4	5	24	20.8	9	26	34.6	7	27	25.9
Asian	75	2462	3	82	2531	3.2	84	2367	3.5	70	2344	3
Black or African American	141	731	19.3	131	681	19.2	140	635	22	109	574	19
Filipino	45	603	7.5	45	596	7.6	42	523	8	36	471	7.6
Hispanic	218	1441	15.1	235	1491	15.8	216	1532	14.1	194	1503	12.9
Intentionally Left Blank	4	50	8	13	133	9.8	23	191	12	16	192	8.3
Multi	99	1163	8.5	95	1299	7.3	108	1419	7.6	100	1548	6.5

Other Information
Graduation Rates:
All students, Students with Disabilities, All AA/Black Students, AA/Black Students w/ Disabilities
SEP Graduation Rate Activity

Graduation Rate Table

Year	Status	All students	Students with Disabilities	AA students	AA students with disabilities
2018-19	% cohort graduation rate:	91.4%	72%	86.7%	N/A
	# of students (cohort)/ Regular HS Graduates	778	82 / 59	60 / 52	<10
	% increased/ declined (from previous year):	-1.8%	-1.2%	+0.8%	--
2017-18	% cohort graduation	93.2%	73.2%	85.9%	56.3%
	rate:				
	# of students (cohort)/ Regular HS Graduates:	806	82 / 60	78 / 67	16 / 9 (56.3%)
	% increased/ declined (from previous year):	+4	+12.2%	0.5%	-10.4%
2016-17	% cohort graduation rate:	89.2%	61%	87%	66.7%
	# of students (cohort)/ Regular HS Graduates:	790	77 / 47	77 / 67	18 / 12 (66.7%)
	% increased/ declined (from previous year):	--	--	--	--

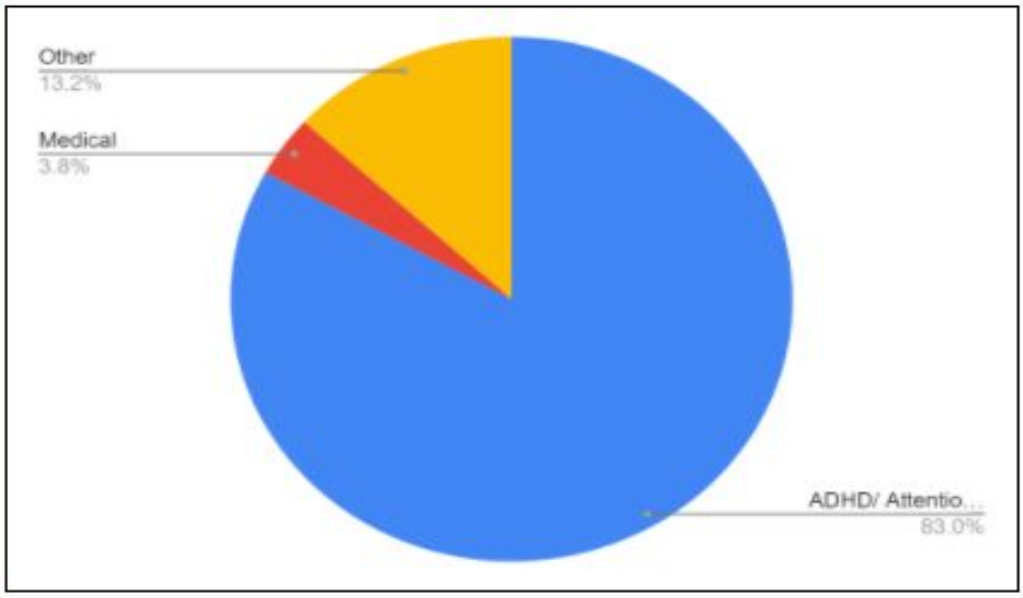
Other SEP Break-out Activity Notes

SEP Pre-School Activity
SEP Standardized Test Participation Activity
SEP Separate School Activity

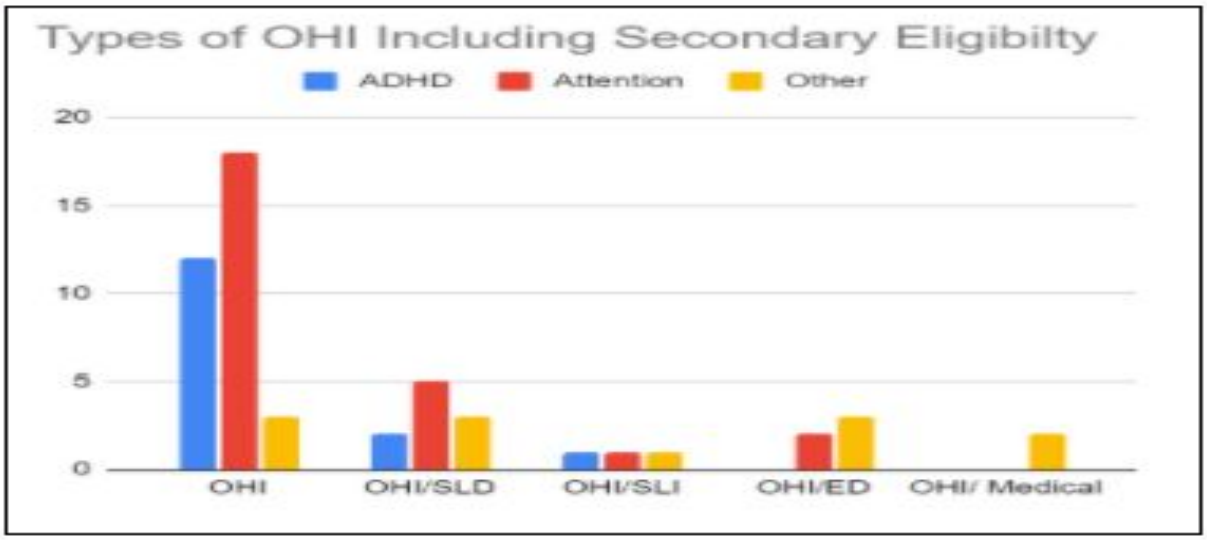
Question #6

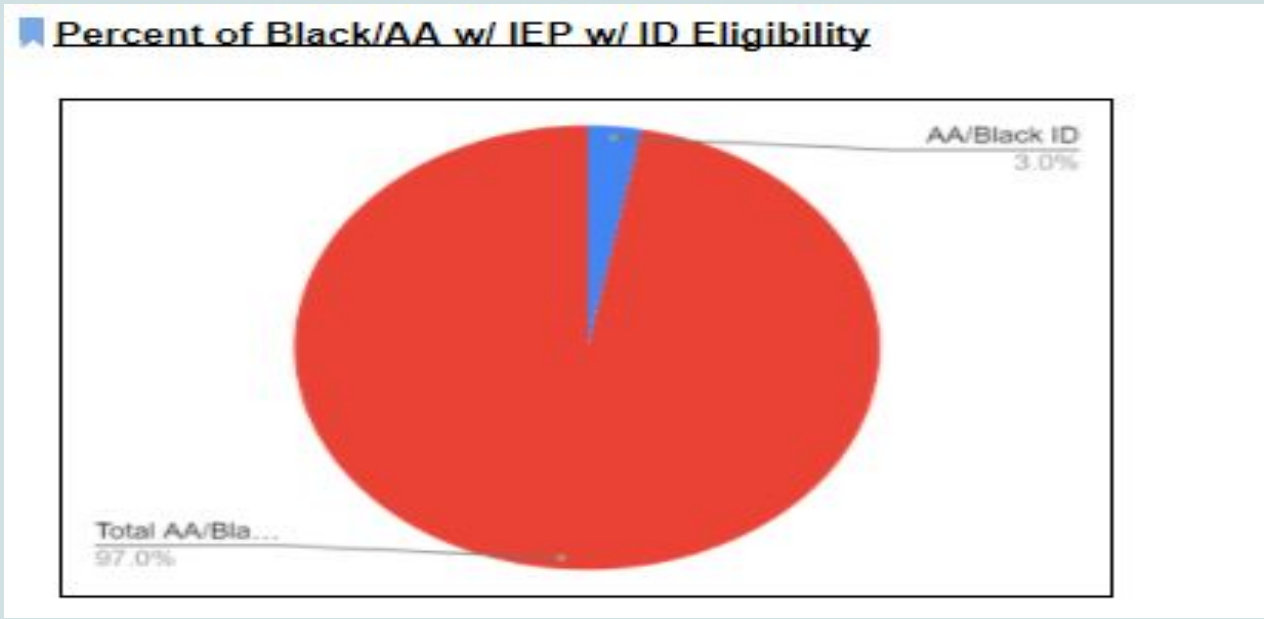
What are the characteristics or types of OHI for AA/ Black students?
See Tabs #4 and #5 for numerical information

Black/AA Types of OHI: ADHD, Attention, Behavior; Medical; Other



Black/AA Types of OHI with Secondary Eligibility





Source: Internal File Review of Special Education Students with OHI Eligibility
2007-2020 OHI Qualification by Grade

Schools Where **Chronic Absenteeism Overall**
(Pulled the month of March each year to show 4 year-to-year comparison)
Students Were Qualified for OHI
Discipline Incidence Prior to Assessment with Qualification for OHI
Students Qualified for OHI by Gender
% Students with ADHD/OHI (vs other medical condition)
Referrer for Assessment with Qualification of OHI
AA and Lx Students per Site In Gen Ed and SPED

Source: Internal File Review of Special Education Students with ID Eligibility:

AA Students w ID Eligibility = 6

Qualitative Data

Summary #1 of CCEIS/SEP Interviews with Key Staff
Summary #2 of CCEIS/SEP Interviews with Key Staff
Qualitative Data Summary PPT
Summary of Feedback from Parent Focus Groups
Sigdis FG: Elementary Gen Ed Teacher
Sigdis FG: Secondary Gen Ed Teachers
Sigdis FG: Behaviorists
Sigdis FG: SPED Admin
Sigdis FG: Parents of AA
StudentsSigdis FG: AUSD Leadership
Sigdis FG: School Psychologists

Sigdis FG: Secondary Principals
Sigdis FG: Elementary Principals
Sigdis FG: Intervention Leads
Sigdis FG: Ed Specialists
Sigdis FG: Counselors

Foundational (Historical Perspective) and Organizational (CCEIS Required) Documents:

PPP Matrix
LEA Initiatives Inventory
AUSD Learning Continuity and Attendance Plan
AUSD LCAP
AUSD 5 Year MTSS Implementation Plan
AUSD Special Education Strategic Plan

Multiple sources of data between 2017-18 and the present were gathered and analyzed in order to conduct the Root Cause Analysis.

Quantitative Data: California Schools Dashboard (district and site level data: chronic absenteeism, Smarter Balanced ELA and math performance, suspension rate, disability status), CalPADS (student level data: race / ethnicity, grade level, date of entry into special education, discipline, enrollment), PowerSchool (student and school level data: race/ ethnicity, attendance, grades, Smarter Balanced ELA, discipline), SEIS (student level data: special education eligibility category by ethnicity, narratives in IEP notes and assessment reports), Renaissance Learning (student level data: STAR reading levels), Human Resource data, (employee ethnicity and school site assignment), Parent Surveys (pathway to assessment for disability leading to an IEP)

Qualitative Data: Focus Group and interview data using the ***Wisconsin Annotated Checklist for Addressing Racial Disproportionality,*** File Review of 54 special education student files and CUM files focusing on Alameda USD School Psychologist Practices Regarding Assessments.

Data Gaps Included:

- Low level behavior incident documentation; students are learning remotely and this data is not being collected at this time. Ordinarily PBIS Leads at each site would collect and analyze this data, PBIS teams would review monthly and report to site staff quarterly on trends. These trends would indicate where staff could improve supervision, increase acknowledgements, provide reteaching. This process is on hold until we are back in face-to-face instruction. Providing positive supports at lower levels of behavior is less restrictive, more effective and efficient and preventative of larger behaviors.
- More complete AERIES records: SST / COST team data by school site, student, and teacher including consistent records of student progress and intervention data entered into the Intervention Tab in

AERIES and used in COST and SST for progress monitoring and decision-making re offering and tracking student progress in T2/T3 interventions.

- Intervention data documented in AERIES intervention tab or counseling notes: student info, type of intervention, materials used, frequency and duration, and response to instruction including interventions prior to referral to COST or referral to an assessment for disability leading to qualification for an IEP
- Site-by-Site and Grade-by-Grade reading proficiency levels for K-3rd grade
- Walk-through observation data showing district wide evidence of implementation of Universal Design for Learning lesson planning, differentiated instruction and evidence based practices. It is not documented which teachers are masters of their craft, which teachers are novices or how these two groups may interact for the benefit of students.
- Teacher agendas, minutes, notes from collaborative planning sessions, which principals in AUSD cannot direct. Documenting what teachers do in collaboration could help develop a stronger plan. Knowing the content of teacher planning sessions and collaboration is an area to investigate and possibly influence. Providing the scaffolding for Communities of Practice and Professional Learning Groups would strengthen teacher collaboration and benefit students.
- Initial psychoeducational assessments do not consistently contain mandated information such as interviews with staff, parent/guardians, and/or students.
- A full year of data for suspensions during 2019-20. Suspension data for 2019-20 is dramatically lower than prior years. This is suspected to be at least partially the result of Distance Learning that began in March 2020 as a result of COVID 19 and the state mandates for Shelter in Place. However the district had evidenced a downward trend in overall suspensions over the prior three years.

List the relevant sources of data that are used to inform decision-making. Are there any additional data sources that would be beneficial but data was not available (e.g., Referral data by teacher, etc.)? *(See State Performance Plan Technical Assistance Project's website: https://spptap.org/significant-disproportionality/sd-ceis-guidance-documents-and-forms/ for additional information.)*

Phase 2

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory:

AUSD Initiative Inventory

Enter your LEA initiatives that align or have some areas of integration with the efforts to address disproportionality.

Initiative and Funding Source	Relationship to LCAP and other Initiative Goals/Priorities	Target Group	Leaders and Responsible Staff	Educational Areas: Curriculum and Instruction, Behavior, Family and Community Engagement, Climate, Social-Emotional Learning, Other
Chronic Absence Tracking; Funding: LCAP: Learning Continuity and Attendance Plan: https://alamedausd-ca.schoolloop.com/file/1514016404908/1376459767278/8267604176270306990.pdf	**LCAP:** Goal: attendance and participation tracking	T1 - all schools	Teachers Intervention Leads Principals Student Services Coordinator	Curriculum and Instruction
Positive Behavior Interventions and Supports (PBIS); Funding: LCAP	**LCAP**: Goal 1a: Expand MTSS implementation; Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. Decrease of suspension rate is a particular need for students with disabilities and African American students both of whom have disproportionately high rates. AUSD 5 Year MTSS Implementation Plan	T1 - All schools	Kirsten Zazo, CSSO Sara Stone, CAO Pamela Kazee, Dir, of Special Education Principals/Site Admins PBIS Leads Teachers	School Climate, Behavior,

	AUSD Strategic Plan			
Restorative Practices	**LCAP**: Goal 1a: Expand MTSS implementation; Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. Decrease of suspension rate is a particular need for students with disabilities and African American students both of whom have disproportionately high rates **MTSS 5 Year Plan** Annual fidelity assessment using TFI and/or FIA **AUSD Strategic Plan**	T1 - all schools	Kirsten Zazo, CSSO Sara Stone, CAO Pamela Kazee, Dir. of Special Education Principals Intervention Leads Teachers	School Climate Engagement
Social-Emotional Learning (SEL) Toolbox Project (K-5) ***Second Step (preschool)***	**LCAP**: Goal 1a: Expand MTSS implementation (Program Manager, PBIS Coordinator, PD, etc.) **MTSS 5 Year Plan** **AUSD Strategic Plan**	K-5, all elementary schools, except Earhart which is funding a different SEL curriculum	Sara Stone, CAO Principals Betty Lin, Coordinator Elementary and Preschool Special Education Jill Drexel Hunter, Prog Mgr, preschool Intervention Leads Teachers	Social Emotional Learning Engagement

Coordination of Services Teams (COST)	**LCAP:** Goal 1a: Expand MTSS implementation (Program Manager, PBIS Coordinator, PD, etc.) **AUSD Strategic Plan** Alameda USD Special Education Strategic Plan	T2, T3 - all schools	Kirsten Zazo, CSSO Jodi McCarthy, Coordinator Student Services Principals Intervention Leads Teachers	Curriculum and Instruction
Instructional Coaching Statewide and local assessments. Recent dashboard results identify several student groups as 'Orange' or 'Red' for both the Math and ELA academic indicators. These include Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, African American Students, and Pacific Islander students.	**LCAP: 2a.3** - Academic intervention and support during and after school hours; Improve student achievement on both ELA and Math **Strategic Plan for Special Education** **SEP:** SPED Support Team of BCBAs and psychologists with intervention knowledge to support T3 in an effort to ensure more appropriate referrals where possible	T1, T2 - all schools	Sara Stone, CAO Pamela Kazee, Dir.of Special Education Nancy Lai, Literacy Coordinator Terri Elkin, STEAM Coordinator	Curriculum and Instruction
Parent Engagement Activities: SchoolSMARTS, Parent University, Film Series, Parent Liaisons, afterschool programs	**LCAP Goal 3**: Support parents as partners and effective advocates **Title 1 Program:** "provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps"	T1 -	Claudia Medina, Coordinator of Family and Community Engagement Pamela Kazee, Dir of Special Education Principals Parent Liaisons	Parent Engagement

	SEP: Development of Special Education Parent Resource Network		PTA Presidents After School Program Mgrs	
Staff Anti-Bias Professional Development: Facing History and Ourselves	LCAP Goal 1, 2a; Maximize student success and eliminate barriers, Support college and career readiness MTSS 5 Year Plan AUSD Strategic Plan	T1 - all schools	Kirsten Zazo, CSSO Sara Stone, CAO Principals	Curriculum and Instruction
Staff Professional Development: Trauma Informed Training	LCAP Goal 1, 2a: Maximize student success and eliminate barriers, Support college and career readiness **LCAP Goal 1, 2a:** Maximize student success and eliminate barriers, Support college and career readiness **MTSS 5 Year Plan** **AUSD Strategic Plan**	T1 - all schools	Kirsten Zazo, CSSO Sara Stone, CAO Principals Susan Andrien	Curriculum and instruction
Staff Professional Development: Culturally Responsive Practices: all teacher book club: Zaretta Hammond, *Culturally Responsive Teaching and the Brain*	LCAP Goal 1, 2A; Maximize student success and eliminate barriers, Support college and career readiness AUSD 5 Year MTSS Implementation Plan	T1 - all schools	Kirsten Zazo, CSSO Sara Stone, CAO Principals	Curriculum and Instruction

Development of Inclusive Practices through Collaborative Teaching	LCAP Goal 1, 2a; Maximize student success and eliminate barriers, Support college and career readiness MTSS 5 Year Plan AUSD Strategic Plan AUSD Strategic Plan for Special Education SEP	T1 - all schools	Pamela Kazee, Director of Special Education Sara Stone, CAO Principals General Education Teachers Education Specialists	Curriculum and instruction
Kingmakers of Oakland: This multi-faceted approach helps to create a healthy, affirming learning environment for Black boys in the public school system. Through professional development, narrative change resources, curriculum and more, Kingmakers helps each unique district transform their school environment.	**LCAP Goal 1, 2a:** Maximize student success and eliminate barriers, Support college and career readiness	T1 - all schools	Sara Stone, CAO Timothy Erwin, COHR Principals Site Leadership Teams	School Climate Curriculum and Instruction
Management for Equity: Started in 2019-20, Joy Chua and Kai Dwyer research DEI best practices and facilitate professional development leading to policy changes in the area of recruitment, hiring practices, hiring prioritizing AA/Black teachers and administrators and retention of AA/Black teachers and administrators.	**LCAP Goal 1, 2a**: Eliminate barriers and maximize student success.; support college and career readiness MTSS 5 Year Plan	T1 - all schools	Timothy Erwin, Chief Officer of Human Resources Sandy Wong, Coordinator of Certificated Staff Kai Dwyer, Dean AHS Joy Chua, Principal Adult School	Curriculum and Instruction

2.2 Complete a Programmatic Self-Assessment

Identify one or more of the approved Self-Assessment Tools used:·

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X Annotated Checklist for Addressing Racial Disproportionality

- Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process
- 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: NYU Article: ***Identifying the Root Causes of Disproportionality***
  Catherine Kramarczuk Voulgarides & Natalie Zwerger, Pedro Noguera, Patric Jean-Pierre

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

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. Significant Disproportionality 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 Alameda Unified School District.

During the self-assessment process, Ascendancy Solutions consultation agency conducted focus group sessions and interviews with key staff to determine the root cause of areas of disproportionality with regard to the 1) overrepresentation of African American students in the category of Other Health Impaired and 2) disciplinary actions such as office referrals and suspensions resulting in 2) comparably lower academic scores in both ELA and Math achievement.

Between June - October 2020, a total of twelve focus groups and eight interviews were conducted, as part of stage two qualitative data collection phase of the programmatic improvement process. Ninety minute focus groups were conducted virtually with the following groups: Elementary General Education Teachers, Secondary General Education Teachers, Behaviorists/BCBAs, Special Education Administration, Parents of African American/Black students, Alameda USD Leadership, School Psychologists, Elementary Principals, Secondary Principals, Intervention Leads, Elementary and Secondary Education Specialists and School Counselors.

The Alameda USD Compliance Coordinator, provided an introduction and overview of the quantitative data with regard to the significant disproportionality of African American/Black students - 2 categories of special education: Other Health Impaired and Intellectual Disability. The 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 role of each of the focus groups and interviewees 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.

NOTABLE QUOTES GROUPED by TREND from QUALITATIVE DATA based on the Wisconsin Checklist:

Tier 1 - Need for Data Driven Instruction, In-Class Response to Instruction and Intervention, Understanding and Implementing District Curriculum and Pedagogies: Individualized Learning Plans, Meeting Students Where They Are

"Lack of consistent teaching, kids who have not had instruction year to year." - Parent

"Implicit bias is pretty clear, there are discrepancies in their academics. Things have been lost." -Teacher

"*The condition in the classroom is set up to be less successful for African American students. Set up for failure. Expectations, focus on sitting, less movement, bias in favor of White norms, the color of the kid becomes the problem." - Leadership*

"Systems are not set up to allow access. Example: All teachers make their own schedule in elementary school, if a student needs more strategic help they are pulled away from the Tier 1 instruction and therefore lose more instruction. No designated time in the schedule for RTI." - Leadership

"A lot of kids falling through the cracks." - Parent

"Differences due to actual teaching issues, due to more specific teachers." - Parent "Clear lack of evidence based practices in the classrooms." - Administrator

"Academic gap has to do with the "Must Do vs. May Do" from district to GenEd". Example: SEL, Tool Box, Soul Shop again it is "May Do vs. Must Do" coming from the district." -Teacher

"Administrators and teachers may not be sharing the same definition of equitable treatment when it comes to special education, race, equity and gender." - Parent

"Students are labeled and branded in elementary school. The social component is hard on students who just want to belong." - Teacher

Immediate labeling of our Black students. Really hard to get these kids out of this box. By first grade the child's perception of self is changing… "I am bad" - Administrator

"Students are labeled and branded in elementary school. The social component is hard on students who just want to belong." -Teacher

Starts in elementary/middle school. "When a teacher sees you 'as not trying' when you really aren't understanding, then punishes you - that is traumatic!!!" -Student

"*The condition in the classroom is set up to be less successful for African American students. Set up for failure. Expectations, focus on sitting, less movement, bias in favor of White norms, the color of the kid becomes the problem." - Leadership*

"People get treated differently depending what side of the Island you are on, in schools as well." - Parent

"A lot of kids falling through the cracks." -Parent

"Differences due to actual teaching issues, due to more specific teachers." - Parent

"Clear lack of evidence based practices in the classrooms." - Administrator

"Academic gap has to do with the "Must Do vs. May Do" from district to GenEd". Example: SEL, Tool Box, Soul Shop again it is "May Do vs. Must Do" coming from the district." - Teacher

"Administrators and teachers may not be sharing the same definition of equitable treatment when it comes to special education, race, equity and gender." - Parent

Need for Stronger Referral and Intervention Systems in T2/T3: MTSS, SST, COST, Referral for Assessment for Disability Processes: Use of T2/T3 Interventions (Section 504 Plan, Case Management)

"Policies are interpreted differently by different administrators at the various sites, "each island onto itself"." - Parent

"Why are we not more allies in giving out more information? More serious about the information we share, equally. We let the parent navigate the system. As a teacher it is difficult, I know from my own personal experience. Doubly intimidating for parents of color. Where is the transparency? Need to provide resources, to navigate the resources. Holding information. Couldn't we think outside of the box?" -Teacher

"History and culture of Alameda is one of implicit/explicit bias between East and West sites and plays in the interventions." - Psychologist

"Special Education is the only game in town." -Teacher

"It can't be about SPED. It has to be uncoupled from bias, "What filter am I looking at this from?" "How am I making my class successful for all kids?"." -Teacher

"Teachers see color, make referrals, using a deficit model. The kid is not behaving, therefore, not succeeding. Starts at the elementary level, the lack of access." - Special Ed Administrator

"Gen ed, sped and COST process are separate initiatives and *COST interventions vary from site to site. There are differences in strategies." - Administrator*

"Frequent comments in IEP meetings, "This kid needs to go to special education." "This kid needs to be medicated." "Shouldn't they be medicated?" "Haven't they tried Meds?" "Are they still on meds?" this is not appropriate." -Teacher

"*Teachers don't show up for the SST and they don't provide information on the interventions." -Special Education Teacher*

"Teachers move immediately to testing rather than asking, "How can we improve our skills, before we jump?"." -Teacher

"No one follows the data. Section 504 Plan/IEPs difficult to put accomodations in place." -Counselor

"My child was traumatized and I had to fight to get him tested for an IEP. I had to fight for everything. I told them he needs to be SPED." - Parent

"Teachers with misguided intentions and disregard for Black students. When I asked about additional reading/math supports. I was told, "That wouldn't be an option for your daughter."." - Parent

"They pushed my son into the trajectory of Special Education, They said "It was difficult in their effort to connect with him." Yelling at him. They are really nice when you talk to them. Nice people, well meaning. What are the options for parents?" - Parent

"Information from the middle school is missing in the documentation. We need information on what interventions were tried by the teacher. What in the IEP meeting discussion actually was put into practice?" -Teacher

"Most kids are identified in elementary school, by third, fourth and five grade it starts there. By the time the students get to the secondary level, they are now disengaged from school, not coming to school." - Administrator

"*History of implicit/explicit bias plays into the overall referrals for discipline."- Administrator*

"Most referrals are for behavior. African American kids get disciplined for not behaving in the majority White culture. For sitting, raising their hand, for subjective reasons and other generalizations. The belief that "it's not our student" – they go to moving them out. The pattern repeats year to year." - Leadership

"I have seen the same behaviors with the White kids. Always who gets targeted, who is louder. The behaviors are not really different. White kids are quieter, low key, Black kids rumble louder. Blame the Black and Brown kids. Push them down quickly." - Teacher

"Black kids are not treated the same way as their White peers. The words that are used when talking to them. It's Alameda." - Parent

"Kids are pushed out of class. You can see the boys sitting outside in the hall." -Parent

"Teachers see color, make referrals, using a deficit model. The kid is not behaving, therefore, not succeeding. Starts at the elementary level, the lack of access." - Special Education Administrator

"Most kids are identified in elementary school, by third, fourth and five grade it starts there. By the time the students get to the secondary level, they are now disengaged from school, not coming to school." - Administrator

"Systems are not set up to allow access. Example: All teachers make their own schedule in elementary school, if a student needs more strategic help they are pulled away from the Tier 1 instruction and therefore lose more instruction. No designated time in the schedule for RTI." - Leadership

Need for Staff to Hear and Respect African American/Black Parent/Family Voice and Build Relationships: AAPAC

"Students struggle with narratives they have been given from day one. This is multi-dimensional. 1st grade relationship between the family and the school. Build a positive relationship with the family." - Parent

"No one is there for the Black and Brown families. There is a huge gap." - Parent

"There are a lot of teachers that do anything to avoid calling parents." -Teacher

"We don't get taught "how to build relationships"." -Teacher

"*Polarized: African-American parents vs. the District, mistrust and damage that has been done in the past."- Leadership*

"Unconscious bias toward parents." -Parent

"Maybe historical experiences of not being heard influences them to stay away from the school." - Teacher

"Culture in the district, one of African American families not trusting the system. Many have experienced schools not being inclusive." - Administrator

"Culture of the community is one of bias." - Parent

"Historic culture of the district is the lack of accountability. Accountability is not strong. Not holding principals and teachers accountable." - Parent

"*Alameda has a history of redlining and you can see the impact on housing, employment, poverty of Black and Brown families." - Leadership*

"A huge divide on the island when it comes to socio-economic background being played out on the Island." - Parent

"District has a long history of the "neighborhood school", cute/charming, responding to the demands of the predominantly white affluent community of residents. We need to change our image…starting with improving transportation. Work with the city to put a direct bus line so kids on one side do not have to take two buses to school, be late or miss classes, just like the other side of the island where students get to take a direct line to school." - Administrator

"Good vs Bad side of the island, Black/Brown kids feel like they are being watched, they do not feel safe or feel connected to the community." - Parent

"Dual dialogue depending on what side of the island you are on." -Teacher

"Implicit bias, starts early in first grade, "where is this coming from?" Continues, "Then I learn the only boys that were tested were the four Black boys at the school. When I inquired further, I was told, "We want the children's education to be as important as basketball"." -Parent

Need for More Black/AA Teachers and Administrators at School Sites and District Office: Hiring Practices

"Lack of value in someone (student) that does not look like you. There is a real cost to the students of color when teachers lack preparedness in working with students of color, and lack the "willingness" to build relationships with people who do not look like them." - Parent

"Teachers see color, make referrals, using a deficit model. The kid is not behaving, therefore, not succeeding. Starts at the elementary level, the lack of access." -Special Education Administrator

"It's another thing to embrace race, we muddle through it." "We don't have a lot of representation of teachers/leaders of color in the district." - Administrator

Notes from Focus Groups	Notes from Interview of Key Staff
• Sigdis FG: Elementary Gen Ed Teachers • Sigdis FG: Secondary Gen Ed Teachers • Sigdis FG: Behaviorists • Sigdis FG: SPED Admin • Sigdis FG: Parents of AA Students • Sigdis FG: AUSD Leadership • Sigdis FG: School Psychologists • Sigdis FG: Secondary Principals • Sigdis FG: Elementary Principals • Sigdis FG: Intervention Leads • Sigdis FG: Ed Specialists • Sigdis FG: Counselors	• Summary of CCEIS/SEP Interviews with Key Staff • Summary #2 of CCEIS/SEP Interviews with Key Staff

CCEIS Leadership Team Meetings and Agendas:

9/2/20 CCEIS Leadership Agenda
10/2/20 CCEIS Leadership Agenda
10/16/20 CCEIS Leadership Agenda
10/30/20 CCEIS Leadership Agenda
11/6/20 CCEIS Leadership Agenda
11/12/20 CCEIS Leadership Agenda
12/4/20 CCEIS Leadership Agenda
12/11/20 CCEIS Leadership Agenda

Stakeholder Meetings/Summaries:

10/14/20 CCEIS Stakeholder Team Meeting #1 CCEIS Stakeholder Meeting #1 PPT, 10/14/20This meeting introduced team members to the significant disproportionality CDE mandated process for submitting a CCEIS Plan. The goals of the presentation were: 1) Understand **CCEIS** and **SEP** processes, deliverables and timeline 2) Understand data sources, trends and suspected potential root causes, 3) Review, discuss, expand on and provide feedback about root causes

10/28/20 CCEIS Stakeholder Team Meeting #2 CCEIS Stakeholder Meeting #2, 10/28/20
The outcomes of our second meeting were 1) Review identified root causes from qualitative data. 2) Narrow root causes to two priority areas, 3) Review the upcoming meeting dates and deliverables per meeting. (The outcomes of this presentation were not realized. Parents alerted the district that the method by which these discussions were happening was causing more trauma to families. We regrouped with a small subset of parents from the stakeholder group and came up with a plan to more thoughtfully discuss potential root causes and add focus groups to include more parent/family voice to the qualitative data. This was done by holding two more parent focus groups and disseminating a survey to families that have students in one of the categories of significant disproportionality.)

12/2/20 CCEIS Stakeholder Team Meeting #3 CCEIS Stakeholder Meeting #3

The outcome of our third meeting was: Prioritize root causes. Stakeholders participated in activities that provided personal reflection and note taking, small group discussions, polling and reconvening with small groups and repolling to prioritize root causes.

12/10/20 CCEIS Stakeholder Team Meeting #4 CCEIS Stakeholder Meeting #4, 12/10/20
The outcomes for our fourth meeting were 1) Agree/Consensus on root causes 2) Seek recommendations of activities for CCEIS Plan, 3) Discuss and agree upon the criteria for selection of student target group. Prioritized root causes were presented and stakeholders agreed to the prioritization. Potential activities for the plan were presented and stakeholders ranked activities. Data was reviewed and stakeholders agreed to the criteria for selection of the target student group: A combination of factors were considered: Homeless/Foster, Limited English Proficiency, Section 504 Plan, 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

2.3 Complete Reflective Data Analysis

Reflective Analysis:

Serving Alameda children since 1855, Alameda Unified School District became a "unified" district in 1936. AUSD works hard to provide every student with a quality educational experience that strives for excellence and equity. AUSD serves the diverse educational needs of students from preschool through high school, continuing on through adult education classes.

Until 1997, Alameda Point was known as Alameda Naval Air Station. It was a federal facility with approximately 60 military tenant commands for a combined military/civilian workforce of over 18,000 personnel. In 1997 the base closed, and it had a devastating economic impact on the area as it was the largest employer in the area. In 1999 Alameda Point Collaborative (APC) transformed some of the vacant military housing into a supportive housing community. APC now provides housing to over 500 formerly homeless residents.

Alameda Unified School District (AUSD) currently serves the needs of some 9,600 students. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD's nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing additional support to graduate; our magnet high school, the Alameda Science and Technology Institute, offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

In order to continuously improve, the district uses the AUSD Multi-Tiered System (MTSS) of Support Framework and we have established Coordination of Services Teams (COST) facilitated by Intervention Leads (ILs) at every site. COST teams use protocols to identify and support students who are not responding to tier 1 and in-class tier 2 instruction and re-teaching. Assessments are used to inform and improve instruction. The District provides fidelity assessment using the Tiered Fidelity Assessment (TFI) which measures the implementation of Positive Behavior

Supports and Interventions (PBIS) and COST. The District has created the Parent Liaison position, volunteers who support parent education and mediate concerns, and in special education there is the new Parent Resource Network (PRN), which has been initiated to further support parents and guardians of students with Individualized Education Plans (IEPs). The PRN will provide parents an opportunity to: network with one another; participate in parent education opportunities; receive parent-to-parent support through trained parent liaisons. The PRN will also collaborate with PTA advisory groups to support school site-specific needs and activities, such as "National Inclusive Schools Week." AUSD also has created the Diversity, Equity and Inclusion (DEI) Committee, composed of representatives at each site to facilitate leadership activities that will move goals forward in this area.

The District was identified as significantly disproportionate for the overrepresentation of African American students in two eligibility categories in Special Education: Other Health Impaired and Intellectual Disability. The CCEIS Team collaborated regularly with the TA Facilitators to collect and analyze qualitative and quantitative data. In addition, we conducted focus groups with 12 groups: Parents of African American/Black students, General Education Elementary and Secondary teachers and Elementary and Secondary Education Specialists, School Psychologists, Behavior Specialists, Elementary and Secondary Site Administrators, District Administrators and Related Service Providers. All questions relating to the Wisconsin Checklist and all data were reviewed at the Leadership, Stakeholders and weekly CORE Team Meeting leading to the identification of root causes.

A student file audit was conducted in order to examine the journey of the students into Special Education. The reviewers reviewed the cumulative and special education files. At the elementary level (K-5) a total of 54 initial assessments for students who qualified for special education were reviewed and broken down as follows: Most African American students qualify for OHI in Elementary School and 40.7% were qualified in PK - 2nd grade. 83% of AA students with an OHI eligibility have a ADHD diagnosis. Our young AA males represent 68.5% of the AA students qualified under OHI. In our elementary schools, 18.6% of African American students are identified as needing special education services. Our data shows that our next highest disproportionate representation in special education is our students who identify as Hispanic (16.9%)

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Alameda USD AA Quantitative Data Summary: Quantitative data sources are **CALPADS** and **CA Dashboard, SEIS, AERIES** and **Schoolzilla** showing multiple areas of disproportionality and significant disproportionality for African American students compared to non-African American students: special education overidentification in two categories: Intellectual Disability and Other Health Impaired, discipline, academic achievement in math and English Language Arts, chronic absence, access to A-G courses, graduation rate, PSAT participation and performance. District data correlates for African American/Black and Hispanic students include:

Chronic absenteeism for AA students (CA Dashboard): As demonstrated by the 2019 California School Dashboard, 21.3% of African American students were considered chronically absent in 2019, an increase of 4.1% from the previous year. Due to this high percentage and increase from the prior year, this group of students is considered in the "red" on the CA Schools Dashboard. Overall, the CA Dashboard shows AUSD overall having 7% of its students as chronically absent, neither increasing or decreasing that percentage from the prior year. Hispanic students in AUSD were considered in the "Yellow" category in the 2019 CA Dashboard with 11.8% chronic absence, however that number declined 1.1% from the previous year.

Chronic Absence (Internal Data)

Subgroup	2016-17	2017-18	2018-19	2019-2020

AA/Black	19.3%	19.2%	22.0%	19.0%
Hispanic	15.1%	15.8%	14.1%	12.9%
Multi-racial	8.5%	7.3%	7.6%	6.5%
White	1.2%	2.3%	1.8%	1.2%

Summary of Chronic Absence: AA Students are the subgroup most affected in chronic absence with a relatively flat profile and the highest need over four years with 19.3, 19.2, 22.0 and 19.0 percent of students chronically absent. Hispanic students also demonstrate a similar flat and elevated pattern though with some improvement in 2019-2020: 15.1, 15.8, 14.1 and 12.9 percent of students. Multiracial students also trend in the same pattern though to a less elevated degree with: 8.5, 7.3, 7.6 and 6.5 percent of students. The pattern for white students is a flat and much less elevated trend: 1.2, 2.3, 1.8 and 1.2 percent of students.

Suspensions for AA Students: Yellow (CA Dashboard): As demonstrated by the 2019 California School Dashboard, 7.2% of African American students are suspended at least once, Although the number of suspensions has declined 3.1%, this rate is still higher than non-African American peers (o.9% receiving at least one suspension. Hispanic students: yellow 2.8% have been suspended at least once, an improvement from the previous year but this is an elevated rate compared to the overall rate of 1.9% suspension at least one time.

AA Students Suspensions by Site Line graph
White v AA Suspension Rate Aug 2018-May 2020
Overall Suspension Rate v AA Aug 2018-May 2020, compares all students to AA students
SEP Disproportionality in Discipline Activity
Suspension of Students in Sp Ed v. Suspension of Students Not in Sp Ed
Elementary AA Suspensions (IEP Included): 2016 to 2019 (title on graph needs amendment to 2016-19)
(See Tab 4 “Suspension Data” for other ethnicity suspension data)Source: AERIES Student Information System
Secondary AA Suspensions (IEP included): 2016 to 2019
(See Tab 4 “Suspension Data” for other ethnicity suspension data)
Source: AERIES
Suspension Rate Overall, Longitudinal, 2016-2019
(Pulled the month of March each year to show year-to-year comparison)
Source: AERIES

Longitudinal Suspension Data by Race/Ethnicity: Numerator refers to number of students who have been suspended at least once in the student group. Denominator refers to the overall number of students in each student group in the district.

Comparison Value	Mar 16-17 Numerator	Mar 16-17 Denominator	Mar 16-17 Value	Mar 17-18 Numerator	Mar 17-18 Denominator	Mar 17-18 Value	Mar 18-19 Numerator	Mar 18-19 Denominator	Mar 18-19 Value	Mar 19-20 Numerator	Mar 19-20 Denominator	Mar 19-20 Value
American Indian or Alaskan Native	1	23	4.3	3	24	12.5	1	26	3.8	1	27	3.7
Asian	19	2462	0.8	33	2531	1.3	14	2367	0.6	15	2344	0.6
Black or African American	67	731	9.2	71	681	10.4	43	636	6.8	30	575	5.2
Filipino	16	603	2.7	16	596	2.7	8	523	1.5	4	471	0.8
Hispanic	49	1441	3.4	44	1491	3	45	1532	2.9	29	1504	1.9
Intentionally Left Blank	1	50	2	4	133	3	3	191	1.6	1	192	0.5
Multi	21	1164	1.8	21	1299	1.6	22	1419	1.6	12	1548	0.8
Pacific Islander	2	75	2.7	3	68	4.4	3	56	5.4	0	54	0
White	31	2685	1.2	65	2787	2.3	50	2828	1.8	34	2799	1.2

Summary of Suspension data: The trend in the data demonstrated by multiple sources shows that all discipline has decreased in general in the period of 2016-2019, though the shape of the data continues to be the same, meaning that African American students with and without an IEP evidence greater suspensions than their non-African American peers. Also with a similar pattern are Hispanic students. Looking at the graph above see the decreasing percentage of exclusionary discipline: 9.2, 10.4, 6.8 and 5.2 for African American/Black students from 2016-2019. Hispanic students also show a similar pattern: 3.4, 3.0, 2.9 1.9. And while African American and Hispanic students demonstrate a decrease in referrals and suspensions, their rates of discipline are higher than white students: 1.2, 2.3, 1.8, 1.2. White students demonstrate a flat profile, while our African American and Hispanic students show elevated referrals and suspensions in comparison. Our assumption is that during this four year period several factors changed, however these changes did not result in comparable outcomes for all students with African American and Latinx students continuing to demonstrate elevated suspensions. Factors influencing a general decrease in suspension include:

1. Scaling up of Positive Behavior Supports and Interventions at all sites

2. Implementation of Coordination of Services Teams and Intervention Leads per site
3. Fidelity assessment of PBIS and COST processes using the Tiered Fidelity Assessment (TFI)
4. Changes in discipline policies regarding elimination of code 'K' for Defiance and Disruption at the elementary level
5. Introduction of a social-emotional learning program at the elementary level
6. NOTE: Although significant efforts have been made, the steps taken were not yet enough to interrupt disproportionate identification of Black/AA students for OHI and ID. As realized, systems change is a process that develops over the course of years. AUSD next needs to focus on consistency of processes and procedures across schools through greater definition of the MTSS tiers. Currently, there are efforts at each site that need to follow a consistent protocol as mentioned and continue to improve.

2019 CA Dashboard ELA performance for AA students: In 2019, the performance of Africcan American Students on the ELA SBAC was labeled in the 'Orange' category with African American Students averaging 54 points below standard, which was a decline of 10.9 Points from the prior year, There were a total of 277 Students in this cohort. Hispanic students were labeled in "green" category demonstrating 9.7 points above standard an increase of 5 Points There were 743 students in this cohort.

SBAC ELA (Ele, MS, HS)

Subgroup: Elem	Not Met	Nearly Met	Met	Exceeded	Subgroup: Middle	Not Met	Nearly Met	Met	Exceeded
AA/Black	47.7%	25.0%	11.4%	15.9%	AA/Black	44.9%	21.7%	20.3%	22.7%
Hispanic	20.7%	23.0%	24.1%	32.2%	Hispanic	20.2%	19.8%	37.2%	22.7%
White	9.3%	13.3%	23.4%	54.0%	White	8.4%	12.0%	32.1%	47.5%
Section 504 Plan	15.7%	17.6%	37.3%	29.4%	Section 504 Plan	8.4%	12.0%	32.1%	47.5%

Subgroup: High Sch	Not Met	Nearly Met	Met	Exceeded
AA/Black	38.9%	21.1%	30.6%	9.4%
Hispanic	19.1%	25.4%	36.6%	18.9%
White	8.4%	12.1%	37.3%	42.2%
Section 504 Plan	9.0%	18.6%	43.1%	42.2%

Summary of ELA Performance: 72.7% of AA/Black students are not meeting the SBAC standards in elementary school, showing that the academic achievement gap starts in elementary school. Likewise 43.7% of Hispanic students are not meeting SBAC standards at the elementary level. Students with Section 504 Plans perform better

with 33.3% not meeting SBAC goals and white students compare with 22.6% in the Not Met or Nearly Met category. For meeting and exceeding SBAC performance AA students show 27.3% in elementary, 43.0% in middle school and 40.0% meet or exceed SBAC performance standards, while 56.3% of Hispanic students in elementary, 59.9% in middle school and 55.5% in high school meet or exceed standards. White students compare with 77.4% meeting or exceeding standards in elementary, 59.9% in middle school and 79.5% in high school.

2019 CA Dashboard Math performance of AA students in AUSD: In 2019, the performance of African American Students on the Math SBAC was labeled in the "Orange" category with African American Students averaging 92.1 points below standard which was a decline of 8.3 Points from the prior year. There were a total of 271 Students in this cohort. Hispanic students were also labeled in the "Orange" category averaging 26.2 points below standard, maintaining a similar average from the prior year with 742 in the cohort. Overall, AUSD students were labeled in the "Green" category on the 2019 Math SBAC with an average of 14.3 points above standard, maintaining a similar average from the prior year, with 4,504 students in the cohort.;

SBAC Math (Ele, MS, HS)

Subgroup: elem	Not Met	Nearly Met	Met	Exceeded	Subgroup: middle	Not Met	Nearly Met	Met	Exceeded
AA/Black	53.5%	20.9%	14.0%	11.6%	AA/Black	60.6%	18.3%	16.9%	4.2%
Hispanic	16.8%	28.9%	27.2%	27.2%	Hispanic	28.8%	27.6%	21.8%	21.8%
White	5.0%	16.8%	36.7%	41.5%	White	12.5%	25.1%	23.2%	39.2%
Section 504 Plan	13.7%	27.5%	31.4%	27.5%	Section 504 Plan	9.1%	30.3%	22.7%	37%

Subgroup: high sch	Not Met	Nearly Met	Met	Exceeded
AA/Black	51.9%	20.0%	18.4%	9.7%
Hispanic	34.5%	27.4%	20.0%	18.1%
White	15.4%	18.3%	25.8%	40.5%
Section 504 Plan	21.8%	25.3%	25.3%	27.6%

Summary of Math Performance: Elementary AA/Black students are not meeting the standard at 74.4% and Hispanic students are not meeting the math standards at a rate of 45.7% while white students in elementary are not meeting the standard 21.8% showing a disparity between these groups. In middle school 78.9% of AA/Black students are not meeting the math standards, while 56.4% of Hispanic students are not meeting the standards and white students are not meeting the standard at 37.6%. In high school 71.9% of AA/Black students are not meeting the standards, approximately the same percentage in this group represented in elementary level, while Hispanic

students are not meeting the standards at 81.9%, while white students compare at not meeting the standards at 47.1%
2019 CA Dashboard Grad rate for AA students in AUSD: African American students in AUSD were placed in the "Orange" category on the CA Schools Dashboard with a 83.6% graduation rate, marking a 4.2% decline from the prior year with 67 students in this cohort. Hispanic students were identified as in the "Orange" category as well with a 85.3% graduation rate, which declined 7.4% from the prior year with 102 students in this cohort. Overall, AUSD was identified in the "yellow" category with an overall graduation rate of 91.4%, a Decline of 1.6% from the prior year with 778 students in the cohort.
College and Career for AA Students: Orange 24.2% prepared, Maintained -0.4%, Number of Students: 66; Students also in this cohort: English Language Learners, Socioeconomically Disadvantaged, Two or More Races (AUSD ALL STUDENTS = Green: 56.8% prepared, Maintained 0.1%, Number of Students: 773); Hispanic students: green: 41.2% prepared, Increased 5.7% , Number of Students: 102

A-G Readiness for Grade 12

Subgroup	Ready	Not Ready
AA/Black	31.7%	68.3%
Hispanic	39.6%	60.4%
White	63.6%	36.4%
Section 504 Plan	63.3	38.6%

PSAT Participation Rate

AA/Black	8.8% (39)
Hispanic	10% (68)
White	21.7% (242)
Section 504 Plan	21.7% (61)

PSAT Performance: Math

Subgroup	Level 1	Level 2	Level 3	Level 4	Level 5
AA/Black	0	36.7%	43.3%	16.7%	3.3%
Hispanic	0	26.9%	49.3%	17.9%	6.0%
White	0	15.5%	34.3%	40.2%	9.6%
Section	0	21.7%	35.0%	33.3%	8.3%

504 Plan					

PSAT Performance: ELA

Subgroup	Level 1	Level 2	Level 3	Level 4	Level 5
AA/Black	0	30.0%	40.0%	23.3%	6.7%
Hispanic	4.5%	19.4%	32.8%	32.8%	10.4%
White	0.42%	13.0%	29.3%	39.7%	17.6%
Section 504 Plan	0	16.7%	38.3%	30.0%	15.0%

PSAT Total Score

Subgroup	Level 1	Level 2	Level 3	Level 4	Level 5
AA/Black	0	43.3%	26.7%	26.7%	3.3%
Hispanic	4.5%	14.9%	50.7%	22.4%	7.5%
White	0	12.1%	37.7%	38.5%	11.7%
Section 504 Plan	0	13.3%	45.0%	35.0%	12.0%

PSAT Summary: 30% of AA/Black students achieve at the Levels 4-5 range compared to 29.9% of Hispanic students and 50.2% of while students. Students with a 504 plan achieve at 47% in the Level 4-5 range. There is a discrepancy between the groups regarding high scores for the PSAT with AA/Black and Hispanic students demonstrating comparatively lower scores.

The AUSD schools with the highest qualification for AA students in all areas of special education are Paden (2/24=8%), Ruby Bridges (9/66=14%), Otis (3/16=19%), Love (2/14 = 14%) and Earhart (3/6=50%). These same schools qualified Hispanic students for all areas of special education at the following percentages: Paden (13/74= 18%) , RubyBridges (21/78=27%), Otis (17/70=24%), Love (17/118=14%) , and Earhart (15/93=16%) SEE Distribution of AA and Hispanic Elementary Students Per Site

During the programmatic self-assessment process Mike Giambona, Licensed School Psychologist, conducted a file review of 59 special education and cumulative files in order to examine the journeys of the students into Special Education and he provided a report with an executive summary and recommendations. He met with 12 AUSD school psychologists via Zoom on January 5th 2021 to review his findings and recommendations in preparation of action planning. The special education file review of the 59 African American/Black students with OHI as their special education eligibility category revealed the following data and recommendations are embedded:

As of 6/10/2020 there are 52 African American/Black students who qualify for special education services and have an IEP qualified in the category of Other Health Impaired (OHI).

Most students qualify for OHI in Elementary School. 40.7% were qualified in PK - 2nd grade

3 students are intradistrict transfers.

83% of AA students with an OHI eligibility have an ADHD diagnosis or ADHD-like behaviors.

Our young AA males represent 68.5% of the AA students qualified under OHI.

Out of the 54 students qualified under OHI, 31.5 % were qualified out of district and 68.5% were qualified within AUSD.

The AUSD schools with the highest qualification for AA students in OHI are Paden, Ruby Bridges, Otis, Love, and Earhart.

The highest number of referrals for assessment for a disability came from a parent, second highest number of referrals came from an SST. ***RECOMMENDATION***: 1) The majority of these students received no documented intervention prior to the parental request for assessment. Provide, document and monitor behavioral and social supports as part of Tier 1 instruction and Tier 2 intervention. 2) Effectively utilize the Student Study Team (SST) process and Section 504 Plans to provide early interventions and accommodations to students prior to referral for Special Education assessment for a suspected disability. 3) In order to appropriately identify, implement, and manage interventions and referrals of students, the District should ensure consistent practices of the COST team system at each school site. COST teams are a school-wide referral system to address educational, health, mental health, and other concerns that reduce student achievement. COST teams should meet regularly to discuss students of concern, develop intervention plans, and review progress. 4) Develop specific policies and procedures to ensure SSTs, COST, and Section 504 Plans are utilized appropriately and consistently.

There is a high correlation between staff's reaction to behavior and students being referred for assessment: 45% of the African American students who are identified as OHI received one or more referrals for discipline prior to referral, 20% of students did not receive any discipline referrals and for 35% of the students, it is unknown whether or not they received any discipline referrals. ***RECOMMENDATION***: Provide district-wide academic and social-emotional pre interventions to remediate student difficulties. District-wide implementation of these interventions would allow for consistent implementation and data tracking across the district.

2 of the 54 students had a Section 504 Plan prior to assessment for special education services. ***RECOMMENDATION:*** Initial psychoeducational assessments do not consistently include information regarding possible eligibility for Section 504 Plans for students that do not qualify for special education but are diagnosed with an impairment that impacts their academic functioning. Offer Section 504 Plan as an intervention to address needs of disability in general education to provide accommodations and improve student access to instruction.

1 student's IEP notes page showed evidence of a discussion about a Section 504 Plan as an appropriate intervention during the initial psychoeducational evaluation reporting. ***RECOMMENDATION:*** As above.

7 students of the 54 students had psychoeducational reports describing processing delays as part of the student's learning profile, meaning that this student potentially shared characteristics more common to students with a Specific Learning Disability. ***RECOMMENDATION***: Create a policy and practice that all initial assessments rule out Autism, ED, ID, OHI, SLD.

Summary:
Alameda USD uses the North Region SELPA guidelines for assessment of students with a suspected disability. This includes following the IEP guidelines regarding the student's primary disability being discussed and agreed upon as an IEP team process. Therefore, it is possible that there is some subjective interpretation involved in making the team decision for designation of the disability category. This means that it is possible that some students who have been designated as ADHD/OHI may also share characteristics of students with Specific Learning Disability. There are notes in IEPs for 7 students with psychoeducational report evidence stating processing delays. For these students there could be another eligibility category that is more descriptive of their strengths and weaknesses and could have been the primary eligibility category. Likewise, for ID students who are Black/AA, there may be SLD Black/AA students who are more closely meet the criteria for ID instead of SLD that would impact the percentage of students identified. The parents stated in sessions that the eligibility category of ID was offensive. ***RECOMMENDATION***: 1) Provide school psychologists with psychoeducational templates to utilize during assessments that provide clear guidelines for what must be included in psychoeducational assessment reports. 2) Provide specific guidelines and criteria to differentiate between special education categories when determining under which category a student qualifies. Include suggestions of parent explanations to enhance parent understanding of eligibility criteria.

20 students were referred and qualified for Special Education in grades preK-2 when it is less reliable to make an ADHD/OHI discovery due to the students' development. This pattern of students' younger ages and earlier grades of qualification creates questions about the contributing factors leading up to the suspicion of the students' disability: Was the pedagogy developmentally appropriate? Was the focus of teaching and learning based on building a strong classroom community with clear expectations what are taught and reinforced? Were students learning within a system that was relational and collaborative with parents and families? Were families offered parent education opportunities? Were students provided opportunities to learn from typical peers that enhances early learning skills as well as social-emotional and behavioral development?

The data shows that many parents make the referral for assessment. This may be evidence that few interventions were offered or tried prior to the request for assessment. There has not always been an SST prior to the request for an assessment for disability. Parents themselves report that they requested an assessment because their child was unable to receive additional interventions in any other way. Some teachers also voiced this. Only 2 of the 52 students receiving the pre-assessment intervention of a Section 504 Plan shows a pattern of a weak intervention system within the district. Many students are successful when they receive accommodations in the general education setting. A Section 504 Plan is a less restrictive and often beneficial intervention. It raises questions about the fidelity of processes and procedures in all tiers of instruction including the COST process. Some parents indicated that the classroom teacher prompted the parents to make a request for assessment for disability stating that this would be the best way for the student to receive intervention. The data shows that some students were referred prior to referral to COST.

In response to concerns regarding special education assessment practices for students in the Alameda Unified School District, this audit was initiated. The purpose of this evaluation was to identify deficiencies in the policies and practices of initial psychoeducational assessments throughout the district. Furthermore, the audit evaluated whether the student's race had any impact on the quality of their assessment or their eligibility determination. Finally, the audit explored the path to special education for students who qualified for special education as having an Other Health Impairment. In summary, race and culture were not found to have any impact on the quality of the

assessment or on the student's eligibility. Though, it is important to note that it is highly unlikely that racial and cultural bias would be uncovered in an audit of policies and procedures. However, multiple deficiencies in policies and procedures surrounding the practice of initial psychoeducational assessments were found. Further, deficiencies with identifying general education students in need of intervention, providing intervention, and tracking their progress were also discovered. Additionally, through file reviews it was found that many students with diagnosed disorders were not offered Section 504 Plans. Only 2 of the 54 students had a Section 504 Plan as an intervention prior to the assessment for a disability leading to an Individualized Education Plan (IEP). Further, there was no way to know what impact these accommodations provided to the student prior to them qualifying for special education.

See here the summary of plans Alameda Unified School District is monitoring:

District Mission: We believe that our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens. There are multiple areas of intersection and shared work between these plans and the CCEIS plan.

AUSD LCAP Brief Summary of Goals ***AUSD LCAP***

- Continued ***expansion of the existing Multi-Tiered System of Supports (MTSS)*** *program* to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system. This includes the revision of the ***AUSD Five Year Multi-Tiered System of Support Implementation Plan*** and *supports CCEIS areas of identified needs: improvement of systems of support to identify and serve students, provide appropriate academic, behavioral and mental health supports to meet students where they are at and provide supports for rigorous instruction and improved equitable academic outcomes.*

- ***Increased capacity and systems for data-driven improvement***. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. *This supports the CCEIS plan: identifying students using universal screening tools, using data in the referral to COST process, progress monitoring and tracking students at regular and more frequent intervals and it addresses the root causes of* AUSD's 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)*

- ***Strategic Planning within the Special Education Department****:* Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement that includes the Special Education Plan (SEP) as required by CDE. This includes the revision of the AUSD Strategic Plan for Special Education whereby our Special Education Plan (SEP) will be incorporated. The CCEIS is supported by this work which addresses implementation of robust tier 1 and tier 2 instruction and a referral system addressing additional tier 2 and 3 student needs in the Coordination of Services Team (COST) process.

- Ongoing *i****mplementation of the English Language Development program*** *to support* ***improved outcomes for English Learners*** in both fluency acquisition and mastery of core content. This remains a highlighted area within

AUSD's LCAP. Language and Literacy staff continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- ***Expansion of Career Technical Education (CTE) Pathways***. 2019-20 marks the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners. (CSI/ESSA Grant, Perkins Grant)

- Maintain forward progress in many areas parallel to the *ongoing process of* ***reprioritizing the budget to increase employee compensation.*** This foundational work will support the root cause of developing and implementing practices that focus on the recruitment, hiring and retention of African American/Black teachers in the CCEIS Plan.

Goal 1. Eliminate barriers to student success and maximize learning time. AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific student groups in AUSD's suspension rate. 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)* is addressed in Goal 1 as well as the AUSD MTSS Five Year Plan. Additionally, the AUSD Five Year MTSS Plan supports completion of the Professional Development cycle addressing the identified root cause of cultural dissonance and implicit bias: Facing History and Ourselves, Universal Design for Learning, Restorative Practices. In addition to this admin and teacher training the whole instructional staff is reading Zaretta Hammond's book,*Culturally Responsive Teaching and the Brain.* This supports the CCEIS Plan.

Goal 2A. Support all students in becoming college and work ready. Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and student groups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

Goal 2B. Support all English Learners (ELs) in becoming college and work ready A review of district wide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

Goal 3. Support parents/guardian development as knowledgeable partners and effective advocates for student success. AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. This goal aligns with the CCEIS Plan identified root cause: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust. *(Root cause: family and community partnerships)*

• Improve efforts to seek input from parents/guardians to support informed district/school targeted supports (Parent Resource Network; Parent Liaison Program; Diversity, Equity and Inclusion Committee; the Roundtable work encompassing the LGBTQ Round Table; Alcance; Special Education Steering Committee; Asian/Pacific Islander

Round Table; Affinity Focus Groups, Surveys and Town Hall Meetings; meetings at school sites between principals and parents for information, education and feedback)

• Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources (Parent Focus groups for development of the Graduate Profile, SchoolSMARTS, Parent University, PTA)

• Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community. (PTA, SchoolSMARTS, Parent University, outreach for School Site Councils)

AUSD LCAP Brief Summary of Goals

Graduate Profile

AUSD Learning Continuity and Attendance Plan

AUSD Strategic Plan Areas of Need

AUSD Strategic Plan for Special Education Summary of Goals

AUSD Five Year Multi-Tiered System of Support Implementation Plan

Questions were generated from parent focus groups and parent participation in the CCEIS Stakeholder Team process and the complete data providing feedback is HERE

Question #1: How many students total are there in areas which are deemed Significantly Disproportionate?

Question #2: How many students with disabilities are in the disproportionate special education categories?

Question #3: What data is available for annual discipline data analysis?

Question #4: What data is available related to achievement and opportunity gap?

Question #5: What data is available related to chronic absenteeism?

Question #6: What are the characteristics or types of OHI for AA/ Black students?

2.4 Determine Root Cause(s) Based on Data: Provide the identified Root Cause of disproportionality and describe the Root Cause (including supporting data).Root causes of disproportionality include an intersection between beliefs and practices.

Root Cause	Description of Root Cause with Supporting Data
Family and Community	AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust. This is evidenced by parents' reports in the

Relationships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust	qualitative data in the AA parent focus groups, the surveys and the town hall meetings. Qualitative Summary from Suwinder Cooper Copy of 1/23/20 AA Town Hall Feedback Research by Dr. Zaretta Hammond and Pablo Noguerra confirm that effective, positive parent engagement and partnership with schools are critical to positive student outcomes. Based on both anecdotal and parent survey data, our African American families report feeling less respected, less welcome on campuses, and less supported in participating in their children's education compared to the overall participants. Across all areas surveyed in the African American Town Hall on January 23, 2020, the multiple focus groups and surveys as part of the CCEIS process, our families report: *"Students struggle with narratives they have been given from day one. This is multi-dimensional. 1st grade relationship between the family and the school. Build a positive relationship with the family." - Parent* *"No one is there for the Black and Brown families. There is a huge gap." -Parent* *"Culture of the community is one of bias." - Parent* *"Historic culture of the district is the lack of accountability. Accountability is not strong. Not holding principals and teachers accountable." - Parent* *"Unconscious bias toward parents." - Parent* *"Administrators and teachers may not be sharing the same definition of equitable treatment when it comes to special education, race, equity and gender." - Parent* *"My child was traumatized and I had to fight to get him tested for an IEP. I had to fight for everything. I told them he needs to be [in] SPED." -Parent* *"Teachers with misguided intentions and disregard for Black students. When I asked about additional reading/math supports. I was told, "That wouldn't be an option for your daughter."." - Parent* *"They pushed my son into the trajectory of Special Education, They said "It was difficult in their effort to connect with him." Yelling at him. They are really nice when you talk to them. Nice people, well meaning. What are the options for parents?" - Parent* *"There are a lot of teachers that do anything to avoid calling parents." -Teacher* Administrators and Teachers report: *"We don't get taught "how to build relationships"." -Teacher*

	"*Polarized: African-American parents vs. the District, mistrust and damage that has been done in the past."- Leadership* *"Maybe historical experiences of not being heard influences them to stay away from the school." -Teacher* *"Culture in the district, one of African American families not trusting the system. Many have experienced schools not being inclusive." -Administrator* *Qualitative data from the CCEIS focus groups suggests: Staff need to build stronger relationships with the students and families they serve. One of the key barriers to these relationships is the implicit bias that staff have towards students of color and are unaware of how these biases impact students. There is a clear correlation and connection between the Qualitative and Quantitative Data indicating the need to provide and implement culturally responsive and restorative practices, and understanding that behavior is often in response to a need that is not being met. Our students of color often feel the treatment towards them is unfair, thus staff escalate the situation often resulting in suspensions. Focus group data implies that African American students and families are not connected with schools and staff as captured in the statements above. The AUSD professional development cycle has been interrupted due to COVID and we have one more cycle remaining for all staff at all sites to receive professional development in Facing History and Ourselves, Restorative Practices and Universal Design for Learning. This PD is delivered in the four days of mandated training.*
Cultural Dissonance and systemic racism: AUSD's lack of creating hiring practices that attract and retain African American teachers and administrators	AUSD's lack of creating hiring practices that attract and retain African American/Black teachers and administrators. This is evidenced by the Equity in Management Committee discussion and agendas in 2019-2020. Staff by ethnicity in files AUSD Policies, Practices and Procedures Matrix The racial/ethnic profile of our staff does not reflect the racial/ethnic profile of our students. Research indicates that this has a negative impact on educational outcomes for under-represented groups. Total number of teachers in the district: 490/total number of African American teachers in the district: 12. The instructional staff of the district is less than 2% African American, where the student population is 5.9% African American. Lack of systemic hiring of teachers and administrators that represent our student demographics. Recruitment of highly qualified teachers and administrators who are representative of the students they teach.

	Lack of district created retention strategies to keep African American/Black teachers engaged and motivated to invest in AUSD. *"Black kids are not treated the same way as their White peers. The words that are used when talking to them. It's Alameda." - Parent* *"It really does make it a challenge. The motto "Everyone Belongs" - It's a joke. We know in Alameda, some people belong more than others." - Parent* *"It's another thing to embrace race, we muddle through it." "We don't have a lot of representation of teachers/leaders of color in the district." - Administrator*
Cultural dissonance, expectations and misconceptions	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. *"Implicit bias, starts early in first grade, "where is this coming from?" Continues, "Then I learn the only boys that were tested were the four Black boys at the school. When I inquired further, I was told, "We want the children's education to be as important as basketball"." - Parent* *Starts in elementary/middle school. "When a teacher sees you 'as not trying' when you really aren't understanding, then punishes you - that is traumatic!!!"- Student* *"Deficit oriented belief toward students of color." - Parent* *"The condition in the classroom is set up to be less successful for African American students. Set up for failure. Expectations, focus on sitting, less movement, bias in favor of White norms, the color of the kid becomes the problem." - Leadership* Biases are evidenced by more chronic absences of AA students compared to other race/ethnicities: Chronic Absences *"History of implicit/explicit bias plays into the overall referrals for discipline."- Administrator* *"Black kids are not treated the same way as their White peers. The words that are used when talking to them. It's Alameda." - Parent*

	"Kids are pushed out of class. You can see the boys sitting outside in the hall." - Parent These biases are evidenced in disproportionate discipline for AA students: AA Students Suspensions by Site White v AA Suspension Rate Overall Suspension Rate v AA Biases are also evidenced by poor academic performance of AA students compared to other ethnicity subgroups: SBAC Math (Ele, MS, HS SBAC ELA (Ele, MS, HS A-G Readiness for Grade 12 PSAT Participation Rate PSAT Performance: Math PSAT Performance: ELA PSAT Total Score
Interventions and Referrals and Discipline policies and Practices	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. Through leadership team analysis of focus group reports, the data indicate that the high rate of suspension for African American students is due to a lack of consistent system-wide discipline practices. In review of the leadership action plans from the professional development "Leading for Equity" it is evident that next steps will need to focus on implementing culturally responsive practices. Disparities in discipline practices by race, gender and perceived ability is evidenced by office referrals of African American students. The overall suspension rate for AUSD students is 1.3%, while the rate for African American students is 4.9%. Feedback from district surveys and district-wide listening sessions in June through November 2020 report that there is a bias towards referring African American students for discipline referral. The evidence collected suggests there is a negative perception of African American students contributing to unfair and unequal treatment. Data also indicates that there is a need for clear systemic inclusive approaches to classroom discipline procedures, intervention restorative practices and expectations for both students and adults. In conclusion, there is a belief that equitable practices are in action and in place, however, the evidence indicates otherwise: there is a high level of cultural bias when looking at African American students that are being suspended at a rate of 3.75 times higher than the overall population of students.. ***Qualitative data from the CCEIS focus groups suggests:***

	● Staff need to build stronger relationships with the students and families they serve. ● One of the key barriers to these relationships is the implicit bias that staff have towards students of color and how implicit bias impacts students ● Training is voluntary in some cases in the district and there are incomplete cycles of professional development regarding key topics: restorative practices, Facing History and Ourselves, Universal Design for Learning, Positive Behavior Supports and Interventions. New staff have PD gaps and COVID has interrupted PD cycles.. ● Implicit bias often results in a student missing class time when conflict occurs. The student is removed from class instead of engaging in a restorative practice or using a behavioral de-escalation strategy. ***Connection between Qualitative and Quantitative Data:*** ● With few culturally responsive strategies being used, our students of color often feel the treatment towards them is unfair, and as a result, situations are often escalated by staff, resulting in suspensions for defiance. The suspension rate of African American students is tied to implicit bias as seen in the CA Dashboard data: YELLOW for African American students: 7.2% suspended at least once, (Declined 3.1%), Number of Students: 651; GREEN for AUSD ALL STUDENTS: 1.9% suspended at least once, Declined 0.8%, Number of Students: 9,674. Although the data shows that the number of African American students suspended has declined 3.1%, there continues to be a substantially disproportionate rate of suspensions of African American students compared to the overall group. ● Focus group data implies that the African American students are perceived as not belonging to the district as seen in this quote: "*It really does make it a challenge. The motto "Everyone Belongs" - It's a joke. We know in Alameda, some people belong more than others." - Parent* Lack of behavioral supports and interventions, restorative practices, in-class PBIS management systems contribute to over representation in discipline: Overall Suspension Rate v AA White v AA Suspension Rate AA Students Suspensions by Site

Phase 3

3.1 Complete Review of Policies, Practices, and Procedures Guidance: (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 (to ensure compliance.) 34 *CFR* Section 300.646

Has your LEA completed a review of the related policies, practices, and procedures?

YES

Has your LEA revised the reviewed policies, practices, or procedures?

YES

If any policies, practices, and/or procedures have been revised, document revisions and describe how revisions will be shared (e.g., School Board meeting minutes, posting on LEA website). AUSD Policies, Practices and Procedures

Steve Collins, member of the Technical Assistant Facilitator Team, conducted individual interviews of district coordinators, directors and principals at the elementary and secondary levels to collect data for the Policies, Practices, Procedures. He also conducted a thorough analysis of current documents, plans, practices and initiatives. Based on his findings, the following policies are written and will need to be adopted by the BOE: **BP 0430 Local Plans,** strategy: NR SELPA Local Plans adopted after review in CCEIS process. The following policies will need to be written or revised and adopted: **BP 0410 Nondiscrimination**, and the strategies used will be: A. hiring practice: recruitment and hire of POC, B.anti-racist PD w/ focus on equity & nondiscrimination practices., C. Full district staff PD required re equity practices; **AR 4112.23 Sp Ed - Qualifications/Assignment of Special Education Teachers,** strategy: revise as per CSBA 5/16 update; **BP 4131 PD, teacher support and guidance,** strategy: revise as per CSBA 7/15/update; **5144.2 Suspension/ Expulsion,** strategy: Revise Board Policy per CSBA 5/20; **Develop comprehensive SST handbook**, strategy: compile the existing separate policies and practices into one comprehensive document including a table of contents for better ease of use; ***ELL Practices and Strategies*** **6174 Education for English Language Learners (E)**, strategy: Revise Board Policy per CSBA 12/19 update to include ELPAC testing and secondary school requirements. The following policies were updated and adopted as part of the CCEIS review: **BP/AR 6159.2 Nonpublic School.** Revisions of board policies and procedures or practices will be shared on the AUSD CCEIS webpage, will be documented in the AUSD BOE agenda and minutes and will be added to the appropriate handbooks and guidance documents that inform teachers and administrators. Practices and procedures related to Student Services will be added to the Student Services SOP web page in Sharepoint and practices and procedures related to Special Education will be added to the Special Education SOP web page in Sharepoint.

Complete information below for each measurable outcome (cut and paste empty boxes for additional outcomes).Describe how the budget allocation aligns with the Programmatic Improvement Action Plan. *(See Section 3.2b.)*

3.2a Develop Programmatic Improvement Action Plan :

Measurable Goal #1: By June of 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.

Indicator/Element(s): African American student over-representation in OHI and ID

Root Cause: AUSD has not built authentic partnerships with parents and families, which has lead to strained relationships and distrust. This has been compounded by systemic racism and cultural dissonance, and has resulted in a school culture that lacks meaningful student relationships and culturally responsive practices. This is evidenced by explicit and implicit biases, low expectations and misconceptions of students and families, resulting in disproportionate outcomes for African American students, including over-identification for special education.

Target Population: The AUSD elementary schools with the highest number of African American students are Paden, Ruby Bridges, Otis, Love, and Bay Farm. We will identify students as follows; Bay Farm: 9 African American (AA), 6 Hispanic (HIS) and 3 Multiracial (MR) (18 students), Otis: 12 AA, 6 HIS, 3 MR (20 students), Paden: 16 AA, 4 HIS (20 students), Love: 14 AA, 3 HIS, 3 MR (20 students), Ruby Bridges: 17 AA, 2 MR (19 students)

In determining the criteria for selecting students, we took a deep look at our data. What we found is that most students qualify for OHI in Elementary School. Based on any one these factors OR a combination of these factors students are selected in the target group: 40.7% were qualified in PK - 2nd grade. In our elementary schools, the largest disproportionate student population identified as needing special education services is of African American students (18.6%) followed by students who identify as Hispanic (16.9%). Additionally, students who are African American, Hispanic and/or Multiracial (one of the races identified as Black/African American) have a higher risk factor for referral for special education based on a combination of the conditions listed below. Based on this, our target population will consist of 97 students currently in Kindergarten – third grade from five elementary schools. Bay Farm, Otis, Love, Paden and Ruby Bridges. The breakdown of the students in the focal group will be as follows: 68 African American students (70%), 19 Hispanic students (20%), and 10 Multiracial students (10%). A combination of other factors used to identify our focal students will be; students who are Homeless/Foster, or Limited English Proficiency; or students with a Section 504 Plan, or students who have had an SST, or Chronic Absenteeism, or Socio-Economically Disadvantaged; or students with one or more suspensions or one or more behavioral incidents; or students scoring Below or Far Below Grade Level based on assessment.

Activity #1: 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 highschool students of color and community members interested in advocating for access and achievement of students of color in the district.

Parties Responsible: Chief Student Support Officer, Coordinator of Family and Community Engagement, Principals, Special Education Representative, Consultant for Black/African American Achievement

Timeline:

4/2021: Families with the support of the school district will create a draft description for a parent/guardian-led committee advocating for equal opportunities for Black/African American/Multiracial student access and achievement. (The idea here is that the "achievement gap" is driven by an "opportunity gap" - Black/AA/Multiracial students don't have the same access to supports and resources as white/asian students, coupled with implicit bias, limits the opportunities for Black/AA/Multiracial students to achieve and be successful).

5/2021: The Advocacy Committee for Students of Color will plan two "Town Hall" events for families, present update on CCEIS, introduce the Advocacy Committee to families and listen to families share their experiences in the district. The Committee will also plan for two meetings that will include conversations to poll and generate ideas to address issues raised in the Town Hall events, plan a calendar of events and expand on goals of the Committee. (Consider budget for resources needed, including on-site childcare (at least two staff members) and food for every Advocacy Committee in-person meeting)

6/2021: Presentation to the BOE of the formation and recognition of the parent/guardian-led Advocacy Committee for Students of Color

Data Evidence Evaluating Progress: Leadership agendas and minutes, parent advisory draft/final document, information packets and presentations, principal agendas, minutes and presentations.

Activity 2: The district will assemble a multidisciplinary work group that includes relevant district staff as well as representatives the parent/guardian-led Advocacy Committee for Students of Color to a Home-School Dual Capacity Framework which will include 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.

Staff Responsible: Coordinator of Family and Community Engagement, Chief Student Services Officer, Chief Academic Officer, Principals, teachers, students, and parent liaisons

Timeline:

4/2021: Principal education: Instructional Leadership Team presentation of communication protocols for including and encouraging families to participate in the district advisory committees: School Site Council

(SSC), District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Local Control Accountability Plan (LCAP), Community Advisory Committee (CAC)

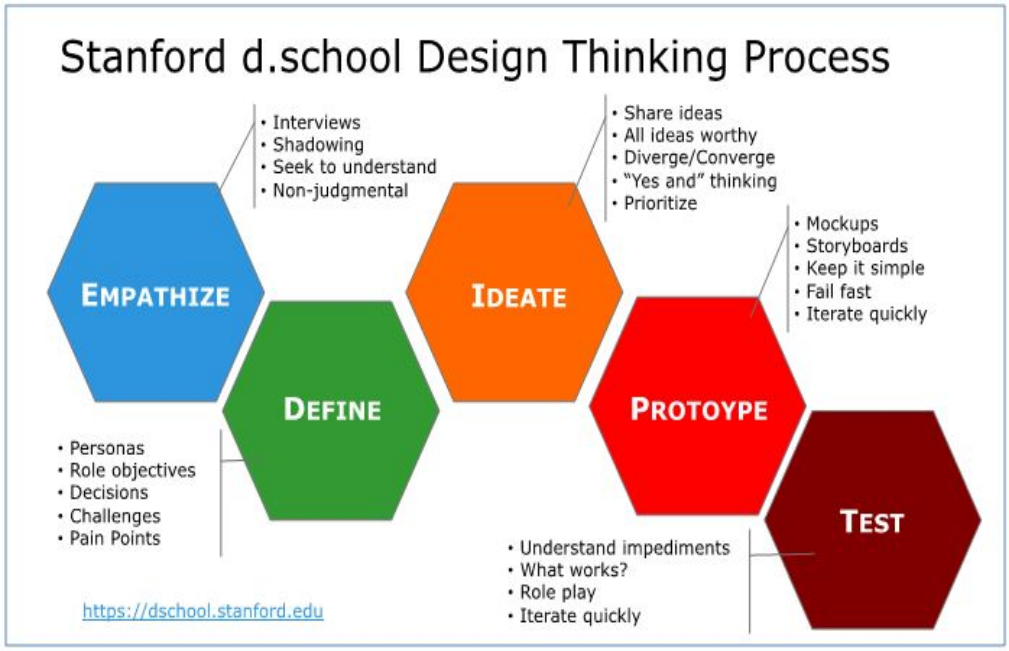
5/2021: Chief Academic Officer and Coordinator of Family and Community Engagement collaborate to provide descriptions of committees, duties, outcomes of participation to principals and instructional staff

6/2021: Audit committee membership and provide outreach to under represented groups so that the committee has a representation of district student population

Data Evidence Evaluating Progress:

Meeting agendas, scope of work, audits of school committees, surveys and results

Activity 3: 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.



Staff Responsible:

Advocacy Committee for Students of Color, Superintendent, Chief Academic Officer, Chief Student Support Officer, Consultant for Black/African American Achievement, Coordinator of Family engagement

Timeline:

3/2021: Develop a scope and sequence with the Consultant for Black/African American Achievement, Coordinator of Family Engagement and the advocacy committee for students of color on the format of the meeting.

5/2021: Hold the 1st meeting

10/2021: Hold the 2nd meeting to report out on prototypes of ideas

4/2022: Hold the 3rd meeting to report out on implementation

Data Evidence Evaluating Progress:

Information packets and presentations, agendas, post-workshop surveys, feedback from attendees.

Activity #4: 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.

Parties Responsible:

Coordinator of Family engagement, Advocacy Committee for Students of Color, Chief Academic Officer, Chief Student Support Officer, Site Administrators, Consultant for Black/African American Achievement

Timeline:

5/2021: Develop a scope and sequence with the Consultant for Black/African American Achievement, Coordinator of Family Engagement and the advocacy committee for students of color based on the feedback and needs of families.

8/2021 - 2/2022: Advertise the speaker seminars to families.

9/2021 - 2/2022: Hold the seminars.

6/2021: Audit committee membership and provide outreach to under represented groups so that the committee has a representation of district student population

Data Evidence Evaluating Progress:

Information packets and presentations, agendas, post-workshop surveys, feedback from attendees.

Measurable Outcome #2: By June 2022, Alameda USD will Review and Revise recruitment, hiring and retention practices to focus on increasing representation of BIPOC (Black, Indigenous and People of Color) leaders at all levels (teachers and site and district leaders) by 5% as measured by pre and post audit of staffing (teachers and site and district leaders), based upon the data collected via voluntary self-designation by staff.

Indicator/Element(s): AA student over-representation in OHI and ID

Root Cause: AUSD's lack of creating hiring practices that attract and retain African American teachers and administrators

Target Population:
Target Schools: The AUSD elementary schools with the highest number of African American students are Paden, Ruby Bridges, Otis, Love, and Bay Farm. We will identify students as follows; Bay Farm: 9 African American (AA), 6 Hispanic (HIS) and 3 Multiracial (MR) (18 students), Otis: 12 AA, 6 HIS, 3 MR (20 students), Paden: 16 AA, 4 HIS (20 students), Love: 14 AA, 3 HIS, 3 MR (20 students), Ruby Bridges: 17 AA, 2 MR (19 students)

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Activity #1: The district will create a job description for a Black/African American/Multiracial Access, Opportunity and Excellence Position funded from multiple sources to be taken to the board by April 2021 for approval.

Staff Responsible: Chief Student Services Officer, Chief Officer of Human Resources,

Timeline:
2/3/21, 3/17/21, 4/2021: Leadership work sessions to review existing job descriptions of Black/African American/Multiracial Access, Opportunity and Excellence position in other districts and create the AUSD position job description
4/2021: Request BOE approval of job description for a Black/African American/Multiracial Access, Opportunity and Excellence position.

Data/Evidence for Evaluating Progress:
Leadership agendas and minutes, BOE agendas and minutes, posting and hiring announcement, job description, creation of budget position (FTE), recruit and hire of Black/AA Achievement

Activity #2: By April 2021 provide an audit of current practices and recommendations to improve systems and structures to attract and retain African American/Black staff at all levels.

Staff Responsible: KingMakers of Oakland (KOO), Chief Officer of Human Services, Coordinator of Certificated Staff, Compliance Coordinator

Timeline:
March 2021: provide an audit of the current practices regarding the recruitment and retention of African American/Black teachers and administrators
April 2021: Create exit interview to get data on why BIPOC staff are leaving or have left the district, have "what would make you stay/leave" discussions with current BIPOC staff
June 2021: provide recommendations of actions to systems and practices leading to attracting and retaining African American/Black teachers and administrators
August 2021: revise any board policies that affect the recruitment/hire/retention of African American/Black teachers and administrators

Data/Evidence of Evaluating Progress: audit report with recommendations and actions, revised board policies, agendas and minutes of BOE meetings

Activity #3: By June 2021 show evidence of communications to organizations who work with traditionally underrepresented racial/ethnic to funnel potential candidates into AUSD teacher and administrator positions, which would include collaborative activities such as job fairs, meet and greet pre-credentialed students, AUSD 'sales pitch' to potential candidates at their learning institutions.

Staff responsible: Chief Officer of Human Resources, Coordinator of Certificated Staff, Compliance Coordinator

Timeline:
February 2021: provide email file with introductions of AUSD HR Dept to the following learning institutions that include active recruitment information:

- **Spelman College**.
- **Howard University**.
- **Xavier University of Louisiana**.
- **Tuskegee University**.
- **Hampton University**.
- **Morehouse College**.
- **Florida A&M University**.
- **North Carolina Agricultural and Technical State University**.
  - Additional information for contacting Historic Black Colleges and Universities: https://www.google.com/url?q=http://www.thehundred-seven.org/hbculist.html&sa=D&ust=1609806488753000&usg=AOvVaw0EZaCnJ_QUUqTkUrnGl_h4
  - https://www.google.com/url?q=https://www.usnews.com/best-colleges/rankings/hbcu&sa=D&ust=1609806488755000&usg=AOvVaw0sioxpxfLtVPpfx1uPsz__

March 2021: Post available positions AND pool positions for expected openings for 2021-2022 school year on the following employment search engines:

- EdJoin
- LinkedIn
- Glassdoor
- Idealist
- Indeed
- Monster
- Craigslist
- Teachers-Teachers
- Academic Careers
- K-12 Job Spot
- Teach for America's job search portal
- Edupreneurs Listserve
- Young Education Professionals Bay Area Listserve
  - Additional information regarding job search engines for educators: https://www.google.com/url?q=https://teach.com/careers/become-a-teacher/teaching-career/teaching-job-websites/&sa=D&ust=1609806488754000&usg=AOvVaw2Jd8HwqkqJWh-O6KZoLFs4

February 2021: provide a script to use in the 'sales pitch' establishing the 'why' of Alameda USD as a preferred employer for African American/Black teachers and administrators. This will be used in the job fairs and meet and greets.

March 2021: schedule and hold virtual meet and greet of pre-credentialed students interested in teaching or leadership positions in SF Bay Area/Alameda USD by working with the learning institutions above.

March 2021: schedule and hold virtual job fairs for local and distance learning institutions

Evidence or Data Evaluating Progress: emails to learning institutions showing collaboration including scheduling and holding meetings with prospective teacher and administrator candidates, AUSD sales pitch script specific to African American/Black teachers and administrators, postings of current and prospective pool positions in multiple education employment search engine websites within the timeline and until candidates have been hired, zoom meeting chats showing sign ins of prospective candidates participating in job fairs and meet and greets, log of activities including meeting dates and participants

Activity #4: By May 2021 show evidence of promotion of pathways for para-educators to obtain teaching credentials.

Staff Responsible:

Director of Special Education, Chief Officer of Human Resources, Coordinator of Certificated Staff, Compliance Coordinator

Timeline:

2/2021: The Special Education Director and Human Resources Director will collaboratively explore university options for paraprofessionals, that includes a range of options from university degree programs to internships and/or coursework for staff with degrees. Collaborative teaching options are a valued option in AUSD if available.

3/2021: AUSD will survey paraprofessional staff regarding interest in the various Paraprofessional to Classroom pathways in order to project interest in options.

3/2021: Target Moderate/Severe Education Specialists. AUSD has a strong interest in the development and recruitment of M/S teachers and will survey them as a group and develop a recruitment plan for these types of staff in order to explicitly recruit this staff to teaching positions.

3/2021: Explore successful programs of other districts that promote paraprofessionals to teachers within their district: **SFUSD Paraprofessional to Teacher Program at a Glance** https://archive.sfusd.edu/en/assets/sfusd-staff/careers/Pathways/paraprofessional-to-teacher.pdf; Marshall Residency Program (SF) https://www.linkedin.com/jobs/view/2325352096

5/2021: Draft an AUSD paraprofessional-to-teacher plan based upon an existing successful model.

Data or Evidence of Evaluating Progress: List of university teacher training programs contacted that would collaborate, survey results and analysis report, recruitment plan for Moderate/Severe Education Specialists, HR Leadership agendas, sign-ins and minutes, draft para-to-teacher plan

Measurable Outcome #3: 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.

Indicator/Element(s):
Disproportionate referral and identification of African American for Other Health Impaired

Root Cause(s):
AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust along with 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.

Target Population:
Target Schools: The AUSD elementary schools with the highest number of African American students are Paden, Ruby Bridges, Otis, Love, and Bay Farm. We will identify students as follows; Bay Farm: 9 African American (AA), 6 Hispanic (HIS) and 3 Multiracial (MR) (18 students), Otis: 12 AA, 6 HIS, 3 MR (20 students), Paden: 16 AA, 4 HIS (20 students), Love: 14 AA, 3 HIS, 3 MR (20 students), Ruby Bridges: 17 AA, 2 MR (19 students)

In determining the criteria for selecting students, we took a deep look at our data. Based on any one these factors OR a combination of these factors students are selected in the target group: What we found is that most students qualify for OHI in Elementary School. 40.7% were qualified in PK - 2nd grade. In our elementary schools, the largest disproportionate student population identified as needing special education services is of African American students(18.6%) followed by students who identify as Hispanic (16.9%). Additionally, students who are African American, Hispanic and/or Multiracial (one of the races identified as Black/African American) have a higher risk factor for referral for special education based on a combination of the conditions listed below. Based on this, our target population will consist of 97 students currently in Kindergarten – third grade from five elementary schools. Bay Farm, Otis, Love, Paden and Ruby Bridges. The breakdown of the students in the focal group will be as follows: 68 African American students (70%), 19 Hispanic students (20%), and 10 Multiracial students (10%). A combination of other factors used to identify our focal students will be; students who are Homeless/Foster, or Limited English Proficiency; or students with a 504, or students who have had an SST, or Chronic Absenteeism, or Socio-Economically Disadvantaged; or students with one or more suspensions or one or more behavioral incidents; or students scoring Below or Far Below Grade Level based on assessment.

Activity 1: Target schools will expand and prioritize family and student voice 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.

Parties Responsible: Consultant for Black/African American Achievement, the Parent/Guardian-led Advocacy Committee, site principals, intervention leads, Chief Student Support Officer, Coordinator of Family Engagement and Family Liaison

Timeline:
May 2021: Focus groups questions developed. Focus group questions and format will be created in collaboration with Consultant for Black/African American Achievement, the Parent/Guardian-Led Advocacy Committee, site principals, intervention leads, Chief Student Support Officer, Coordinator of Family Engagement and Family Liaison.

June 2021: Survey creation - Survey will be created in collaboration with Consultant for Black/African American Achievement, the Parent/Guardian-Led Advocacy Committee, site principals, intervention leads, Chief Student Support Officer, Coordinator of Family Engagement, Family Liaisons and Coordinator of Data and Assessment.

September, 2021, December 2021, February, 2022 and April, 2022: Quarterly Survey Administration.

September 2021-June 2023: Family and Student Focus Groups September 2021-June 2023. Sites will invite all community stakeholders of the identified students (teachers, support staff, students, families) in focus groups at least 4 times a year to report progress in activities of the CCEIS plan and provide a forum for continuing conversations about institutional and structural racism.

Follow up meetings with Target Site Instructional Teams and the District MTSS team: September 2021 - June 2022: ILT's will plan how they will share data with staff and determine if adjustments need to be made to the current actions and goals in the site SPSA's and CCESIS plan based on parent and student feedback.

Data Sources/Methods for Evaluating Progress:
Survey
Feedback from Focus Group, attendance records, surveys, parent feedback form proceeding parent teacher conferences
Pre and Post survey results; quarterly surveys; agendas and meeting minutes reflecting meaningful engagement

Activity 2: Increase collective teacher efficacy in Tier 1 Culturally Responsive Framework:

Background: Our district level goals for the 2020-2021 school year is to keep equity and rigorous content at the forefront of all decisions on what and how to teach students, maximize interaction and independence

in students' blended learning experience, and integrate social emotional and trauma-informed approaches as the foundation for learning experiences. We aim to be an actively anti-racist teaching and learning organization that provides access and opportunity for each and every student to make progress towards college and career readiness.In effort to reach our district-level goals, each Wednesday of the 2020-2021 school year site staff engage in professional development directly related to the opportunity and equity gaps seen in our LEA. 50% of these Wednesdays are dedicated to site-level work focused on problems of practice and specific instructional techniques that will increase student engagement and build student agency. The remaining PD days are for teacher-selected and directed learning, dubbed our Community of Practice: Anti-Racist Educators. This community includes a BiPOC affinity group for our teaching staff as well as smaller book study groups focused on Zaretta Hammond's Culturally Responsive Teaching and the Brain.

Target School Plan: To further support target students in our target schools, teachers will implement a culturally responsive framework based on the foundation of the Zaretta Hammonds' work from 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 Professional Learning Community 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.

Staff Responsible:
Chief Academic Officer, Coordinator of Assessment, Chief Student Support Officer.

Timeline:
March 2021 through June 2021: Principals and teachers of target schools adapt Zaretta Hammond's "READY for RIGOR A Framework for Culturally Responsive Teaching," for use as a Culturally Responsive Teaching Framework in AUSD and ensure that training is provided for teachers on culturally responsive practices and provided at various levels to accommodate varied levels of knowledge by staff.

August 2021: Provide professional development with support from outside consultants on the Culturally Responsive Teaching Framework along with embedded trauma informed practices with a focus on racial trauma (current and historical). In the training, teachers identify 3-5 practices they will adopt in their classroom that will increase the quantity and quality of student discussions.

September 2021 - June 2022: Site instructional Leadership teams and District Leadership teams will conduct learning walks to provide feedback to the teachers sharing observed culturally responsive practices around student discussions.

September 2021 - June 2022: Target sites and target teachers will participate in monthly (COP) meetings. These meetings will be facilitated by our outside expert and will incorporate professional learning, data analysis and lesson development based on the Culturally Responsive Teaching Framework along with

embedded trauma informed practices. During the meetings review their Focal Scholar data and parent survey feedback to lesson plan and collaborate on changes of practice.

Data Sources/Methods for Evaluating Progress:
AUSD adaptation of the "Ready for Rigor A Culturally Responsive Teaching" Agendas, and evaluations from August professional development Agendas and evaluations from Community of Practice meeting during the 2021-2022 school year Behaviors from walkthrough logs from Learning Walks based upon the **"**A Quick and Easy School Visit Observation Guide" once a month Teacher efficacy survey data, and goals and strategies in individual Scholar plans.

Activity 3: School sites to systematize site structures around Tier 1 culturally responsive framework. The Instructional Leadership Team. (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 instructional coaching to support site level conversations, determining goals, and implementing actions at least three times during the 21/22 school year. Other coaching and mentoring will be made available upon request. The Instructional Leadership Team will share with staff and families their goals, plans and data collected at least 2 times through the year.

Staff Responsible:
Chief Academic Officer, Coordinator of Language and Literacy, Site Principal, Intervention Lead, Chief Student Support Officer, Coordinator of Family Engagement.

Timeline:
June 2021 for establishment of ILT for 2021 and calendar for meetings
September 2021 - June 2022 teaming meetings, learning walk, and data reviews.

Data Sources/Methods for Evaluating Progress:
AUSD adaptation of the "Ready for Rigor A Culturally Responsive Teaching" Agendas, and evaluations from August professional development Agendas and evaluations from Community of Practice meeting during the 2021-2022 school year Behaviors from "A Quick and Easy School Visit Observation Guide" logs from Learning Walks once a month

Measurable Outcome # 4: By 2022, 80% of focal students will show progress towards their achievement and social emotional goals as written in students' Scholar Plan. 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% averall.

Indicator/Element(s): African American academic indicators demonstrate needed support

Root Cause(s): 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 along with 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.

Target Population:
Target Schools: The AUSD elementary schools with the highest number of African American students are Paden, Ruby Bridges, Otis, Love, and Bay Farm. We will identify students as follows; Bay Farm: 9 African American (AA), 6 Hispanic (HIS) and 3 Multiracial (MR) (18 students), Otis: 12 AA, 6 HIS, 3 MR (20 students), Paden: 16 AA, 4 HIS (20 students), Love: 14 AA, 3 HIS, 3 MR (20 students), Ruby Bridges: 17 AA, 2 MR (19 students)

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Activity 1: Develop a Scholar Plan for each student identified as a focal scholar and case manage each students' goals in collaboration with families with regular monitoring through the COST Team.

Staff Responsible:
Teacher, Instructional Coach, Family Liaison, Intervention Lead and Principal, Chief Student Support Officer, Chief Academic Officer, and

Timeline:

April 2021 - May 2021: Gather baseline data for target students: academic, behavior, social emotional.

May 2021 - June 2021: Contact each target student family and conduct an informational interview, personalized needs inventory, and explain the process for the 21/22 school year.

August 2021- September 2021: Hold initial Scholar Plan Team meetings and develop initial Individual Learning Plan for all target students. Scholar plans will include: current student data, student goals, progress monitoring, and goals from the teacher for Tier 1 culturally responsive instruction. Coaching support for the teacher in Tier 1 culturally responsive practices, trauma informed practices and community building will be provided throughout the 2021/22 school year to support the target population. Students needing Tier II and III intervention support will receive targeted personalized additional support from intervention lead and or additional support providers to accelerate their learning as per the Individual Scholar Plan. The plan will include (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.

December 2021 through June 2022 Meet three times per year to review and revise the individual scholar plans for each focal scholar

Data Sources/Methods for Evaluating Progress:
Completed Individualized Scholar Plans (ISP) per student, academic progress as per district benchmarks, attendance and discipline logs
Development and trimester monitoring of Individual Student Scholar Plans to include participation by general education teacher, parent, site administrator, and intervention lead
Principal, intervention lead, and general education teacher Progress on Individual Learning Plan goals as documented in quarterly meetings
Office referrals using AERIES student database, Intervention Tab, an application to track Positive Behavior Intervention and Supports; and Criterion referenced literacy data from STAR / Basic Phonics Skills Tests
Notes from regular classroom walk-throughs and teacher consultation

Measurable Outcome #5: By June 2022, the district will build a culturally responsive Multi-Tiered System of Support framework that will provide appropriate levels of academic, social emotional and positive behavioral intervention support that will lead to a 5% decline in African American students identified as qualifying for special education services.

Indicator Element: African American students over-identified in special education: Other Health Impaired (OHI) and ID. African American students over-identified in discipline and behavior incidents.

Root Cause: 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 along with 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 results in a disproportionate outcomes for African American students, including over-identification for special education.

Target Population:

Target Schools: The AUSD elementary schools with the highest number of African American students are Paden, Ruby Bridges, Otis, Love, and Bay Farm. We will identify students as follows; Bay Farm: 9 African American (AA), 6 Hispanic (HIS) and 3 Multiracial (MR) (18 students), Otis: 12 AA, 6 HIS, 3 MR (20 students), Paden: 16 AA, 4 HIS (20 students), Love: 14 AA, 3 HIS, 3 MR (20 students), Ruby Bridges: 17 AA, 2 MR (19 students)

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Activity 1: 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 align the site SPSA and the CCEIS plan, initial collaborative meetings with site instructional leadership teams (Site Admin, Intervention Lead, coach, Teacher Leaders) and co-facilitated staff meetings will be held with members of the MTSS team. The goal of these meetings will be to increase the staff's active engagement in the improvement process as related to serving the Black/African American/Multiracial youth. This will be the first priority to revise site SPSAs so that there can be alignment to the CCEIS plan. This will be undertaken in February - April 2021.

Staff Responsible: Chief Student Support Officer and Chief Academic Officer in partnership with targeted Site Leadership (Site Admin, Intervention Lead, coach, Teacher Leaders) and teaching and learning.

Timeline: April 2021

Data Sources/Methods for Evaluating Progress: Site SPSA's, MTSS Rubric and Planning Guide

Activity 2: Establish a district-level Multi-Tiered System (MTSS) of Support Culturally Responsive Team with site and district representation from teaching and learning, Special Education, and Student Support Services responsible for the implementation of a culturally responsive multi-tiered system of support at each school site in coordination with Instructional Leadership Planning Team. Team charters including the vision, purpose, goals, roles and responsibilities and calendar of monthly meeting, agendas and minutes and completion of activities related to the 5 year plan for full implementation of MTSS. The team is responsible for overseeing the development of an MTSS handbook identifying Tier I, II and III academic, behavioral, and social-emotional practices and interventions as well as COST referral process, expectations for intervention and progress monitoring, and the roles of the members of each team.

Staff Responsible: District MTSS Team, Teaching and Learning representatives, Student support services representatives, SPED Department representatives

Timeline: Vision for team by November 2021 and Handbook by June 30th, 2021

Data Sources/Methods for Evaluating Progress: Team Charter, monthly meeting agendas and minutes, completed intervention and assessments inventory, Completed MTSS Handbook with a clear vision of practices in Tier 1 culturally responsive instruction, and a menu of interventions for Tier 2 & 3 clarifying what happens in and out of the classroom. List of interventions provided at each school in alignment with District structure/plan Documentation of level of targeted students' response to the interventions

Activity 3: **Plan and Facilitate professional development and training on the elements of Multi-tiered System of Support (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.)

Staff Responsible: Chief Student Support Officer, Chief Academic OfficerCoordinator of Student Services and Coordinator of Teaching and Learning, MTSS team

Timeline: September 30, 2021: COST/ PBIS/ and MTSS site teams initial refreshers
September 30, 2021 - June, 2022: Instructional leadership team meetings one time a month

Data Sources/Methods for Evaluating Progress:

Presentation Deck, Agendas, Sign In Sheets, PD Evaluations COST, SST and 504 documentation at each site in alignment with the MTSS Pyramid of Supports, ILT agendas

Activity 4: Develop a master schedule that has protected Tier 1 (Universal 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.

Staff Responsible: MTSS Team, school site principals, Special Education team member

Timeline: June 30, 2021

Data Sources/Methods for Evaluating Progress: Completed master schedules

Activity 5: Create parent video-clips and easy to read handouts explaining the purpose of Restorative Practices, Positive Behavior Intervention Supports, Coordination of Services Teams, Student Support Teams, Section 504 and Multi-tiered Systems of Support. Present parent workshops and videos clips; post them on the Parent Resources Page on the website.

Staff Responsible: Student Services Team

Timeline:
June 2021

Data Sources/Methods for Evaluating Progress: Website and video clips

Activity 6: 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 Ascendancy Solutions consultant.

Staff Responsible: Psychologists; Special Education District administrators

Timeline: January 2021 - May 2021: Stakeholders (i.e. school psychologists, district special education administrators, specialists, consultant) will review current practices related to the eligibility areas of Other Health Impaired (OHI) and Intellectual Disability (ID). Review will include but will not be limited to: (a) Larry P regulations for Intelligence Quotient (IQ) testing of Black/AA students:

(b) Areas of the assessment process that are considered to be more subjective, such as interview techniques used for staff and parents, adaptive rating scales, rating scales for behavior, and social/emotional needs and observations.
January 2021 - May 2021: Observation protocols will be reviewed (e.g. Special Circumstance Independence Assessment - SCIA) to ensure understanding is developed for students' functioning across staff and academic environments.
March 2021 - May 2021: Protocols will also be revised to guide multi-disciplinary eligibility teams to appropriately rule in or rule out special education criteria for OHI and ID.
January 2021 - May 2021: Report templates will be developed to ensure greater consistency across the district that includes descriptors that create understanding of the impact of students' culture, ethnicity, socio-economic status, and language skills.

Data Sources/Methods for Evaluating Progress: Assessment procedures and guidance documents**,** Psychologist's handbook, Observation protocols, Training agendas and powerpoints
Meeting participant lists

Note: Information described in the section above will be monitored through quarterly progress reporting

3.2b Complete Budget Forms

Step 1: Download the following documents from the padlet section specific to Significant Disproportionality.

- 2020 Budget Allocation and 2020 Allowable Costs Budget
- 2020 Target Student Population

Step 2: Complete both documents.

Step 3: Save each document with your district's name or initials in the file name.

Phase 4

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 (Progress, Budget, or Both)	Email
Joanne Murphy	Quarterly Progress on Outcomes	JMurphy@alamedaunified.org
Steve Chonel	Quarterly Budget Report	SChonel@alamedaunified.org

4.2 Evaluate Effectiveness

Describe 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.

Evaluate Effectiveness: The Leadership and Implementation Teams will be responsible for collecting, reviewing and analyzing data on a quarterly basis. The Leadership Team will continue to meet at least monthly and the Implementation Team will meet no less than quarterly. Reporting from the Implementation team will be used in the quarterly progress monitoring report submitted to CDE. The Leadership Team will be instrumental in working with the Implementation Team to develop an infrastructure for monitoring and disseminating information to ensure accountability and a clear system of communication regarding strategies being utilized to address disproportionality in the Alameda Unified School District.

The data points will continue to be drawn from AERIES, SEIS, CalPADS and the CA Dashboard. Particular emphasis will be placed on target student outcome data: suspensions/expulsions/office referrals; attendance, academic grades, Special Education enrollment, student success team outcomes and specific interventions both in class and related to referrals to COST. Each of the action items will be modified based on this data review. Successful implementation will be determined by positive and improved outcomes of the target student group.

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.

4.3 Build Supports and Sustainability

- In order to build support and sustainability, each of the action items is aligned with the district's initiatives, including the LCAP goals and action steps, the Alameda USD Strategic Plan, the AUSD MTSS Five Year Plan and the AUSD Strategic Plan for Special Education. Thus these action steps are tied to sustained funding. The alignment of SPSAs to the CCEIS plan will help ensure sustainability at the site level. The Director of Special Education will meet quarterly with the Leadership Team. The goals of these meetings are to ensure continued alignment of the CCEIS Plan with the district's LCAP Goals 1 and 3: ***Goal 1. Eliminate barriers to student success and maximize learning time.*** *AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific student groups in AUSD's suspension rate*. ***Goal 3. Support parents/guardian development as knowledgeable partners and effective advocates for student success.*** *AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.*
- *Improve efforts to seek input from parents/guardians to support informed district/school targeted supports*
- *Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources*
- *Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.*

Stakeholder meetings will be held quarterly to discuss data on the implementation of the sites intervention plans and activities. The activities are leading to sustainability as we are building capacity of school sites to continue the work. For example, development of Diversity, Inclusion and Equity teams, use of Parent Liaisons, collaborative meetings at identified Target schools, and improvement cycles at these schools. 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. With the flux of the COVID 19 pandemic we will need to make budget adjustments based on services virtually and/or in person.

4.5 Complete and Submit CDE Feedback survey

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

Staff Name/Title	LEA/Agency	Email

Kirsten Zazo	Alameda USD	KZazo@alamedaunified.org
Pamela Kazee	Alameda USD	PKazee@alamedaunified.org
Joanne Murphy	Alameda USD	JMurphy@alamedaunified.org

Submit the following final documents to the CDE by email to: IntensiveMonitoring@cde.ca.gov.

Significant Disproportionality CCEIS Plan Form

2020 Budget Allocation and 2020 Allowable Costs Budget Form (Below will be in the Budget form)

2020 Target Student Population Form

Contract or memorandum of understanding for technical assistance

CCEIS Plan signature Form

Prepared by California Department of Education January 2020.