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 cu

Allow expenditures on children ages three through five if an LEA has an established

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 the development and the implementation of the CCEIS Plan. To the extent that special education personnel is involvel is i3(p)-C d-3( )8(e)lopmeCCEIS Plant the L(.)4(E)A7(S

Phase 1

onsibilities related to the CCEIS Plan. In small LEAs, there may be a group that covers both the leadership and stakeholder functions. Multiple roles may R.k/.80040ship and

		plans. Participate in monthly Social Emotional Behavior subgroup to monitor implementation of social emotional behavioral interventions at the target schools. Facilitate monthly Social Emotional Behavior PLC with school psychologists at target schools	
Martine Blake	Director of Community Engagement	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Participate in monthly Social Emotional Behavior subgroup to monitor implementation of social emotional behavioral interventions at the target schools.	martine.blake@wccusd.net
Dr. Jodi Couick	Director of Educationally Related Mental Health Services	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and plans. Participate in monthly Social Emotional Behavior subgroup to monitor implementation of social emotional behavioral interventions at the target schools.	jcouick@wccusd.net

		SELPA Director to align and allocate resources to support plan implementation and refinement.	

R

		monitor implementation of CCEIS and SEP plans	
Michele Harrison	Project / Program Assistant Special Education	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	mharrison@wccusd.net
Nicole Joyner	Director Accountability	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Complete data analysis toward Root Cause Analysis, Target Student identification, CCEIS and SEP Plan development, and on going progress monitoring toward implementation and refinement of Action Plan	njoyner@wccusd.net
Robert Mendoza	Elementary Principal	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	rmendoza@wccusd.net

Allison Huie   Director, Colleg 1 279

American teachers and

		related to identification of Root Causes, and participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans	
Suwinder Cooper	Technical Assistance Facilitator	Facilitate community Focus Group sessions to gather qualitative data related to identification of Root Causes	cooperfreelance@gmail.com

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

Members of this team have decision-making authority across multiple levels of the organization at both the district and site levels. Parent and community members of the Stakeholder team are also members of and hold offices on other district advisory committees, such as DLCAP, AASAT, MDAC and CAC. The composition of the Stakeholder team resulted in a wide ranging group of

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan
Rubén Aurelio	Cabinet Level – General Education Executive and Academic Cabinet	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.
Kristen Hardy	Cabinet Level – Special Education Executive and Academic Cabinet	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
Christi Roscigno	Director of Curriculum (Early Literacy and ELD) and Academic Cabinet	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Collaborate with the Director of Elementary Special Education to oversee, monitor, and refine literacy interventions at target schools.
Kristen Hardy	SELPA Director Executive and Academic Cabinet	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
Gabriel Chilcott	Director of Curriculum, Instruction, and Assessment and Academic Cabinet	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Lawrence Pang	Appropriate Grade Level General Education Teacher	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Adam McCormick	Appropriate Grade Level Special Education Teacher	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Scottie Smith	Community 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
Shakira Reynolds	Parent (diverse representation)	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Zelon Harris	Parent (diverse representation)	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Yolanda Vierra Allen	Parent (diverse representation)	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting
Stephanie Sequiera	Parent (diverse representation)	Participate in Focus Groups to provide input on Root Causes and development of Action Plan. Oversee implementation of plan and attend quarterly Stakeholder Meeting

Matthew Duffy	Superintendent Executive and Academic Cabinet	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
Robert Mendoza	Site Level Administrator	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Edith Jordan-McCormick	Site Level Administrator	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Dr. Tony Wold	Fiscal Services Representative Executive Cabinet	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
Sylvia Greenwood	Human Resources Administrator (optional)	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Support with the recruitment and retention of highly qualified African American teachers and administrators
	Bargaining Unit Representative (optional)	N/A
LaShante Smith	Other: Director of Culture and Climate Academic Cabinet	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Participate in monthly Social Emotional Behavior subgroup to monitor implementation of social emotional behavioral interventions at the target schools. Facilitate monthly Social Emotional Behavior PLC with school psychologists at target schools
William McGee	Other: Director of Office of African American Student Achievement Academic Cabinet	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans
Martine Blake	Other: Office of Community Engagement Academic Cabinet	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Participate in monthly Social Emotional Behavior subgroup to monitor implementation of social emotional behavioral interventions at the target schools.
Sonja Neely-Johnson	Other: Director - Secondary Special Education Academic Cabinet	Facilitate community Focus Groups to gather qualitative data related to identification of Root Causes, and participate on Stakeholder, Leadership and Core Implementation Team to

		develop, oversee and monitor implementation of CCEIS and SEP plans
Rachel Avanessian	Other: Director - Elementary Special Education Academic Cabinet	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Collaborate with the Director of Early Literacy and ELD to oversee, monitor, and refine literacy interventions at target schools.
Dr. Jodi Couick	Other: Director of Educationally Related Mental Health Services Academic Cabinet	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Participate in monthly Social Emotional Behavior subgroup to monitor implementation of social emotional behavioral interventions at the target schools.
Allison Huie	Other: Director of College & Career Academic Cabinet	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Esaul Orozco	Other: Coordinator Educational Services	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Jeanine Bishop	Other: School Community Outreach Work	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Nicole Joyner	Other: Director Accountability Academic Cabinet	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Complete data analysis toward Root Cause Analysis, Target Student identification, CCEIS and SEP Plan development, and on going progress monitoring toward implementation and refinement of Action Plan
Dr. Mildred Browne	Other: Technical Assistance Facilitator	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Steve Collins	Other: Technical Assistance Facilitator	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Sue Parker	Other: Technical Assistance	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
Mary Campbell	Other: School Psychologist	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.
John Cable	Other: Coordinator African American Student Achievement	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans

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

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

The Stakeholder Team held their first meeting on August 11, 2020 to establish working norms, develop a clear understanding of the CCEIS process and the connections to the Special Education, as well as a discussion of the data to be collected to identify the Root Causes (link to meeting notes)

The Stakeholder Team held their second meeting on October 8, 2020 to establish working norms, develop a clear understanding of the CCEIS process and the connections to the Special Education, as well as to review a comprehensive set of qualitative and quantitative data to identify root causes for disproportionality. (Link to the presentation).

The team met again on November 19th to identify the target student population, schools where interventions would be implemented, coordinate early intervening services, expected measurable outcomes, timeline and staff responsible for each action (Link to the presentation)

The Stakeholder Team will meet quarterly thereafter to monitor the implementation of the plan

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

Convened Focus Groups and Interviews: Parents, Community Members, Teachers, Site Administrators, Counselors, and School Psychologists using the Wisconsin Annotated Checklist for Addressing Racial Disproportionality

Gathered and analyzed relevant local and state data

Conducted student special education file review

Completed Initiatives Inventory

Completed Policy, Practices, and Procedures review

Updated Board Policies and Procedure Manuals as appropriate based on analysis

Obtained Board approval for revised and new Board policies

Completed Root Cause Analysis based on quantitative and qualitative data analysis

Conducted Leadership, Stakeholder, and Core Implementation Team meetings to verify Root

enrollment), PowerSchool (student and school level data: race/ ethnicity, attendance, grades, Smarter Balance ELA, discipline), SEIS (student level data: special education eligibility category by ethnicity), Renaissance Learning (student level data: STAR reading levels), MUNIS (employee ethnicity and school site assignment), Youth Truth Surveys (parent and student responses)

Qualitative Data: Focus Group and interview data using the Wisconsin Annotated Checklist for Addressing Racial Disproportionality, WCCUSD School Psychologist Practices and Assessments Audit

Additional data would have been beneficial to the analysis, but were not available. These included:

Office referrals by school site, student and teacher
SST / CARE / COST team data by school site, student, and teacher
Intervention data: student info, type of intervention, materials used, frequency and duration, and response to instruction
Student participation in general education / short term counseling through school
Smarter Balance assessment results from spring 2020
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.

Phase 2

2.1 Complete a Local Educational Agency (LEA) 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**
Roadmap 2.0 - General Fund, LCFF, CARES,	Roadmap 2.0 To ensure that we prepare students	All students	Matthew Duffy - Superintendent	Curriculum and Instruction, Behavior,

ESSER, and Categorical Funds	to be 21st graduates ready to thrive and succeed in college, career, and beyond, we must commit to 5 major principles: 1.Learner centered: We must create the conditions for learning, so that educational experiences for students and adults foster deeper learning and build the lifelong skills of the graduate profile. 2. Student Voice: We need to dedicate time and energy to listening to our students and be ready to act to make changes based on what they recommend. 3. Resource smart and system aligned: We must not spread resources too thin but be targeted and disciplined about how we spend. 4. Data informed: We must commit to a culture of data where we ask questions and		Rubén Aurelio - CAO Dr. Tony Wold - CFO Tracey Logan - CTO Kristen Hardy - SELPA Director Marci Williams - CPO	Family and Community Engagement, Climate, Social-Emotional Learning, Recruitment and Retention of highly Qualified, Cultural Responsive Staff

have the right tools to answer those questions.

5. Whole system agency and accountability: We must cultivate agency and accountability among the practitioners around vision, strategies, ownership, and results.

Target outcomes identified:
-80% of third graders will reach proficiency in reading
-80% of African American students will be proficient in math in 6th grade
-80% of English Language Learners will reclassify within 5 years
-80% of our graduates will be UC/CSU eligible or career / industry ready
-80% of our employees will remain with us for more than 5 years
-80% of our families will report high levels of safety and satisfaction

Learning Continuity Plan - LCFF, CARES, ESSER, and PAASSS budget

[Learning Continuity Plan](#)
Section on supporting African American Students: Support of mental health and trauma informed practices for Black/African American students via a Board adopted resolution as follows, Be It Further Resolved: The district OAASA in partnership with the AASAT Executive Committee, will provide one mental health clinician, per school family, to support the mental health of African American/Black st

	Student Achievement which includes new staff for 2020-2021: Director, Coordinator and other part-time support staff to oversee and coordinate the academic and social emotional support programs as well as outreach efforts to parents of Black/African American students. Mafanikio after school program: provides site-based programs for students to engage in academic and enrichment activities designed and coordinated specifically for Black/AfricanAmerican students District partnership with Rising Scholars to provide opportunities for students to experience enriched learning opportunities WCCUSD Updated 9/18/2020 Page 15 District partnership with Equal Opportunity schools to ensure greater access to			

advanced classes for Black/African American students

    Utilize research-based literacy materials for targeted instruction to build reading, writing, speaking and listening skills,designed primarily on a site by site basis are described in each

	those who have been identified as non-engaged. Schools will be required to conduct conferences with families of truant students to identify root causes of absences and develop intervention plans (AASAT Recommendation)			
African American Student Achievement Resolution 46-1920 - PAASS budget, LCFF, Title 1	[Resolution](#) Includes creation of AAPAC and AASAT parent and community advisory panels at the site and district level and the creation of the Black Educators Network to increase the retention and advancement of African American educators in			

		ive staff in the district	Student Achievement, Director of Culture and Climate, Advisory group of classified, certificated and administrative staff		
Title II	responsive literacy instruction in the classroom, and support of site administrators to guide and provide effective modeling, coaching, and feedback to teachers on the above through the framework of Problems of Practice	All literacy teachers and administrators in schools where TCRWP is adopted	Chief Academic Officer - Associate Superintendent of Instructional Services Director of Early Literacy and ELD	Curriculum and 285.7 0.48001 22	

	students of color and low-income students at the highest levels of your academic high school course offerings, particularly in IB/AP courses through developing Equity Leaders.	income students	Superintendent of Educational Services	
Unconditional Education - Partnership with Seneca Family of Agencies - LCFF and school site allocations	Focus on PBIS - social emotional behavioral skill development for students and coaching and mentoring of teachers to create safe and culturally responsive classroom spaces for learning and proactive instructional strategies to address individual student needs	Students who are at risk for exclusion from instructional settings due to behavior, and the teachers who work with them	Martine Blake - Director of Community Engagement and the site principals who contract these services	Social Emotional Learning and PBIS

2.2 Complete a Programmatic Self-Assessment

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

X   Annotated Checklist for Addressing Racial Disproportionality

Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process

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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 West Contra Costa Unified School District.

During the self-assessment process, the CCEIS Team conducted focus group sessions to determine the root cause of areas of disproportionality with regard to the 1) overrepresentation of African American students in the category of Emotional Disturbance and 2) disciplinary actions such as office referrals and suspensions resulting in 2) greater than ten days out of school.

Between June - September 2020, a total of four focus groups and two stakeholder meetings were conducted, as part of stage two data collection phase of the programmatic improvement process. Ninety minute focus groups were conducted virtually with the following groups: two groups of school psychologists, one focus group with administrators, a focused interview with one school counselor, a stakeholder meeting with key community members, and a group of parents. The SELPA director, provided an introduction and overview of the data with regard to the significant disproportionality of African American - discipline and Emotional Disturbance. 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 the psychologists 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.

On June 8 and June 11, 2020, Mike Giambona, Licensed School Psychologist and Suwinder Cooper, both Technical Assistant Facilitator team members, met with district school psychologists via Zoom.

On August 11, 2020, Sonja Neely Johnson, Director of Special Education, Secondary, facilitated a focus group with African American Community Members.

On September 2, 2020, , Suwinder Cooper, Technical Assistant Facilitator, conducted a second 90

On September 8, 2020 Director of Special Education, Secondary, Sonja Neely Johnson, facilitated focus group with African American Parents via Zoom.

Anecdotal data was captured through written notes and compiled into summaries for root cause analysis. The data was organized using categories from evidence based research outlined in the article, *Identifying the Root Causes of Disproportionality, New York University Technical Assistance Center on Disproportionality, by Catherin Kramarczuk & Natalie Zwerger.* Review of the anecdotal data from groups revealed common themes.

The key themes that emerged include: Implicit Bias and Lack of Cultural Awareness, Lack of Consistent use of Multi-Tiered System of Support (MTSS), Lack of Consistent Procedures and Practices in Pre-Referrals and Turnover in Certificated Staff.

1) **Implicit bias and lack of cultural awareness** results in a disproportionate outcomes for African American students, including over-identification and suspension

Notable quotes:

-"   %
-"*Horrifying, Trauma is viewed as a lear*   %
- *ED is subjective. ED is labeled as emotional disturbance and not simply passion and energy*
-
-
-

- Lack district-wide counseling supports
- Lack of district wide Tier 1 or Tier 2 interventions
- Need to clarify the pre-referral intervention process
- Inconsistency in referrals and SST process
- Inconsistent implementation across the district sites
- Lack of counseling and support programs and strategies within general education
- Lack of early interventions, reading interventions, need literacy interventions

Notable Quotes:

-                                    %   %
-            %
-      %
-
-
-

    %
-   id some help. IEP, what are the steps. IEP is not
the first step, not the second step, it is the last step. What special education is, is a building

-                                    -

-
they are going to get year to year
-                                    *cial Education teachers. We are not getting the caliber of teachers*
-                    *-trained, we need support*
-        *%*   *%*
up coaching
-                            *is needed for teachers*
-   *%*
-            *%*
-
-                            *t admin will take care of it*
-
students
-        *%*   *%*   *%*
of programs but it is the people. The way the adult is interacting with the student
-

Comments from Policies, Practices, and Procedures (PPP) Interviews June 2020
Counselor Focused Interview
School Psychologist Focus Group
Administrator Focus Group

AFRICAN AMERICAN PARENTS

Notable quotes from African American parents fell into distinct categories implicit bias/lack of cultural awareness and discipline.

Notable quotes:

                            %
classroom. Have seen non-black teachers give a reprimand for the same offense another child who

                    d white are taught to remove the black child. Because they are not taught
                    %

question, do not think for yourself. Suspension serves to break the spirit of black children. It is more
                    %

    %   *%*
                    %   *%*
They are missing out on lessons, and learning. And it is hard to recapture that. Teachers have been

%

%   %

%   %grades is where we see the most need for schooling. They are still learning so

%

%   n preschool. That process went well at Cameron. My older son, it was a very different experience. I was not included in the process, he was assessed and they told me afterwards. Not a lot of prior knowledge about the process. Currently in our fourth school for my son

%

%   %

receive new people who will test her. One or two times they have tried to do it without following the agreed process and my child reacted to being asked to perform things that she was not prepared

introducing the assessor, telling the child what is happening, informing me and my child, giving them
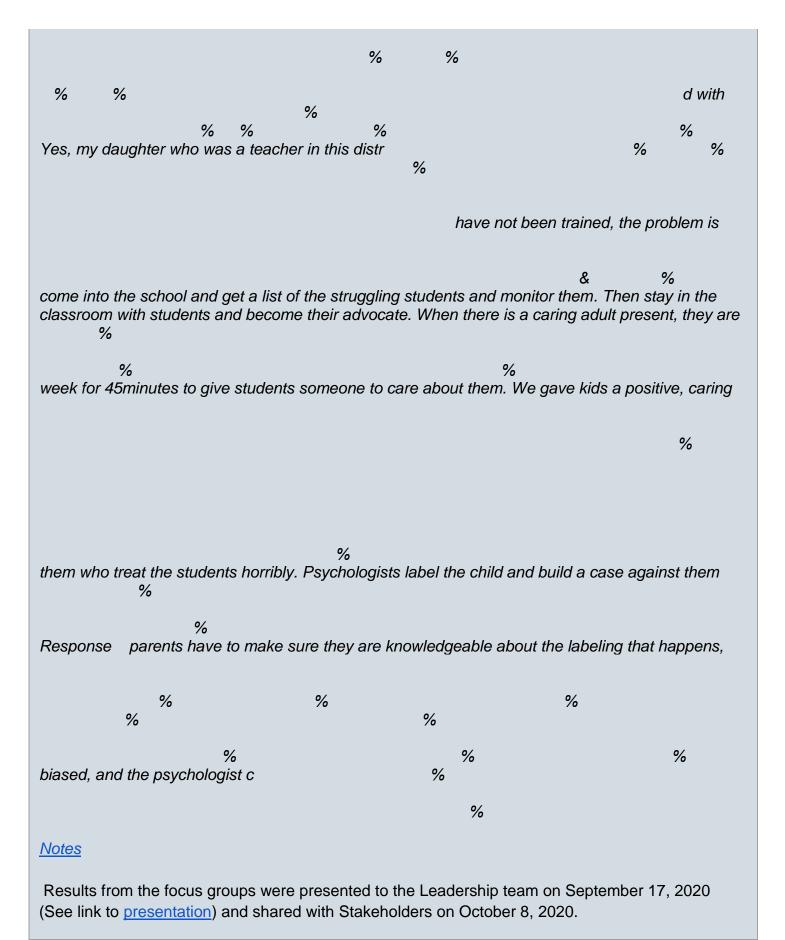
%

%   %

But then we are talking about a 2 or 3 year old. My husband is a special education teacher, so we

sitting here bored. They are singled out for not conforming. Black and Brown children are singled out and disciplined for the   %

          %

boys, all black children by 3rd
. Black by 3
          %   %   ergarten, girls by 2nd

%   %

%   %   d with
                              %
            %   %   %   %
Yes, my daughter who was a teacher in this distr   %   %
                                          %

                                                                    have not been trained, the problem is

                                                              &   %
come into the school and get a list of the struggling students and monitor them. Then stay in the
classroom with students and become their advocate. When there is a caring adult present, they are
        %

         %   %
week for 45minutes to give students someone to care about them. We gave kids a positive, caring

                                                                                %

                              %
them who treat the students horribly. Psychologists label the child and build a case against them
              %

                  %
Response   parents have to make sure they are knowledgeable about the labeling that happens,

            %   %   %
      %   %

                  %   %   %
biased, and the psychologist c   %

                                          %

Also, it should be noted that 3 students were incorrectly classified and should have been classified as multi-ethnic.

Summary

WCCUSD continues to be conservative when identifying students as E.D. in the primary grades.
Since more than 50% of the primary students transferred in with that eligibility, it is suggested that all out of district transfers with E.D. eligibility, be reviewed carefully and reassessed when appropriate.
There is a need for engaging our students with attendance issues and giving interventions prior to determining eligibility as E.D.
Discipline referrals also indicate the need for more intensive behavior services for these students.

Current Numbers as of June 2020:

As of June 2020, 4 of these students have left the district (2 graduated and 2 moved).

Both qualitative and quantitative data suggest that beginning early in elementary school there is a positive feedback loop between discipline, attendance, literacy proficiency for our African American students, disenfranchisement among our African American families, and limited cultural proficiency among our teachers and staff. 2019-20 and 2020-21 STAR Renaissance data indicates that over 50% of our African American students are struggling readers by second grade. This gap does not close over time, as only 20% of our African American students district-wide are achieving proficiency or above on the California state annual assessment (CAASPP), as opposed to 35% of our students overall. More than any other racial / ethnic group, our African American students also experience chronic absenteeism at approximately 25% year over year, as opposed to the district average of 16.7%. Although not clearly evident in our quantitative data at the elementary level, but evident in anecdotal data, our African American students are excluded from the classroom based on office referrals. Survey data indicates that our African American families do not feel welcome or supported on our campuses, and believe that their children are treated differently. They describe negative experiences with the schools, only being contacted when their children are "in trouble." Families and student survey data collected through Youth Truth, most recently in February 2020 supports this anecdotal data. While there has been improvement in reported perception of culture and climate factors overall in the district between 2018-19 and 2019-20, across all areas surveyed our families report lower than state average "empowerment to influence decision making;" "experiencing positive relationships with the school based on respect, care, and approachability;"

"belief that their school fosters shared goals, respect, fairness, and diversity;" "perception that there are open and effective lines of communication;" "belief that their school deploys the necessary r

they received 29% of all suspensions in 2018-19. There was greater disproportionality when considering students suspended 10 or more days in a single year. African American students represented 53% of these students. African American students with disabilities represented 42% of the suspensions for 10 or more days of students with disabilities. This trend has continued over the last 5 years. In 2018, 14.9% of all Afircan American students were suspended at least once. This reflects that they were more than twice as likely as the average student in the district to be suspended at least once. In 2017, 14.3% of all African American students were suspended at least once. This is also more than twice the average for the district. The evidence suggests there is a negative perception of African American students' sociocultural background contributing to bias and a limited belief in African American student's intellectual ability.

Quotes:

-

standards in English Language Arts, based on the SBAC. In fall 2020, between 45 and 65% of all African American students in grades 2 through 6 needed Intervention or were in Urgent Need of Intervention in reading, based on the criterion referenced assessment STAR Reading. Students who are not making meaningful progress in Tier 1 will be referred to Student Success Team, and may be assigned to Tier II interventions which are customized to student needs. Input from stakeholder groups indicate that there are inconsistent resources across campuses to ensure that all students have

-Really big racial divide, what programs are offered based on race more apparent

-We are not building rapport with families, it is just not happening at the Tier I level. Something is very wrong with that thinking.

-No documentation of interventions, No data team

-Resources are not proportionally distributed across sites

-Culturally responsive practices are not embedded into tiered levels of support

-Resource mapping not universal

-Use the data to analyze what are the root causes, what are the goals for African American and English Language Learners

-   %   s in place, come up with a resolution from the district team without the power struggle with the teachers union.

-We could use a tighter protocol with the academics

consistently followed now or some employees are not clear on the proper referral procedures. The discipline policies and procedures are resulting in a higher number of students with disabilities who are African American being suspended. African Americans are suspended more than twice as often as the district's overall rate of suspension. Several focus groups stated that Af rican Americans receive harsher discipline than other student ethnic groups.

> Lack of implementation of consistent discipline procedures and practices including prereferral strategies not being implement to interrupt student suspension
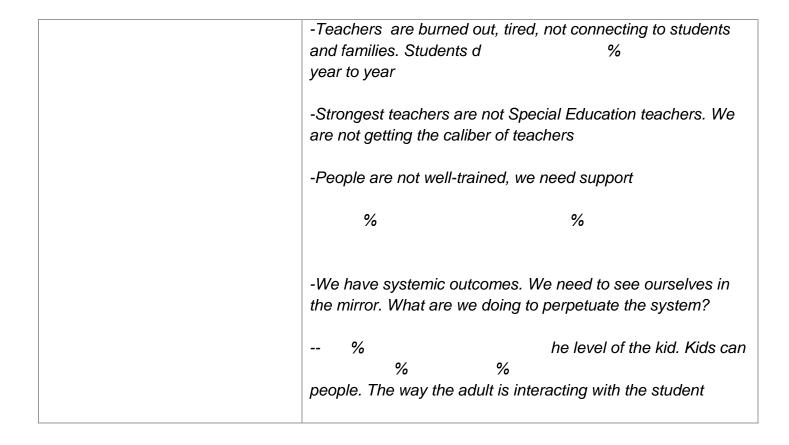> Policies and practices around discipline: inconsistent implementation across the district of the adopted Behavior Matrix due to limited access to training
> Lack of clear behavioral expectations at Tier 1

Notable quotes:

-Some people are given the slack. Spreads around the school. Some deals are made when it comes to discipline

-Look at the referrals and at what grades

-Young people, they speak for themselves. Some people feel you are questioning their authority.

-Kids defend themselves. I keep telling the Black kids stop defending yourselves, you keep getting in trouble - suspensions

- As African American parents we love our kids. We teach them to stand up for themselves, we encourage them to talk and this gets looked at as responding back.

- As a Black parent this hits home for me. As an educator and as a parent. These are good kids. -These are good kids, good
                        %
bull's eye approach

-As parents we do not trust the public school system to be fair

	-Teachers are burned out, tired, not connecting to students and families. Students d % year to year *-Strongest teachers are not Special Education teachers. We are not getting the caliber of teachers* *-People are not well-trained, we need support* *% %* *-We have systemic outcomes. We need to see ourselves in the mirror. What are we doing to perpetuate the system?* *-- % he level of the kid. Kids can % %* *people. The way the adult is interacting with the student*

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 or No.

> **Yes**

Has your LEA revised the reviewed policies, practices, or procedures? Yes or No.

> **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).

> Based on review of Board policies, five board policies were updated (BPs 0430, 5144.1, 6159, 6159.2, 6164.2), and two board policies were adopted (BPs 0415, 0460). Administrative regulations were also updated and adopted (ARs 6164.4, 6159.1, 6159.2, 4112.22, 4112.23).

Procedural Manuals and Handbooks were reviewed, updated, electronically posted, and training conducted for the Special Education Procedural Manual, Section 504 Manual, and the Student Study Team Handbook. The RtI / MTSS Handbook is currently being reviewed and updated by Academic Cabinet and site administrators and staff will receive training once updates are completed. See

Matrix. Develop and monitor consistent documentation of behavioral incidence through

Students at target schools will improve their relationship with teachers by 5% from February 2020 baseline survey data based on aggregate school data taken in May 2022

Indicator/Element(s):

African American - Emotional Disturbance

African American - Greater Than 10 Days Out of School

Root Cause(s):

Cultural Dissonance: Implicit bias and lack of cultural awareness results in a disproportionate outcomes for African American students, including over-identification and suspension

Lack of authentic parent and community engagement for African American families and other underserved families

Target Population:

Four of our K-6 elementary schools were chosen as our Target schools because they have over 8% AA students, they have been in red or orange on the state dashboard in six more areas for African American or special education students for the past two years, and they feed into secondary schools with high suspension rates. These sites are King, Lincoln, Oholne, and Shannon. Our targete

Data Sources/Methods for Evaluating Progress:

Student Survey data on Culture and ClimatereW* nBT/F5s-e   20 SEP

Site principals, instructional coaches and identified instructional staff

Timeline:

Collaborate with target school sites to inventory current reading intervention programs and determine efficacy and gaps - January 2021

Research, pilot, and select benchmark assessments and targeted reading interventions curricula and determine service delivery model - February through June 2021

Purchase selected materials - June through July 2021

Train instructional staff on selected benchmark assessments and curriculum - August 2021

Implement benchmark assessments and curriculum - August 2021 through September 2022

Identify AAPAC committee and representative to AASAT - November 2020 through January 2021

Collect baseline attendance data for parent participation - February through June 2021

Hold regular (monthly) AAPAC and AASAT meetings - February 2020 - September 2022

Data Sources/Methods for Evaluating Progress:

Site committee list of AAPAC members and one representative to AASAT submitted to district office,
Agendas, minutes, and attendance from meetings, and Student Survey data on Culture and Climate, to include district created / selected tool, such as Youth Truth

Measurable Outcome 6:

By June 2022, the district will build a culturally responsive MTSS framework that will provide appropriate levels of academic, social emotional and positive behavioral intervention support that will lead to a reduction of 5% in office referrals rates as measured by disciplinary records.

Indicator/Element(s):

African American - Emotional Disturbance

African American - Greater Than 10 Days Out of School

Root Cause(s):

Lack of Implementation of consistent discipline Procedures and Practices including pre-referral strategies not being implemented to interrupt student suspension

Implicit bias and lack of cultural awareness results in a disproportionate outcomes for African American students, including over-identification and suspension

Anecdotal data from interviews and Focus groups indicates that data is not consistently collected and reviewed for the purposes of developing student level goals to drive first instruction and interventions. Special Education is believed to be the only intervention available. There is a lack of cohesion of supports and interventions for our most vulnerable students.

Although the district has a Student Success Team Manual, including how to design and implement multi-tiered systems of support, anecdotal data from interviews and focus groups indicate that there is lack of consistency in access to interventions and the Student Success Team process is used differently across school sites. Data is not consistently reviewed for the purposes of developing student level goals to drive first instruction and interventions. Special Education is believed to be the only intervention available.

Lack of consistency in practice across the district's Multi-Tiered System of Support in the area of Social Emotional Learning - when students do not have the age / grade appropriate learning to learn skills: self-regulation, social communication, task initiation, work completion, and on task behavior and when teachers are not able to recognize trauma and engage students in culturally

relevant / responsive ways, students are not in a learning ready state and are not able to effectively participate in instruction; shutting down or acting out. When students do not effectively participate in instruction / engage in behaviors contrary to their learning and that of others, teachers will send students out of class.

Lack of clear behavioral expectations for students in the classroom that are culturally responsive and support students to be in a learning ready state, and fail to provide direct instruction and targeted feedback to students to proactively support effective participation in teaching and learning. When students do not effectively participate in instruction / engage in behaviors contrary to their learning and that of others, teachers will send students out of class.

The school psychologists are the district staff responsible for Tier 2 and 3 interventions for social emotional (short term group and individual counseling and provision of Educationally Related Mental Health Services as required in the IEP) and behavior (behavior plans for Student Success team, Section 504, and IEPs), in addition to their legally mandated roles to complete initial and triennial assessments for special education. The district did allocate 6 school psychologist full time equivalent positions through the Local Control Accountability Plan funded through LCFF. These positions were distributed across 12 school psychologists to increase their time at target schools between one half and a full day per week. Anecdotal data from interviews with the school psychologists indicate that this has not resulted in effective services to students in the general education in the form of behavior or social emotional support. This has resulted in inconsistent supports across sites, as some sites contract these services through outside agencies, many of which are restricted to only serving students who are Medi-Cal eligible and those sites that partiquivas th the tcb(p)-0t

Timeline:

Develop and get board approval for job description - January through March 2021

Recruit and hire CCEIS Coordinator who is well-grounded in evidence-based culturally responsive pedagogy, specifically for Afircan American students and data analysis and is skilled at collaboration / consultation with a range of stakeholders - April through June 2021

Work with target schools to gather baseline data, and schedule and facilitate Student Success Team meetings to develop initial Individual Learning Plans for target students. These Student Success Team meetings will include the parent, general education teacher, school psychologist, and site administrator - August through October 2021

Gather and interpret data related to goals in the target student Individual Student Learning Plans and support school sites with implementation of tier 1 and 2 instruction and interventions - November 2021 - September 2022

Facilitate quarterly Student Success Team Meetings, with parent, general education teacher, and other staff as indicated by interventions, for target students and adjust Individual Learning Plans as - indicated by data - quarterly between November 2021 - September 2022

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curriculum

School psychologists and Coordinator of CCEIS will receive advanced training in Stanford Harmony and trauma-informed practices and will provide professional development and ongoing coaching to teachers as appropriate, based on office referral data and teacher request

Social Emotional Learning-focused instructional walk- throughs to be conducted by site principals and Coordinator of CCEIS to inform ongoing staff professional development

Timeline:

Collect baseline office referral data using SWIS (School Wide Information System), an application to track Positive Behavior Intervention and Supports or similar system from February to June 2021

Purchase and disseminate Social Emotional Learning materials (Stanford Harmony - or adopted curriculum) and train all staff at the four school sites to implement curriculum - December 2020 through February 2021

Full implementation April 2021

Data Sources/Methods for Evaluating Progress:

Office referrals by student and by teacher

Attendance sheets from professional development sessions

Evidence of Social Emotional Learning instruction using Stanford Harmony (or adopted curriculum) based on instructional walk-throughs

Progress on Social Emotional Learning goals on Individual Student Learning Plans

Activity 5:
Implementation of Tier 1 PBIS strategies (consistent student behavioral expectations), including establishing a system to collect and monitor consistent documentation of behavioral incidence through defining terms and identifying common location and processes and procedures, including SWIS (School Wide Information System), an application to track Positive Behavior Intervention and Supports

Staff Responsible:

Site principal

Director of Culture Climate in collaboration with district task force of site administrator, teachers, school psychologists, and parents

PBIS-focused instructional walk- throughs to be conducted by site principals and Coordinator CCEIS to inform ongoing staff professional development

School psychologists and Coordinator CCEIS will receive advanced training in PBIS and will provide professional development and ongoing coaching to teachers as appropriate, based on office referral

data and teacher request

Timeline:

Collect baseline office referral data using SWIS (School Wide Information System), an application to track Positive Behavior Intervention and Supports or similar system from February to April 2021

Revise Discipline Matrix between January and March 2021

Provide professional development to all staff at four target schools in Tier 1 supports for creating classrooms and instructing and providing feedback to students in clear behavioral expectations April and June 2021

Full implementation fall 2021through September 2022

Data Sources/Methods for Evaluating Progress:

Office referrals by student and by teacher

Revised discipline matrix

Attendance sheets from professional development sessions

Evidence of clear behavioral expectations and evidence based ratio of interactions with students based on instructional walk-throughs

Progress on PBIS goals on Individual Student Learning Plans

Measurable Outcome 7:
    By June 2022, teachers will increase the use of culturally responsive and relevant instructional practices in the areas of social emotional learning, behavior, and academics. Measurements will include teacher and student surveys, goals and strategies in Individual Learning Plans, and instructional walk-throughs

Indicator/Element(s):

African American - Emotional Disturbance

African American - Greater Than 10 Days Out of School

Root Cause(s):

Turn over in certificated staffing and the limited targeted recruitment of African American staff result in low cultural proficiency and limited application of culturally responsive pedagogy within the classroom to support effective engagement in learning, exclusion of students from class, and over-identification of African American students as Emotionally Disturbed

Cultural Dissonance: Implicit bias and lack of cultural awareness results in a disproportionate

| Kristen Hardy | Progress Reports | kristen.hardy@wccusd.net |

Staff Name/Title	LEA/Agency	Email
Sonja Neely-Johnson / Director Secondary Special Education	WCCUSD	snealy-johnson@wccusd.net

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

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