

Comprehensive Coordinated Early Intervening Services Plan Board Update

October 13, 2021



Review of CCEIS Process

- Root Causes
- Measurable Outcomes
- Activities

Request for Review

Next Steps

Reference Materials

- Significant Disproportionality Technical Assistance Webinar
- [Guidance Document for CCEIS PLAN](#)
- [SPP-TAP Website](#)

CCEIS Work Teams

| | |
|-----------------------|--|
| Core Leadership | |
| Adam Clark, Ed.D. | Superintendent |
| Wendi Aghily, Ed. D. | Chief, Pupil Services & Special Education |
| Carrie Weil | CCEIS Consultant |
| Jennifer Sachs | Chief, Instructional Services |
| Jorge Melgoza | Assistant Director, Equity |
| Felicia Stuckey Smith | Director, Student Services |
| Bryan Cassin | Assistant Director, Alternative Dispute Resolution |

CCEIS Work Teams

| Leadership | |
|-------------------|--------------------------------------|
| Linda Pete | Assistant Director, Student Services |
| Kathryn Futterman | Dyslexia Specialist |
| David Cabezas | Resource Specialist |
| Carolyn Sakkis | School Psychologist |
| Stephanie Roberts | Director, MTSS |
| Stavros Gougoumis | Program Specialist |
| James Wogan | Assistant Director, Student Services |

What does it mean to be Significantly Disproportionate?

Disproportionate Representation in Special Education =

Disproportionality is the over- and underrepresentation of racial/ethnic minority in relation to their overall enrollment
(Ahram, Fergus, & Noguera, 2011)

Significantly Disproportionate:

3 years disproportionate

Areas Identified

- Graduation Rate
- Drop Out Rate
- ELA and Math Achievement
- ELA and Math Participation
- Least Restrictive Environment <40%
- Disproportionality by Disability Areas
- Discipline - Suspension

Area Identified

- African American Students with Intellectual Disability

REMEMBER: THIS IS A GENERAL EDUCATION PLAN

Comprehensive Coordinated Early Intervening Services

CCEIS

Reason: Disproportionality in Special Education

Focal Population: African American Students in General Education (not exclusively)

Goal: Improve outcomes for AA students in general education - intervene BEFORE they are in special education.

Special Education Plan

SEP

Reason: Students with IEPs not meeting targets

Focal Students: Students identified for Special Education

Goal: Improve practices impacting students with IEPs.

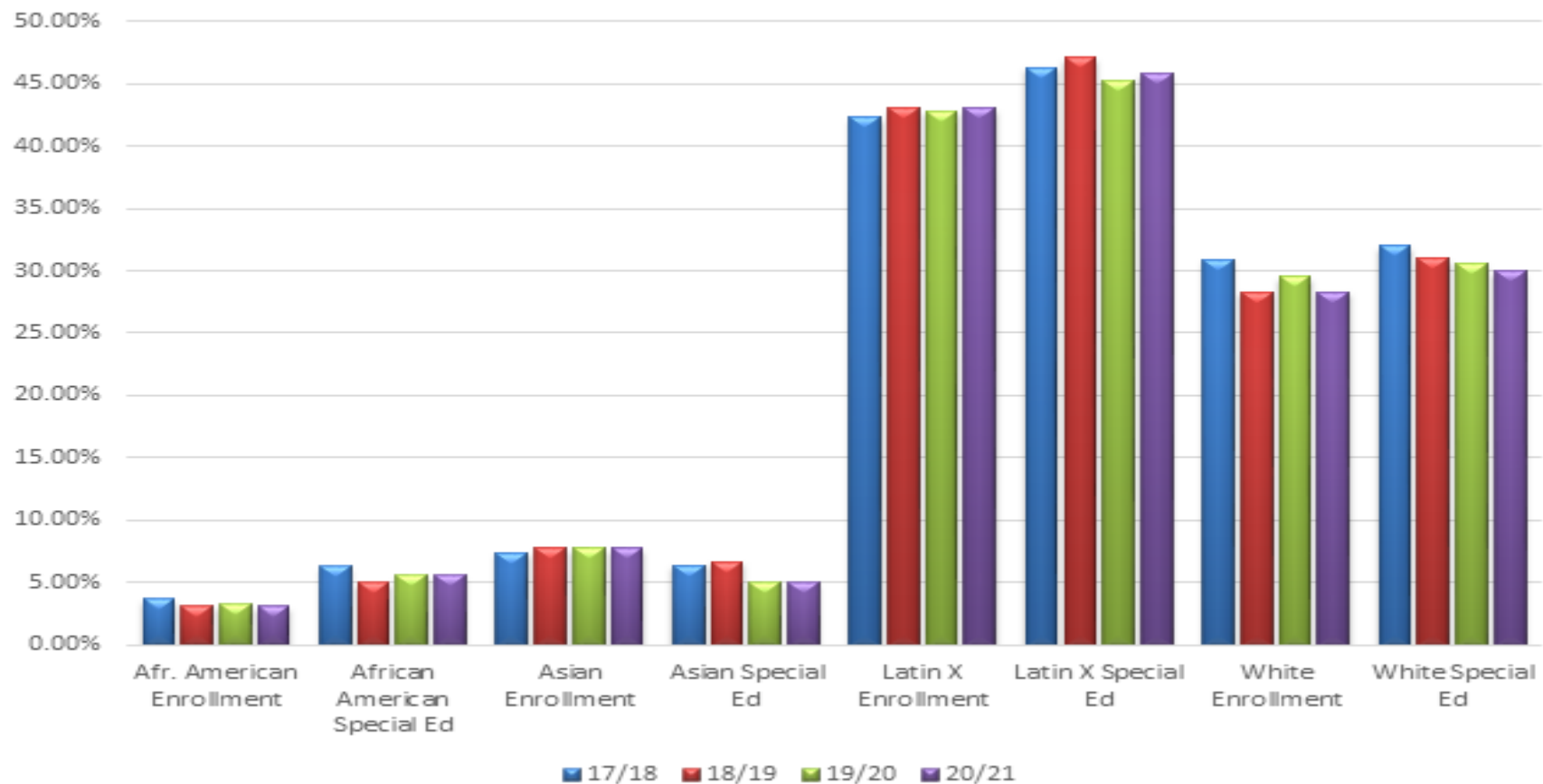
Understanding the Story of How We Got Here



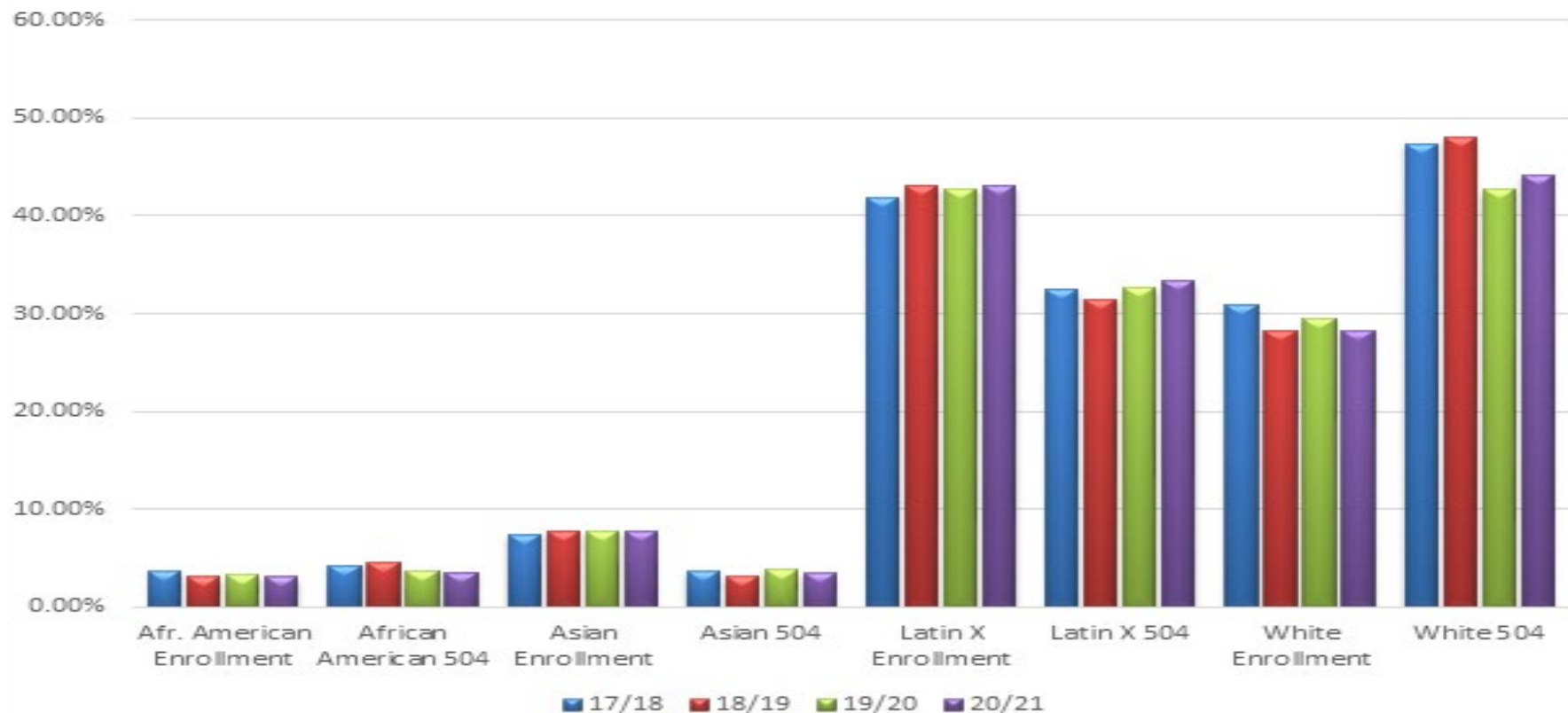
- ❑ Examined our Quantitative Data
- ❑ Conducted Focus Group
- ❑ Created Draft Root Causes
- ❑ Shared Draft Root Causes and got agreement for proceeding with the activities
- ❑ Developed a DRAFT CCEIS Plan
- ❑ Hold Stakeholder Meetings and changed plan based on input and receive agreement in concept
 - ❑ Present for Board Information
 - ❑ Continue to revise plan based on stakeholder feedback, including parents/guardians of African American students
 - ❑ Present for Board Approval

Quantitative Data

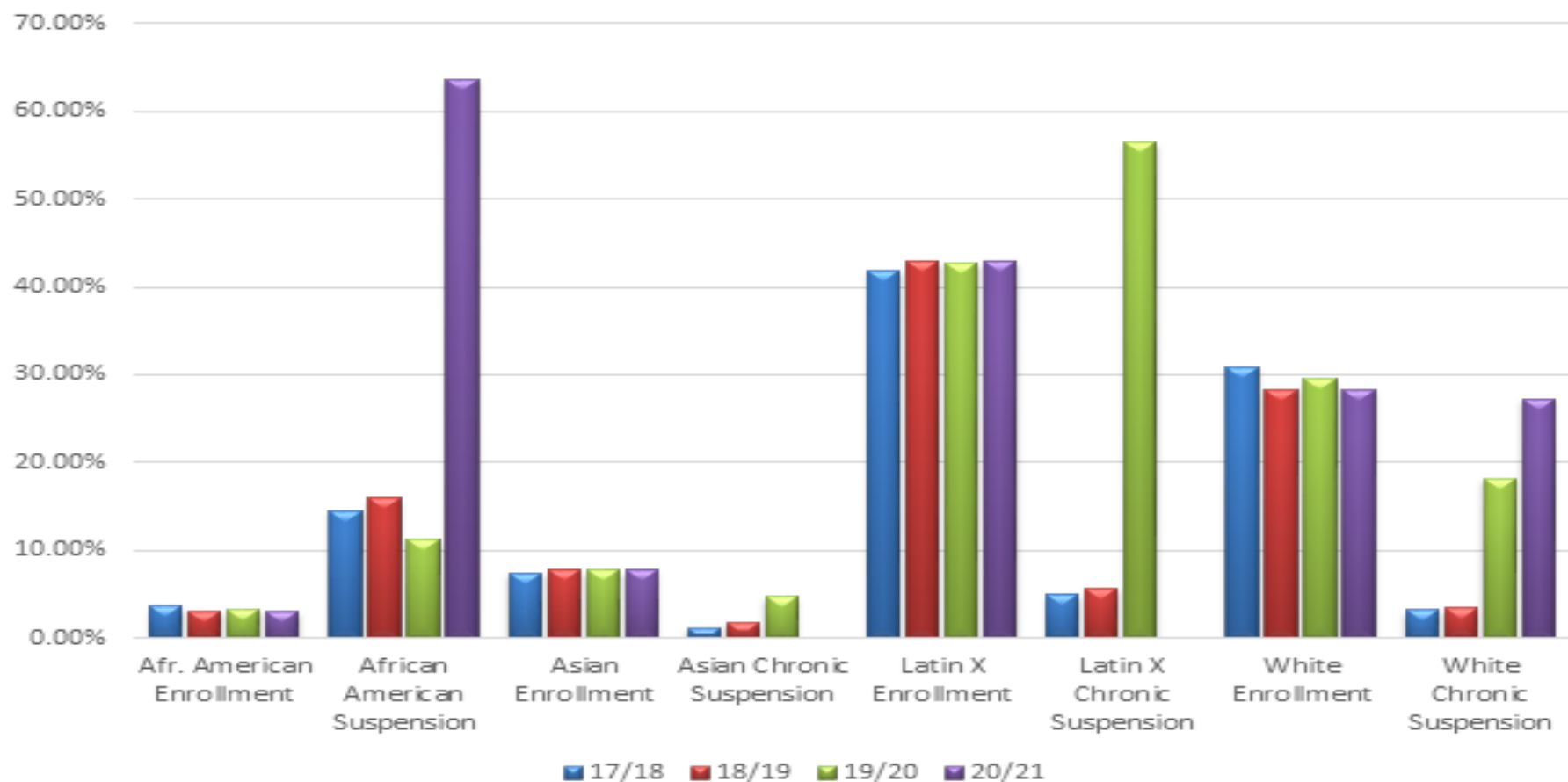
% of Students in Enrollment and in Special Education



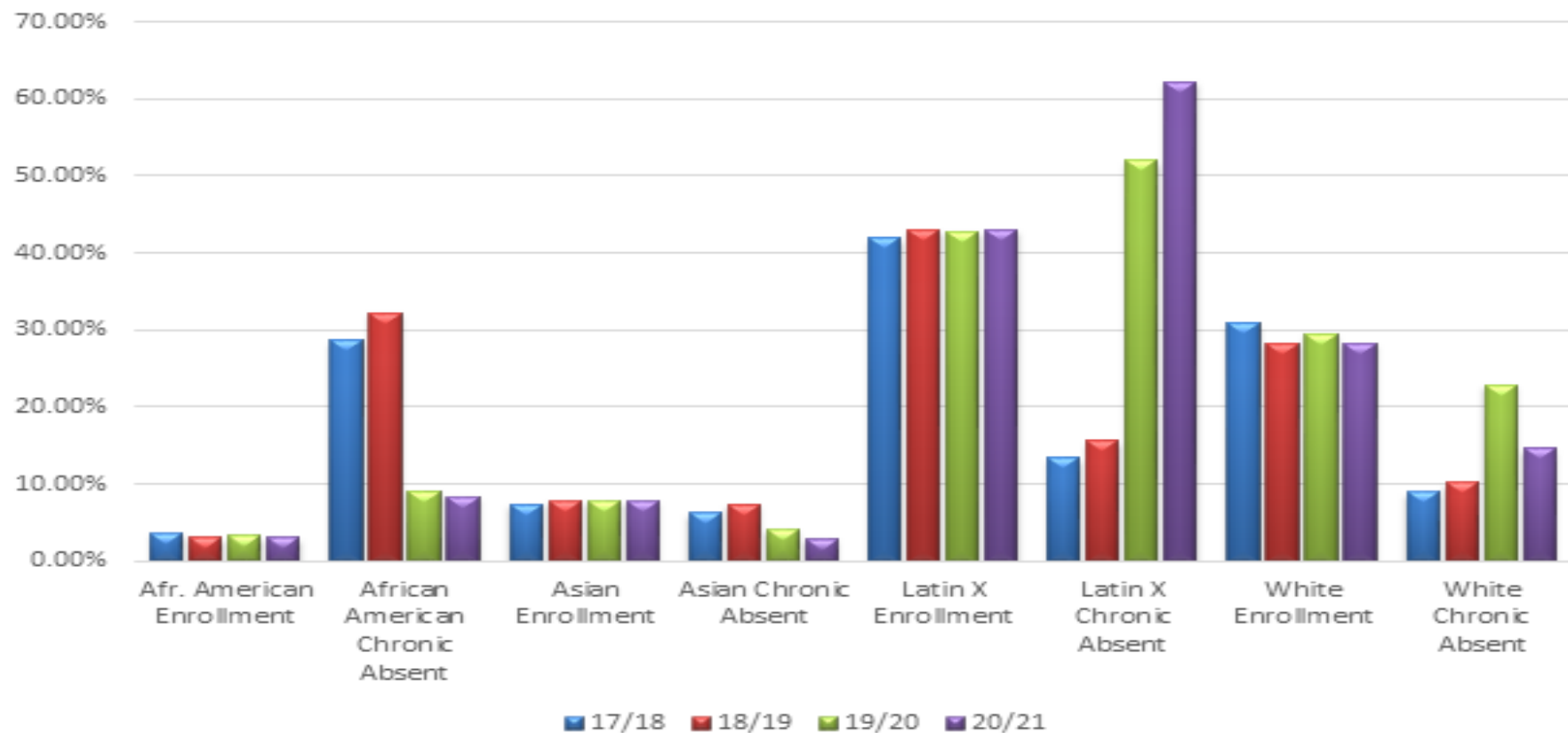
% of Students in Enrollment and with 504 Plans



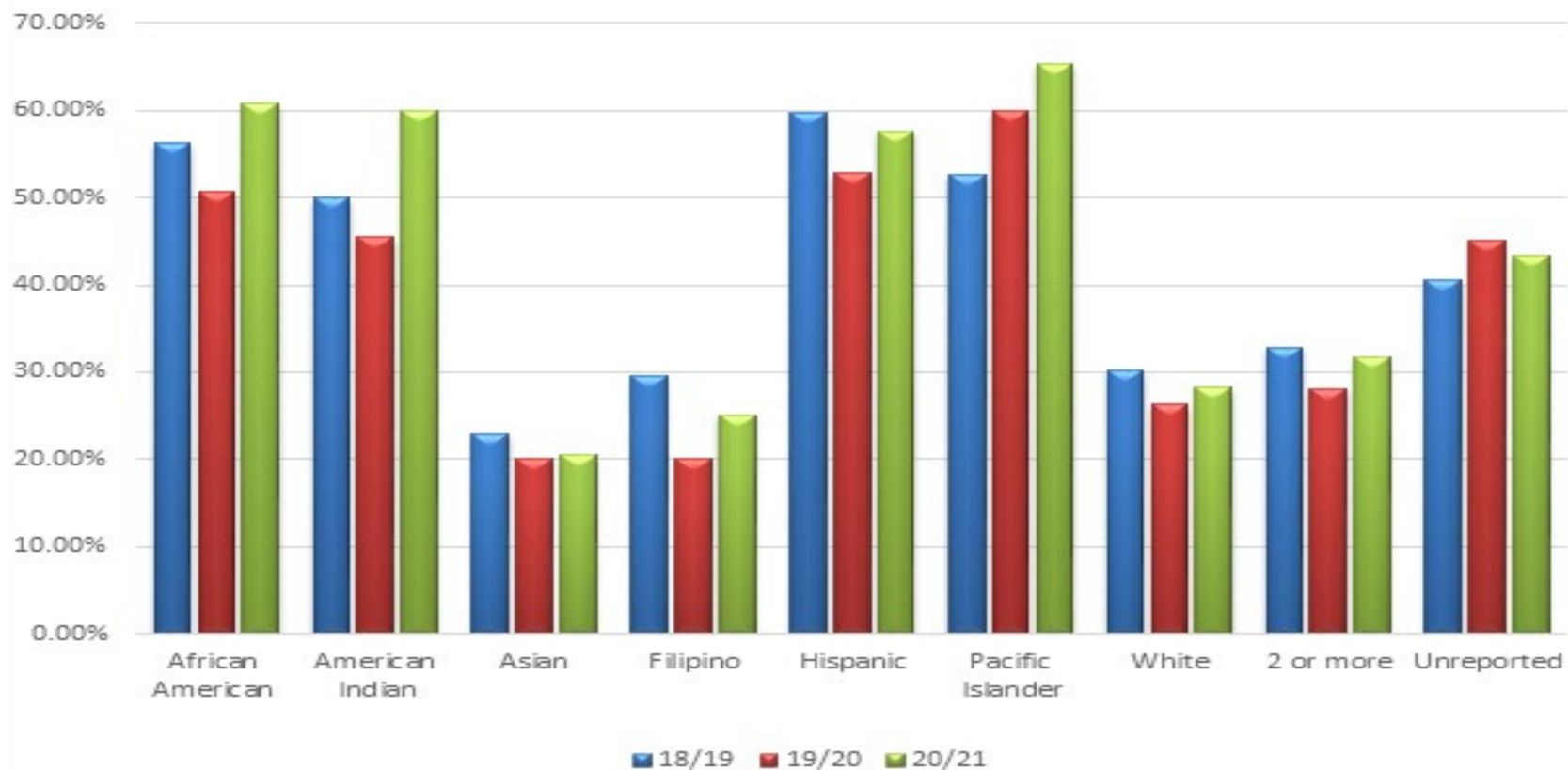
% of Students in Enrollment and with Suspensions



% of Students in Enrollment and with Chronic Absenteeism



D'S and F's



Qualitative Data

Focus Interviews & Focus Groups

- ❑ August 17, 2021 Parent Interviews
- ❑ August 17, 2021 Student Interviews
- ❑ August 17, 2021 Psychologists
- ❑ August 26, 2021 District Leadership
- ❑ August 26, 2021 Student Focus Group
- ❑ August 17, 2021 Community Members
- ❑ August 30, 2021 Homeless & Foster Youth
- ❑ August 31, 2021 Parent Focus Group

Root Causes

Identified Root Causes



- **Systemic racism and cultural dissonance** results in a unsafe culture and climate that lacks meaningful student relationships and culturally relevant curriculum, pedagogy and culturally responsive practices as evidenced by disparities in discipline, explicit and implicit biases and differential access to educational opportunity.
- **Lack of authentic partnership with African American families and community** over time has led to strained relationships and distrust.
- **Lack of consistent implementation of discipline policies, procedures and practices** has created a direct pathway to special education.
- **Inconsistencies in the Coordinated Student Support and Coordinated CARE Team processes** results in inconsistent pre-referral processes. (Activities pre-assessments)
- **Lack of equitable and consistent implementation of evidence based multi-tiered interventions** to address trauma and academic issues

Measurable Outcomes and Activities

Measurable Outcomes

Measurable Outcome One

By June 2022, all the Focal Scholars' attendance will increase by 10 percentage points per year from baseline, or reach 90% attendance.

Measurable Outcome Two

Upon creation and implementation of African American Black Parent Advisory Committees (AAPAC's) at site and district levels, meetings will be scheduled and held at each focal site and one monthly district meeting will be held. Parent participation will increase as a result of participation in the AAPAC meetings.

Measurable Outcome Three

By June 2022, the schools of attendance of the Focal Scholars will reduce their suspension rate by 5% from baseline, or achieve a rating of green or blue on the California dashboard.

Measurable Outcome Four

By June 2023, 100% of K-12 Focal Scholars groups will make a year and a half growth for each year receiving intervention services or reach the grade-level standard in reading skills as measured by district assessments.

Measurable Outcome Five

By June 2022, update/create relevant board policies, practices and procedures in alignment with California education code as measured by drafted documents, departmental websites, and Board of Education agendas as appropriate.

Measurable Outcome Six

Focal Scholars will demonstrate an increase of school connectedness and engagement by 5% based on a school climate survey administered semi-annually



Bel Air Elementary

Home of the Bel Air Bears

FAIR OAKS ELEMENTARY

HOME OF THE BULLDOGS



DELTA VIEW ELEMENTARY SCHOOL

MOUNT DIABLO SCHOOL DISTRICT



RIO VISTA ELEMENTARY SCHOOL

HOME OF THE ROCKETS



RIVERVIEW MIDDLE SCHOOL

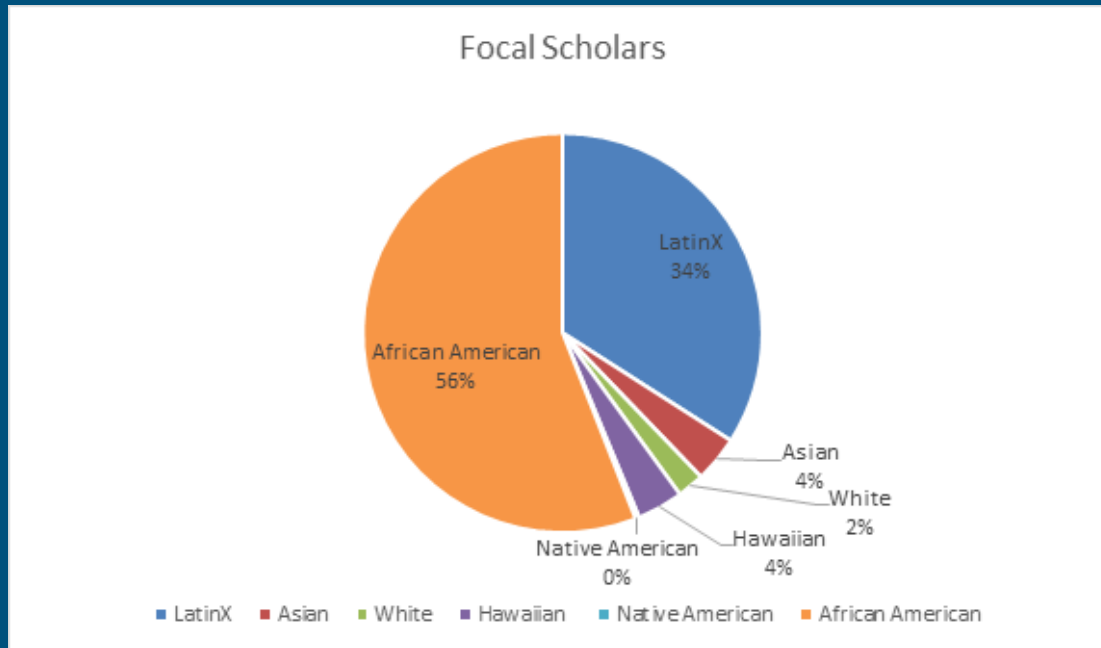
HOME OF THE VIKINGS



MT. DIABLO HIGH SCHOOL

MOUNT DIABLO UNIFIED SCHOOL DISTRICT

Focal Scholars 320



ACTIVITIES TO PRODUCE OUTCOMES

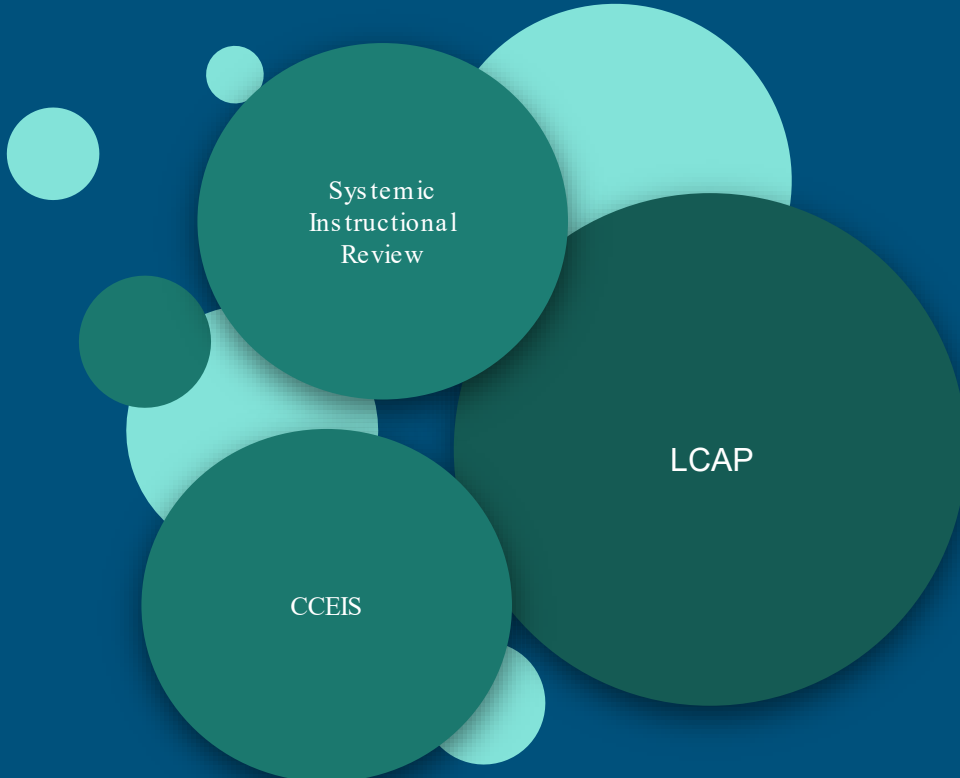


Literacy & Equity



Emotional
Intelligence





Systemic
Instructional
Review

LCAP

CCEIS

NEXT STEPS

- **Review MDUSD CCEIS Plan**
- Hold further outreach events, including parents/guardians of African American Students
- Board Approval October 27, 2021
- Submit for CDE Approval
- Implement Actions in the CCEIS Plan

