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 a 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 the appropriate use of CCEIS funds:

  o **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).

  o **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 the development and the implementation of the CCEIS Plan. To the extent that special education personnel is 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
Kristen Hardy	SELPA Director	Facilitate Stakeholder, Leadership, Core Implementation Teams, and Social Emotional Behavior subgroup. Write and oversee implementation of CCEIS and SEP plans and monitoring processes	kristen.hardy@wccusd.net
Sonja Neely-Johnson	Director - Secondary Special Education	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 CCEIS and SEP plans	sneely-johnson@wccusd.net
William McGee	Director - Office of African American Student Achievement	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans	wmcgee@wccusd.net
LaShante Smith	Director - Office of Culture and Climate	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP	lsmith2@wccusd.net

		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
Rubén Aurelio	Associate Superintendent of Educational Services / Chief Academic Officer	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Coordinate with	Rubén.aurelio@wccusd.net

		SELPA Director to align and allocate resources to support plan implementation and refinement.	
Rachel Avanesian	Director - Elementary Special Education	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Collaborate with Director of Early Literacy / ELD to oversee, monitor, and refine literacy interventions at target schools.	ravanessian@wccusd.net
Christi Roscigno	Director of Early Literacy / ELD	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans. Collaborate with Director of Elementary Special Education to oversee, monitor, and refine literacy interventions at target schools.	christi.roscigno@wccusd.net
Edith Jordan-McCormick	Principal of Alternative Ed - Vista High School	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	edith.jordan-mccormick@wccusd.net
Jeanine Bishop	School Community Outreach Work Special Education	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	jbishop@wccusd.net
John Cable	Coordinator of African American Student Achievement	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and	john.cable@wccusd.net

		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, College & Career	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	ahuie@wccusd.net
Sylvia Greenwood	Director Human Resources - Certificated Staff	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	sgreenwood@wccusd.net

		American teachers and administrators	
Adam McCormick	Special Education Teacher	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	amccormick@wccusd.net
Lawrence Pang	General Education Teacher	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	lpang@wccusd.net
Gabriel Chilcott	Director of Curriculum, Instruction, and Assessment	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	gchilcott@wccusd.net
Mary Campbell	School Psychologist	Participate on Stakeholder and Leadership Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	mcampbell@wccusd.net
Steve Collins	TA Facilitator	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	scollins@wccusd.net
Mildred Browne	TA Facilitator	Participate on Stakeholder, Leadership and Core Implementation Team to develop, oversee and monitor implementation of CCEIS and SEP plans.	brownemildred@gmail.com
Sue Parker	Technical Assistance Facilitator	Facilitate community Focus Group sessions to gather qualitative data	sueparker849@sbcglobal.net

		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 individuals with deep and broad knowledge of the organization and community who could engage in robusts conversations based on institutional knowledge and who can carry this work back out across the organization and community to ensure that the resulting plan is implemented with fidelity. The Executive Cabinet, including the Superintendent, CAO, CFO, CTO, Chief Personnel Officer, Chief Engineering Officer, and SELPA Director meet twice weekly where the CCEIS Plan is regularly discussed, including communication to the Board and community. In addition, the Academic Cabinet meets one time weekly. The CCEIS Plan and process are regularly discussed, including data related to key metrics, alignment of programs and services to at risk students, and professional development for staff on race and equity, social emotional learning, behavior, and curriculum. The process for LEA approval of the CCEIS plan was for the Leadership team to review the draft plan and provide input / recommendations. Then the full Stakeholder Team was provided an opportunity to review, provide input, and ratify. Final step in the approval was for the plan to be presented to the Board of Education twice, once for discussion, followed by consent at the next Board meeting.

Has your district been previously identified as significantly disproportionate? Yes or No.

No

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):

N/A

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

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 Causes and develop, review and revise Target Student and School Profile based on Root Cause Analysis, and develop and revise the Action Plan

Held Stakeholder meeting to ratify Action Plan

Facilitated Board discussions of the CCEIS process and Action 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

1.4 Choose Technical Assistance (TA) Facilitator(s)

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	Consult on the gathering and analysis of data related to the Root Cause Analysis; consult on the development of the CCEIS Plan	Consult on the implementation, monitoring, and adjustment of the CCEIS Plan
Steve Collins	Consult on the gathering and analysis of data related to the Root Cause Analysis; conduct Policies, Practices, and Procedures review, supported with development of Initiatives Inventory, consult on the development of the CCEIS Plan	Consult on the implementation, monitoring, and adjustment of the CCEIS Plan
Sue Parker	Conduct Focus Groups and interviews using the Wisconsin Annotated Checklist for Addressing Racial Disproportionality. Consult on the gathering and analysis of data related to the Root Cause Analysis; consult on the development of the CCEIS Plan	Consult on the implementation, monitoring, and adjustment of the CCEIS Plan
Suwinder Cooper	Conduct Focus Groups and support with development of the Root Cause Analysis, based on the Wisconsin Annotated Checklist for Addressing Racial Disproportionality	N/A

1.5 Gather Relevant Data

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.*)

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

Quantitative Data: California Schools Dashboard (district and site level data: chronic absenteeism, Smarter Balance 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 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 students, who are trained and skilled in early childhood trauma/ACE's particularly as it relates to African American/Black Children. ● Establishment of an ongoing, sustainable, coherent, well-articulated program of supports for African American/Black students: ○ Establishment of an Office of African American | All students, with a particular focus on student populations at higher risk of learning loss during Distance Learning to include: African American, English Language Learners, Special Education, Homeless and Foster Youth | Rubén Aurelio - CAO Dr. Tony Wold - CFO Lyn Potter - Director of State and Federal Programs | Curriculum and Instruction, Behavior, Family and Community Engagement, Climate, Social-Emotional Learning |

	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 school's SPSA ● Literacy Packs for Black/African American students (primarily at Title I identified schools) collections of engaging student libraries to support student engagement with reading for enjoyment (AASAT Recommendation) ● Professional development for teachers on SEL and strategies to promote building strong relationships between teachers and Black/ African American students ● Reinforcement of Science and Engineering practices to build skills of a scientist and engineer by ensuring access to STEM instruction at all grade levels			

	and creating opportunities for students interested in Career and Technical Education (CTE) programs to participate in Career and Technical Student Organization (CTSO) programming as an affinity-group. (AASAT Recommendation) ● Emphasis on online Phenomena-based instruction to develop vocabulary: ● Attendance and engagement will be monitored on a daily basis with outreach by site staff to African American/Black students who are not attending classes or engaging in classwork and assignments. ● Weekly reports will be provided to sites by the Student Welfare and Attendance Department (SWAT) identifying African American/Black students who are absent from distance learning 3 days or more and			

	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 WCCUSD. Inception of targeted intervention and enrichments programs and the disaggregation and analysis of data for African American students as a target subgroup	African American students PK-12	William McGee - Director of the Office of African American Student Achievement Rubén Aurelio - CAO	Curriculum and Instruction, Behavior, Family and Community Engagement, Climate, Social-Emotional Learning
Race and Equity Professional Development - LCP, PAASS, CARES	Creating anti-racist systems across the district: increasing awareness of	All classified, certificated , and administrat	Superintendent, CAO, Director of Office of African American	Climate and Curriculum and Instruction

	racist systems within our district in order to increase culturally relevant pedagogies for instruction and grading, establish culturally responsive and anti-racist relationships between staff and with families and remove barriers to access	ive staff in the district	Student Achievement, Director of Culture and Climate, Advisory group of classified, certificated and administrative staff	
Teachers College Reading and Writing Workshop: professional development for teachers and site administrators - Title II	Supporting the implementation of rigorous, focused, culturally 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 Instruction
Early Literacy State Block Grant program - CDE grant	Common focus on ensuring that all students are proficient readers by grade 3	7 Elementary schools within WCCUSD that are in the lowest performing in the state based on SBAC scores	Christi Roscigno - Director of Early Literacy and ELD	Curriculum and Instruction
Equal Opportunity Schools - ???	Focus on building equity and sustainability for	Students of color and low-	Chief Academic Officer / Associate	Curriculum and Instruction

	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

●   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:_____

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.

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 minute focus interview with one middle school counselor via Zoom.

On September 8, 2020, Technical Assistant Facilitators, Suwinder Cooper and Sue Parker conducted a second 90 minute focus group with elementary and secondary vice principals via Zoom.

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:

-"*Implicit bias towards Black Boys is real*"
-"*Horrifying, Trauma is viewed as a learning disability*"
- "*ED is subjective. ED is labeled as emotional disturbance and not simply passion and energy*"
- "*We are not aligned, it's a cultural thing*"
- Perception of Black and Brown kids "*Something must be wrong with them*"
- "*Need to have even more interventions, acknowledgement of the positive qualities, praise of students and not a culture of deficit thinking*"
- "*Teachers need to acknowledge there are better ways to teach*"
- "*Treat students with dignity and respect*"
- "*Kids can tell when you are sincere or not*"
- "*As adults we should deal with bias, adults cover it. It's a problem.*"
- "*They think the kids can't do the work. Two years behind, they can do the work*"
-"*All educators, black and white are taught to remove the black child. Because they are not taught black children's culture. They have not been taught to address behaviors.*"

2) **Lack of consistency in practice** across the district's Multi-Tiered System of Support

   Information from multiple focus groups indicated:

   - Lack of data and clear documentation of interventions
   - Inconsistent resource allocation across sites
   - A lack of a consistent Multi-Tiered System of Support
   - Lack of systemic RTI

- 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:

- *"Behavior issues = disability, really points to a lack of engagement in the classroom"*
- *"Not many resources at the middle and high school, window dressing"*
- *"Really big racial divide, what programs are offered based on race more apparent"*
- *"Look at the preventative work, there has to be a lot of upfront work"*
- *"Calling home is not an actual intervention, Interventions are not happening."*
- *"We are not building rapport with families, it is just not happening at the Tier I level. Something is very wrong with that thinking."*
- *"I met with a kid for 15 minutes, and I said this kid 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 structure for interventions."*
- *"Special education is a well-worn path, the first, middle but the last step."*
- *"Special education is Black Hole, students are trapped. The Path to get out is missing."*
- *"There are two systems, SpEd is a "Gotcha" nothing in-between , You lose them in SpEd."*
- *"The trauma is in the way of the learning. Not learning reading. Black and Brown kids have trauma*
- *"Need a program for kids and their parents, a program for 4,5 & 6 grades. Teach history and literature, teach Black kids to develop confidence in themselves."*
- *"The elementary schools are failing us."*
- *"No documentation of interventions, No data team."*
- *"Resources are not proportionally distributed across sites."*
- *"Site administration give the green light but don't necessarily lead the charge."*
- *"District administration does not problem solve with us at the site level."*
- *"Culturally responsive practices are not embedded into tiered levels of support."*
- *"Resource mapping not universal."*
- *"Little collaboration and partnership, who is in charge at the district level?"*
- *"Tier Two - there is not a menu of interventions to plug the kids into. We are struggling to get kids into interventions."*
- *"District wide SEL curriculum, nothing universal at the high school."*
- *"PBIS – resistance and challenging to get every school to get a team going. No time scheduled into the school day. Teacher specific. Teachers want to but lack the skills. It takes a toll on the kids to self-manage, it comes from trauma."*
- *"Any training on trauma is site specific."*
- *"No consistent message from the district from year to year. This year… this initial push… then nothing."*

- *"Use the data to analyze what are the root causes, what are the goals for African American and English Language Learners."*
- *"I don't want to crisis manage, put systems and structures 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."*
- *"Disconnect about teachers and about special education, this is a problematic concern."*

3) **Lack of implementation of consistent discipline procedures and practices** including pre-referral strategies not being implemented to interrupt student suspension

Notable quotes:

- *"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 people. But they are looked at as "here comes trouble" with a bull's eye approach."*
- *"As parents we do not trust the public school system to be fair to our children. I see and continue to see and I have experienced it. Trust is hard to gain."*
- *"Parents have a distrust with the public school system because of their own experiences."*
- *"Look at them in the eyes, look, come talk to me. Personal interaction for people who look like them. Goes beyond books."*
- *"There is a battle with the parents, parents don't have the support."*
- *"We are accountable to work with each other in the community."*
- *"Build it! Expectation that it is the responsibility of the administrator to build relations with families."*
- *"No one trains parents on how to communicate with teachers."*
- *"We don't have a home school liaison for African American families."*
- *"Some people are given the slack. Spreads around the school. Some deals are made when it comes to discipline"*

4) **Turn over in certificated staffing** and the limited targeted recruitment of AA staff

Notable quotes:

- *"A lot of educators do not understand Black culture. 95% explicit bias plays into the significant disproportionality."*
- *"If you don't have the knowledge of the Black experience you can't be held accountable*

-"Teachers are burned out, tired, not connecting to students and families. Students don't know who they are going to get 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

-"You may do" training is not mandatory. Staff not engaged, "one and done trainings with no follow up coaching

-"More direction and support is needed for teachers

-"We need to see ourselves in the mirror. What are we doing to perpetuate the system?

-"We have systemic outcomes

-"Teachers need to do the work. I had to instruct the teacher on how to do the work

-"Belief and teacher attitude that admin will take care of it

-"Believe a lot has to do with positive communication. The basis of forming positive relations with students

-"They don't know how to get on the level of the kid. Kids can feel this early. It's not always the lack of programs but it is the people. The way the adult is interacting with the student

-"Teachers lack parent engagement."

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:

"I believe it is the most ineffective way to manage children that need additional support in a classroom. Have seen non-black teachers give a reprimand for the same offense another child who is not black did not get a reprimand."

"All educators, black and white are taught to remove the black child. Because they are not taught black children's culture. They have not been taught to address behaviors."

"It is a tool that further supports the structures that suppress black children, break their spirit, do not question, do not think for yourself. Suspension serves to break the spirit of black children. It is more important to teach them to "do what I say."

"When you dig deeper into the data you find that the children do not get the same consequences. When students are denied school, by suspension, we are taking away the child's essential right. They are missing out on lessons, and learning. And it is hard to recapture that. Teachers have been

allowed to refuse giving the students an opportunity to make up the missed assignments. I don't think we are at the place where we can say students are given an equal opportunity to catch up."

"In the early primary grades is where we see the most need for schooling. They are still learning so to punish them for not being able to figure it out on their own is egregious."

"We are punished twice. They remove us then punish us for not knowing."

"My son was assessed in 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 and have been successful training school staff on how to treat me and my son."

"I have asked that I be notified before any testing is done to make sure my daughter is prepared to 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 for."

"Two to three times, and each time there was a cultural issue, a miscue. Common things like introducing the assessor, telling the child what is happening, informing me and my child, giving them the respect you would expect."

"At Cameron, they were very accommodating. Regular communication, as a parent I was involved. But then we are talking about a 2 or 3 year old. My husband is a special education teacher, so we had prior knowledge about the process. Still, I have seen them use belittling language, they were talked down to and made to feel they were not intelligent. We did not have that experience, but I know some folks have."

"I think it is because of the way black children express themselves. Teachers are mostly White women. As a Black mother, I am not afraid of the way black children emote or express themselves when they feel wronged. The teacher feels frightened and wants the child removed, because they're seen as a threat to their authority."

"At the tip of the iceberg, is all they see. Schools are an institution of whiteness, they need to pull themselves up their boot straps, they sit in rolls, they have to speak a certain way, walk a certain way. Our children are confused. They are corrected for being themselves and made to feel bad. So they find ways to feel good in school. If they don't think teachers care about them, value them, and want what's best for them. Why should they try. Why does it always change the babies, it needs to change the system. It's not about whiteness or white culture. We celebrate movement, culture, history, dance – who they are."

"It has been about conforming. Each person has a unique learning style. If you don't have an IEP you are stuck doing it the way everyone else is doing it. Children are not learning because they're

sitting here bored. They are singled out for not conforming. Black and Brown children are singled out and disciplined for their inability to conform. It is oppressive all around. Girls are single out too."

"The District needs to learn about the children they are educating starting at preschool for black boys, all black children by 3rd grade."

"For boys it is as early as kindergarten, girls by 2nd and 3rd grade. I also want to lift the needs of gifted students who are bored. We have to decolonize education. Have a more uniformed system. And not weaponized it to make black students conform."

"Preschool and Kindergarten is an issue early for Black children. Stop, just say No more harm."

"Preschool and kindergarten, says we already have an expected behavior for black kids, they began to label them as violent, hyperactive, attention deficit, etc. are all trigger words. Teachers become afraid of them early. Not having unrealistic expectations. Willingness to go on the journey to examine their own unconscious bias, etc."

Notes - Matrix of questions and responses

AFRICAN AMERICAN COMMUNITY MEMBERS

Notable quotes include the following:

"Racism, and the fact that people who don't understand the African American culture and children deal with our kids in unloving ways and un-nurturing ways. Our kids know when they are not liked or are in a hostile situation."

"The problem is the lack of expectations. The problem is that they are not high throughout the building. They (African American students) are expected to fail, have problems and come to school without support. It all becomes a self-fulfilling prophecy. Our kids say, "why should I try, they don't believe in me"

"Hostility towards our (African American) teachers. Like the letter written by the young African American teacher who left the district because of the lack of respect and support"

"Lack of early interventions and follow up, lack of parent training on their rights. You wouldn't have as many of our children labeled."

"Low expectations, systemic racism, don't understand the culture of African American folk, the belief is that they're (African American children) acting out because something is wrong with them."

"From a system perspective, they err on the side of bias against African American kids, and it is reinforced throughout the district/state. I worked in a predominantly Latino school district and the school board mirrored the students. So when that board made decisions things changed."

"Training is not good if there is no accountability to actually implement the training received."

"By actually sitting in the classroom, I was able to see the "disconnect" that the teachers had with our children. There is no accountability, no training, the teachers don't care. Kids come to the after school program and say, they don't like me, they care about me, I'm stupid. It's the whole system Yes, my daughter who was a teacher in this district was doing well with our kids. Why didn't they use her to support the struggling teachers? She was young and didn't have problems with students. It's about people not caring about our children."

"We are supposed to have Restorative Justice, but people have not been trained, the problem is that the program is not implemented."

"Yes, like Peace Makers. It is a successful program that has not been publicized correctly. Coaches 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 less likely to mistreat them."

"I started my own mentorship program when I was at Lincoln. They worked with students twice a week for 45minutes to give students someone to care about them. We gave kids a positive, caring advocate."

"Having the right people in front of our children. Committed to these kids and the community. It's not about the program, it's about the people to mentor students. Be accountable, build relationships, and bond with kids. We need to show them how."

"It's about who is working with our kids, and them being accountable."

"African American kids who are emotionally challenged have contracted personnel working with them who treat the students horribly. Psychologists label the child and build a case against them and their family."

"Question raised – why don't IEPs help children to improve?
Response – parents have to make sure they are knowledgeable about the labeling that happens, and the misuse of the criteria against the child."

"There's not many African American psychologists in WCCUSD. When they don't look like the students they will interpret the child's actions incorrectly."

"Well it depends on the psychologist, their training and if they are good at their jobs. The system is biased, and the psychologist can be black or white. They have to be good."

"There is also the whole issue of suspension disproportionality, and people not following the process."
[Notes](#)

Results from the focus groups were presented to the Leadership team on September 17, 2020 (See link to [presentation](#)) and shared with Stakeholders on October 8, 2020.

2.3 Complete Reflective Data Analysis

Describe the processes used to collect, analyze, and interpret data. Include data sources.
Note: The description of findings from this analysis should validate the selected: root causes; measurable outcomes and related activities; target populations; and policies, practices and procedures that are reviewed and revised.

Quantitative Data

Special Education File Review of African American students found eligible under the category of Emotional Disturbance:
As of 3/13/2020, there were 29 African American students in WCCUSD that were identified as E.D.

- All files were pulled on 3/15/2020 and reviewed to determine when the students were found to be eligible and what pre-referral factors might exist. In addition, PowerSchool records were reviewed in order to determine attendance and discipline factors.
- 38% of these students (11) transferred into the district with E.D. eligibility.
- 45% (13) were found to be eligible during the primary grades (K-3rd)

  - 7 of these 13 students were found eligible in another district before transferring to WCCUSD
  - 4 of the remaining 6 WCCUSD students were tested twice prior to being found eligible as E.D.
  -

- 31% (9) had chronic attendance issues prior to and after becoming eligible (more than 12 days per year)
- 45% (13) had a significant amount of discipline referrals and suspensions prior to being found eligible.
- 48% (14) of the identified students received extensive mental health services and community supports prior to being found eligible

  - 14% (4) of the students were in foster care, however, many more were with extended family members

- 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 resources to support students;" and "belief that their school is a safe place for students." With the exception of "belief that their school is a safe place for students," which is slightly higher than the overall district rating, African American families who participated in the survey reported lower ratings across all areas compared to the district overall. High staff turnover and limited numbers of African American teachers result in low cultural proficiency and limited application of culturally responsive pedagogy within the classroom to support effective engagement in learning.

Over time, the district's African American students increasingly lose out on instruction in academics and social emotional learning, and miss out on the opportunities to practice and perfect the learning to learn (behavior) skills required for the classroom. These trends result in students increasingly falling behind academically and disengaging from school through escape (absenteeism) or acting out (exclusion from the classroom), and families who are distrustful and choose not to partner with the schools. These patterns establish the risk factors that by the secondary result in the disproportionate rates of suspension and identification of students as Emotionally Disturbed. African American students are suspended two and a half times as frequently as the overall district suspension rate (12.7% versus 5.5%), and found eligible for special education under the category of Emotional Disturbance at three times their representation in the overall population (47% of students identified as ED are African American, where they are 15% of the district's overall population) One in four of these students are found eligible in elementary school, which supports the anecdotal data that school staff conflate behavior with disability, and that special education is the only intervention available.

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
Cultural Dissonance: Implicit bias and lack of cultural awareness results in a disproportionate outcomes for African American students, including over-identification and suspension	Cultural Dissonance Evidence of disparities in discipline practices by race, gender and perceived ability is evidenced by discipline of African American students. During 2018-19, WCCUSD placed a heavy emphasis on implementing alternatives to suspension. This resulted in a decrease in suspensions across the district from 6.3% in 2017-18 to 5.5% in 2018-19. This downward trend in overall suspensions was observed for African American students, down from 14.9% to 12.7%. However, they were still more than twice as likely as other students to be suspended at least once. While African American students represent 15% of the student population,

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. Participants in all focus groups suggest that there is a perception among educators that placement in special education will help students academically and will address behavioral challenges. Anecdotal data suggest teachers and support providers hold students to lower standards in general and special education.

- Implicit bias and lack of cultural awareness results in a disproportionate suspension of African American students
- Inadequate relationships with African American Students and Families
- Evidence of disrespect and bias against African American families and students
- Limited beliefs and ability, teacher expectations, misconceptions and cultural dissonance

Quotes:

Implicit bias towards Black Boys is real

-Horrifying, Trauma is viewed as a learning disability

- ED is subjective. ED is labeled as emotional disturbance and not simply passion and energy

	- Perception of Black and Brown kids "Something must be wrong with them" *- Need to have even more interventions, acknowledgement of the positive qualities, praise of students and not a culture of deficit thinking* *- They think the kids can't do the work. Two years behind, they can do the work* *-As adults we should deal with bias, adults cover it. It's a problem. Kids can tell when you are sincere or not* *-Belief and teacher attitude that admin will take care of the relationship piece with the African American parents* *-Belief has a lot to do with positive communication. The basis of forming positive relations with students*
Lack of authentic parent and community engagement for African American families and other underserved families	Research by Dr. Zarreta Hammond and Pablo Noguerra confirms that effective, positive parent engagement and partnership with schools is critical to student outcomes. Based on both anecdotal and parent survey data, our African American families report feeling less respected, less welcome on campuses, and supported in participating in their children's education compared to the overall participants. Across all areas surveyed on the Youth Truth survey administered in February 2020 (2525 respondents) 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 resources to support students;" and "belief that their school is a safe place for students." With the exception of "belief that their school is a safe place for students," which is slightly higher than the overall district rating, African American families who participated in the survey reported lower ratings across all areas compared to the district overall.

	Quotes: *-"Racism, and the fact that people who don't understand the African American culture and children deal with our kids in unloving ways and un-nurturing ways. Our kids know when they are not liked or are in a hostile situation."* *-"Teachers lack parent engagement."* *- "Treat students with dignity and respect"*
Lack of consistency in practice across the district's Multi-Tiered System of Support	Lack of a Comprehensive Multi-Tiered System of Support due to Inconsistent and Poorly Defined Pre-Referral Processes. Information from multiple focus groups indicated a need to clarify the pre-referral intervention process. There is inconsistency in referrals to site Care Teams, Cost Teams, Student Success Teams, and special education . There is a clear need to increase clarity around systems for referral to special education due to a lack of a comprehensive MTSS for social emotional, behavioral and academic interventions. The Student Success Team (SST) Manual is up to date but there is a need for updated professional development to ensure alignment of practices across school sites. There is inconsistent implementation across the district for universal support programs and strategies within general education for students with social emotional challenges. There is also an inconsistent use of behavioral and academic assessment to support early intervention planning for students. WCCUSD has several structures in place for academic support and interventions which include small group instruction, learning centers, designated ELD supports, Student Success Teams targeted instructional focus areas including student engagement and student talk, technology based resources, math modeling and individualized supports as needs identified. All students participate in common baseline, formative and benchmark assessments that guides decision making. Based upon those assessments results, student needs are identified. All students receive Tier 1 curricular implementation grounded in strong First Instruction and common instructional practices, including strategies of Universal Design for Learning. In 2018-19, only 20% of Afircan American students were Meeting or Exceeding

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 access to the same evidence based interventions, particularly at Tiers 1 and 2 across academics, social emotional, and behavioral domains.

- Performance for AA students compared to other subgroups leading to differential access to resources within the communities and school related to racism and classism and other forms of bias that have negatively influenced student outcomes
- Outside agencies and counseling support is not aligned with the needs of the students. The district needs to have student interventions that are aligned with school goals rather than the community agencies' organizational goals
- Lack of adequate time and funding to implement classroom tools for social emotional learning
- Lack of consistency in practice across the district that supports students academically and behaviorally
- Lack of access to literacy curriculum at Tier 1 - First Instruction and Tier 2 - Interventions
- Lack of first instruction in social/emotional learning and lack of Tier 2 social emotional behavioral interventions and supports. This results in Tier 3 / Special Education being the primary intervention available leading to over-identification

Notable Quotes

-Behavior issues = disability, really points to a lack of engagement in the classroom

- When students can't read, they will act out or shut down so

that they can escape classroom instruction where they cannot be successful. These students will not take risks and fail in front of their peers.

-The elementary schools are failing us. Not many resources at the middle and high school, window dressing.

-I met with a kid for 15 minutes, and I said this kid needs 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 structure for interventions

-Calling home is not an actual intervention, Interventions are not happening

-Special education is a well-worn path, the first, middle but the last step

-Special education is Black Hole, students are trapped. The Path to get out is missing.

-There are two systems, SpEd is a "Gotcha" nothing in-between , You lose them in SpEd

The trauma is in the way of the learning. Not learning reading. Black and Brown kids have trauma

Need a program for kids and their parents, a program for 4,5 & 6 grades. Teach history and literature, teach Black kids to develop confidence in themselves

-Tier Two - there is not a menu of interventions to plug the kids into. We are struggling to get kids into interventions

-District wide SEL curriculum, nothing universal at the high school. Any training on trauma is site specific.

-PBIS – resistance and challenging to get every school to get a team going. No time scheduled into the school day. Teacher specific. Teachers want to but lack the skills. It takes a toll on the kids to self-manage, it comes from trauma.

	-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* *-I don't want to crisis manage, put systems and structures 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*
Lack of Implementation of consistent discipline Procedures and Practices including pre-referral strategies not being implemented to interrupt student suspension	Lack of Implementation of Consistent Discipline Procedures and Practices Data suggests a disproportionate number of African American students are being suspended. An evaluation of policies, practices, and procedures suggests that these policies be reexamined. A Discipline Matrix was developed in 2018 to support site administration to provide a universally available and consistent menu of evidenced based alternatives to suspension to address behavioral infractions. Anecdotal data from counselors and administrators, which has been validated through a review of the quantitative data, indicates that this matrix was not consistently utilized or applied. The matrix needs to be revised to reflect current available resources and to be more acceptable to site staff, and staff require additional training in order to implement this matrix with fidelity. This will lead to a decrease in suspensions across the district. Procedures are not

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 people. But they are looked at as "here comes trouble" with a bull's eye approach

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

	to our children. I see and continue to see and I have experienced it. Trust is hard to gain *-Parents have a distrust with the public school system because of their own experiences* *-Look at them in the eyes, look, come talk to me. Personal interaction for people who look like them. Goes beyond books.* *-There is a battle with the parents, parents don't have the supports* *-We are accountable to work with each other in the community* *-Build it! Expectation that it is the responsibility of the administrator to build relations with families* *-We don't have a home school liaison for African American families*
Turn over in certificated staffing and the limited targeted recruitment of AA staff	Our racial / ethnic profile of our staff does not reflect our students. Research indicates that this has a negative impact on educational outcomes for under-represented groups. Total number of teachers in the district: 1567 / total number of African American teachers in the district: 60. The instructional staff of the district is less than 4% African American, where the student population is 15% African American. ● Lack of systemic hiring of adults that represent our student demographics ● Recruitment of highly qualified teachers who are representative of the students they teach *Notable Quotes* *-A lot of educators do not understand Black culture. 95% explicit bias plays into the significant disproportionality* *-If you don't have the knowledge of the Black experience you can't be held accountable*

	-Teachers are burned out, tired, not connecting to students and families. Students don't know who they are going to get 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
	You may do" training is not mandatory. Staff not engaged, "one and done trainings with no follow up coaching
	-We have systemic outcomes. We need to see ourselves in the mirror. What are we doing to perpetuate the system?
	-- They don't know how to get on the level of the kid. Kids can feel this early. It's not always the lack of programs but it is the 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 WCCUSD Policies-Procedures Matrix 2020 for additional details

3.2a Develop Programmatic Improvement Action Plan
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.)*

Measurable Outcome 1:
> By November 2021, 100% of target students will achieve and maintain at least 95% attendance

Indicator/Element(s):

African American - Emotional Disturbance

African American - Greater Than 10 Days Out of School

Root Cause(s):

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

Lack of consistency in practice across the district's Multi-Tiered System of Support

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

Students who ultimately are referred for and found eligible for special education under the category of Emotional Disturbance and/or are SWD who are suspended 10 or more days per year exhibit a pattern of characteristics that include poor performance in ELA / reading, chronic absenteeism, and discipline over an extended period of time. Anecdotal data from site administrators and parents suggest that even at elementary school, these students missed substantial time in instruction due to exclusion from the classroom setting. School sites do not consistently hold student-focused problem solving meetings that engage the parents to identify, implement, and track evidenced based / culturally responsive interventions across all three areas of academics, social emotional

skills, and behavior. There are inconsistencies across sites related to the district's practices related to Student Success Team, which provides goal-driven interventions for students who are not successfully accessing Tier 1 instruction. In Focus Groups and interviews, parents report that they are being contacted when their students are "in trouble" and they perceive that their students are "treated differently."

Anecdotal data indicates that there is limited exchange of information for students served by community agencies at the site level. In addition, agency grants change from year to year, shifting the number and profile of students that the agency is able to serve. This has created challenges at the school site level to develop sustainable intervention programs, and to ensure that there is a comprehensive safety net of services and supports for our most vulnerable students.

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 targeted student population at these sites are students who meet three of six of the following criteria: chronic absenteeism, STAR and/or early literacy reading scores in the Below Standard range, referral to SST, COST or CARE, at least one out of school suspensions, Free and Reduced Lunch, and / or Principal referral.

270 students have been identified (180 African American students and 90 students of other ethnic backgrounds reflecting the district's demographic profile who share the same risk factors) and we will track their reading proficiency, attendance, office referrals and referrals to special education.

Activity 1:
Development of Individual Learning Plans for Target Students

Staff Responsible:

SELPA Director

School psychologist in collaboration with classroom teacher and site administrator

Coordinator CCEIS with Student Success Team Team (general education teacher, parent, school psychologist, site administrator)

Timeline:

Meet with four target schools to develop and adopt a uniform Individual Learning Plan and identify common data points for literacy, behavior, social emotional - January 2021

Gather baseline data for target students: academic, behavior, social emotional - January to June 2021

Hold initial Student Success Team meetings and develop initial Individual Learning Plan for all target students - August through October 2021

Meet quarterly to review and revise Individual Learning Plan for each target student - November 2021 through June 2022

Data Sources/Methods for Evaluating Progress:

Development and quarterly monitoring of Individual Student Learning Plans to include participation by general education teacher, parent, site administrator, CCEIS Coordinator, school psychologist, and general education teacher

Progress on Individual Learning Plan goals as documented in quarterly meetings

Activity 2:
Central monitoring of students who are not responding to interventions in order to hold schedule Circle of Care with other community-based agencies - wrap around support / services

Staff Responsible:

Director of Community Engagement to collaborate with community partners to develop supports and services

Coordinator of Community Engagement and Coordinator of CCEIS to schedule and hold Circle of CARE meetings with participation of school psychologist, parent, and appropriate community agencies

Timeline:

Circle of CARE meetings to begin for target students after implementation and tracking of Individual Learning Plan - November 2021-September 2022

Data Sources/Methods for Evaluating Progress:

Schedule of Circle of CARE meetings and meeting notes and referrals to community based agencies

Activity 3:
Establishment of and PD for Site Leadership Data team to review school and student level data

Staff Responsible:

Director of Curriculum, Instruction, and Assessment
Coordinator of CCEIS
Site principals
Instructional Lead Teams at target schools

Timeline:

Identify data to be used quarterly basis for review of student achievement / engagement - January through March 2021

Collect baseline data in the areas of literacy, office referrals, and attendance - April through June 2021

Data Sources/Methods for Evaluating Progress:

Notes from quarterly review of target school site data in the areas of literacy, office referrals / implementation of Behavior Matrix, and attendance. Data from site level sources will be reflected in the Individual Learning Plans

Measurable Outcome 2:

By June 2022, target students will reduce office referrals during in-person instruction by 5% from baseline

Indicator/Element(s):

African American - Emotional Disturbance

African American - Greater Than 10 Days Out of School

Root Cause(s):

Lack of consistency in practice across the district's Multi-Tiered System of Support

Interviews and input from Focus Groups indicate that students at the elementary are being referred to the office and excluded from instruction due to behavior. At the middle and high school, these students are being suspended and identified as Emotionally Disturbed. Although the district created and adopted a Discipline Matrix in 2018, there have not been the resources to implement it with fidelity, and there is a dearth of Tier 2 interventions.

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 targeted student population at these sites are students who meet three of six of the following criteria: chronic absenteeism, STAR and/or early literacy reading scores in the Below Standard range, referral to SST, COST or CARE, at least one out of school suspensions, Free and Reduced Lunch, and / or Principal referral.

270 students have been identified (180 African American students and 90 students of other ethnic backgrounds reflecting the district's demographic profile who share the same risk factors) and we will track their reading proficiency, attendance, office referrals and referrals to special education.

Activity 1:
Identification and implementation of targeted behavior interventions at Tier 2 (including Restorative Practices and Collaborative Proactive Solutions), documented in the Discipline

Matrix. Develop and monitor consistent documentation of behavioral incidence through defining terms and identifying common location to store the data and processes and procedures for documentation, including the use of SWIS (School Wide Information System), an application to track Positive Behavior Intervention and Supports

Staff Responsible:

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

Site principals

Restorative Practices Consultant

SELPA Director

Timeline:

Revise Discipline Matrix between January and March 2021

Train staff district-wide in revised Discipline Matrix April through June 2021

Provide updated training of target school site staff in Restorative Practices April through June 2021

Provide updated training of school psychologists, site administrator, and teachers at target schools in Collaborative Proactive Solutions April through June 2021

Train appropriate school site staff in selected office referral data tracking system August 2021

Monitor implementation of office referral data tracking system August 2021 through September 2022

Data Sources/Methods for Evaluating Progress:

Data on office referrals including alternative to suspension / removal utilized

Progress on Individual Learning Plan goals and Behavioral Intervention Plans as documented in quarterly Student Success Team meetings

Notes of Restorative conversations and circles - notes in SWIS (School Wide Information System)

Notes of Plan B conversations - Collaborative Proactive Solutions

Documentation from Site Data Team Meetings reviewing Office Referrals

Measurable Outcome 3:

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 targeted student population at these sites are students who meet three of six of the following criteria: chronic absenteeism, STAR and/or early literacy reading scores in the Below Standard range, referral to SST, COST or CARE, at least one out of school suspensions, Free and Reduced Lunch, and / or Principal referral.

270 students have been identified (180 African American students and 90 students of other ethnic backgrounds reflecting the district's demographic profile who share the same risk factors) and we will track their reading proficiency, attendance, office referrals and referrals to special education.

Activity 1:
Establish quarterly Principals' Professional Learning Community on Creating and Sustaining Anti-Racist schools

Staff Responsible:

Director of Office of African American Student Achievement

Director of Culture and Climate

Timeline:

Establish group norms content and process of meetings and collect baseline staff and parent survey data to inform work - January through March 2021

Meet quarterly per established process - April 2021 - September 2022

Data Sources/Methods for Evaluating Progress:

Student Survey data on Culture and Climate, to include district created / selected tool, such as Youth Truth

Measurable Outcome 4:

By June 2022, 80% of target students will achieve mastery / proficiency of grade level literacy skills (proportional growth from baseline) as measured by District Benchmarks.

Indicator/Element(s):

African American - Emotional Disturbance
African American - Greater Than 10 Days Out of School

Root Cause(s):

Lack of consistency in practice across the district's Multi-Tiered System of Support

Interviews and Focus Groups identified a lack of consistent access to evidenced based interventions across all sites, and inconsistent administrator and analysis of formative assessment and progress monitoring to refine instruction and monitor access to the Learning Center, where available.

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 targeted student population at these sites are students who meet three of six of the following criteria: chronic absenteeism, STAR and/or early literacy reading scores in the Below Standard range, referral to SST, COST or CARE, at least one out of school suspensions, Free and Reduced Lunch, and / or Principal referral.

270 students have been identified (180 African American students and 90 students of other ethnic backgrounds reflecting the district's demographic profile who share the same risk factors) and we will track their reading proficiency, attendance, office referrals and referrals to special education.

Activity 1:
Provision of Tier 2 interventions for literacy using Targeted Research Based Interventions for Reading. Intervention groups will be determined based on benchmark and progress monitoring assessment data

Staff Responsible:

Director of Early Literacy and ELD

Director of Elementary Special Education

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

Data Sources/Methods for Evaluating Progress:

Documentation in Individual Learning Plans

Intervention group lists

Benchmark assessment data

Curriculum based progress monitoring assessment data

Notes from regular classroom walk-throughs and teacher consultation

Measurable Outcome 5:

Parents at target school will improve authentic engagement as well as increase their perception of respect and caring relationship with school staff 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):

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

Consistent with the Roadmap and Resolution for African American Student Achievement, providing brave spaces where African American families can provide input and feedback to school sites will

increase the school's cultural responsiveness and improve educational outcomes for African American students. Research by Dr. Zarreta Hammond and Pablo Noguerra confirms that effective, positive parent engagement and partnership with schools is critical to student outcomes. Based on both anecdotal and parent survey data, our African American families report feeling less respected, less welcome on campuses, and supported in participating in their children's education compared to the overall participants.

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 targeted student population at these sites are students who meet three of six of the following criteria: chronic absenteeism, STAR and/or early literacy reading scores in the Below Standard range, referral to SST, COST or CARE, at least one out of school suspensions, Free and Reduced Lunch, and / or Principal referral.

270 students have been identified (180 African American students and 90 students of other ethnic backgrounds reflecting the district's demographic profile who share the same risk factors) and we will track their reading proficiency, attendance, office referrals and referrals to special education.

Activity 1:
District-wide parent and staff workshops on a range of culturally relevant topics to support the educational success of our African American students

Staff Responsible:

Director of Office of African American Student Achievement

Timeline:

Workshops began in fall 2020, and will continue - January 2021 through September 2022

Data Sources/Methods for Evaluating Progress:

Workshop schedule: these workshops are designed to increase the efficacy of school staff and parents to partner to advance the achievement of African American students across all domains, attendance at workshops, and workshop evaluation data

Activity 2:
Target school sites will develop robust AAPAC committees with representation on district AASAT committee

Staff Responsible:

Director of Office of African American Student Achievement

Site principals

Timeline:

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 participate in the Unconditional Education - Partnership with Seneca Family of Agencies.

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 targeted student population at these sites are students who meet three of six of the following criteria: chronic absenteeism, STAR and/or early literacy reading scores in the Below Standard range, referral to SST, COST or CARE, at least one out of school suspensions, Free and Reduced Lunch, and / or Principal referral.

270 students have been identified (180 African American students and 90 students of other ethnic backgrounds reflecting the district's demographic profile who share the same risk factors) and we will track their reading proficiency, attendance, office referrals and referrals to special education.

Activity 1:
Increase school psychologists at the target schools to 1.0 to support Tier 1 implementation and to provide Tier 2 resources for Social Emotional Learning and behavior. Establish monthly PLC with school psychologists from the 4 target schools and 6 psychologists with time funded through LCAP for monthly collaboration and PD

- **Restorative Practices within a Tiered system of support**
- **PBIS within a Tiered system of support**
- **Ross Greene's Collaborative Proactive Solutions**

- **Social Emotional Learning -Stanford Harmony**

Staff Responsible:

SELPA Director in collaboration with Director of Certificated Staffing - Human Resources

Director of Culture and Climate

Timeline:

Develop description of time allocation for school psychologists at the target schools to reflect increase in support to general education - January through March 2021

Recruit and hire additional school psychologists to backfill for the shift in staffing allocation - April through June 2021

Provide advanced training in Collaborative Proactive Solutions to school psychologists at target school sites - April through July 2021

Provide advanced training in Stanford Harmony to school psychologists at target school sites - April through July 2021

Facilitate monthly Professional Learning Community for school psychologists at target school and those funded under LCAP to engage in data analysis and review and discussion of practices in areas to include consultation and collaboration, Positive Behavior Intervention and Supports. Social Emotional Learning, Trauma Informed Practices - August 2021 - September 2022

School psychologists will participate in Student Success Team meetings for target students quarterly to monitor Child Find and support with development of intervention strategies in the areas of social emotional learning and behavior - August 2021 - September 2022

Data Sources/Methods for Evaluating Progress:

Attendance at target student Student Success Team Meetings

Service logs reflecting consultation time with general education teachers in the areas of Positive Behavior Intervention and Support (Collaborative Proactive Solutions and Restorative Practices) and Social Emotional Learning (Stanford Harmony) implementation

Service logs reflecting provision of Tier 2 interventions for behavior - development, staff training, and tracking of Behavior Plans

Service logs reflecting provision of Tier 2 interventions for social emotional - group and individual counseling and progress notes and notes from Plan B conversations (Collaborative Proactive Solutions)

Activity 2:
Case management for each target student with regular monitoring through Student Success Team to include family using the Individual Learning Plan

Staff Responsible:

Coordinator CCEIS with Student Success Team Team (general education teacher, parent, school psychologist, site administrator)

Timeline:

Gather baseline data for target students: academic, behavior, social emotional February to June 2021

Hold initial Student Success Team meetings and develop initial Individual Learning Plan for all target students - August through October 2021

Meet quarterly to review and revise Individual Learning Plan for each target student - October 2021 through June 2022

Data Sources/Methods for Evaluating Progress:

Development and quarterly monitoring of Individual Student Learning Plans to include participation by general education teacher, parent, site administrator, CCEIS Coordinator, school psychologist, and general education teacher

Progress on Individual Learning Plan goals as documented in quarterly meetings

Office referrals using SWIS (School Wide Information System), 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

Activity 3:
Creation of CCEIS Coordinator to support sites with development of Individual Learning Plans and scheduling and facilitation of quarterly Student Study Team meetings for each target student. The Coordinator will support with training, implementation, data collection and analysis of elements of the CCEIS plan.

- **Literacy interventions**
- **Behavior - PBIS and Tier 2 / Discipline Matrix**
- **Attendance - Chronic absenteeism and attendance meetings**
- **Social Emotional Learning and Tier 2 / individual and group counseling**

Staff Responsible:

SELPA Director in collaboration with the Associate Superintendent of Educational Services

SELPA Director in collaboration with Chief Personnel Officer

Coordinator CCEIS

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

Assist Special Education to gather and interpret data and prepare quarterly reports for the CCEIS Plan

Data Sources/Methods for Evaluating Progress:

Job description

Resume of selected candidate

Individual Student Learning Plans for each student in the target group, including baseline data, intervention plan, and attendance

Progress monitoring data from literacy curriculum and interventions, office referral data by teacher, student, and outcome, attendance data, and attendance logs for literacy and social emotional interventions - group or individual

Quarterly updates / revisions to the Individual Student Learning Plans for each student in the target group, including progress monitoring data, revised intervention plan, and attendance

Quarterly CCEIS progress reports

Activity 4:
Implementation of Tier 1 Social Emotional Learning curriculum, including coaching and PD

Staff Responsible:

School Psychologist / Director of Culture Climate / Coordinator of CCEIS

Director of Culture and Climate will obtain and disseminate materials and provide training on

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

outcomes for African American students, including over-identification and suspension

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 targeted student population at these sites are students who meet three of six of the following criteria: chronic absenteeism, STAR and/or early literacy reading scores in the Below Standard range, referral to SST, COST or CARE, at least one out of school suspensions, Free and Reduced Lunch, and / or Principal referral.

270 students have been identified (180 African American students and 90 students of other ethnic backgrounds reflecting the district's demographic profile who share the same risk factors) and we will track their reading proficiency, attendance, office referrals and referrals to special education.

Activity 1:
Collaborate with Human Resources
- **Recruitment of Black employees**
- **Retention of Black employees**
- **Support for Black employees**

Staff Responsible:

Chief Personnel Officer in collaboration with Director of Certificated Staffing

Director of Office of African American Student Achievement

Timeline:

Intentional recruitment of African American teachers and administrators through organizations to include California African American Superintendent and Administrators Job Fair - winter through spring 2021

Focus on development and retention of African American teachers and administrators through the Black Educators Network - ongoing

Data Sources/Methods for Evaluating Progress:

Staff demographic data

Data related to years of service within the district

Minutes from Black Educators network meetings

Activity 2:
Provide staff with professional development in race and equity at both the site and district level three times monthly to include equitable grading practices and culturally responsive pedagogy.

Staff Responsible:
Superintendent

Chief Academic Officer / Associate Superintendent of Educational Services in consultation with district-selected consultants

Site principals and CCEIS Coordinator to conduct instructional walk- throughs at target schools focused on culturally relevant practices to inform ongoing staff professional development

Timeline:
Plan for and deliver professional development to all district staff through targeted groups and content January through June 2021

Data Sources/Methods for Evaluating Progress:

Teacher efficacy survey data
Student survey data related to relevance and rigor of instructional practices
Goals and strategies in Individual Learning Plans
Notes from instructional walk-throughs and teacher consultation

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.

- 2020 Target Student Population
- 2020 Budget Allocation

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

| Kristen Hardy | Progress Reports | kristen.hardy@wccusd.net |
| Gustavo Aguilera | Budget Reports | gaguilera@wccusd.net |

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.

The Leadership and Core Implementation teams will be responsible for collecting, reviewing, and analyzing data on a quarterly basis to make informed decisions and adjust the plan as appropriate. The data points will continue to be drawn from suspension data in PowerSchool Student Information System, SEIS, CalPADS, and the CDE Dashboard. Targeted students will be addressed to gauge the success of the intervention and supports during these convenings.

4.3 Build Supports and Sustainability

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.

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 Resolution for African American Student Achievement, the Roadmap 2.0. Thus these action steps are tied to sustained funding. The alignment of SPSAs to the CCEIS plan will help ensure sustainability as well at site level. The Director of Special Education will meet quarterly with the Leadership Team. The goal of these meetings are to ensure continued alignment of the CCEIS Plan with the district's LCAP Goals 1 and 3: Goal 1 addresses Achieving Students: Practices for African American Student Support and Success. Goal 3 addresses Caring Schools: Positive School Climates: Strengthen school culture through a tiered system of positive and restorative practices and Socio-Emotional Services: Support the whole child through effective social and emotional supports. Stakeholder meetings 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, equity teams, collaborative meetings at identified Target schools, and improvement cycles at 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
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