

# **Comprehensive Coordinated Early Intervening Services (CCEIS) Board Presentation**

October 22, 2020

# Purpose



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.



# Why we are in CCEIS:

In SCUSD, hispanic students are  
**2 times** more likely to be identified  
for special education services  
and  
**4 times** more likely to be identified  
Specific Learning Disability (SLD)

# Process - March 2021 through Sept. 2022

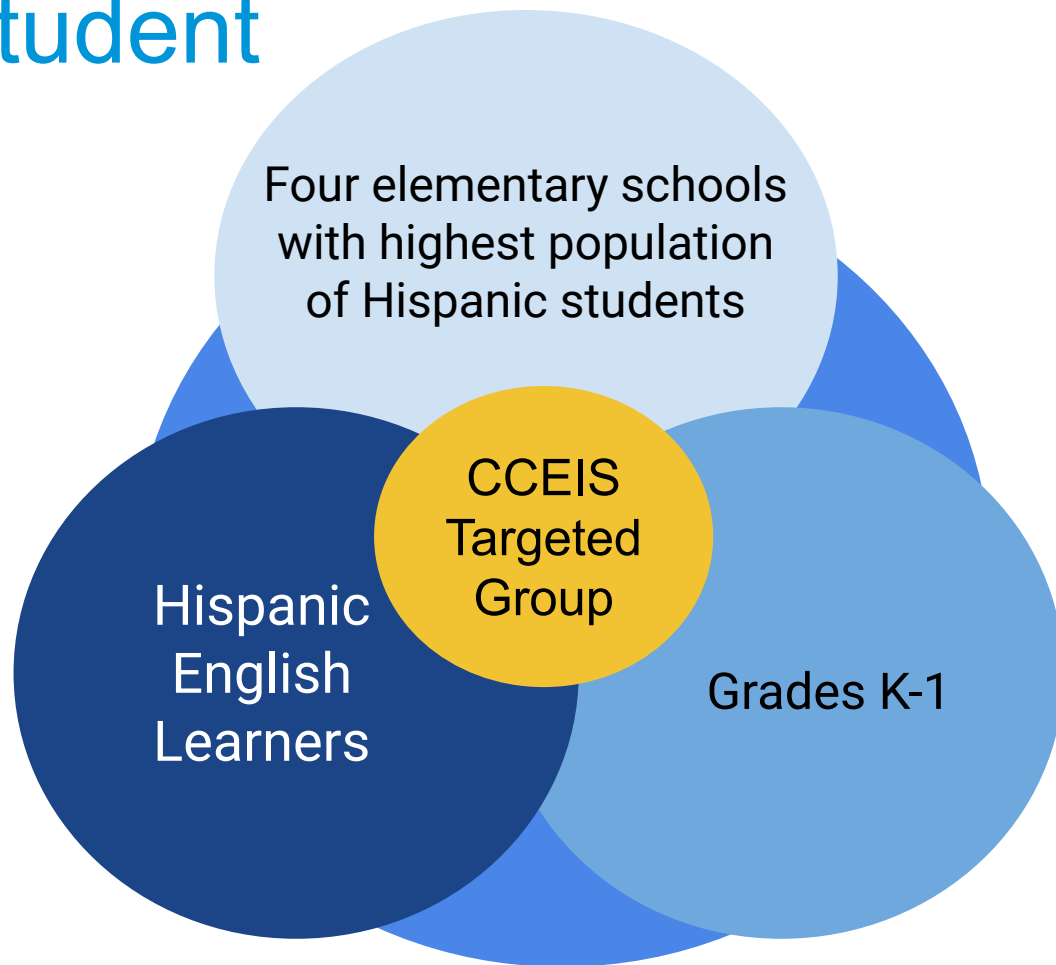
1. Leadership and Stakeholder Group
2. Technical Assistance Facilitator/State Advisor
3. Data Collection
4. Root Cause Analysis
5. Improvement Plan approved by SCUSD board
6. SCUSD Board Approval/CDE Approval
7. Implement/Monitor/Sustain



# Root Cause Results

- Lack of understanding of the relationships between trauma, brain science, and culturally responsive pedagogy.
- Little/no Universal Design for Learning implementation (especially to meet literacy needs of students).
- Lack of consistent implementation on the SST process and MTSS model while incorporating universal design for learning.
- Lack of consistent ELD implementation and teacher knowledge to address second language needs vs. referral for Special Education assessment.
- Lack of implementation of data-driven cycles of instruction/improvement from teacher/student to district level.
- Lack of understanding of Special Education assessments including whether our Special Education assessment practices are free of cultural bias.

# Targeted Student Group



# Improvement Plan Measurable Outcome

By September 2022, the risk ratio of Hispanic students who are identified as needing special education services will decrease from 2.1 to 1.0.

# CCEIS

## AIM

We will decrease the risk ratio of Hispanic students who are identified as SPED from 2.1 to 1.0

**Target Population:**  
Elementary,  
4 schools with the highest population of Hispanic, EL students, grades K-1st.

## Primary Drivers

Successful implementation of effective and sustainable MTSS framework - ACADEMICS

Successful implementation of effective and sustainable MTSS framework - BEHAVIOR/SEL

Create a systems shift across the district that explicitly works towards culturally responsive pedagogy

## Secondary Drivers - Classroom Outcomes

Tier 1 Instruction - improved reading instructional strategies

Tier 1 Instruction - scaffolds for ELs

Tier 1 Instruction - culturally responsive pedagogy

Tier 2/3 Intervention - Clear and consistent process for reading, ELD and study skills support

SEL/Behavior Strategies - consistent implementation of PBIS and culturally responsive practices

Alternatives to suspension

Support for Student Wellness

Strong authentic relationships between students, teachers and families

## Change Areas/Ideas

### Systems:

- Consistent implementation of SST/Cycles of Inquiry process
- Data sharing of meaningful information to promote continuous improvement

### Structures:

- Build genuine partnerships with families via two-way communication and engagement strategies

### Professional Learning:

- Universal Design for Learning
- Social Emotional Learning/ /Behavior,
- Implicit bias & cultural competence (all district staff)

### Leadership Development:

- Equip leaders to support teacher collaboration driven by equity-based cycles of inquiry, including focal students
- HR - hiring practices/policies to help diversify staff



# Improvement Plan Activities

1. Instructional coaches to support K-1 teachers
2. Summer literacy academies
3. Improved MTSS structure, focus on Tier 1
4. Focused professional learning
5. Improve Special Education assessment protocols/practices
6. Pilot web-based reading assessment

# Budget

The 2020 CCEIS period is from July 1, 2020, through September 30, 2022. The CCEIS 15 percent set-aside must be fully expended by September 30, 2022.

**Local Educational Agency (LEA) Name:** Santa Clara Unified School District

**Special Education Local Plan Area Name:** SELPA VII – Santa Clara USD/Santa Clara COE

2020 Budget Line Items	Brief Description of 2020 CCEIS Activities	Amount for each CCEIS Activity
<b>1000–Certified Salaries</b>	2 instructional coaches (\$125,000 x 2= \$250,000) Teacher instructional hourly for summer academies (8 teachers x 24hrs x \$61.19/hr = \$11,748) Teacher hourly/sub pay for professional learning & coaching sessions - \$10,321	<b>\$ 272,069</b>
<b>2000–Classified Salaries</b>		<b>\$</b>
<b>3000–Employee Benefits</b>	Benefits for the two instructional coaches (\$52,000 x 2= \$104,000)	<b>\$ 104,000</b>
<b>4000–Materials and Supplies</b>		<b>\$</b>
<b>5000–Services and Other Operating Costs</b>		<b>\$</b>
<b>5100 and 5800 Contract Services</b>	Electronic reading assessment pilot - \$32,500 Implementation facilitator - \$10,000 Technical Assistance facilitator - \$7,500	<b>\$ 50,000</b>
<b>7300–Indirect Cost Rate (ICR) CDE-approved rate of 4.02%) Note: ICR cannot be used for Object Codes 5100</b>		<b>\$ 17,128</b>
<b>Total Amount for 2020 CCEIS Activities. The amount must equal the Total 2020 CCEIS Budget as indicated on the 2019 Budget Allocation Summary.</b>		<b>\$ 443,197</b>

# Next Steps

- November 12 - To school board for approval
- December 15 - Submission to the CDE
- Implementation of plan upon approval
- Quarterly progress monitoring through September 2022
- Develop plan for sustainability beyond September 2022