

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 support 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 causing the LEA to be identified as significantly disproportionate, but not exclusively, for those student subgroups
- Focus on instructional activities for children age three through twelfth grade with primary focus on age three through third grade
- Allow expenditures on children ages three through five if an LEA has an established preschool program as part of the educational system
- Focus on academic and behavioral instructional services and professional development
- Occur within the allowable CCEIS budget period (27 months)

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

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

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

- CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable Comprehensive Coordinated Early Intervening Services (Comprehensive CEIS), please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.
- Reserve 15 percent of the Fiscal Year 2020–21 IDEA grant funds for CCEIS. (Refer to the OSEP regulations, Questions C-3-6, page 21)
- IDEA funds budgeted for the 2020 CCEIS plan must be exhausted within the 27-month report period: July 1, 2020, through September 30, 2022.
- Clarification on appropriate use of CCEIS funds:
 - **Supplement not supplant:** CCEIS funds should only be used to supplement, and not supplant, activities funded with, and implemented utilizing, Part B funds or other federal funds (See 34 *CFR* section 300.266(e).) (Refer to the OSEP regulations, Question C-3-7, Page 21 of 28).
 - **Professional development:** CCEIS professional development events are for preschool through grade twelve personnel who are responsible for students who need additional

academic and behavioral supports to succeed in the general education environment. (Refer to the OSEP regulations, Questions C-3-8, page 22)

Personnel who exclusively serve students with individualized education programs (IEPs) cannot be funded using CCEIS funds. However, special education personnel can be included in professional development activities associated with the implementation of CCEIS under certain circumstances. For example, if they do not increase the cost of the professional development, the quality of the professional development does not decrease, and their participation does not lead to the exclusion of personnel who are serving students defined as needing additional support, then special education personnel may be included in professional development.

CCEIS planning process: Support the CCEIS planning process with a clear relationship to the development of the CCEIS Plan. CCEIS funds may be used to hire a CDE-approved technical assistance facilitator to assist with development and the implementation of the CCEIS Plan. To the extent that special education personnel are involved in developing and implementing 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
Brent Stephens	Superintendent	Signs off on the CCEIS plan and certifier of all assurances. Decision maker, oversee the completion of the CCEIS plan. Monitors implementation and ensure accountability.	brentstephens@berkeley.net
Bajé Thiara	Associate Superintendent, Educational Services	Decision maker, oversee the completion of the CCEIS plan. Monitors implementation and ensure accountability.	bajéthiara@berkeley.net

Samantha Tobias-Espinosa	Assistant Superintendent, Human Resources	Decision maker, oversee the completion of the CCEIS plan. Monitors implementation and ensure accountability.	samanthatobiasespino@berkeley.net
Pauline Follansbee	Assistant Superintendent Business and Fiscal Services	Responsible for the direct oversight of the Budget & Finance department including accounts payable, CCEIS budget set up, accounts receivable, budget control, and payroll functions of the District.	paulinefollansbee@berkeley.net
Shawn Mansager	Executive Director of Special Education	Decision maker, oversee the completion of the CCEIS plan, progress and budget reporting, facilitation of meetings and plan, monitoring implementation	shawnmansager@berkeley.net
Debbie Dean	Director of K-8 Schools	Support the completion of the CCEIS plan, provide input/feedback and implementation of CCEIS plan, assist with progress, and monitor data points for the target group, specifically in the areas of attendance and targeted interventions for Low Income Students and ensure accountability for Elementary.	debbiede@berkeley.net

Dr. Carla Bryant	Parent (African American Affinity Group)	Provides “parent voice” to support the Leadership Team in making decisions to improve outcomes for students and families.	carlambryant2@gmail.com
Michelle Sinclair	Director of Federal and State Project	Decision maker, oversee the completion of the CCEIS plan, progress and budget reporting, facilitation of meetings and plan, monitoring implementation. Ensures that all special programs are aligned with District goals and outcomes.	michellesinclair@berkeley.net
Ann Marie Callegari	OFEE (Supervisor of Office of Family Engagement and Equity)	Decision maker, oversee the completion of the CCEIS plan, progress and budget reporting, facilitation of meetings and plan, monitoring implementation. Ensures that “family voice” is a component in decisions relating to strategies and interventions to improve outcomes for students.	anncallegari@berkeley.net
Jay Nitschke	Technology Director (Berkeley Research, Evaluation and Assessment)	Provide input/feedback and implementation of CCEIS plan, assist with the collection of data points for CCEIS plan and progress reports Supports with analysis of data	jaynitschke@berkeley.net
Dr. Phillip Shelley	Director of Student Services	Support the completion of the CCEIS Plan, provide input/feedback and implementation of CCEIS plan, assist with progress, and monitor data points for	phillipshelley@berkeley.net

		the target group, specifically in areas of discipline and ensure accountability (SST process, Section 504 adherence)	
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Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Type answer here:

The BUSD Leadership team is a cross-section of staff who have a variety of decision-making abilities within the organization and SELPA. The Leadership Team will review both qualitative and quantitative data and discuss potential root causes. The Focus Groups responses and Special Education File Review will also assist the Leadership Team in developing strategies and interventions to be included in the CCEIS's Plan action plan section. The potential root causes and action plan will be vetted and approved by the Stakeholders at their meetings. The CCEIS Plan budget will also be approved by the Leadership Team. Upon approval of the 2020 CCEIS Plan the CCEIS leadership team has established quarterly meetings to review progress on plan initiatives and to collect data points. Key members of the CCEIS leadership team have decision making authority. The Leadership team will review the data and make recommendations. These recommendations will be brought to the Stakeholder team. This cycle will be followed over multiple series of meetings to support a comprehensive and iterative process. The CCEIS CORE team met biweekly to plan for the Leadership Team meetings and Stakeholder meetings towards the completion of the plan. The team received technical assistance from Ascendancy Solutions which included TA facilitators all vetted and approved by SPP-TAP and CDE.

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

Yes

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

2011-2012 Emotional Disturbance for AA Students
 2012-2013 Emotional Disturbance for AA Students
 2013-2014 Emotional Disturbance for AA Students
 2014-2015 Emotional Disturbance for AA Students
 2015-2016 Emotional Disturbance for AA Students

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
Brent Stephens	Superintendent	Signs off on the CCEIS plan and certifier of all assurances. Decision maker, oversee the completion of the CCEIS plan. Monitors implementation and ensure accountability.
Bajé Thiara	Associate Superintendent, Educational Services	Decision maker, oversee the completion of the CCEIS plan. Monitors implementation and ensure accountability.
Shawn Mansager	Executive Director of Special Education	Decision maker, oversee the completion of the CCEIS plan, progress and budget reporting, facilitation of meetings and plan, monitoring implementation
Debbie Dean	Director of K-8 Schools	Support the completion of the CCEIS plan, provide input/feedback and implementation of CCEIS plan, assist with progress, and monitor data points for the target group, specifically in the areas of attendance and targeted interventions for Low Income Students and ensure accountability for Elementary.
Dr. Carla Bryant	Parent (African American Affinity Group)	Provides parent voice
Michelle Sinclair	Director of Federal and State Project	Decision maker, oversee the completion of the CCEIS plan, progress and budget reporting, facilitation of meetings and plan, monitoring implementation. Ensures that all special programs are aligned with District goals and outcomes.
Ann Marie Callegari	OFEE (Supervisor of Office of Family Engagement and Equity)	Decision maker, oversee the completion of the CCEIS plan, progress and budget reporting, facilitation of meetings and plan, monitoring implementation .
Dr. Phillip Shelley	Director of Student Services	Support the completion of the CCEIS Plan, provide input/feedback and implementation of

		CCEIS plan, assist with progress, and monitor data points for the target group, specifically in areas of discipline and ensure accountability (SST process, Section 504 adherence)
Juan Raygoza	BHS Interim Principal	Provide feedback for root causes and district priorities
Cheryl Hazell-Small	Special Ed Admin, Consultant	Provide feedback for root causes and district priorities
Stephanie Dictado	SPED Program Supervisor	Provide feedback for root causes and district priorities
Lena Sweeney	SPED Program Supervisor	Provide feedback for root causes and district priorities
Carol Perez	Parent	Provide feedback for root causes and district priorities
Marco Taylor	Elementary Principal	Provide feedback for root causes and district priorities
Thom Reinhardt	Coordinator of Research, Evaluation, and Assessment	Assist with the collection of data points for CCEIS plan and progress reports Supports with analysis of data
Babalwa Kwanele	AA Parent and Community Organizer,	Provide feedback for root causes and district priorities
Cheryl Havens	Parent	Provide feedback for root causes and district priorities
Maria Carriedo : ECE Principal	Early Childhood Principal	Provide feedback for root causes and district priorities
Dr. Derethia Duval	Parent of AA BHS 11 th grade	Provide feedback for root causes and district priorities
Janine Waddel	General Education Teacher/Union Vice President	Provide feedback for root causes and district priorities
Matt Meyer	General Education Teacher/Union President	Provide feedback for root causes and district priorities

Alexander Billotte	Special Education Teacher	Provide feedback for root causes and district priorities
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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 October 29th, 2020 to establish working norms, develop a clear understanding of the CCEIS process and the connections to the Special Education Plan, as well as review a comprehensive set of qualitative and quantitative data to identify root causes for disproportionality. The Stakeholders discussed and agreed to the root causes based on the data presented. They met again on December 3rd to confirm the target student population, coordinate early intervening services, expected measurable outcomes, timeline and staff responsible for each action. 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*:

Identified TA Facilitator and informed CDE
Oriented Stakeholders to identification for CCEIS
Collected LEA initiatives
Contracted with a Licensed School Psychologist to Initiate a File review
Interviewed 11 Job Alike Groups to determine root cause of significant disproportionality
Held multiple data analysis meetings with core and leadership teams: 10/8/20, 8/27/20, 10/08/20, 10/22/20, 10/28/20
Communicated with CDE FMTA Consultant and Technical Assistance Facilitator; Participated in virtual Community of Practice (CoP) meetings;
Attended all CCEIS Required Workshop Phase Meetings

1.4 Choose Technical Assistance (TA) Facilitator(s)

Name	Current Service	Anticipated Service
Mildred Browne, Ed.D. Ascendancy Solutions Contract	SPP-TAP-TA Facilitator Support the District with the Four-Phase Programmatic Improvement Process which includes the creation of the 2020 CCEIS plan, assisting the Leadership Team with initiatives to address the root causes, identification of target groups.	Continue to offer support and monitoring of the 2020 CCEIS Plan including completion of the ongoing progress reports
Suwinder Cooper	Provided facilitation for Focus Groups using the Wisconsin for the 2019 CCEIS Plan	N/A
Steve Collins	Conducted the Policies, Practices and Procedures Review Matrix , and Interviewed Site and District Leaders	N/A
Mike Giambona	Support the district with the Four Phase Programmatic Improvement process which includes data collection from Student Data File Reviews	Support in providing targeted professional development to the school Psychologists, Special Education and General Education Staff, Principals and other staff as appropriate

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 next two pages for samples of relevant data sources.)*

To inform practices and decision making, several types of data were collected. The following data points were utilized: disaggregated data by program and ethnicity in the areas of academic

achievement, attendance, and discipline from the BUSD information system, Illuminate, SEIS, CDE Dataquest, CA Dashboard and CALPADS. The following documents below were reviewed from years 2017-2018, 2018-2019 and 2019-2020.

Types of Data:

1. [CDE Dashboard](#)
2. CDE DataQuest
3. [Section 504 by School and by Ethnicity](#)
4. [Percentage of AA, LatinX and White Students and Suspensions](#)
5. [LCAP Data on Actions and Services](#)
- 6.. [Achievement Data](#)
- 7.. [High school graduates who meet A-G requirements](#)
- 8.. [Graduation Rates](#)
9. [District Policies, Procedures and Practices PPP Staff Interview](#)
10. [Qualitative Results of Focus Groups Discussions for Staff and Parents](#)
11. [PPP BP/AP Matrix](#)
12. File Audit
13. [Referrals by Ethnicity](#)

BUSD has an abundant amount of surface level data but school site based data would have supported the analysis. For example, we have large data gaps in the number of referrals to the office, especially at elementary school sites, and anecdotal data suggest that using Illuminate to log data was challenging for some sites. Each site is acting independently and we do not have a centralized way of collecting Tier 2 and Tier 3 Academic Intervention Data.

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	Funding Source	Target Group	Leaders and Responsible Staff (as applicable)	Educational Area(s):
AVID (Advancement via Individual Determination) Program	LCAP Supplemental	Unduplicated students	Director of State, Federal, and Special Projects	xCurriculum and Instruction □ Behavior

<p>Grades 7-12</p> <p>Provide AVID elective courses in Grades 7-12 to increase access to post-secondary education and careers, with a focus on African-American, Latino, and first-generation college unduplicated students</p>				<input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: College going culture
<p>High School Bridge Program</p> <p>Provide a Bridge program to support students in a college-going culture at the transition by providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.</p>	LCAP Supplemental	Unduplicated HS 9 th grade	Bridge Coordinator	<input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement Climate X Social-Emotional Learning Other: College going culture and school ties
<p>African American Student Success Program (AASP)</p> <p>AASP offers a framework for delivering systems of support to African American students. AASP is designed to increase student engagement, mentoring and case management.</p>	LCAP City of Berkeley Grant	Black/African American Students	Manager of African American Success Project 1.0 FTE	<input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> xFamily and Community Engagement xClimate <input type="checkbox"/> Social-Emotional Learning Other: <hr/>
<p>Umoja Class</p> <p>Umoja is the programmatic component of AASP. The Umoja class model is designed to serve and case manage an identified group of African- American students at Longfellow Middle School. The classroom is facilitated by an</p>	LCAP City of Berkeley Grant	Black/African American Students	School Principal AASP Manager Umoja Classroom Teacher 1.0 FTE	<input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior x Family and Community Engagement x Climate

African American teacher to support the holistic development of the learner.				x Social-Emotional Learning Other:
BHS Intervention Counselors Provide 2 Intervention Counselors at BHS to ensure regular, individual contact with a focal group of high-risk students at each grades 10 and 11 to oversee all academic and behavioral interventions	LCAP	Unduplicated students	Principal	<input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate xSocial-Emotional Learning Other:
Black Lives Matter Resolution (BLM) On June 10, 2020, the BUSD Board of Education issued Resolution No. 20-064 in support of BLM. This resolution describes the BOE's commitment to proactively identify class and cultural biases, policies and institutional barriers that negatively influence student learning, perpetuate the opportunity gaps and impede equitable services and programming for African American students and families. Our district will continue to engage in critical reflection about its own ongoing issues with racialized outcomes. Areas of the resolution focusing on learning and instruction include:	COVID Equity Fund	Black/African American Students		xCurriculum and Instruction xBehavior xFamily and Community Engagement xClimate xSocial-Emotional Learning Other:

<ul style="list-style-type: none"> • Resources that teach about, celebrate, uphold, and affirm the lives of Black people • Resources that Focus on the Well-Being of Black Families • Address the symbols of institutional racism and white supremacy, proactively identify and address biases, practices, policies, and institutional barriers that perpetuate injustice and inequality in our schools and our community • Identify class and cultural biases that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students • Consult with parents, educators, and community groups to collect data for the purpose of illuminating and resolving district programs marked by racial disparities. 				
RT Fisher Contract <ol style="list-style-type: none"> 1. Development of the AA success framework and the AA community advisory council 2. Design and implementation of STEM STEPS enrichment program for up to 80 5th-8th grade students 	LCAP Covid Fund BSEP	Black/African American Students	Bajé Thiara	x Curriculum and Instruction <input type="checkbox"/> Behavior x Family and Community `x Engagement Climate Social-Emotional Learning Other: <hr/>

<p>3. Targeted Math and ELA intervention for up to 120 5th-8th grade students. Academic mentoring and case management for up to 20 selected 5th-8th grade students. Comprehensive progress monitoring and data analysis. Student and instructor intervention curricular resources and materials for 4th-8th grades.</p>				
<p>Black /African American Parent-Principal Circles BUSD has taken a number of actions to increase parent/family engagement to address the systemic barriers. The purpose of the learning circles is to promote communication, understanding and respect between parents/guardians and school administrators. The goal is to promote communication, understanding, and respect between Black/African Americans parents/guardian and school leaders. This initiative is designed to ensure that the voices and experiences of Black/Africa</p>	LLMF	Black/African American Students	Coordinator, Office of Family Engagement & Equity	<p>x Family Engagement & Equity Curriculum and Instruction</p> <p><input type="checkbox"/> Behavior</p> <p>x Family and Community Engagement</p> <p>x Climate</p> <p>x Social-Emotional Learning</p> <p>Other: _____</p>

American families guide school leaders' efforts to re-shape schools to better support the success of Black/African American students.				
STEM STEPS for Success: Summer program focusing on culturally relevant standards aligned math, science, social studies, and English language arts project-based activities. The program focuses on the social, emotional, and historical uniqueness of the African American culture.	General Fund	Black/African American Students	Extended Learning Manager	<input checked="" type="checkbox"/> Family Engagement & Equity Curriculum and Instruction <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Climate <input checked="" type="checkbox"/> Social-Emotional Learning Other: _____
RJ Counselors 3 FTE @ MS	LCAP Supplemental	Unduplicated students	Site Principals	<input checked="" type="checkbox"/> Curriculum and Instruction <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social-Emotional Learning Other: _____
Site Coordinators for Family Engagement (total 7.94 fte: 1.0 Supervisor, 1.47 FTE BHS, 5.47 FTE for K-5)	LCAP Supplemental	Unduplicated students	Supervisor of Office of Family Engagement and Equity	<input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior

Provide a supervisor and coordinators for family engagement for all TK - 5 schools and BHS to partner with parents and guardians to support their children's education through collaborative connections and referrals to school and community resources.				x Family and Community Engagement <input type="checkbox"/> Climate x Social-Emotional Learning Other: _____
Response to Intervention provide Response to Intervention and Instruction (RtI2) Intervention teachers at each TK - 8 schools (proportional to # of Unduplicated Students) who will use intervention programs such as Leveled Literacy Intervention (LLI), Read 180, A Story of Units and A Story of Ratios Intervention Binder, and Do the Math.	LCAP Supplemental	Unduplicated students	RTI Coordinator	x Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning x Classroom support for teachers and Site PD

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: _____

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

The Adapted Annotated Checklist for Addressing Racial Ethnic Disproportionality in Special Education (also referred to as the Wisconsin Checklist) was utilized as the programmatic self-assessment tool. The

Wisconsin Checklist consists of three checklists that address: 1) district and school resource issues 2) system policy, procedure, and practice issues at the district, school and classroom levels and 3) environmental factors. This checklist helps stakeholders analyze racial and ethnic disparities in special education identification, restrictiveness of setting and discipline. The Wisconsin Checklist and the articles by Catherine Kramarczuk Voulgarides & Natalie Zuwerer were used in an inquiry format as self-assessment tools to identify potential root causes and highlight some of the common policies, practices and beliefs that place African American students at a disadvantage to their peers in BSUD.

During the self-assessment process, the CCEIS Team conducted individual and focus group sessions to determine the root cause areas of disproportionality with regard to: 1) the overidentification of African American Students Overall in Special Education, as well as, overidentification in the categories of Other Health Impairment (OHI), Specific Learning Disability (SLD) and Intellectual Disability (ID).

Our Technical Assistant Facilitators, Dr. Mildred Browne, Suwinder Cooper and Mike Giambona, School Psychologist co-facilitated a total of ten different focus groups for 90 minutes through September and November 2020. The Executive Director of Special Education, Shawn Mansager, provided an overview of the process, data and purpose of the interviews at the opening of each session.

The following is a list of the dates and number of participants for each focus group session:

09/11/20 14 Members of the Special Education Central Team (BCBAS, Teachers on Special Assignment and Supervisors)

09/17/20 13 CCEIS Leadership Team Members

09/18/20 21 School Psychologists

09/29/20 16 Site Principals

09/30/20 15 African American Parents

10/13/20 7 General Education Teachers

10/14/20 7 Family Engagement Specialists

10/15/20 9 Special Education Teachers

10/19/20 13 Literacy Coaches and Response to Intervention Coaches

11/18/20 8 African American/Black Students

11/19/20 20 Instructional Assistants/Paraprofessionals

Qualitative data from the focus groups was collected, summarized and analyzed to reveal common themes across all focus groups. Anecdotal data revealed that many African American/ Black students often do not feel welcomed in classes or considered to be a part of the school culture. The lack of accountability from the school sites and the district results in disproportionate disciplinary outcomes for African American/ Black students, in both general and special education. Additional themes also revealed a number of potential root causes. These include: 1) Implicit Bias and Improvements in Cultural Awareness; 2) Inadequate Relationships with African American Students and Families leading to disengagement in the classroom and higher number of suspension and out of class time; 3) Improvements needed for ensuring Multi-Tiered Systems of Support (MTSS) are more culturally responsive for Tier 1 and Tier 2 Academic and Behavioral

InterventionsI 4) Underutilization of Section 504 resulting in African American students being “fast-tracked” for special education referrals. These potential root causes and themes were presented for feedback and discussion to the Leadership Team on October 22nd, 2020 the Core Team on October 28th, 2020 and the Stakeholders on October 29th, 2020.

The following list of quotes from focus group participants support the identified root causes which are aligned with activities to address the disproportionality.

1.) Implicit Bias and Lack of Cultural Awareness

“Let’s stop and examine what are the very specific behaviors of the adults that create the culture that puts African American boys in the hall. Why educators think that this is normal for Black boys to be sitting in the office on the bench and not in the classroom learning. What does that say about the culture and climate at the school and in the district. We are trying to create a safe environment for the adults and the African American children are under attack and that seems okay?”

“The education system in Berkeley is a White system set up for White kids. Operating under White women culture, we are going to see what we see.”

“There is cultural dissonance between the Black kids and the White system space that they find themselves in. There is cognitive overload and they are consistently code switching.”

“Teachers make excuses, talk turns to “trauma” and not the climate that is created in the classroom. Students of color, feelings are one of not belonging in the classroom.”

“If you can’t follow my rule you are out”. The level of anti-blackness in the classroom and among students appears to be acceptable.”

“Major factor is a lack of cultural competency and a lack of a diverse staff”

The teacher situation is a problem across the district. It makes my stomach curdle. The way the teachers talks or does not talk to the African American child in the classroom, in front of the class. It influences the perception of how kids see each other. The teacher needs to be open and respectful.”

2.) Inadequate Relationships with African American Students and Families leading to disengagement in the classroom and higher number of suspension and out of class time.

**“There is a disconnect with our African American parents and teachers not wanting to make the call.”*

**“Staff are not building the necessary relationships with families and children.”*

**“I have seen teachers treat African American students differently which leads to the African American parent mistrust the teacher, the school and the district.”*

**"Most parents don't know their rights. They don't understand the deadlines in the process. They get lost in the process. No systems in place to support them."*

**"PTA does not often include Black Families."*

**"I know one African American parent who will not go to the teacher but will go first to the IEP team and the case manager. The piece that is missing is the good connection with the teacher."*

"I was highly under-estimated in middle school. I was doing good in math. In seventh grade I was put into a sped class for my ADHD along with the majority of the other Black kids. I really didn't cope very well. A lot of my needs were not being met. I wasn't given the accommodations I was supposed. I am not given the accommodations I see the White kids get way more automatically."

3.) Improvements needed for ensuring Multi-Tiered Systems of Support (MTSS) are more culturally responsive for Tier 1 and Tier 2 Academic and Behavioral InterventionsI

"The kid is struggling...How are the general education practices leading to these outcomes?"

"These practices are subject to bias. Well-meaning people, but look at the outcomes."

"Look at the curriculum and the way it excludes and includes. There is a huge disconnect to the student demographics."

"There are gaps in general education, struggles with Tier I and we don't have Tier II strategies."

"Along with the limitations of the White assessments is a teaching staff that is made up of mostly White women. We have a strong intervention system, a strong safety net, wonderful RTI system that is overly relied on and so teachers send them outside the class and expect someone else to take care of them."

"The pre-intervention goes like this, "Teachers say I tried it once, I tried it twice, I tried it three times and then they give up."

"Who are the assessors and what assessments are they using? These can lead to different outcomes. Need to look at this with a critical lens on the general education side of the house."

"Everyone knows who these teachers are, they are the ones that do not African American kids in their classes. And they are the ones that don't have the kids with the IEP's. They are the ones waiting for the IA to come and rescue them. What are we doing to hold them accountable and not protect them. The teachers need some type of interventions."

"The teachers put Black kids in sped because they don't know how to relate to the behavior. The IEP pipeline. There is more and more separation of kids of color. The Black Box is a deep problem. Kids are being separated from the general classroom."

4.) Underutilized Section 504 resulting in African American students being "fast-tracked" to a special education referral.

"Section 504, administrators and teachers don't understand or know how to use it. There is a wide misunderstanding. No accommodations and support build into it. Parents in general education don't know about it."

“White = Section 504, African American = Special Education”

“Lacking training on Section 504 protocols, lacking accountability on the accommodations.”

“Section 504 is utilized more by affluent parents, whereas Black and Brown kids are in special education.”

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.

Berkeley Unified School District (BUSD) serves approximately 9,500 students in grades pre-K through 12. Those students are served at three preschool sites (~200), 11 elementary schools (~4000), three middle school schools (~2000), and one comprehensive and one alternative high school (~3300). The ethnic diversity of BUSD (based on 2020-21 enrollment) includes students who are White (41.1%), African-American (12.7%), Hispanic/Latino (22.3%), Two or More Races/Other (14.3%), Asian (8.3%), Filipino (0.6%), Native American (0.3%) and Pacific Islander (0.1%). Students in BUSD speak more than 40 different home languages. BUSD has an overall student graduation rate of 87.6% (2019-2020). African American Students have an overall graduation rate of 90.3%. The state graduation rate is not yet available. The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Over fifteen years ago inclusive education began in BUSD when early childhood education classes offered placement to preschoolers with disabilities. In 1984 the Model School, now Rosa Parks, opened after parents, school board members, administrators, teachers and community members developed a vision where students with disabilities were full time members of the general education system. Since that time, inclusive education has grown across BUSD and every school has students with Mild to Moderate to Moderate Severe disabilities fully included in general education classrooms with a combination of push in and pull out support from education specialists, related service providers and Instructional Assistants. Despite being a full inclusive district we continue to find higher suspension rates, a larger opportunity gap and higher rates of referrals to special education to our African/American Black Students.

BUSD has a Counseling Enriched Classroom (CEC) at one elementary (Rosa Parks), one middle (Longfellow) and three classes at Berkeley High School and is an option for students with Individualized Educational Plans who would benefit from a smaller program that offers an on-site therapeutic environment. These students typically struggle with emotional challenges, and often have a history of trauma. The goal of CEC is to help students: reset, regulate, and rejoin the mainstream community once they develop their coping tools and show they are ready. BUSD partners with Seneca Family of Agencies to provide CEC students with daily support from counselors, as well as weekly individual and group therapy with their on-site therapist.

Other than the CEC classroom, BUSD has no other Special Day Classes and students with disabilities are fully included in all general education classrooms.

There has been a large staff turnover in special education with multiple directors and teachers over the last several years. According to focus group interviews with principals, this has developed some mistrust with the special education department. Both general and special education teachers and focus groups shared that improvement was needed for general education classrooms in providing culturally responsive Tier 1 and 2 teaching strategies.

The following table is a summary of district enrollment by race between 2017 and 2020:

District enrollment by race, 2017-2020										
	Native	Asian	Black/AA	Filipinx	Latinx	Pacific Isl.	White	Multi	Missin g	Total
2017-18	16 (0.2)	748 (7.4)	1548 (15.2)	78 (0.8)	2239 (22.0)	20 (0.2)	4074 (40.1)	1439 (14.2)	5 (0.0)	10167
2018-19	18 (0.2)	763 (7.5)	1468 (14.4)	93 (0.9)	2263 (22.1)	16 (0.2)	4105 (40.2)	1489 (14.6)	8 (0.1)	10223
2019-20	28 (0.3)	844 (8.2)	1417 (13.7)	86 (0.8)	2299 (22.2)	17 (0.2)	4224 (40.8)	1416 (13.7)	15 (0.1)	10346
<i>Note: Row percentages in parentheses.</i>										

The [BUSD's Local Control and Accountability Plan \(LCAP\)](#) has been consistently focused on three primary LCAP goal areas:

Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.

Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for improving outcomes for all students, while allowing us to use limited resources to prioritize the actions, services, and expenditures that will be most effective in serving our "unduplicated students" as defined by the state - Socioeconomically Disadvantaged, English Learners, and Foster Youth. California Dashboard data also points to Homeless (McKinney- Vento) students, Students with Disabilities, African-American students, and Latino students as other student groups that should be closely monitored and supported.

The LCAP actions and services are each tied to a series of metrics that are monitored closely and used in determining modifications made to each year's plan. Local educational reforms have led to measurable improvements in student outcomes, as demonstrated by several state indicators found in the Annual Update sections.

Community participation continues to be a critical factor in the effectiveness of our LCAP-funded programs and services, and contributes to the modifications and improvements we are making from year to year. The LCAP Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), the Educator Advisory Committee (EAC) and student focus groups provide active forums for engaging key stakeholders in our on-going investments in educational excellence and equitable outcomes for all students. Student focus groups survey students from middle school, high school and continuation high school. As our processes mature, the advisory groups become more sophisticated in data analysis and this improves trusting coordination with the district.

For the 2019-20 School Year, the District was identified as significantly disproportionate for the overrepresentation of African American students for Specific Learning Disabilities, Other Health Impaired, Intellectual Disability and Overall in Special Education. The CCEIS Team has been collaborating regularly with the TA Facilitators to collect qualitative and quantitative data as well as to engage in analysis. In addition, we conducted focus groups with 11 groups including AA/Black Families and Students, School Psychologists, Site Principals, Special Education and General Education Teachers, Admin and Sped Team Central Leadership, Literacy Coaches and Response to Intervention Coaches, Family Engagement Specialists and Instructional Assistants. All questions relating to the Wisconsin Checklist and all data were reviewed at the Leadership and Stakeholders Meetings leading to the identification of the root causes.

The Leadership Team initially met on [August 5th, 2020](#). The Leadership Team was provided with an overview of the CCEIS process and presented with data revealing our disproportionality and the connection of the CCEIS plan with the Special Education Plan. This convening was the team's initial conversation to better understand our unique roles in creating equitable, student centered-outcomes for our African American students utilizing the CCEIS process.

On [August 27th](#), the Core Leadership Team convened to discuss and establish timelines and needed coordination to develop the CCEIS plan. At this meeting, the team both developed a list of stakeholder and calendar meetings for the focus groups and reviewed the LEA Initiative Inventory.

On September 23rd, the Leadership Team Attended the Workshop B Webinar. There was good participation from most Leadership Team members.

On [October 22nd](#), the Leadership Team met to discuss discipline, academic, graduation, referral source, attendance and Section 504 data. The Team began discussions of possible root causes as it related to the

identified areas on SEP. There was a robust discussion regarding how the non compliant areas on the SEP related to the data reviewed for the CCEIS Plans.

The First Stakeholders Meeting was held on [October 29th](#) and qualitative and quantitative data was introduced for discussion. Root causes were identified and confirmed for disproportionality of our African American/Black students into special education.

Leadership met with Vision School site Principals to verify focal students and activities [November 30,2020](#).

The Second Stakeholders Meeting was held on [December 3rd](#) in order to obtain feedback for activities and affirm Vision School Sites and Scholars.

Leadership team met December 7th to look at last minute revisions before presenting to the Board.

Summary of Data Findings

In the quantitative data below, suspension rates, Section 504, academics, and identification of special education services strongly correlates with anecdotal data findings that were collected in focus groups.

2017-18

In 2017-18, African American/Black students were 15.2% of the district's student population of 10,167 students and were 34.1 % of special education enrollment of 410 students.

33% were identified for the disability category of Intellectually Disabled
38% were identified for the disability category of Other Health Impairment
39% were identified for the disability category of Specific Learning Disability
37% were identified for the disability category of Emotional Disturbance
27% were identified for Speech and Language Impairment
20% were identified for Autism
62% of Suspensions
21% were chronically absent
70% Graduated with a diploma
23% students met UC/CSU Requirements

In 2017-18, White students were 40.1% of the district's student population of 10,167 students and were 21% of special education enrollment 261 students.

- 13% were identified for the disability category of Intellectually Disabled
- 21% were identified for the disability category of Other Health Impairment
- 27% were identified for the disability category of Specific Learning Disability
- 33% were identified for the disability category of Emotional Disturbance
- 28% were identified for Speech and Language Impairment
- 33% were identified for Autism
- 16% of Suspensions
- 6% were chronically absent
- 91% Graduated with a diploma
- 77% students met UC/CSU Requirements

In 2017-18, Latinx students were 22% of the district's student population of 10,167 students and were 26% of special education enrollment 316 students.

- 30% were identified for the disability category of Intellectually Disabled
- 19% were identified for the disability category of Other Health Impairment
- 34% were identified for the disability category of Specific Learning Disability
- 37% were identified for the disability category of Emotional Disturbance
- 27% were identified for Speech and Language Impairment
- 24% were identified for Autism
- 11% of Suspensions
- 10% were chronically absent
- 88% Graduated with a diploma
- 50% students met UC/CSU Requirements

2018-19

In 2018-19, African American/Black students were 14.4% of the district's student population of 10,223 students and were 32% of special education enrollment of 402 students.

- 36% were identified the disability category of Intellectually Disabled
- 37% were identified the disability category of Other Health Impairment
- 36% were identified the disability category of Specific Learning Disability
- 38% were identified for the disability category of Emotional Disturbance
- 36% were identified for Speech and Language Impairment
- 20% were identified for Autism

57% of Suspensions
20% were chronically absent
82% Graduated with a diploma
56% students met UC/CSU Requirements

In 2018-2019, White students were 40% of the district's student population of 10,223 students and were 23% of special education enrollment 282 students.

13% were identified the disability category of Intellectually Disabled
25% were identified the disability category of Other Health Impairment
13% were identified the disability category of Specific Learning Disability
37% were identified for the disability category of Emotional Disturbance
31% were identified for Speech and Language Impairment
33% were identified for Autism
10% of Suspensions
6% were chronically absent
93% Graduated with a diploma
89% students met UC/CSU Requirements

In 2018-19, Latinx students were 22% of the district's student population of 10,223 students and were 27% of special education enrollment 316 students.

30% were identified the disability category of Intellectually Disabled
19% were identified the disability category of Other Health Impairment
36% were identified the disability category of Specific Learning Disability
12% were identified for the disability category of Emotional Disturbance
36% were identified for Speech and Language Impairment
25% were identified for Autism
22% of Suspensions
11% were chronically absent
85% Graduated with a diploma
69% students met UC/CSU Requirements

2019-2020

In 2019-20, African American/Black students were 13.7% of the district's student population of 10,346 students and were 31% of special education enrollment of 402 students.

- 40 % were identified the disability category of Intellectually Disabled
- 35% were identified the disability category of Other Health Impairment
- 35% were identified the disability category of Specific Learning Disability
- 34% were identified for the disability category of Emotional Disturbance
- 32% were identified for Speech and Language Impairment
- 16% were identified for Autism
- 53% of Suspensions
- 19% were chronically absent
- 73% Graduated with a diploma

In 2019-20, White students were 41% of the district's student population of 10,223 students and were 23% of special education enrollment 307 students.

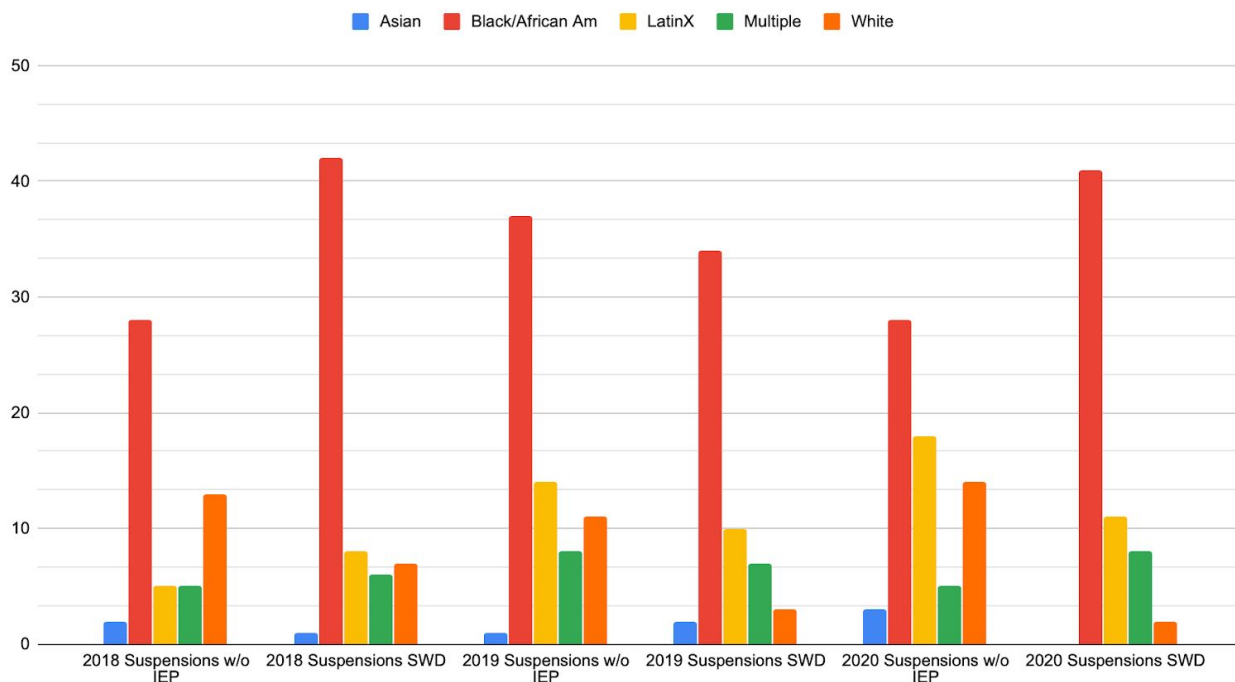
- 17 % were identified the disability category of Other Health Impairment
- 26% were identified the disability category of Other Health Impairment
- 13% were identified the disability category of Specific Learning Disability
- 40% were identified for the disability category of Emotional Disturbance
- 13% were identified for Speech and Language Impairment
- 35% were identified for Autism
- 12% of Suspensions
- 7% were chronically absent
- 88% Graduated with a diploma

In 2019-20, Latinx students were 22% of the district's student population of 10,346 students and were 27% of special education enrollment 316 students.

- 30% were identified the disability category of Intellectually Disabled
- 19% were identified the disability category of Other Health Impairment
- 36% were identified the disability category of Specific Learning Disability
- 13% were identified for the disability category of Emotional Disturbance
- 29% were identified for Speech and Language Impairment
- 28% were identified for Autism
- 22% of Suspensions
- 11% were chronically absent
- 82% Graduated with a diploma

Suspension/Behavior Analysis:

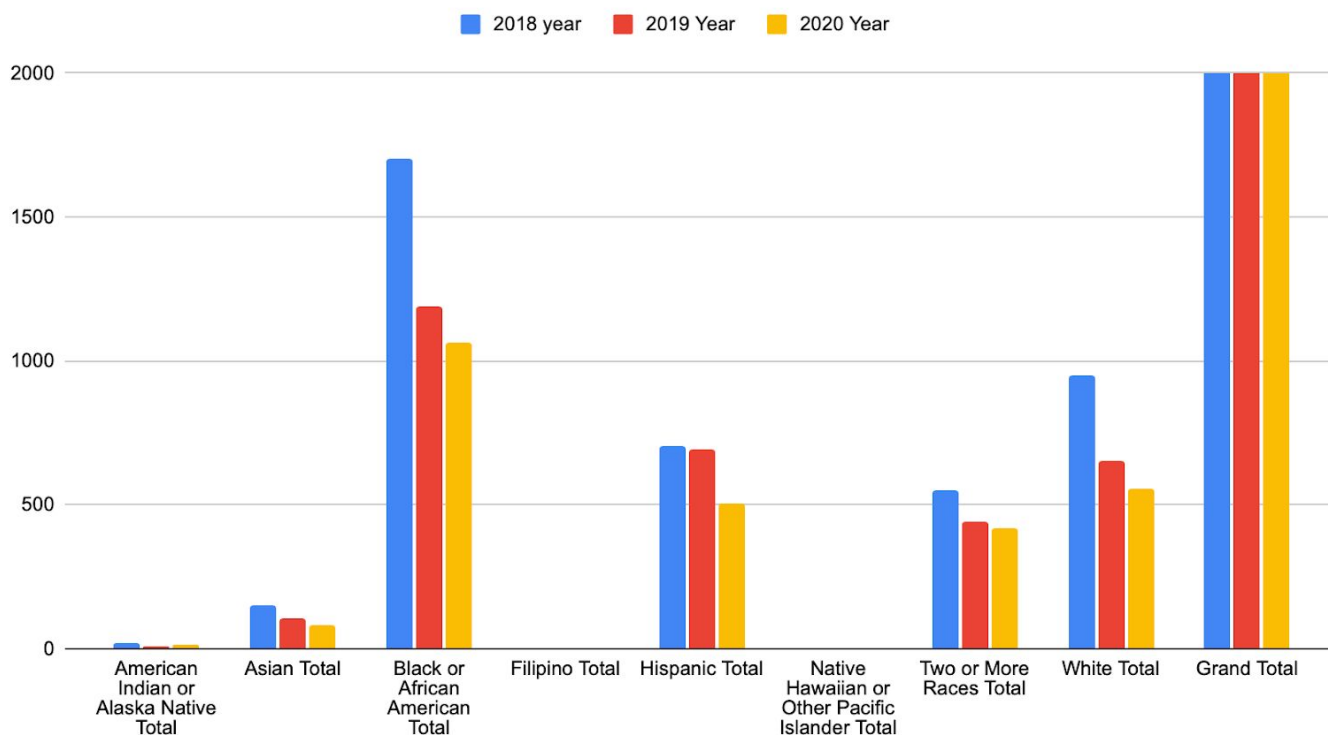
Suspensions by Race and Year



	2018 Suspensions w/o IEP	2018 Suspensions SWD	2019 Suspensions w/o IEP	2019 Suspensions SWD	2020 Suspensions w/o IEP	2020 Suspensions SWD
Asian	2	1	1	2	3	0
Black/African Am	28	42	37	34	28	41
Hispanic/Latinx	5	8	14	10	18	11

Multiple	5	6	8	7	5	8
White	13	7	11	3	14	2

Office Referral Data by Race for 2018-2020



Suspension and Office Referral Data:

Based on the quantitative data, African American students are being suspended at higher rates than other racial peer groups. The quantitative and qualitative evidence demonstrates the need to implement culturally responsive practices. African Americans experience 50-60% of the off-site suspensions despite only being 14% of the student body. The majority of these suspensions are occurring at middle and high school though there are questions if elementary sites are adequately logging all office referral data into the Illuminate data collection system. The data that was collected suggests that AA/Black students receive a disproportionate amount of office referrals (32%) for behavior versus White students at 30%. AA/Black students are 14% of the population while white students are 41%. An evaluation of policies, procedures and practices reveal that a Culturally Responsive Discipline Matrix and a Multi-Tiered System of Support needs further development and should clearly delineate how students will move from each tier in the academic and social/emotional and

behavioral pyramid. In addition, results from interviews with all our focus groups reveal implicit bias and the need for more cultural responsiveness from some teachers in order to keep African American/Black students engaged in the classroom.

Section 504 Analysis

Section 504	Year				
Race Ethnicity	2018	2019	2020	2021	Grand Total
American Indian or Alaska Native				1	1
Asian	4	17	26	21	68
Black or African American	15	38	40	29	122
Hispanic	12	35	57	67	171
Two or More Races	3	24	43	38	108
White	34	120	189	188	531
Not Shared		1	1	1	3
Grand Total	68	235	356	345	1004

The file review, qualitative data and focus groups findings reveal that school sites need more training in the purpose and procedures around Section 504. The focus groups interviews revealed that teachers felt that Section 504 plans did not provide adequate support and African American families felt they were not being offered 504 plans as a pre intervention before being recommended for special education testing. The file review revealed that initial psychoeducational assessments need improvement in documenting eligibility for Section 504 Plans for students that do not qualify for special education but are diagnosed with an impairment that impacts their academic functioning. As the above table illustrates, the majority of Section 504s are offered to White students (53% for 2018-2021) while African American/Black Students receive 12% of 504s. It should also be noted that the data collection for Section 504s needs improvement across BUSD.

Special Education File Review Findings: In response to concerns regarding special education assessment practices for students in the Berkeley Unified School District an audit was initiated. The purpose of the audit was to determine any areas of growth in the policies and practices of initial psychoeducational assessments throughout the district. Further the audit evaluated if the student's race had any impact on the quality of their assessment or their eligibility determination. Finally, the audit explored the path to special education for students who qualified for special education as having an Intellectual Disability, Other Health Impairment, and Specific Learning Disability.

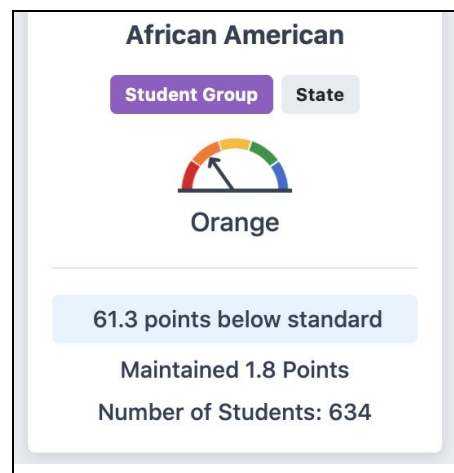
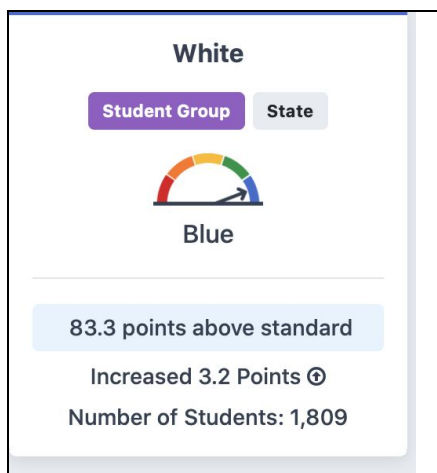
In summary, race and culture were not found to have any impact on the quality of the assessment or on the student's eligibility. No differences were found in student pathways into the special education category of Intellectual Disability, Specific Learning Disability or Other Health Impairment between African American/Black students and white or English Language Learners. The majority of referrals for both SLD and OHI are due to concerns with academic progress and attention regardless of race or culture. However, updates in policies and procedures surrounding the practices of initial psychoeducational assessments are needed as well as additional professional development. The District needs to refine its procedures for Student Study Teams (SST) and Section 504 Plans in order ensure students are receiving early interventions and accommodations to prior to referral for special education.

Special Education Referral Analysis:

Primary Disability	Ethnicity/Race	2017-18	%	2018-19	%	2019-20	%	Total
OHI		46		49		27		122
	African American	17	37%	17	35%	6	22%	40
	white	16	35%	18	37%	13	48%	47
	Hispanic of any race	12	26%	8	16%	6	22%	26
SLD		80	%	73	%	40	%	
	African American	30	36%	32	44%	14	35%	76
	white	16	20%	14	19%	4	10%	34
	Hispanic of any race	27	34%	24	33%	15	38%	66
ID								
<i>1 Student Total</i>			<i>1 Student Total</i>					

Other Ethnic and Racial groups not included if not found to be disproportionate and/or have numbers under 10.								

Race and culture were not found to have any impact on the quality of the assessment or on the student's eligibility and majority of referrals for both SLD and OHI are due to concerns with academic progress and attention regardless of race or culture. Policies and procedures will be reviewed surrounding the practice of initial psychoeducational assessments. Further development and training of how BUSD is tracking pre-intervention strategies will be provided. The analysis below will describe what we believe are factors leading to the over referral for African American/Black students into SLD, OHI, and ID.



Specific Learning Disability (SLD) and Other Health Impairment (OHI)

The above table illustrates the disproportionate number of initials for Other Health Impaired (OHI) and Specific Learning Disability (SLD) for our African American/Black students between 2017 and 2020. Despite being only 14% of the population, they are 33% of OHI sped referrals and 32% of SLD as opposed to white students who are 45% of the population and represent 21% of OHI 16% of SLD. The 2019 CA Dashboard

English Language Arts illustrates (refer to the graphic above), our African American/Black Students are academically performing 61.3 points below standard while White students are performing 83.3 points above. In addition, the data collected and analyzed suggests that AA/Black students receive a disproportionate amount of office referrals and suspensions (see analysis under suspension/behavior). Some African American/Black students lose instructional time due to being sent out of class for office referrals and suspensions. Both qualitative and quantitative data suggest that beginning early in elementary school, there is a strong correlation between discipline, attendance and literacy proficiency for our African American/ Black students and the number of referrals for special education.

Intellectual Disability (ID)

In reviewing all twenty-five initial psychoeducational assessments for special education under the category of ID no differences were found between racial or cultural groups in the criteria used to qualify as ID. There have been zero initial assessments in BUSD for African American/Black Students for the category of intellectually disabled (ID) over the last three years. A review of SEIS information for all AA/Black students in BUSD revealed only three students total from 2016-17 to present. Two students had been identified for ID by BUSD in a triennial and one transferred from Oakland. Before 2016, the majority of AA/Black students were identified for ID during triennials. This is in line with overall identification across all races. The file review found that fifty-six percent of assessments for students qualified as ID were made by IEP teams as a part of a triennial reevaluation. Twenty-two percent were initial assessment requests made by parents and twenty-two percent were referrals from the Regional Center. It is unclear why half of all students regardless of race/ethnicity are not being identified as ID until middle and high school and further exploration is needed.

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
Implicit and Explicit Bias, Cultural Dissonance and low expectations for Black/AA Students leading to negative impacts on academic achievement	Disparities in race are evident by the number of African American students who are suspended and who are identified under the categories of Intellectually Disabled, Other Health Impaired and Specific Learning Disability, as well as Overall. African American/Black students make up 14% of the enrollment and account for 27% of

	<p>students with disabilities. AA/Black students are also referred to special education by school staff 26% more than in comparison to their white counterparts. Participants in all focus groups, staff and family, suggest that there is a perception among educators that placement of AA/Black students is the only way to get academic and behavioral support.</p> <p>There is also a perception from all focus groups that there is a cultural mismatch between most teachers and AA students and implicit and explicit bias and low expectations lead to students being disengaged and sent from the classroom or suspended leading to over referrals to special education in order to receive more support. The majority of out of school suspensions for AA/Black students are occurring in middle school and high school and are 50-60% of the off-site suspensions despite only being 14% of the student body. AA/Black students receive a disproportionate amount of office referrals, 32%, versus White students at 30%. AA/Black students are 14% of the population while white students are 41%.</p> <p>Qualitative data from the CCEIS focus groups suggests:</p> <ul style="list-style-type: none">● Staff need to examine implicit bias towards AA students● There need to be more systemic implicit bias trainings across BUSD● Despite PBIS strategies being implemented across school sites, AA/Black students are being sent out of class more often than their white counterparts. <p>The following focus group quotes informed our assertions:</p> <p><i>“Let’s stop and examine what are the very specific behaviors of the adults that create the culture that puts African American boys in the hall. Why do educators think that this is normal for Black boys to be sitting in the office on the bench and not in the classroom learning. What does that say about the culture and climate at the school and in the district?”</i></p> <p><i>“The education system in Berkeley is a White system set up for White kids operating under White women culture. We are going to see what we see.”</i></p>
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“There is cultural dissonance between the Black kids and the white system space that they find themselves in. There is cognitive overload and they are consistently code switching.”

“Teachers make excuses, talk turns to “trauma” and not the climate that is created in the classroom. Students of color, feelings are one of not belonging in the classroom.”

“If you can’t follow my rule you are out”. The level of anti-blackness in the classroom and among students appears to be acceptable.” “Major factor is a lack of cultural competency and a lack of a diverse staff”

African American/Black Student Focus Group:

“I was highly under-estimated in middle school. I was doing good in math. In seventh grade I was put into a sped class for my ADHD along with the majority of the other Black kids. I really didn’t cope very well. A lot of my needs were not being met. I wasn’t given the accommodations I was supposed. I am not given the accommodations I see the White kids get way more automatically. “

“Some teachers teach us Black history only in the month of February for just a limited time. It feels like they throw us crumbs to shut us up for a while. They just keep teaching the same things over and over again and our questions do not get answered.”

“There are many racist kids who called me a burned potato, the n word during class. Kids at Berkeley High say can I have a pass to say the N word. No you cannot. It is extremely disrespectful. The n word is used a lot at Berkeley High..” AA/Black students are being sent out of class more often than their white counterparts.

“Let’s stop and examine what are the very specific behaviors of the adults that create the culture that puts African American boys in the hall. Why do educators think that this is normal for Black boys to be sitting in the office

	<p><i>on the bench and not in the classroom learning. What does that say about the culture and climate at the school and in the district?"</i></p> <p><i>"The education system in Berkeley is a White system set up for White kids. Operating under White women culture, we are going to see what we see."</i></p> <p><i>"There is cultural dissonance between the Black kids and the white system space that they find themselves in. There is cognitive overload and they are consistently code switching."</i></p> <p><i>"Teachers make excuses, talk turns to "trauma" and not the climate that is created in the classroom. Students of color, feelings are one of not belonging in the classroom."</i></p> <p><i>"If you can't follow my rule you are out". The level of anti-blackness in the classroom and among students appears to be acceptable." "Major factor is a lack of cultural competency and a lack of a diverse staff"</i></p>
<p>Inadequate Relationships with African American Students and Families leading to parents feeling they are not engaged in an authentic partnership with site principals and teachers which has contributed to AA students not being able to access classroom learning.</p>	<p>There is a clear correlation and connection between the Qualitative and Quantitative Data indicating the need to improve culturally responsive and restorative practices and understanding that behavior is a response to a need. Our students of color and families often feel the treatment towards them is unfair and staff and students escalate the situation often resulting in office referrals and suspensions. African American/Black students make up 14% of the enrollment and account for 27% of students with disabilities and 50-60% of the off-site suspensions. AA/Black students are also referred to special education by school staff 26% more than in comparison to their white counterparts. Focus group data from Staff, African American/Black Families and Students imply that the African American/Black students and families do not all feel connected with schools and staff as captured in the following statements :</p>

AA Parents/Family Members::

“Come 5th grade and the parent is called into the SST meeting and told the child is behind. Meanwhile, the report card with the flowery language has been misleading the parent until 5th grade when they are told. The focus for the teacher was never on building a relationship with the family and the student.”

**“You can get tracked in sped and never exit”*

**“You can just see people (teachers) are starting to build a case, parents coming into an elementary and teachers want to have control all of the way.”*

**“I was told to back off on helping the student. What the... You don’t know you can’t help - the kid is struggling, it is too late you can’t do it.”*

**“The mindset is one of “they can’t do it” You know your child is being tracked. Those are two different things, not being able to do it and being tracked for sped.”*

**“Very little staff/admin of color, does not feel safe. They can’t articulate what their AA students need or how to service them.”*

**“White teachers called these kids “thugs” Nothing was done, no accountability.”*

**“There is a continuous systematic problem. It makes me sad. Kids with low self-esteem, put in the corner alienated, degraded and talked down too now graduating.”*

**“White teachers do not relate to students of color, what is the expectation in the classroom.”*

**“There were five people in the IEP meeting. I didn’t feel like I belonged, I was not welcomed. The teachers were so mean to me and they were all White teachers.”*

African American Students:

**“There is actually not someone there to help Black students. Sometimes we just need a little help, like when I am writing my teacher an email and I need help wording things. A student advocate for Black students and students of color. Someone we can trust, someone we can turn to for help.”*

	<p>Staff:</p> <p><i>*“Let’s stop and examine what are the very specific behaviors of the adults that create the culture that puts African American boys in the hall. Why educators think that this is normal for Black boys to be sitting in the office on the bench and not in the classroom learning. What does that say about the culture and climate at the school and in the district. We are trying to create a safe environment for the adults and the African American children are under attack and that seems okay?”</i></p> <p><i>*“I have seen teachers treat African American students differently which leads to the African American parent mistrust the teacher, the school and the district.”</i></p> <p><i>*“I know one African American parent who will not go to the teacher but will go first to the IEP team and the case manager. The piece that is missing is the good connection with the teacher.”</i></p> <p><i>*”There is an unspoken culture in the district, not speaking a common language when it comes to addressing the needs of African American students.”</i></p>
<p>Improvements needed for ensuring Multi-Tiered Systems of Support (MTSS) are more culturally responsive for Tier 1 and Tier 2 Academic and Behavioral Interventions</p>	<p>Compared with their counterparts in the general student population in BUSD, African American/Black and Latinx students have much higher rates of suspension and office referrals and lower academic achievement on the Smarter Balanced Assessment in Math and Language Arts as compared to other racial counterparts. These outcomes by BUSD for our African American/Black and Latinx students is related to the need to have these students have more access to culturally responsive, evidence based Tier 1 and Tier 2 Interventions.</p> <p>Based on the data collected via interviews of site and district leaders, there is a need for a review of the Multi Systems of Support (MTSS) comprehensive handbook that includes behavior and academic interventions and an improved data collection and monitoring system.</p>

Moreover, it was found that the Student Success Team (SST) procedures and practices need improvement in consistent implementation and monitoring at all school sites. In terms of social emotional and behavioral support, there is also a need for consistent implementation across the district for universal support programs and strategies, including a PBIS framework and a regular data collection to measure growth and areas of improvement.

The following are focal group comments supporting the above assertions:

“The kid is struggling...How are the general education practices leading to these outcomes? These practices are subject to bias. Well-meaning people, but look at the outcomes.”

“Along with the limitations of the White assessments is a teaching staff that is made up of mostly White women. We have a strong intervention system, a strong safety net, wonderful RTI system that is overly relied on and so teachers send them outside the class and expect someone else to take care of them.”

“The pre-intervention goes like this, “Teachers say I tried it once, I tried it twice, I tried it three times and then they give up.”

“The pipeline goes too fast. The data and the ideas are not fleshed out. The snap process goes RTI = lack of accountability to parents and SST= stepping stone to SPED

Interventions are lacking and so they automatically jump to SPED. RTI = SPED which is the end all be all RTI it’s just a label, but beyond that there is nothing else.”

<p>Underutilized Section 504 resulting in African American students being “fast-tracked” to a special education referral.</p>	<p>An improvement on the implementation of Section 504 plans can prevent inequities in access and opportunities for all students and overidentification of AA/Black students into special education.</p> <p>Qualitative focus group data revealed that there is an overall perception from staff that Section 504 “does not provide support.” In addition, the qualitative analysis revealed a need to have a clear understanding of the purpose of Section 504 Plan as well as processes involved and a need to keep the Section 504 process separate from Special Education. The staff and AA/Families focus groups revealed these perceptions:</p> <p><i>“Section 504, administrators and teachers don’t understand or know how to use it. There is a wide misunderstanding. No accommodations and support build into it. Parents in general education don’t know about it.”</i></p> <p><i>“White = Section 504, African American = Special Education</i></p> <p><i>“There is a lack of training on Section 504 protocols and no accountability on the accommodations.</i></p> <p>The majority of Section 504s are offered to White students (53% for 2018-2021) while African American/Black Students receive 12% of 504s. It should also be noted that the data collection for Section 504s has been very inconsistent across sites and a district training is needed across sites to review purpose, policies and procedures.</p>
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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.

No

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).

Steve Collins, a member of the Technical Assistant Facilitator Team, conducted individual interviews of district coordinators, directors and sites leaders at the elementary and secondary levels to collect data for the [Policies, Practices, Procedures Matrix](#). The Chart below lists the specific Board Policies (BPs) and Administrative Regulations (ARs) needed to be written or revised due to recent changes in CDE . For the Practices and Procedures, part of the plan will be to improve the MTSS, SST, and 504 Handbooks, as well as revise the Special Education, Parent and Discipline Handbook in accordance with the renewed policies. Once written and updated, the Board Policies (BPs) and Administrative Regulations (ARs) will be update on the District Website and GAMUT.

Special Education	Personnel	Discipline
Revisions Needed		
BP 0410 Nondiscrimination	BP 0460 LCAP (Completed)	
BP6159 IEP to Reflect SB 98	BP 4131 Staff Development (reflect equity, implicit bias and cultural proficiency)	
Needs to be Written		
	BP 0415 Equity	BP5144.2 Suspensions/Expulsions (Students with Disabilities)
	BP 4111 Recruitment	

	AR 4112.22 English Learners	
	AR 4112.23 Special Education Staff	
	BP 4131 Staff Development	

Practices and Procedures to Further Develop

504	SST	MTSS	SpedEd Handbook for Psychologists
Develop a detailed, user friendly handbook and reference guide that includes monitoring and review process based on implementation.	Update and improve a comprehensive SST Manual that is implemented with consistency across the system.	A comprehensive process needs to be better developed with clearly delineated how students will move from each tier in the academic and social/emotional and behavioral pyramid.	Aligned to district wide SLD Policy and culturally appropriate psychoeducational templates for use in assessments of Autism, ED, ID, OHI, SLD, 3yrs, and Manifestation Determinations

3.2a Develop Programmatic Improvement Action Plan

Describe how the budget allocation aligns with the Programmatic Improvement Action Plan. *(See Section 3.2b.*

Measurable Outcome 1

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

Indicator/Element(s):

Indicator 10: Disproportionality by Disability (SLD, OHI and ID)

Indicator 9: Disproportionality Overall

Root Cause(s):

Inadequate relationships with AA/Black students and families leading to parents feeling they are not engaged in authentic partnerships with site principals and teachers which has contributed to AA students not being able to access classroom learning. The data suggests AA students may be referred to the office frequently rather than being engaged in the classroom.

Improvements needed for ensuring Multi-Tiered Systems of Support (MTSS) are more culturally responsive for Tier 1 and Tier 2 Academic and Behavioral Interventions

Target Population:

Four elementary and one middle schools were chosen as our Vision Schools. These sites were selected because they have slightly higher referral rates for special education. Vision School sites include: Berkeley Arts Magnet Elementary School, Malcolm X Elementary, Oxford Elementary School, Washington Elementary School and Longfellow Magnet Middle School.

Our Focal Scholar population was chosen by most recent academic, attendance, and behavioral metrics and ranked as most “at risk.” 182 students have been identified and we will track their academic, attendance, suspension, office referrals and referrals to special education. 70% of the students are African/American/Black (126) and 30% are Latinx (56). Though we are not disproportionate for our indicator for Latinx students their risk ratios (academics, attendance, behavior, special education referral) are second to African American/Black students and case management will be provided as a preventative measure.

Activity #1

Development of Individual Learning Plans for Vision School Scholars. All Vision Scholars will have an Individual Learning Plan that engages the student and each parent/guardian in working on the site team for improving academic and behavior outcomes.

Staff Responsible:

COST Teams (Principal, RTI Coach, Gen Ed Teacher, Sped Teacher) with support of Director of Elementary and Middle School, Supervisor of Family Engagement and Equity and Berkeley Research, and Evaluation & Assessment (BREA)

Coordinator 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 COST 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

Timeline:

Coordinator Timeline: Meet with five target schools to develop and adopt a uniform Individual Learning Plan and identify common data points for literacy, behavior, social emotional. Gather baseline data for target students: academic, behavior, social emotional - January to June 2021

Hold initial COST 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 teachers, family/parent site administrator, Director of Elementary and Middle School and Director of Special Education.

Progress on Individual Learning Plan goals as documented in quarterly meetings

Activity #2

Central monitoring of Vision School Scholars who are not responding to Tier 1 and Tier 2 instructional strategies in order to schedule support with additional school sites or community agency resources.

Staff Responsible:

Director of Elementary and Middle School, Supervisor of Family Engagement and Equity and Berkeley Research, and COST Team (Principal, RTI Coach, Literacy Coaches, Gen Ed Teacher, Sped Teacher and School Psychologist)

Timeline:

After implementation and tracking of Individual Learning Plan - November 2021-September 2022

Data Sources/Methods for Evaluating Progress:

Development and quarterly monitoring of Individual Student Learning Plans to include participation by general education teachers, family, site administrator, Director of Elementary and Middle School and Director of Special Education.

Meeting notes and possible referrals to community based agencies

Progress on Individual Learning Plan goals as documented in quarterly meetings

Activity 3:

Principals and Literacy Coaches at each Vision School will review the quality of Language Arts and Math instruction within the general education setting and to ensure culturally responsive, evidence based Tier 1 strategies and progress monitoring are taking place. In addition, guideline criteria for placing at-risk Vision School Scholars into Tier 2 and Tier 3 reading intervention will be reviewed including the use of a universal screener in order to determine phonological processing challenges and improvement in tracking services and benchmark assessments progress monitoring.

Staff Responsible:

Professional Development Coordinator, Director of Elementary and Middle School, Director of Student Services and Evaluation & Assessment (BREA) Coordinator and Principal, Literacy Coach, RTI Coach and Math Leads

Timeline:

Collaborate with target school sites to inventory current Tier 1, 2 and 3 reading and math strategies and data collection and determine efficacy and gaps - March 2021-June 2021

Revise benchmark assessments and targeted reading and math strategies - June 2021-September 2021

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

Implement benchmark assessments and curriculum - August 2021-June 2022

Classroom visits to measure fidelity - August 2021-June 2022

Data Source/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 2:

By November 2021, Vision School Sites will increase authentic parent and community engagement for the Vision School families and other underserved families by supporting a variety of meaningful family engagement offerings (i.e. Principal Coffee Chats, Community Engagement Events, AA/Black Affinity Focus Groups) as evidenced by increased participation in planned activities with satisfactory evaluations by a minimum of 75% of participants in each session, focus group or activity and an overall favorable evaluation citing the improved responsiveness of the district to the needs of families.

Indicator/Element(s):

Indicator 9: Disproportionality Overall

Indicator 10: Disproportionality by Disability (SLD, OHI and ID)

Root Cause(s):

Inadequate relationships with AA/Black students and families leading to parents feeling they are not engaged in authentic partnerships with site principals and teachers which has contributed to AA students not being able to access classroom learning.

Implicit and Explicit Bias, Cultural Dissonance and low expectations for Black/AA Students leading to negative impacts on academic achievement.

Target Population:

Four elementary and one middle schools were chosen as our Vision Schools. These sites were selected because they have slightly higher referral rates for special education. Vision School sites include: Berkeley Arts Magnet Elementary School, Malcolm X Elementary, Oxford Elementary School, Washington Elementary School and Longfellow Magnet Middle School.

Our Focal Scholar population was chosen by most recent academic, attendance, and behavioral metrics and ranked as most “at risk.” 182 students have been identified and we will track their academic, attendance, suspension, office referrals and referrals to special education. 70% of the students are African/American/Black (126) and 30% are Latinx (56). Though we are not disproportionate for our indicator for Latinx students their risk ratios (academics, attendance, behavior, special education referral) are second to African American/Black students and case management will be provided as a preventative measure.

Activity #1

Education Services in cooperation with Berkeley Research, Evaluation & Assessment (BREA) and Stakeholder Members will meet by March 2021 to begin development of a survey that measures student and families perceptions of school/ home relationships. Quarterly surveys will be implemented and analyzed with

site administrators who will in turn address staff including how they will incorporate strategies to support connections to families/students at a deeper level.

Staff Responsible:

Director of Elementary and Middle School, Supervisor of Family Engagement and Equity and Berkeley Research, Evaluation & Assessment (BREA) Coordinator in collaboration with the Executive Director of Special Education.

Timeline:

Quarterly until March, 2022

Data Sources/Methods for Evaluating Progress:

Pre and Post survey results; quarterly surveys; agendas and meeting minutes reflecting meaningful engagement

Activity 2:

The district will provide Family workshop series on topics related to empowering families as equal status partners with educators and increasing their knowledge of district processes and effective ways to advocate for their children in school-related activities. Staff will be invited to listen and learn about better ways to engage with families as equal partners.

Three explicit themes will be present in all the seminars:

Listen: Give participants an opportunity for their voices and concerns to be heard

Educate: Provide information on topics importance to families in negotiating the educational system (SST, Section 504, IEP)

Advocate: To share tools to empower families to be effective advocates for their children.

Staff Responsible:

Supervisor of Family Engagement and Equity and Berkeley Research and Director of Elementary and Middle School

Timeline:

Begin in March 2021 and complete by November 2021

Data Sources/Methods for Evaluating Progress:

Monthly Meeting agenda and minutes, assessment inventory surveys

Activity #3

Vision Schools will establish or grow a Black/African American Advisory Committee

Staff Responsible:

Teachers, Administrators at the 5 schools with support of Supervisor of Family Engagement and Equity, Director of Elementary and Middle Schools

Timeline:

September 2021-September 2023

Data Sources/Methods for Evaluating Progress:

Feedback from focus groups, agendas and attendance, suspension, office referrals and academic records, parent feedback form proceeding parent teacher conferences.

Measurable Outcome #3

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):

Indicator 9: Disproportionality Overall

Indicator 10: Disproportionality by Disability (SLD, OHI and ID)

Root Causes:

Inadequate relationships with AA/Black students and families leading to parents feeling they are not engaged in authentic partnerships with site principals and teachers which has contributed to AA students not being able to access classroom learning.

Implicit and Explicit Bias, Cultural Dissonance and low expectations for Black/AA from some educators leading to students feeling disconnected from the classroom leading to negative impacts to their academic achievement.

Target Population:

Four elementary and one middle schools were chosen as our Vision Schools. These sites were selected because they have slightly higher referral rates for special education. Vision School sites include: Berkeley Arts Magnet Elementary School, Malcolm X Elementary, Oxford Elementary School, Washington Elementary School and Longfellow Magnet Middle School.

Our Focal Scholar population was chosen by most recent academic, attendance, and behavioral metrics and ranked as most “at risk.” 182 students have been identified and we will track their academic, attendance, suspension, office referrals and referrals to special education. 70% of the students are African/American/Black (126) and 30% are Latinx (56). Though we are not disproportionate for our indicator for Latinx students their risk ratios (academics, attendance, behavior, special education referral) are second to African American/Black students and case management will be provided as a preventative measure.

Activity #1:

Provide implicit bias professional development to Vision School Principals, Site Equity Leaders and special education and general education teachers and other staff. The training will include:

- * 90 minute introduction with the “WHY” of the work and the connection to the need to address significant disproportionality in the district.

- *2-3 Hours of Asynchronous Learning followed by five 90-minute equity Deep Dive per class on these topics: Compassionate Dialogue, Thriving as a Racially Conscious Person, Let’s Talk About Race, Implicit Bias and Culturally Relevant Pedagogy.

Based on the feedback, from the initial staff trained ,the District will develop a “train the trainer” model to create sustainability and consider expansion to other sites. Participants will be provided opportunities to attend future equity conferences.

Staff Responsible:

Director of Elementary and Middle School, Associate Superintendent of Educational Services, Executive Director of Special Education, Supervisor of Family Engagement and Equity and Site Principals

Timeline:

April, 2021-October 31, 2021

Data Sources/Methods for Evaluating Progress:

- Certificate of completion for all online courses
- Attendance for all training sessions
- Pre/Post Survey: knowledge of content area and comfort engaging in conversations on equity issues
- Development of a plan for a trainer of trainer model to sustain the work in the district

Activity #2:

Build upon our PBIS system by further developing a Culturally Responsive School Wide Positive Behavioral Intervention System (SWPBIS) Tiered Fidelity Inventory (TFI) that Vision Schools will utilize to provide valid, reliable, and efficient measures of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS).

Staff Responsible:

Director of Student Services, Director of Elementary and Middle School and Associate Superintendent of Educational Services, Principals, RTI Coaches and gen ed and sped ed teachers

Timeline:

Development of TFI between March 2021 to July 2021

Training for Sites by November 2021

Full Implementation January 2022

Data Sources/Methods for Evaluating Progress:

Culturally Responsive School Wide Positive Behavioral Intervention System (SWPBIS) Tiered Fidelity Inventory (TFI), results of self assessment and strategies

Activity 3:

Ed Services will collaborate with Human Resources and their partnership with Teachers of Color Network and Leaders of Color Networks to ensure we are retaining, recruiting and supporting African American/Black Teachers and Administrators by reflecting on hiring practices, networking with universities (i.e. HBCUs), participating in diversity job fairs and hiring earlier in the school year.

Staff Responsible:

Assistant Superintendent of Human Resources, Director of Human Resources

Timeline:

Intentional recruitment of African American/Black teachers and administrators through organizations - winter through spring 2021

Focus on development and retention of African American teachers and administrators (ongoing)

Data Sources/Methods for Evaluating Progress:

Staff demographic data

Data related to years of service within the district

Minutes from Meetings with Teachers of Color Network and Leaders of Color

Measurable Outcome #4

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 10% in office referrals and chronic absences.

Indicator/Element(s):

Indicator 9: Disproportionality Overall

Indicator 10: Disproportionality by Disability (SLD, OHI and ID)

Root Cause(s):

Improvements of Comprehensive Multi-Tiered System of Support (MTSS) across schools for Tier 1 and Tier 2 Academic and Behavioral Interventions

Underutilized Section 504 resulting in African American students being “fast-tracked” to a special education referral. Written policies and practices and procedures have not been shared across the district and minimal training have occurred.

Implicit and Explicit Bias, Cultural Dissonance and low expectations for Black/AA from some educators leading to students feeling disconnected from the classroom leading to negative impacts to their academic achievement.

Target Population:

Four elementary and one middle schools were chosen as our Vision Schools. These sites were selected because they have slightly higher referral rates for special education. Vision School sites include: Berkeley Arts Magnet Elementary School, Malcolm X Elementary, Oxford Elementary School, Washington Elementary School and Longfellow Magnet Middle School.

Our Focal Scholar population was chosen by most recent academic, attendance, and behavioral metrics and ranked as most “at risk.” 182 students have been identified and we will track their academic, attendance, suspension, office referrals and referrals to special education. 70% of the students are African/American/Black (126) and 30% are Latinx (56). Though we are not disproportionate for our indicator for Latinx students their risk ratios (academics, attendance, behavior, special education referral) are second to African American/Black students and case management will be provided as a preventative measure.

Activity #1

Update and Introduce Board Policies and Administrative Regulations to BUSD Board as consent items that may be contributing to significant disproportionality:

BP 0415 Equity (Diversity, Equity and Inclusion)

BP 4111 Recruitment

BP 4131 Staff Development

BP 0410 Nondiscrimination

Staff Responsible:

Student Services Director, Executive Director of Special Education, Human Resources Director

Timeline:

June 2022

Data Sources/Methods for Evaluating Progress:

Team meeting agendas and minutes. Board Agendas, Policies posted on district website and online Gamut

Activity #2

Create a District Task Force to develop a Culturally Responsive Positive Behavior Matrix including Tier 1 and 2 PBIS strategies (i.e. Restorative Practices) with alternatives to suspension and office referrals and establishing a system to collect and monitor consistent documentation of behavioral incidences.

Provide Professional development to the Vision Schools to develop an understanding of how to utilize the matrix in order to decrease discipline referrals to ensure students are achieving social and emotional success and identify alternatives to suspension and/or removal from class instruction. The matrix should be shared with students, families, educators and published in the BUSD Student Handbook.

Staff Responsible:

Director of Student Services, Director K-8 Schools and the Executive Director of Special Education

Timeline:

Develop Task Force to begin the development of Culturally Responsive Positive Behavior Matrix: March to June 2021

Train staff district-wide in revised Positive Behavior Matrix by November 2021 including Vision Schools

Data Sources/Methods for Evaluating Progress:

Office referrals by student and by teacher. Development of Positive Behavior Matrix. Attendance sheets from task force meetings and professional development sessions. Evidence of clear behavioral expectations and evidence based ratio of interactions with students (5:1 Positive to Negative Interactions) based on instructional walk-throughs. Notes on Restorative Conversations. Progress on PBIS goals on Individual Student Learning Plans.

Activity 3:

Student Services will facilitate professional development to Vision Schools on the implementation of Section 504 Handbook and ensure handbooks are translated and communicated to families. Ed Services will conduct

spot checks during the school year on quarterly referral rates and Section 504 use, provide targeted professional learning to all 504 coordinators on appropriate utilization of the new data collection system to store and monitor all 504 plans on a quarterly basis.

Staff Responsible:

Director of Student Services, Director of K-8 Schools, Executive Director of Special Education and Assistant Superintendent of Ed Services.

Timeline:

March-April Complete 504 Handbook

By December 2021-Train staff at Vision Schools

Data Sources/Methods for Evaluating Progress:

Section 504 Handbook, Quarterly data monitoring of AA placements in Section 504 and Special Education, behavioral referrals and suspensions

Activity 4:

In collaboration with the Special Education Department, the Director of Student Services will facilitate development of a standardized Culturally Responsive Student Success Team Manual with completion by June 2021. In collaboration with the Special Education Department, the Director of Student Services will conduct professional development and training on the new SST manual by September of 2021 to the 5 Vision Schools.

Staff Responsible:

Director of Student Services, Director K-8 Schools, Executive Director of Special Education and Assistant Superintendent of Ed Services

Timeline:

SST Manual Creation by December 2021. Complete training by September 2021. Quarterly monitoring of data input and process until September 30, 2023.

Data Sources/Methods for Evaluating Progress:

Student Success Team Manual, Data Sheets and agendas and conduct spot checks during the school year quarterly on referral rates for AA/Black students in Section 504 and Special Education, as well as, filing of interventions into CUMS. Survey Data Feedback

Activity 5:

Develop district templates for evaluating students for eligibility specifically in the areas of Specific Learning Disability, Emotional Disturbance, Other Health Impairment, and Intellectual Disability as well as other eligibility categories. Train and implement templates district-wide and provide consultation with administrative staff, general education staff, intervention providers and consultants to ensure optimal communication. Further, multiple work group meetings will be held with intervention providers to ensure their feedback regarding needs and remediation are addressed. These meetings will be held once a month beginning in February and will continue until the final remediation plan is submitted. Refine and clarify our comprehensive process, procedures and methodologies for evaluation and reporting of assessment of Students with Disabilities and outline in a School Psychologist Handbook and ensure that all templates and handbook resources are housed accessible to staff (BUSD Intranet).

Staff Responsible:

Executive Director of Special Education, Psychologists, Special Education Staff, Principals

Timeline:

Templates January - March 2021

Handbook March - June 2021

Training on Handbooks September 2021

Data Sources/Methods for Evaluating Progress:

Templates and Handbooks

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 SPP-TAP CCEIS Portal.

- 2020 CCEIS Budget and Allowable Expenditure Forms One and Two
- 2020 CCEIS Target Student Population

Step 2: Complete both documents.

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

Step 4: Provide documents (as part of your SEP) to your SELPA for review and submission by the SELPA to the CDE.

- [2020 CCEIS Target Student Population](#)
- [2020 CCEIS Budget](#)

Step 5: The SELPA shall submit all final documents to the CDE by email to:
IntensiveMonitoring@cde.ca.gov.

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
Bajé Thiara	Progress and Budget	bajéthiara@berkeley.net
Phillip Shelley	Progress	phillipshelley@berkeley.net
Debbie Dean	Progress	debbiedean@berkeley.net
Shawn Mansager	Progress and Budget	shawnmansager@berkeley.net
Pauline Follansbee	Budget	paulinefollansbee@berkeley.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 Team will form an Implementation Team of key staff members that will meet to monitor each of the activities at the five Vision Schools. They will collect the data that will be needed for the quarterly Progress Reports and facilitate the development of the agenda for each quarterly Stakeholder Meeting. Progress will be reported to the Board of Education on a quarterly basis. The data points for each action on each of the four measurable outcomes will be drawn from Progress on Students Individual Learning Plans, the student information system Infinite Campus (newly adopted), Illuminate (previous system), SEIS, CALPADS and the CDE Dashboard as well as DataQuest. Particular emphasis will be placed on students' outcomes such as attendance, discipline and academic and special education referral reports. Each of the actions will be modified as needed based on students' responses to the interventions. Collaboration between the Leadership Team and Coordination of Services Team (COST) at each site will be critical in supporting the implementation of the practices/actions with fidelity, as well as, keeping Individual Learning Plan goal progress and intervention adjustments.

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 LCAP goals.

Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.

Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

The activities in the CCEIS Plan align with actions steps in the LCAP including implementing MTSS and PBIS, improving school climate and strengthening communication and relationship with families to increase sense of belonging. This alignment will be sustained when writing the 2021-2022 LCAP and SPSAs for the target schools. The ED Services Team will meet quarterly with the Leadership Team. The goal of these meetings is to ensure continued alignment of the CCEIS Plan with the district LCAP and to examine data to evaluate the effectiveness of the activities towards meeting the 4 measurable outcomes.

Stakeholder meetings will be held quarterly as well to discuss data and fidelity of implementation of interventions and activities implementation, as well as level of impact on students' outcomes, followed by Board of Education presentations. Activities in the CCEIS plan are leading to sustainability since they develop the capacity of each school to maintain a robust multi-tiered system of support responsive to each student's behavior and academic needs. The community of practice at each school will serve to develop the internal capacity of, principal, teachers and school Instructional Leadership team's capacity to work together to build, and sustain and improve the system. The work with implicit bias will support each site in determining how to make changes to the system to overcome bias for African American. 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 effectiveness in reducing disproportionality for African American/Black Students in SLD, ID and OHI and Overall in Special Education.

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
Bajé Thiara		bajéthiara@berkeley.net
Phillip Shelley		phillipshelley@berkeley.net
Debbie Dean		debbiedean@berkeley.net

Shawn Mansager		shawnmansager@berkeley.net
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