# Comprehensive Coordinated Early Intervening Services (CCEIS)Plan

**Berkeley PUBLIC SCHOOLS**

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# What is the Comprehensive Coordinated Early Intervening Services?

- A component of the Individuals with Disabilities Act (IDEA)

- The purpose of the CCEIS plan is to improve academic outcomes for the identified group in general education and to decrease the overrepresentation into special education.

- The Individuals with Disabilities Education Act requires district set aside 15% of its IDEA Grant special education funds to create a CCEIS Plan to address significant disproportionality (SigDis)

- Progress monitored over a  for 27 month window

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## BUSD Previous Years of Significant Disproportionality

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

## BUSD
## Significant Disproportionality (CCEIS)
## 2016-2019
## (3 Years Disproportionate for African American Black Students in Special Education)

- Other Health Impaired
- Specific Learning Disability
- Intellectual Disability
- Overall

**Goal of CCEIS Plan:**
Improve outcomes for AA students in General Education

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# THE PROCESS

**Programmatic Improvement Process**

*Apply a Cultural Lens throughout the four phase process*

Phase I:
Getting Started

Phase II:
Data Discovery and
Root Cause

Phase III:
Planning for
Improvement

Phase IV:
Implementing,
Evaluating, and
Sustaining

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# Quantitative and Qualitative Data Summary

Quantitative Data Sources (2017-2010)

● California Schools Dashboard (district and site level data: chronic absenteeism, Smarter Balanced ELA and math performance, suspension rate, disability status)

● CalPADS (student level data: race / ethnicity, grade level, date of entry into special education, discipline, enrollment)

● SEIS IEP Data System (student level data: special education eligibility category by ethnicity)

## FOCUS GROUP INTERVIEWS

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/Response to Intervention Coaches

11/18/20  8  Black/African American Students

11/19/20  20  Instructional Assistants/Paraprofessionals

*Met with Black/AA Family Focal Group for Listening Sessions and to receive feedback on strategies 11/12 and 11/19

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# Identified Root Causes

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

- **Inadequate Relationships with African American Students and Families** leading to disengagement in the classroom and higher number of office referrals

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

- **Underutilized Section 504** resulting in some Black/African American students being "fast-tracked" to a special education referral.

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# BUSD VISION SCHOOLS

Berkeley Arts Magnet (BAM)

Longfellow Middle School

Malcolm X Elementary School

Oxford Elementary School

Washington Elementary School

## Vision School Scholar Profile

- 182  students total: 126  Black/African American  / 56 Latinx
- Students not already with IEPs or referred for an evaluation
- Higher Level of Initial IEPs for Black/African American Students

## Scholar Risk Ratio Factors:

- Students with higher absenteeism
- Students with STAR and/or early literacy reading scores in the Below Standard range
- Office Referrals  or Suspensions

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# Measurable Outcomes

- 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.

- 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 classroom visits.

- By June 2022, Vision Schools increase authentic parent and community engagement with Vision Scholar Families measured by 75% participation and overall favorable survey feedback.

- By June 2022, the district will further develop 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.

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# BUSD VISION SCHOOL SCHOLAR NUMBERS

Vision Scholars will be have Individual Learning Plans

COST Teams and Families will review progress quarterly

| Vision Schools | African American/Black | Latinx | Grand Total |
|---|---|---|---|
| Berkeley Arts Magnet | 14 | 5 | 19 |
| Malcolm X Elementary | 48 | 10 | 58 |
| Oxford Elementary | 41 | 11 | 52 |
| Washington Elementary | 10 | 14 | 24 |
| Longfellow Middle School | 13 | 16 | 29 |
| Total | 126 | 56 | **182** |

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# Activities to Address Root Causes

**Student Achievement**

- Individual Learning Plans (ILP) for all Vision School Scholars

- Central monitoring and support for students not responding to Tier 1 and Tier 2 instructional strategies

- A review of the effectiveness of Tier 1 and 2  and Literacy and Math Instruction at the Vision Schools

- Human Resources and Ed Services will partner to further examine methods of retaining and recruiting more Black/African American Educators and Administrators

- District will provide a workshop series to Vision School Families, other families and BUSD staff on topics related to empowering families (i.e. COST Team Meetings. Section 504, Special Education)

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# Activities to Address Root Causes

**School Climate**

- Survey development with Stakeholder Team measuring perceptions of school/ home relationships

- Establish or grow a Black/African American Advisory Committee at each of the five Vision Schools

- Provide implicit bias professional development and develop a "train the trainer" model with principals, equity leaders and teachers at five chosen Vision schools

- Develop a Culturally Responsive PBIS Tiered Fidelity Inventory (TFI) that Vision Schools utilize to ensure all families feel welcome and included in all settings

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# Activities to Address Root Causes

**Systems and Infrastructures**

- Implementation and training of Culturally Responsive Tiered PBIS strategies

- Further development of the Multi-tiered System of Support

- Professional development to Vision Schools on Section 504 Handbook

- Culturally Responsive Student Success Team (SST) Manual

- Training for School Psychologists, Teachers and Admin on pre-intervention services and improvements in the use of Section 504 Plans

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# Total Anticipated Budget based on 2019-20 IDEA Grant

| 2020 CCEIS Resource 3312 **3312 = 15% of 3310** | | 2020 CCEIS Resource 3318 **3318 = 15% of 3315** | | Total 2020 **CCEIS Budget (3312 plus 3318)** |
|---|---|---|---|---|
| $272,481.00 | plus | $4,645.00 | equals | $277,126.00 |

- Certificated and Classified Salaries and Benefits - $150,000

- Contract Services - $70,026

- Services and Operating Costs - $40,000

- Materials and Supplies - $ 7,700

- Indirect Costs - $9,400

# NEXT STEPS

**Seek Board Approval of the CCEIS Plan**

**Submit Plan to CDE** by 12/15/20
Await CDE approval for implementation

Upon CDE Plan Approval begin **Implementation in the Early Spring**

Over 27 Month Window, **quarterly progress** will be presented to Stakeholder Team and the Board of Education

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