

Special Education Comprehensive Coordinated Early Intervening Services(CCEIS) Plan

Presentation to the Board of Trustees
December 9, 2020



Student Services

Review of Special Education Audits

- Dr. Sandee Kludt and Mr. Jack Lucas
 - Spring 2019 to Winter 2020 - 66 recommendations in 6 areas
 - Vision, Communications, Staffing, Curriculum/Prof Development, Procedures/Compliance, Fiscal
- Special Education Plan (SEP)/Performance Indicator Review (PIR) based on data from 2018-2019; plan approved by SELPA December 2020; implementation Jan 2021- June 2022
 - ELA/Math Assessment Participation
 - ELA/Math Achievement
 - Suspension Rate
 - Least Restrictive Environment
 - Significant Disproportionality - Hispanic/Specific Learning Disability
- *Comprehensive Coordinated Early Intervening Services Plan (CCEIS)*
 - *Specific plan to address Significant Disproportionality*
 - *27-month process - through September 2022*

Definition of Significant Disproportionality

- SMFCSD has been identified for Significant Disproportionality in Disability Type
 - Specific Learning Disability (SLD)
 - Hispanic/Latino Students
 - Over state threshold of 3% (~4.27)
 - 2016-17 through 2018-19

CCEIS Process - 4 Phases

Programmatic Improvement Process

Apply a Cultural Lens throughout the four phase process

Phase I:
Getting Started



Phase II:
Data Discovery and
Root Cause



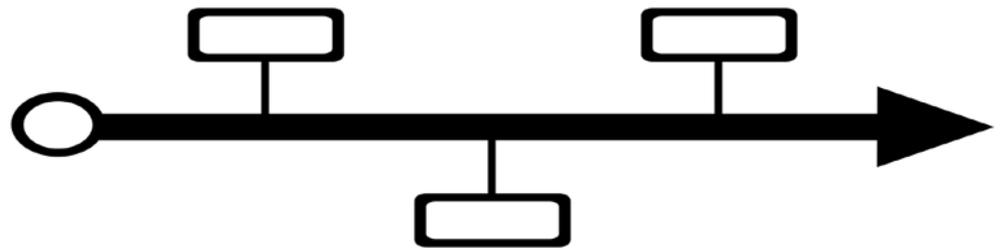
Phase III:
Planning for
Improvement



Phase IV:
Implementing,
Evaluating, and
Sustaining



CCEIS Timeline



Phase I – Getting Started

Stakeholder/leadership team, data collection, identify facilitator
(Completed)

Phase II – Data Discovery and Root Cause

Data analysis and root causes, self-assessment, LEA inventory initiative
(Completed)

Phase III - Planning for Improvement (December, 2020)

Develop CCEIS improvement plan (Completed)

Phase IV - Implementing, Evaluating and Sustaining (through 9/2022)

Quarterly progress reports beginning April 2021

Phase I - Leadership Team and Technical Facilitator



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Leadership Team: Dr. Joan Rosas, David Chambliss, Patrick Gaffney, Dr. Sarah Drinkwater, Alma Ellis

Technical Facilitator: *Dr. Mary Bacon* is a technical facilitator with the State Performance Plan Technical Assistance Project, and in her capacity as a facilitator since the program's inception, she has been providing services in areas related to eliminating disproportionality, adopting an equity agenda and culturally responsive educational service delivery to several districts including but not limited to: Mt. Diablo, San Francisco, Woodland, Oakland, San Juan, Compton, South San Francisco, Hayward and Los Angeles.

Phase I - Stakeholder Engagement



Stakeholders included:

- SEDAC Leadership - Chairperson
- Former parent member of the Equity Task Force
- President of Education Foundation
- SMETA Representative
- Representatives from Education Services - Assistant Superintendent, Directors, Coordinators
- Representative from Fiscal Services - Director
- Representatives from Special Education – Coordinators, Psychologists, SLP's, Program Specialists
- General Education Staff
- Principal and Assistant Principal Representatives
- SELPA Coordinators

Phase II - Data Collection and Review

Quantitative Data (CASEMIS and SEIS)



- Overall District Classification Rate
- Overall Classification Rate of SWD by race/ethnicity over the last 3 years
- Racial/ethnic composition of SWD compared to the racial/ethnic composition of the entire District
- Risk Ratio: Racial/ethnic group identified with a disability
- Classification rates of students with SLD, ELD and SLI by race/ethnicity

Data Review (Continued)



- Composition indices of students with SLD, ED and SLI by race /ethnicity.
- Risk Ratio: Racial/ethnic group identified with a disability (SLD, ED, SLI)
- Classification rate of SWD by grade level
- District referral to Special Education rate by type of disability

Data Review (Continued)



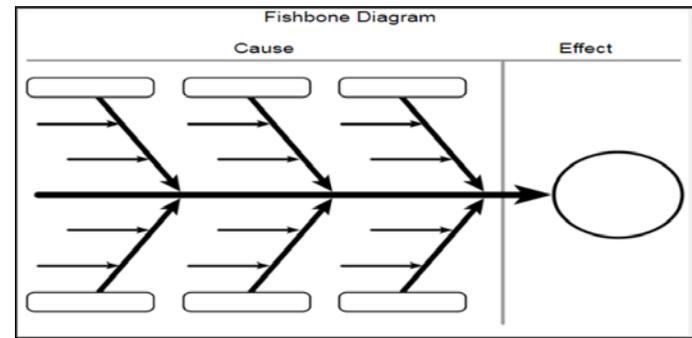
Qualitative Data

- Focus Groups (Program Specialists, Psychologists, SLPs)
- Parent Interviews
- Student Files Review

Programmatic Self Assessment Tool

The Racial/Ethnic Disproportionality in Special Education Data Analysis Workbook was selected due to the incorporation of Risk Ratios in the overall analysis.

Root Cause Analysis



Stakeholders and Leadership Team engaged in root cause analysis sessions facilitated by our Coordinator of Assessment, Research and Evaluation using the Fishbone Diagram.

Stakeholders prioritized root causes through a survey. Strategies/activities to address the corresponding root causes were also provided by stakeholders.

The summary of the root causes and change ideas were used to develop the Programmatic Improvement Action Plan.

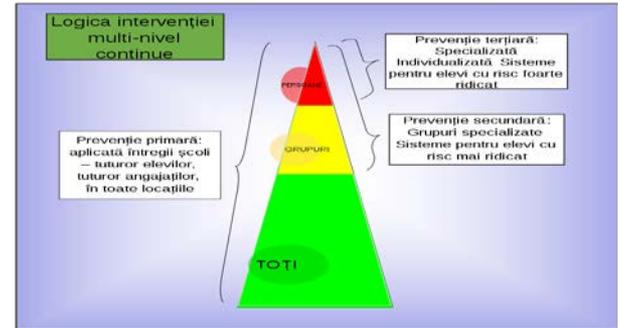
Stakeholders were given the opportunity to review and provide feedback to the Programmatic Improvement Action Plan.

Root Cause #1 and Measurable Outcomes

The District lacks a system for implementing MTSS strategies with consistency and reliability.

By July, 2022 there will be districtwide shared understanding of the MTSS process and SST process, written guidance and calibrated implementation of MTSS and SST processes and established systems and structures to sustain an MTSS learning sequence that include a menu of linguistically and culturally responsive instructional strategies.

(Aligns with preliminary ETF Academic Program Subcommittee recommendation.)



Root Cause #2 - Measurable Outcomes

Not all teachers feel well equipped to provide quality Integrated-ELD and Designated-ELD or to distinguish between issues related to language acquisition and disability.

By July 2022, there will be an established professional learning system of support districtwide to effectively implement and facilitate professional development opportunities for school leaders, teachers and staff on Designated and Integrated English Language Development instructional strategies within the MTSS framework that will result in the overall increase in locally defined academic performance measures for the English language learner group identified within our target population.

(Aligns with LCAP commitment and FPM mandate.)



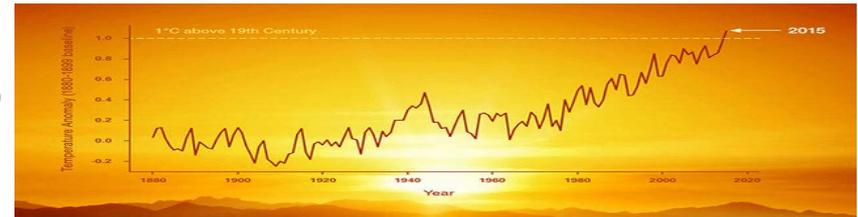
**English Language
Learners**

Root Cause #3 - Measurable Outcomes

There is no consistent process for collecting and analyzing student educational data when making a determination to assess students for SPED services.

By July, 2022, there will be a districtwide calibrated, normed criteria for implementing intervention strategies as well as collecting academic, linguistic, behavioral and socio-emotional data embedded in the SST process before a referral for special education services will be considered so that students identified for Special Education services in the school year 2021-2022 school year will comprise no more than 5.1% of the cumulative District SLD designations and that at least 10% of students identified as having an SLD disorder in the Target Population will be exited from the SPED program in the 2021-2022 school year.

(Aligns with Board and District commitment to data based decision making.)



Next Steps

Initial submission to SELPA for review and feedback-December 4th.

Submission to CDE for approval-December 15th.

The Implementation Plan includes activities, timelines and staff responsible for the implementation of the plan.

Calendar of Implementation Activities will be developed with quarterly progress monitoring periods.

Implementation and evaluation completed by September, 2022.



*Thank
You*

for your time