

# Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan

CCEIS

## Definition:

State oversight process to ensure that certain ethnic groups are not over identified for Special Education Services and if they are, the process districts in California need to go through in order to make a change.

# One Category of concern

African American students over identified under OHI (other health impairment)

Four Categories that they look at:

1. Identification Overall
  - a. Identification by ethnicity
2. Eligibility Category
3. Placement
4. Disciplinary Referrals

Other Health Impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that: (A) Is due to **chronic or acute health problems** such as **asthma**, **attention deficit disorder** or **attention deficit hyperactivity disorder**, **diabetes**, **epilepsy**, a **heart condition**, **hemophilia**, **lead poisoning**, **leukemia**, **nephritis**, **rheumatic fever**, **sickle cell anemia**, and **Tourette syndrome**; and (B) **Adversely affects a child's educational performance.**

# **6 students out of 23**

## **25%**

We have 23 African American Students with an IEP in Ravenswood

Of those 23 6 of them are identified as having an IEP due to Other Health Impairment

These are small numbers, but we should always pay attention to discrepancies and dig in further

# Student Qualifying Information

## Qualifier

- Medical Diagnosis - 2 students
- ADHD - 4 students

## Noteworthy Information

- 2 students in foster care
- 2 students suffered significant abuse

## Age at Entry to Special Education

- 3, 6, 6, 6, 9, 4

## Average Age of Special Education Entry for these students

- 5.6 years of age

# **Our Charge → Identify the Underlying Root Cause**

**In order to do that we have:**

- **Collaborative Meetings**
  - **Ravenswood has held several meetings with stakeholders around our data points**
    - **DAC/DELAC, Admin Team, Cabinet Team, Special Education collaboration meetings with Sequoia Union High School District, County Collaboration,**
- **File Review**
- **Data Review**

# Root Causes

| Root Cause                                  | Description of Root Cause with Supporting Data   |
|---|--|
| <b>Early Intervention not in place</b>      | The average age of entry to special education under OHI for AA students is 5.6   |
| <b>Early Academic/Behavior Intervention</b> | The students were academically struggling and there isn't always evidence of a 504 or SST having been in place prior to referral for special education for all students on the list.   |
| <b>Anti-Racist and Bias training</b>        | Many of the students who were identified under OHI and ADHD hyperactive behaviors. There isn't evidence that training was in place systematically to encourage the values of cultures that support both movement and verbal language skills. |

# Target Group

Based on our Root Cause analysis we are charged to identify a Target Group of all students:

The teams determined that the following were significant factors:

- Early Intervention
- Early Intervention for students who are struggling
- Data driven and tracked interventions

As a result the teams determined our Target group would be:

**Students in Kinder - 4th grade who have been referred for an SST**

# Measurable Outcomes

## **Measurable Outcome # 1**

By June 2021 target students (students in Kinder - 4th grade who have had an SST) will have a follow up meeting 6 weeks after the initial meeting which will include specific measurable interventions that will be reviewed at the follow up SST meeting along with the data from those interventions.

## **Measurable Outcome # 2**

By June 2021 teachers of target students (students in Kinder - 4th grade who have had an SST) will participate in Anti-Racist anti bias training.



# Fiscal Impact

**Provide the Fiscal Year 2019–20 allocation awarded for Resource Codes 3310 and 3315:**

| 2019 Resource 3310 Allocation | 2019 Resource 3315 Allocation |
|-------------------------------|-------------------------------|
| \$586,819.69                  | \$28,986.27                   |

**Provide the Fiscal Year 2020–21 allocation awarded for Resource Codes 3310 and 3315:**

Provide the 2020 allocations the SELPA provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

| 2020 Resource 3310 Allocation | 2020 Resource 3315 Allocation |
|-------------------------------|-------------------------------|
| \$88,022.95                   | \$4,347.94                    |

**In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2020–21 allocations the LEA was awarded for resource codes 3310 and 3315:**

| 2020 CCEIS Resource 3312<br>3312 = 15% of 3310 |      | 2020 CCEIS Resource 3318<br>3318 = 15% of 3315 |        | Total 2020<br>CCEIS Budget<br>(3312 plus<br>3318) |
|--|------|--|--------|---|
| \$88,022.95                                    | plus | \$4,347.94                                     | equals | \$92,370.89                                       |

The above 15 percent set-aside amounts will be the 2020-21 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CCEIS Progress and Expenditure Reports.

# Actions to support Measurable Outcomes

1. Three Small Group Instructors for elementary school (similar to what we have at the middle school) to support with early intervention
2. Series of Anti Racist Workshops including a workshop, a lesson and a speaker

This is a proposal that needs to be approved by the CDE in January before we can begin spending the allocation. This can be spent during Spring 2020 or the 2021-2022 school year.

We will get another notification in January (as does every other District in the State) to indicate the areas of concern for our Special Education Plan as well as our CCEIS plan. We hope to no longer qualify for CCEIS (due to small overall numbers), but we will find out in January.