

2022
**Comprehensive Coordinated Early
Intervening Services Plan
Board Update**

October 2022

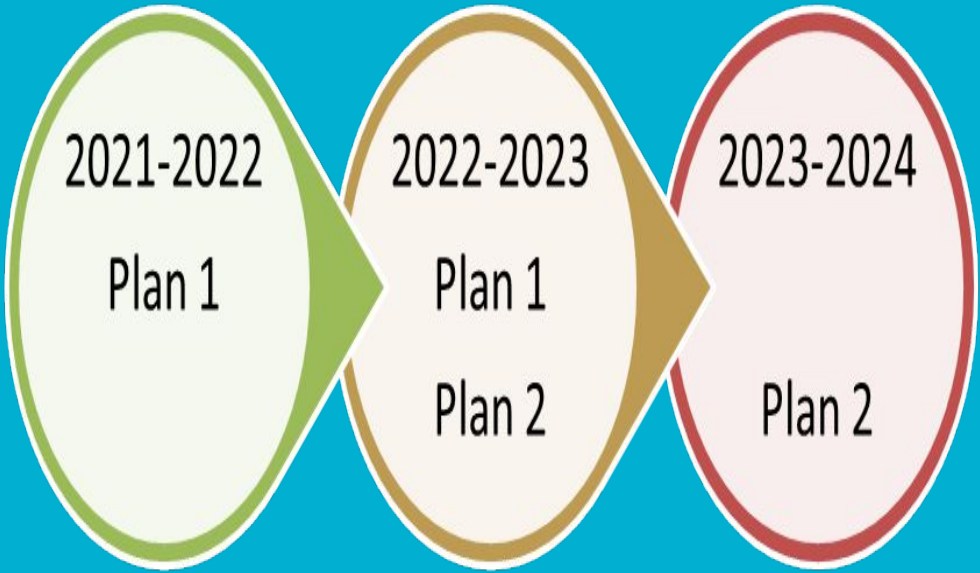
Review of CCEIS Process

- Root Causes
- Success gaps
- Measurable Outcomes
- Activities

Board Approval

CDE Approval

Implementation



Significant Disproportionality Data for
Mt. Diablo Unified School District
Data Year 2020–2021

District Code	0761754	Special Education Local Plan Area	Mt. Diablo Unified (0711)
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Intellectual Disability		Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
2020-2021	Students with Disabilities ¹	1	14	12	55	5	0	41
	Total Enrollment ²	44	3,714	940	13,038	3,863	190	8,630
	Ratio	NC	0.88	3.24	1.00	NC	NC	1.19
	Maximum Ratio Result	3.0 ---	3.0 ---	3.0 OVR	3.0 ---	3.0 ---	3.0 ---	3.0 ---
2019–20	Students with Disabilities	1	14	15	53	3	0	48
	Total Enrollment	40	3,835	1,037	13,275	3,504	201	9,145
	Ratio	NC	0.83	3.65	0.88	NC	NC	1.34
	Maximum Ratio Result	3.0 ---	3.0 ---	3.0 OVR	3.0 ---	3.0 ---	3.0 ---	3.0 ---
2018–19	Students with Disabilities	1	15	15	60	4	0	50
	Total Enrollment	44	3,589	988	13,192	4,212	178	8,810
	Ratio	NC	0.88	3.51	0.95	NC	NC	1.33
	Maximum Ratio Result	3.0 ---	3.0 ---	3.0 OVR	3.0 ---	3.0 ---	3.0 ---	3.0 ---

CCEIS WorkGroups



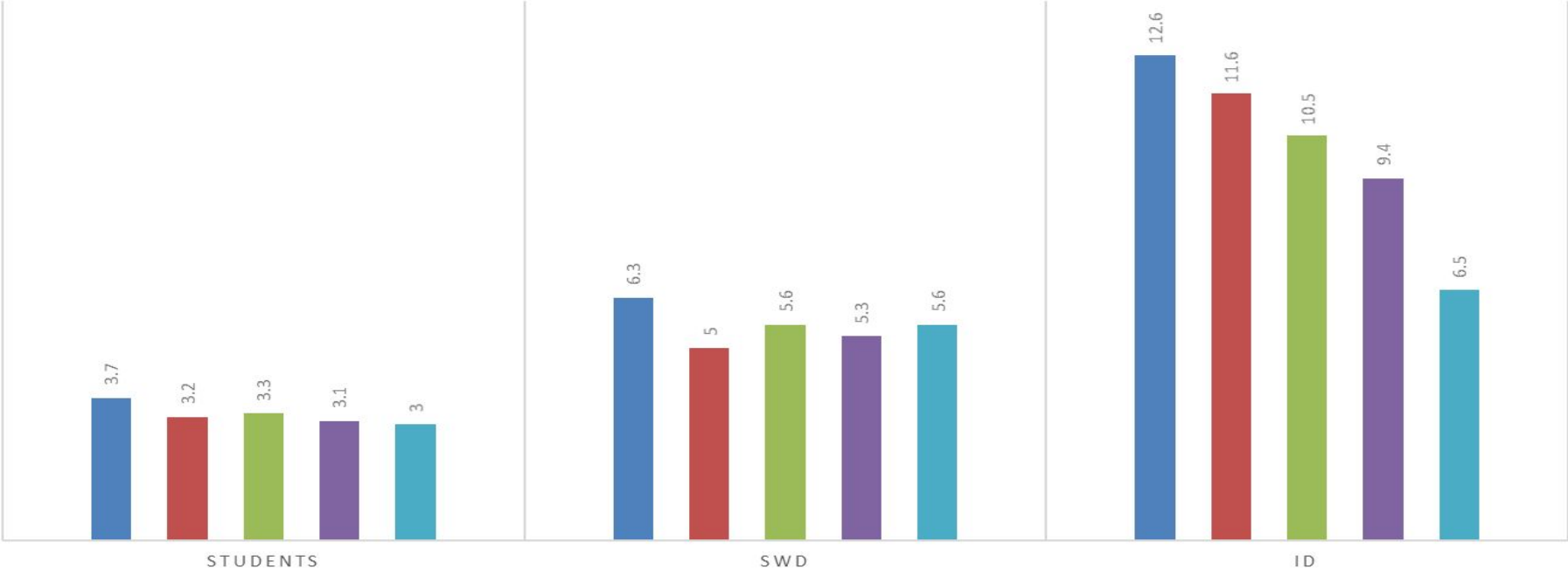
- Core Leadership Team
- Leadership Team
- Implementation Team
- Community Partners
- Parent Partners

Quantitative Data

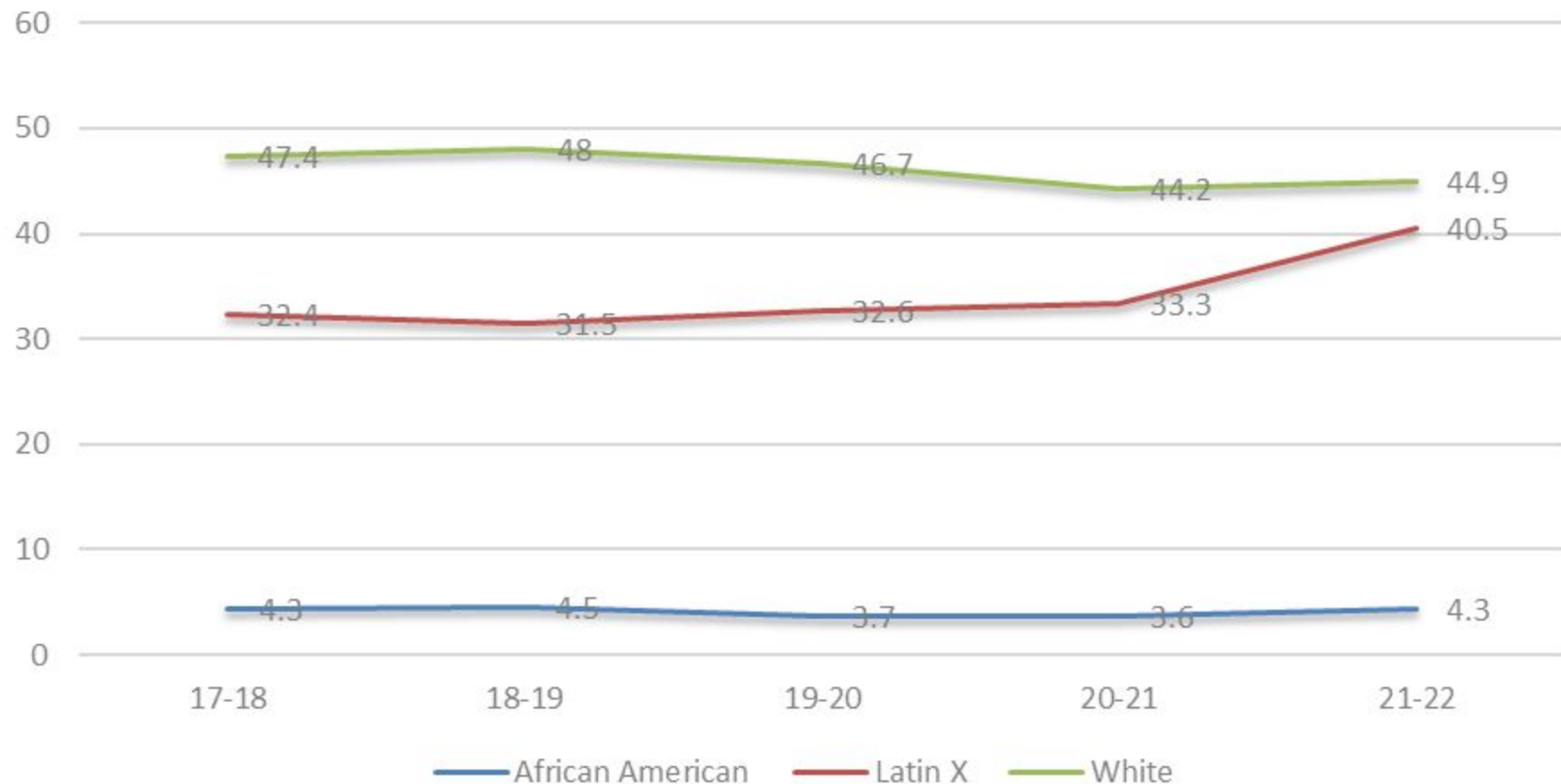
Small signs of progress

IDENTIFICATION OVER TIME

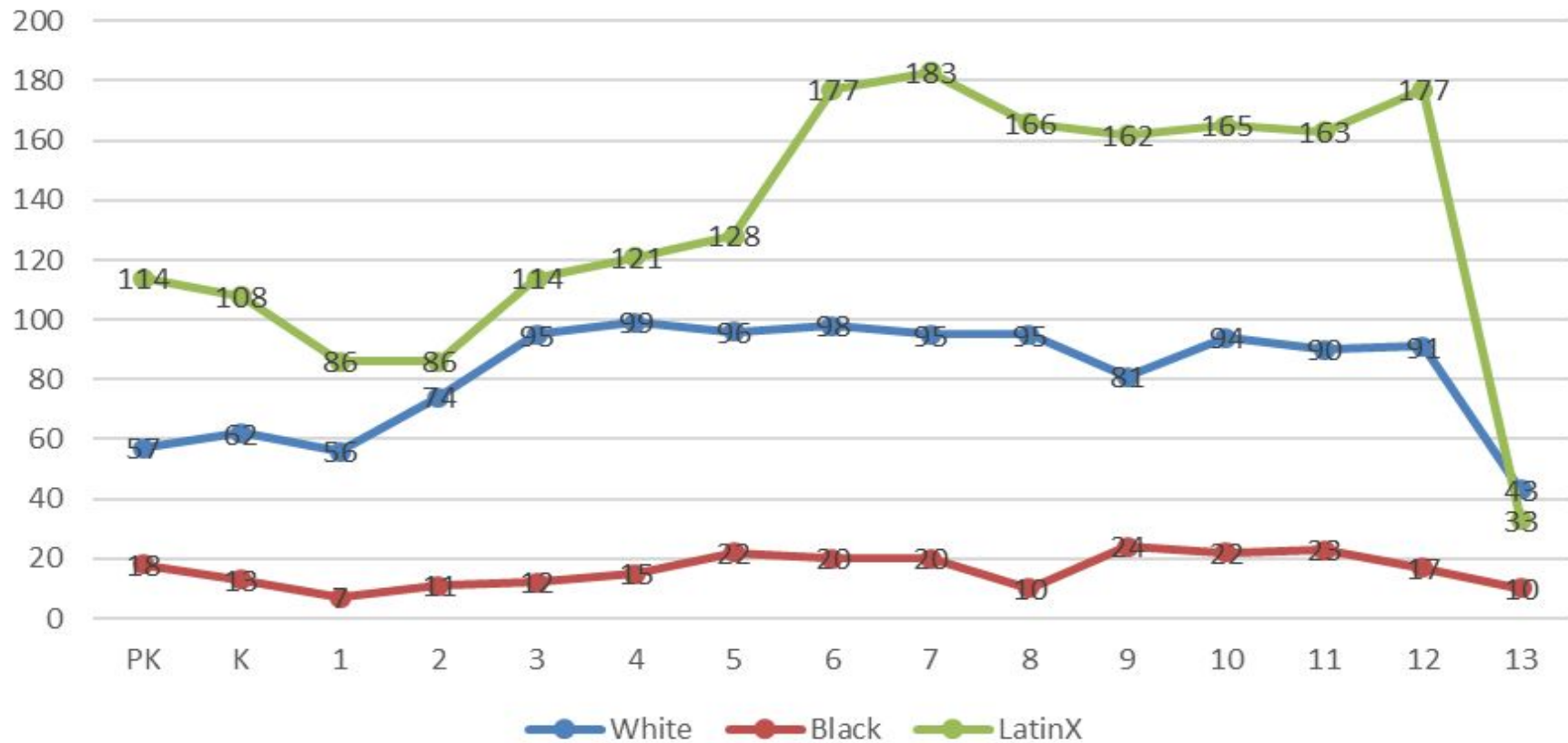
■ 17-18 ■ 18-19 ■ 19-20 ■ 20-21 ■ 21-22



Students with Section 504 Plans

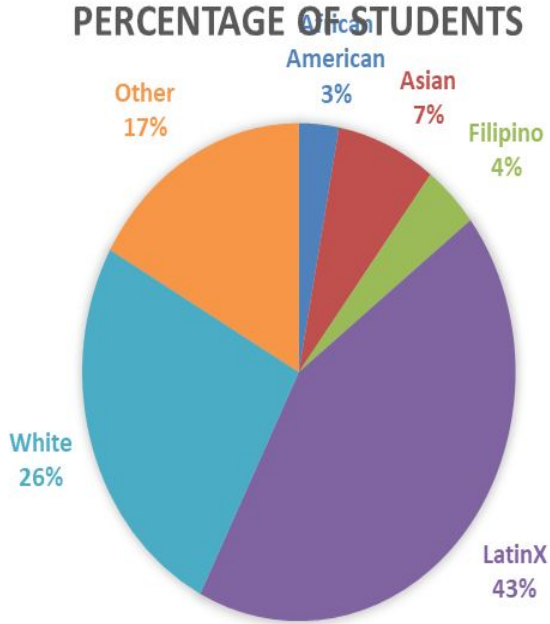


Grade /Race and Ethnicity

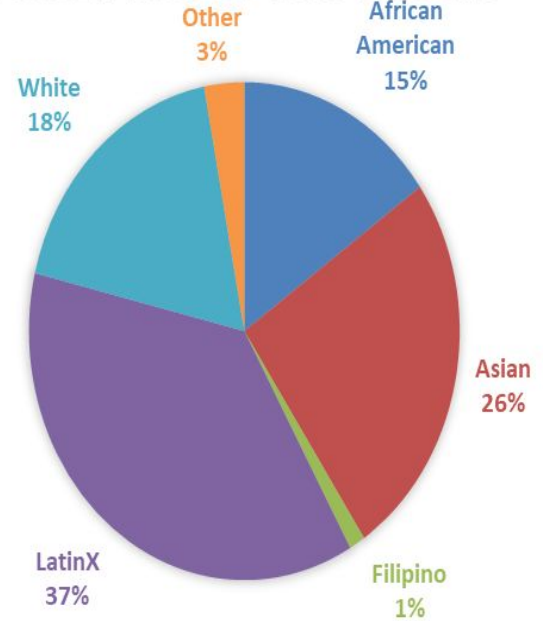


Suspensions 2021-2022

PERCENTAGE OF STUDENTS



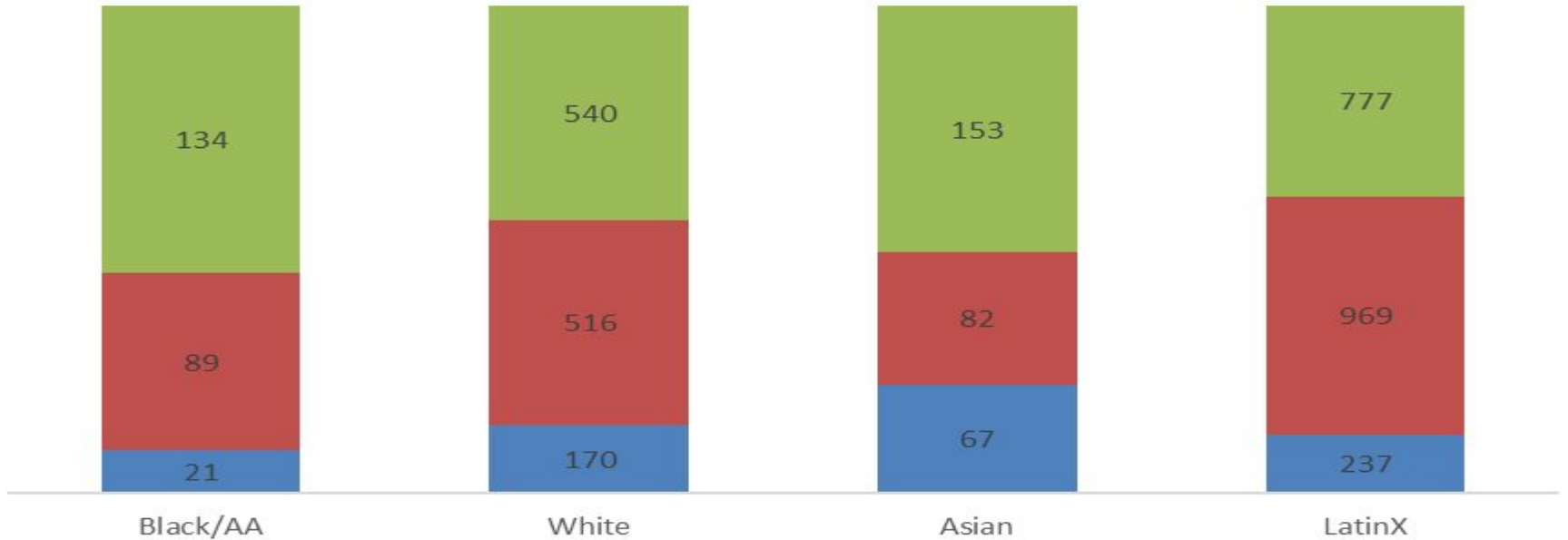
PERCENTAGE OF SUSPENSIONS



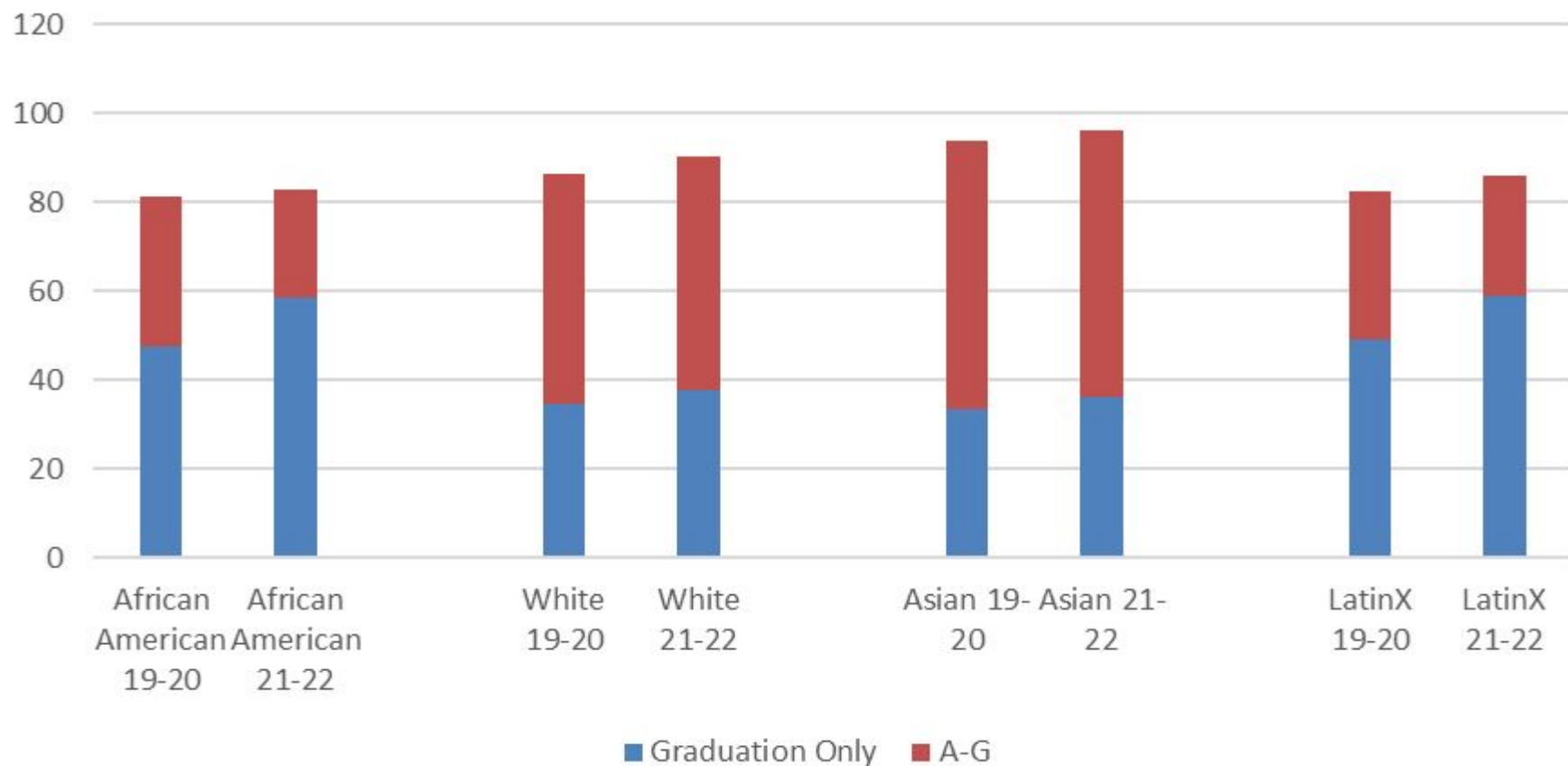
Now we know who....where?

Placement by Race and Ethnicity

■ DIS ■ RS ■ SDC



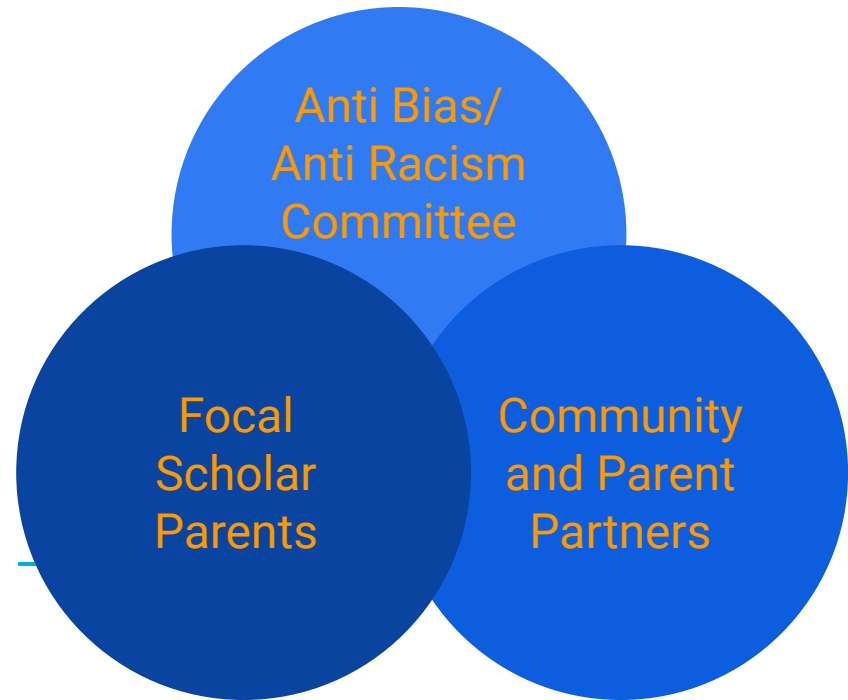
Graduation and A-G Status



Qualitative Data

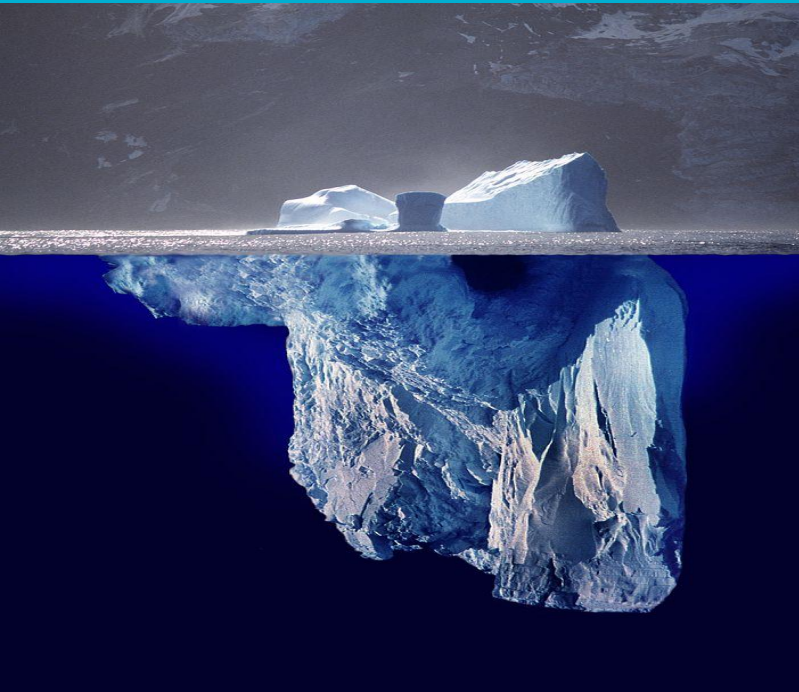
Updated Focus Groups

- ❑ June 2022- Student Focus Group
- ❑ September 2022- Community Partner Focus Group
- ❑ September 2022- Parent Focus Group



Root Causes

Identified Root Causes



- **Systemic racism and cultural dissonance** including national and state laws, policies and practices, results in an unsafe culture and climate that lacks meaningful student relationships and culturally relevant curriculum pedagogy and culturally responsive practices as evidenced by disparities in discipline, explicit and implicit biases and differential access to educational opportunity.
- **Lack of authentic partnership with African American families and community** over time has led to strained relationships and distrust.
- **Lack of equitable and consistent implementation of discipline policies, procedures and practices** has created a direct pathway to special education.
- **Inconsistencies and biases in the Coordinated Student Support and Coordinated CARE Team processes** results in inconsistent pre-referral processes.
- **Lack of equitable and consistent implementation of evidence based multi-tiered interventions** to address trauma.

Measurable Outcomes and Activities

Measurable Outcome One

By June 2024, all the Focal Scholars' attendance will increase by 10 percentage points per year from baseline, or reach 90% attendance.

Measurable Outcome Two

African American Black Parent Advisory Committees (AAPAC's) will be convened regionally at five sites and district levels, meetings will be scheduled and held at each focal site and one monthly district meeting will be held. Parent participation will increase as a result of participation in the AAPAC meetings.

Measurable Outcome Three

By June 2024, the schools of attendance of the Focal Scholars will reduce their suspension rate by 5% from baseline, or achieve a rating of green or blue on the California dashboard.

Measurable Outcome Four

By June 2024, 100% of K-12 Focal Scholars groups will make a full year of growth for each year receiving intervention services or reach the grade-level standard in reading skills as measured by district assessments.

Measurable Outcome Five

By June 2024, update/create relevant board policies, practices and procedures in alignment with California education code as measured by drafted documents, departmental websites, and Board of Education agendas as appropriate.

Measurable Outcome Six

Focal Scholars will demonstrate an increase of school connectedness and engagement by 5% based on a school climate survey administered semi-annually



Bel Air Elementary

Home of the Bel Air Bears

FAIR OAKS ELEMENTARY

HOME OF THE BULLDOGS



DELTA VIEW ELEMENTARY SCHOOL

MOUNT DIABLO SCHOOL DISTRICT



RIO VISTA ELEMENTARY SCHOOL

HOME OF THE ROCKETS



RIVERVIEW MIDDLE SCHOOL

HOME OF THE VIKINGS



MT. DIABLO HIGH SCHOOL

MOUNT DIABLO UNIFIED SCHOOL DISTRICT

Focal Scholars 340

340 existing focal scholars

Students remaining enrolled in MDUSD will retain priority as focal scholars

Bel Air Elementary

Delta View Elementary

Fair Oaks Elementary

Rio Vista Elementary

Riverview- Grade 6- currently grade 7

MDHS- Grade 9- currently grade 10

Additional students will be enrolled from within the six focal sites

Elementary sites

Riverview- all grade levels

MDHS- all grade levels

ACTIVITIES TO PRODUCE OUTCOMES



PROP THE DOORS
of
POSSIBILITY OPEN



Activities

Continue with current activities including

- Focal Scholar Learning Plans

- Student tutoring in academic subjects

- Student counseling supports

- Creation and development of AAPAC

- Professional Development for site staff across all roles

- Literacy team review to identify culturally relevant curriculum and materials, including signage

Additional Activities

- SST Team Clinics to increase accountability

- Student tutoring in executive functioning

- Family college and career awareness opportunities

- College tours for focal scholars

- Summer program

NEXT STEPS

- Questions?



Reference Materials

- Significant Disproportionality Technical Assistance Webinar
- [Guidance Document for CCEIS PLAN](#)
- [SPP-TAP Website](#)