

2021 Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

This form collects brief information on the activities completed by the Local Educational Agency (LEA) as part of the programmatic improvement process to develop their action plan for implementation of their Comprehensive Coordinated Early Intervening Services (CCEIS). It includes the completion of the Programmatic Improvement Action Plan (3.2) and the Allowable Costs Budget (Form 2) that will be used as the basis for monitoring and reporting on the CCEIS progress and expenditures during the 27-month CCEIS period (July 1, 2021 – September 30, 2023).

BACKGROUND INFORMATION

| | |
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| LEA Name: <u>Mt. Diablo Unified School District</u> | LEA Contact Name: Wendi Aghily, Ed.D. |
| County District Code: | LEA Contact Email: AghilyW@mdusd.org |
| SELPA Name: Mt. Diablo Unified SELPA | LEA Contact Phone: 925-682-8000 x 4047 |

CCEIS Period 2021 Significant Disproportionality Indicator(s)

(Refer to the Fiscal Year 2021 Notification Letter)

| Indicator | Race/Ethnicity/Disability Category |
|----------------------------------|---|
| 10 Disproportionality Disability | African American Students identified with Intellectual Disability |

Previous Significant Disproportionality Indicator(s)

| Year(s) | Indicator | Race/Ethnicity/Disability Category |
|---------|----------------------------------|--|
| 2012 | 10 Disproportionality Disability | African American Students Identified with Emotional Disturbance. |

DESCRIBE THE PLAN DEVELOPMENT ACTIVITIES FOR CCEIS

PHASE ONE: GETTING STARTED
Find instructions for this phase at

<https://spptap.org/phase-1-getting-started/>

1.1 Identify Leadership Team

List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan.

Note: In small LEAs, multiple roles may be assigned to one administrator or team member.

| Member Name | Email | Title/Role | Member's Responsibility for Development, Implementation, and Monitoring of CCEIS Plan |
|-----------------------------|----------------------|-------------------------------------|---|
| Adam Clark, Ed.D. | ClarkA@mdusd.org | Superintendent | Decision-maker, signs off on the CCEIS Plan. Member of Leadership, Core Implementation and Stakeholders groups. |
| Jennifer Sachs | SachsJ@mdusd.org | Chief, Educational Services | Decision-maker, signs off on the CCEIS Plan. Data collection, analysis and communication regarding identifying a target group of students to be served with the CCEIS plan in order to reduce significant disproportionality. Member of Leadership, Core Implementation and Stakeholders group. |
| Wendi Aghily, Ed.D. | AghilyW@mdusd.org | Chief, Pupil Services & Special Ed. | Decision maker, oversees the completion of the CCEIS plan, progress and budget reporting; Member and facilitator for Stakeholder, Leadership, Core Implementation Teams. Manage organization of CCEIS plan development, implementation and Progress; monitor for accountability. |
| Felicia Stuckey Smith, J.D. | SmithF@mdusd.org | Director, Student Services | Support the completion of the CCEIS Plan, provide input/feedback and implementation of CCEIS plan, and assist with progress. Member of Leadership, Core Implementation and Stakeholders team. |
| Jorge Melgoza | MelgozaJ@mdusd.org | Assistant Director, Equity | Member of Stakeholder, Core Implementation and Leadership Teams to develop, oversee and monitor implementation of CCEIS. |
| Kathryn Futterman, Ed.D. | FuttermanK@mdusd.org | Teacher/Dyslexia Specialist | Member of Stakeholder and Leadership Teams to develop, oversee and monitor implementation of CCEIS. |
| David Cabezas | CabezasD@mdusd.org | Resource Specialist | Member of Stakeholder, and Leadership Teams to develop, oversee and monitor |

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|-------------------|----------------------|--|---|
| | | | implementation of CCEIS. |
| Linda Pete | PeteL@mdusd.org | Assistant Director, Student Services | Data analysis regarding current initiatives and their efficacy and identifying additional targeted strategies and interventions for focal student groups. Assist in the development of the CCEIS plan. Member of Leadership and Stakeholders groups. |
| Stavros Gougoumis | GougoumisS@mdusd.org | Program Specialist, Special Education | Data analysis regarding current initiatives and their efficacy and identifying additional targeted strategies and interventions for focal student groups. Assist in the development of the CCEIS plan. Member of Leadership and Stakeholders groups. |
| Bryan Cassin | CassinB@mdusd.org | Assistant Director, Alternative Dispute Resolution | Data analysis regarding current initiatives and their efficacy and identifying additional targeted strategies and interventions for focal student groups. Assist in the development of the CCEIS plan. Member of Leadership, Core Implementation and Stakeholders groups. |

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Is this leadership team authorized to make decisions around the implementation of the CCEIS plan? If not, how will the decisions be made?

CCEIS Leadership Team: This team consists of individuals from various departments within the district with decision-making authority. Many team members are also part of the Superintendent’s leadership team which allows for more opportunity to align district initiatives and the CCEIS plan. The leadership team meets as a whole group and in smaller work groups to complete tasks.

The Leadership team initially met on [February 16, 2021](#) to understand the focus of the CCEIS plan and discuss ongoing meetings to collect data. The leadership team attended the 3-part introduction to significant disproportionality webinar series and in March 2021 got to work to define their process. On April 16, 2021 the Initiative Inventory was begun and the Policies, Practices and Procedures Review was begun on April 27th, 2021. On [July 1, 2021](#), the leadership team met to review the processes thus far and combine the findings of the two previous reviews. The leadership team continued to work through spring and summer to complete both processes, while also focusing on returning to school in person and implementing the requirements outlined by AB104 and AB130. All further meetings were held via Zoom and the meetings in August and September were set to review progress toward the CCEIS plan and next steps. On [September 14, 2021](#), the Leadership team met and reviewed the completion of Phases 1 and 2 of the plan. The team also reviewed the data that informed the proposed root causes and approved the proposed root causes. This meeting included discussion regarding focal scholar selection which continued at the following meeting on September 16th. On [September 24, 2021](#) leadership met with every principal in the District to present the data leading to root cause analysis, along with the potential proposed root causes of the disproportionality and collect more input towards the development of the plan. That information was sent to the Stakeholders group for input and approval at the Stakeholders meeting on [September 27th](#). Member input included small group discussion at the meeting and anonymous survey to add input if desired. The Leadership reviewed and approved of the CCEIS plan on October 6, 2021 and sent the plan to the Stakeholders team for final approval on October 7, 2021.

Dates of Leadership Team Meetings

- February 9, 2021
- [February 16, 2021](#)
- February 23, 2021
- March 19, 2021
- March 30, 2021
- April 16, 2021
- April 22, 2021
- April 27, 2021
- May 29, 2021
- June 29, 2021
- [July 1, 2021](#)
- August 11, 2021
- August 19, 2021
- August 26, 2021
- September 2, 2021
- [September 14, 2021](#)
- September 16, 2021
- [September 24, 2021](#)
- [September 27, 2021](#)
- October 1, 2021
- October 5, 2021
- October 6, 2021

Summary of the work completed by Leadership team:

Quantitative Data: The Leadership team identified district data points necessary to explore disproportionality likely to include enrollment, special education enrollment by racial and ethnic background, along with in each eligibility category, suspension, academic achievement, chronic absenteeism, Special Education referrals, Section 504 plans, Dashboard, graduation rate, early warning indicators and more. Meetings to review data were held via Zoom to ensure the greatest number of attendees.

Qualitative Data: The team identified various stakeholders from 7 different groups for the TA facilitators to interview and invite to the Focus Groups. The TA facilitators, with district support conducted empathy Interviews and 10 focus groups in August 2021 using the Wisconsin Checklist. In addition, the team reviewed the LCAP and a Systemic Instructional Review (SIR), conducted by the California Collaborative for Educational Excellence. The SIR is written specifically to address the needs of African American students, foster youth and homeless youth as the district is in Differentiated Assistance for these student groups. The information gathered helped to inform the proposed root causes.

Policy/Procedures/Practices (PPP) - MDUSD worked to globally update Board Policies to reflect new language and clarification. In addition, the PPP reviewed PPP form completed September 2021.

Initiative Inventory: Team reviewed initiatives in place that related to the CCEIS plan. Continuation and progression of initiatives discussed.

File Reviews of Special Education Files of African American Students and Students Identified with Intellectual Disability: This group reviewed the files of students, looking closely at eligibility assessments. The data included a review of age and grade of identification, along with initial eligibility categories. The team also reviewed districts where the students were identified, along with procedures that were followed when students moved into the district.

1.2 Identify Stakeholder Group

List members' names, roles, and CCEIS related responsibilities. Describe each group members' active involvement in developing, implementing, and evaluating the CCEIS Plan.

Note: Team composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category. (In small school LEAs, multiple roles may be assigned to one administrator or team member.)

| Role | Member Name(s) | CCEIS Plan Responsibilities for Development, Implementation and Monitoring of the CCEIS Plan |
|---|--------------------------------|--|
| Superintendent | Adam Clark, Ed.D. | Decision-maker, signs off on the CCEIS Plan. Member of Leadership and Stakeholders groups. |
| Cabinet Level Leader- General Education | Jennifer Sachs | Decision-maker, signs off on the CCEIS Plan. Data collection, analysis and communication regarding identifying a focal group of students to be served with the CCEIS plan in order to reduce significant disproportionality. Member of Leadership and Stakeholders group. |
| Cabinet Level Leader- Special Education | Wendi Aghily, Ed.D. | Decision maker, oversees the completion of the CCEIS plan, progress and budget reporting; Facilitate Stakeholder, Leadership, Core Implementation Teams. Manage organization of CCEIS plan development, implementation and progress; monitor for accountability. |
| Director, Student Services | Felicia Stuckey Smith, J.D. | Support the completion of the CCEIS Plan, provide input/feedback and implementation of CCEIS plan, assist with progress. Member of Leadership, Core Implementation and Stakeholders team. |
| Director of Partnership and MTSS | Stephanie Roberts | Data analysis regarding current initiatives and their efficacy and identifying additional targeted strategies and interventions for focal student groups. Assist in the development of the CCEIS plan and ensure the plan is part of a comprehensive, sustainable MTSS system in which the initiatives are maintained to continue to address significant disproportionate representation in special education and across the district. |
| Assistant Director, School and Community Services | James Wogan | Data analysis regarding current initiatives and their efficacy and identifying additional targeted strategies and interventions for focal student groups. Assist in the development of the CCEIS plan. |
| SELPA Director (or Designee) | Bryan Cassin | Data analysis regarding current initiatives and their efficacy and identifying additional targeted strategies and interventions for focal student groups. Assist in the development of the CCEIS plan. |

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| Director of Assessment, Research and Evaluation | Dr. Raymond Tjen-A-Looi | Member of Stakeholder team to develop, oversee and monitor implementation of CCEIS. |
| Appropriate Grade Level General Education Teacher | Kathryn Futterman, Ed.D. | Member of Stakeholder and Leadership teams to develop, oversee and monitor implementation of CCEIS. |
| Appropriate Grade Level Special Education Teacher | David Cabezas | Member of Stakeholder and Leadership teams to develop, oversee and monitor implementation of CCEIS. |
| Parent (diverse representation, not district employee/s) | Dorothy Weisenberger | Member of Community Advisory Committee, Resource Parents and CARE Parent Network. Team member to help develop, oversee and monitor implementation of CCEIS. |
| Community Representative | Gigi Crowder | Executive Director, National Alliance on Mental Illness (NAMI) of Contra Costa. Participated in Focus Group and a Stakeholder team member to help develop, oversee and monitor implementation of CCEIS. |
| Principal or Site Level Administrator | Celeste Kitts | Principal of Wren Elementary School and Stakeholder team member to help develop, oversee and monitor implementation of CCEIS. |
| Human Resources Administrator (optional) | | |
| Fiscal Services Representative | Lisa Gonzalez | Allocation of fiscal resources for plan development and to align with the CCEIS plan to provide targeted strategies and interventions for the focal student group to reduce significant disproportionality. |
| Bargaining Unit Representative (optional) | | |
| Other: Special Education Administrator | Stavros Gougoumis | Data analysis regarding current initiatives and their efficacy and identifying additional targeted strategies and interventions for focal student groups. Assist in the development of the CCEIS plan. Member of Leadership and Stakeholders groups. |
| Other: Equity Administrator | Jorge Melgoza | Member of Stakeholder, Core Implementation and Leadership teams to develop, oversee and monitor implementation of CCEIS. |
| Other: General Education Administrator | Linda Pete | Data analysis regarding current initiatives and their efficacy and identifying additional targeted strategies and interventions for focal student groups. Assist in the development of the CCEIS plan. Member of Leadership and Stakeholders groups. |

Provide:

- ***The dates the Stakeholder group met.***
- ***A summary of the work completed by the Stakeholder group.***
- ***A description of how the Leadership Team engaged with the Stakeholder group.***
- ***a link to presentations, agendas, minutes, attendance records (as appropriate)***

The Stakeholder group initially met on March 30, 2021 to review the overall process for the district's significant disproportionality. Information was also presented to staff on August 9, 2021. On August 29, 2021 stakeholders met to review the quantitative data regarding enrollment in the district and special education, including in each eligibility category, along with absenteeism, discipline, 504 and graduation rate data. On September 27th, the stakeholders met as a group with the technical facilitators where the CCEIS process was discussed and TA Facilitators reviewed quantitative and qualitative data that had been received at the various stakeholder meetings held throughout the month of August. Potential root causes were presented and discussed. Stakeholder group composed of 31 individuals who reviewed possible root causes, discussed phrasing and shared their input for any edits. Small group breakouts to discuss proposed root causes and an anonymous survey allowed for team approval and input into root causes. A google poll was conducted after the meeting which was used to receive agreement with the root causes.

The Stakeholders met on October 11, 2021 to review Focal Scholars and finalize the CCEIS Plan. The DRAFT CCEIS plan had been provided to the stakeholders on October 7, 2021. The document was published in the district's Friday letter, along with being individually emailed to individual stakeholders. Along with the draft plan, the district provided a google survey which was used to solicit input from stakeholders to be incorporated into the plan as appropriate. In addition, several stakeholders emailed members of the leadership team directly to provide feedback and suggestions which were also incorporated. A google survey was used to solicit agreement with the plan.

The Leadership team participated in all Stakeholder group meetings to review root causes for the district's significant disproportionality as well as to finalize the CCEIS plan.

[Stakeholders Powerpoint 7.1.21](#)

[Stakeholders Powerpoint 9.24.21](#)

[Stakeholders Powerpoint 9.27.21](#)

[Stakeholders meeting 10/11/21](#)

1.3 Contact the State Performance Plan Technical Assistance Project (SPP-TAP) at the Napa County Office of Education (NCOE) and CDE FMTA Consultant.

Indicate how you have engaged with the CDE and SPP-TAP to understand and support the development of the CCEIS Plan:

- X Accessing information via the SPP-TAP Website
- X Meeting with CDE FMTA Consultant

- X Meeting with SPP-TAP staff
 - Participating in virtual Community of Practice (CoP) meetings
- X Attending Introduction to Significant Disproportionality Webinar Series (NEW LEAs)
 - Attending Significant Disproportionality for Continuing Local Educational Agencies Webinar
- X Attending Workshops A and B (NEW LEAs)
 - Participating in Consultations with CDE FMTA Consultant
 - Other: _____

1.4 Choose Technical Assistance (TA) Facilitator(s)

Name the TA Facilitator(s) and describe current and anticipated services. **LEAs must submit a copy of the contract or MOU for each TA facilitator.** To use a non-SPP-TAP TA facilitator, the LEAs must supply a copy of the TA facilitator's resume and obtain written permission from the CDE by completing the Proposed TA Facilitator Eligibility Form located on the [CCEIS Padlet](#).

Note: LEAs are required to use TA Facilitation for a minimum of 10 hours for each area of identification.

TA Facilitator Name: Ascendancy Solutions, Dr. Mildred Browne

List how many hours of service the TA Facilitator has provided to your LEA- 50 hours.

Describe how you have worked with your TA Facilitator in the development of this CCEIS plan.

Technical assistance providers have been instrumental in developing the plan. The team consisted of Dr. Mildred Browne, Suwinder Cooper, Dr. Gary McHenry and Dr. Mary Bacon. The team has worked with staff starting in spring where we reviewed the process and coordinated the timeline. They were an integral part of the qualitative data review in compiling the data to establish trends and highlight discrepancies in identification and outcomes for students. The team also conducted our focus groups and empathy interviews across the district.

In addition, the team has provided technical assistance in the development of the presentations to leadership and stakeholders and with assisting the team to analyze the data and identify root causes. Once these root causes were accepted by the leadership and stakeholders, the advisors then assisted us with the process of identifying focal scholars, developing measurable outcomes and activities to support the District's growth.

1.5 Gather Relevant Data

An LEA should gather and view data through a cultural lens. Data must be sorted by and analyzed with a focus on race, ethnicity, gender, and grade. The LEA should use both qualitative and quantitative data to complete their data analysis. Examples of both qualitative and quantitative data are available in the [CCEIS Padlet](#). This activity is included here to initiate gathering of data that is not readily available and plan the time necessary for this task prior to bringing stakeholders together.

Multiple sources of data were gathered that included both qualitative and quantitative data. We explored data from sources between 2017-18 and the present. The data was gathered and analyzed and synthesized in order to conduct the Root Cause Analysis. These included both qualitative and quantitative data.

Quantitative Data:

- California Schools Dashboard (district and site level data: chronic absenteeism, Smarter Balance ELA and math performance, suspension rate, disability status),
- CalPADS (student level data: race / ethnicity, grade level, date of entry into special education, discipline, enrollment, graduation rates, A-G completion rates),
- Aeries Student Information System (student and school level data: race/ ethnicity, attendance, grades, Smarter Balance ELA, discipline),
- SEIS (student level data: special education eligibility category by ethnicity),
- iReady (student level data: STAR reading levels),

Qualitative

- Data: Focus Group and interview data using the Wisconsin Annotated Checklist for Addressing Racial Disproportionality,
- File reviews of Special Education Assessment and Intake Practices Audit
- The [Systemic Instructional Review \(SIR\)](#) which was completed in 2021 as a result of underperformance and growth for African American students, foster youth and homeless youth.
- The LCAP (available in [English](#) and [Spanish](#).)
- The District's [procedures manual for SSTs](#).
- The [Parent Information Packet](#)

Additional data would have been beneficial to the analysis, but were not available. These included:

- SST / CARE team data by school site, student, and teacher
- Intervention data: student info, type of intervention, materials used, frequency and duration, and response to instruction
- Smarter Balance assessment results from spring 2020 which is not available due to the COVID-19 pandemic
- A full year of data for suspensions during 2019-20 and 2020-21. Suspension data for 2020-21 is dramatically lower than prior years due to distance learning but African American students were still significantly overrepresented and accounted for 7 out of 11 district suspensions in the whole school year.

PHASE TWO: DATA AND ROOT CAUSE ANALYSIS
Find instructions for this phase at
<https://spptap.org/phase-ii-data-and-root-cause-analysis/>

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

Step 1: Describe Current Initiatives

Complete the table below for each of the LEA’s current initiatives from both Special Education and General Education *related to CCEIS* that reflect interventions with differentiated levels of support.

| Initiative | Funding Source | Target Group | Leaders and Staff Responsible (as applicable) | Educational Area(s): |
|--|-------------------|--|---|--|
| <p>Equity Department Positive Behavior Interventions and Services (PBIS) Initiatives at sites The Equity Department and district counselors provide resources and professional development for administrators to develop the capacity to understand and implement systemic social-emotional learning within the PBIS framework.</p> | LCFF | <p>Students of color and/or diverse cultural, linguistic, or socio-economic backgrounds.</p> <p>39 sites across the District</p> | <p>Jorge Melgoza, Assistant Director, Equity Department</p> <p>Stephanie Roberts, Director of Partnerships & Multi-Tiered Systems of Support (MTSS)</p> <p>Site Administrators</p> <p>District counselors</p> | <input type="checkbox"/> Behavior <input type="checkbox"/> Climate |
| <p>Equity Department Administrator Cohorts Site cohorts build capacity to implement social-emotional learning practices and supports. Principals participate in equity cohort groups to explore their own implicit and explicit biases and how that impacted outcomes for children. This will continue next year and expand to central staff. 39 school sites districtwide.</p> | LCFF | <p>Students of color and/or diverse cultural, linguistic, or socio-economic backgrounds.</p> | <p>Jorge Melgoza, Assistant Director, Equity Department</p> <p>School site administrators</p> | <input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning |
| <p>Multi-Tiered System of Support (MTSS)</p> | LCFF Supplemental | <p>All students with particular focus on those</p> | <p>Stephanie Roberts, Site Administrator/Director of</p> | <input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior |

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| <p>Multi-Tiered System of Support School data profiles generated from qualitative and quantitative data sets form the basis of a cluster analysis and define school performance and support tiers. This analysis provides the foundation of our Multi-Tiered System of Supports (MTSS).</p> <p>This framework began in 2019 and was on hiatus in the pandemic. In summer 2021, BHS, counselors and psychologists engaged in a 4 day retreat to refine the framework through their lens as it relates to C&I, SEL and behavior.</p> | | <p>identified and supported at Tier 1 and Tier 2 by MTSS measures.</p> | <p>Partnerships & Multi-Tiered Systems of Support (MTSS)</p> <p>District Behavioral Health Specialists (BHS).</p> <p>Counselors</p> <p>Psychologists</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Social-Emotional Learning |
| <p>Anti-Biased/ Anti-Racist Committee (ABAR) This committee was formed and operated in 2020-21 to enable community members to affect policy and practices regarding marginalized groups. The group is community initiated and district staff are working with the group on bylaws and operations going forward. Meetings are in the process of being scheduled for the current school year.</p> | <p>No funding at this time</p> | <p>Students of color and/or diverse cultural, linguistic, or socio-economic backgrounds.</p> <p>Districtwide</p> | <p>Felicia Stuckey-Smith, Director, Student Services</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate |
| <p>CCEE Systemic Instructional Review (SIR) A (SIR) is a diagnostic assessment of an organization’s instructional programs, practices, and implementation of initiatives (academic, behavioral, and social-emotional) from pre-K to</p> | <p>LCFF/LCAP</p> | <p>African American students, Foster Youth, Homeless Youth</p> | <p>Jennifer Sachs, Chief, Instructional Services</p> <p>Samantha Allen, Director, Secondary Education</p> <p>Marji Calbeck, Director, Elementary Education</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning |

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| <p>12th grade. It is designed to guide practice that is grounded in a continuous improvement model and the Multi-Tiered System of Support (MTSS) framework. The SIR provided 70 recommended actions for the district to take to help remedy the issues.</p> | | | | |
| <p>School and Community Services School and Community Services develops and maintains partnerships with public and private agencies in order to improve student health, mental health, and success in school. Through equity and shared vision, we work together to positively impact underserved communities and students with unique educational needs. We increase access to instruction by reducing barriers to learning and in increasing social, emotional and behavioral health.</p> <p>The following programs and services are part of the School and Community Services Division of Student Services:</p> <ul style="list-style-type: none"> ● Foster Youth Services (FYS) ● Homeless Outreach Program for Education (Mt. Diablo HOPE) ● LGTBQIA /Gender Support Services ● Social Work Internship Field Placement Program | <p>LCAP Medi-Cal</p> | <p>Underserved communities and special populations, Foster Youth, Homeless youth, LGBTQIA community</p> | <p>Felicia Stuckey-Smith, J.D., Director, Student Services</p> <p>James Wogan, LCSW, Assistant Director, School and Community Services</p> <p>Monie Bonsack, LCSW, Social Worker</p> <p>Chris Carlay, LCSW, Social Worker</p> <p>Kimberly Hendrick Counselor - FYS and HOPE</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning |

| | | | | |
|--|-------------|--|--|--|
| <ul style="list-style-type: none"> Wellness Centers | | | | |
| <p>504 Plans</p> | <p>LCFF</p> | <p>Students for whom a disability is impacting a major life activity</p> | <p>Linda Pete, Assistant Director, Student Services</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Social-Emotional Learning |

Step 2: Examine the Current Initiatives

Complete the table below to identify connections between initiatives and align efforts that relate to the CCEIS plan. Identify and describe any gaps in services for any student groups most in need of support.

| NAME COMMON AREAS AMONG THE INITIATIVES |
|---|
| <p>The initiatives are mostly focused on Tier 1 interventions. In addition, implementation and access across sites is inconsistent.</p> <p>Initiatives are larger, district-wide initiatives and the gaps are in CLASSROOM based initiatives. For example, the site leaders conducted equity audits of themselves and shared them as cohorts but this has not yet impacted students in classrooms. We can also look at the MTSS model which is understood by administrators but not yet in full use by classroom teachers.</p> <p>Lack of classroom-based initiatives results in the inconsistent numbers of SST/CARE (and Special Education) referrals from sites. Since these referrals are not data-based but rely on teacher referrals, staff beliefs about students could be a factor in the over-representation of African American students in special education. Additionally, inconsistent implementation of the SST process and the data used to refer for special education assessment is inconsistent, which could be significant factors in disproportionate referrals to special education.</p> <p>Data also shows that referrals for Section 504 plans are not distributed evenly, and the Section 504 process is not being applied in the same way to different student groups. For example African American students are far less likely to receive a 504 plan than their white peers, even though they are almost twice as likely to receive an IEP, a factor which also may be leading to significant disproportionate representation.</p> <p>The Equity and ABAR committees have a lot of cross-over and those staff have a large role in the leaders' equity journeys; however, it is not clear how much of the work is making it to the classroom. In addition, there is not a clear framework for how the ABAR is structured and even less clarity around how the groups interact with each other.</p> |
| IDENTIFY PROCESSES FOR COLLABORATION AND INTEGRATION OF THE INITIATIVES, INCLUDING TIMELINES |
| <p>The initiatives all serve students who are under-represented and under-resourced but they do not align or have a structured process by which they meet regularly to discuss progress. For example, while the SIR report aims to improve outcomes for African American students, foster youth and homeless youth, the staff from School and Community Services do not play a role in the implementation of the SIR initiatives directly.</p> <p>In addition, the CARE and SST teams do not meet regularly with the staff responsible for implementing 504s and IEPs to determine trends in the data for outcomes. This data is also not routinely shared with staff at both administrative and teacher levels in order for evaluation and reflection.</p> <p>Finally, the initiatives reviewed revealed that the focus is on administrators and site principals as instructional leaders. There are no classroom initiatives districtwide that we could identify as we reviewed our MTSS framework that had been developed, or in large part our initiatives as a whole. As we reviewed the framework through the CCEIS lens, we realized how it needed refinement, hence the 4-day retreat for staff this summer. The 4-day retreat worked to refine the MTSS framework for the District but at this time, it is still not widely understood or implemented at the site or classroom level.</p> |
| Describe any Groups of Students that are Not Served |

Groups of students not served explicitly is a challenge as several of the initiatives purport to serve all students yet they lead to disproportionate outcomes. Examples of this are the SST/CARE and Section 504 plan initiatives. Another example would be the attendance initiatives. We employ SARB/DART initiatives which are based on site referrals for a small group of chronically absent students but due to capacity, this is generally limited to families with multiple children. We do not have targeted initiatives for sites with the largest numbers of absences site-wide as this could be indicative of a school culture/climate concern and will certainly lead to lower achievement for those students who are not attending regularly, as shown by the quantitative data review.

Conversely, while we do have the initiatives from the SIR report to address the specific needs of African American students, foster youth and homeless youth, many of these are in the early stages of implementation and have not yet had a chance to take effect. For example, our foster and homeless youth were not offered academic tutoring for the prior 3 years, yet we know those students are at the highest risk of poor academic performance due to factors beyond their control. This is something we are correcting in the 2021-2022 school year but it is not reflected in our current initiative as it is not yet in place.

Identify Areas that are a Higher Priority than Others

In our current matrix, our priority has been on broader based initiatives for broader audiences.

Going forward, our initiatives will be focused on data presented in each area impacting learning. For example, sites with highest levels of absences need to be targeted site/grade level specific for interventions. Another example is our students demonstrating highest academic needs must be targeted for tutoring and SEL interventions. These students are identified in our SIR report completed by CCEE.

In addition, more focus on classroom initiatives needs to occur. This includes sharing data regarding achievement, SEL and behavior for children, disaggregated by student group, and designing specific interventions for those classrooms/schools with the highest numbers of risk factors including attendance, disciplinary incidents and lower than expected achievement.

2.2 Complete a Programmatic Self-Assessment

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

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: _____

Note: Each of the tools leans toward either qualitative or quantitative data, therefore your data will need to be supplemented to ensure both types of data are used. For example, the Data Analysis Workbook is quantitative in nature, so additional self-assessment activities (such as focus groups, equity walks, empathy interviews) would need to be completed to gather qualitative data.

Describe how the self-assessment process was completed (who, how, what, and when).

MDUSD chose *The Annotated Checklist for Addressing Racial Disproportionality* in Special Education (also referred to as the Wisconsin Checklist) as the programmatic self-assessment tool to conduct Focus Groups. Ten (10) ninety-minute focus groups were scheduled and conducted virtually using the Wisconsin Annotated Checklist which is composed of three (3) checklists to address:

1. District and school resource issues;
2. System policy, procedure, and practice issues at district, school and classroom levels;
3. Environmental factors to identify possible root causes of disproportionality.

This checklist helps stakeholders analyze racial and ethnic disparities in special education identification, restrictiveness of setting, and discipline. It can also help educators identify inappropriate policies and practices that may be contributing to the disparity.

The focus groups were integral in the self-assessment process in determining the root cause for the MDUSD's significant disproportionality in the area of qualifying African American students under the eligibility of Intellectual Disability for special education.

During the month of August, 2021, a total of seven focus groups were co-facilitated by Technical Assistant Facilitators, Suwinder Cooper, Gary McHenry and the focus group with school psychologists was co-facilitated by Suwinder Cooper and Dr. Mary Bacon.

Focus Groups:

August 17, 2021: School Psychologists

August 17, 2021: Student Interviews

August 17, 2021: Parent Interviews

August 18, 2021: School Counselors, Social Work Specialists, PBIS Behaviorist and Counselors

August 18, 2021: Community Interviews

August 26, 2021: Leadership

August 26, 2021: Students

August 26, 2021: Community

August 30, 2021: Foster Youth/ Homeless Youth Services

August 31, 2021: Parents

On August 17, 2021 the Focus Groups for parents, students and community on August 18th did not include enough members to be deemed a Focus Group so facilitators proceeded with empathy interviews.

A review of anecdotal data from the focus groups revealed the following common themes:

- Systemic **racism** and cultural dissonance results in an unsafe culture and climate that lacks meaningful student relationships and culturally responsive practices, which is evidenced by explicit and implicit biases, low expectations, disparities in discipline and differential access to educational opportunity. This includes both interpersonal and systemic racism.
- Lack of authentic partnerships with parents and families over time has led to strained

relationships and distrust

- Lack of equitable and consistent implementation of discipline policies, procedures and practice has created a direct pathway to special education.
- Inconsistencies in the Student Support and Coordinated CARE Team processes results in an inconsistent pre-referral process
- Lack of consistent interventions and practices for students with histories of trauma, including structural racism in school and trauma outside of school, abuse and neglect that impact learning, student wellness and further exacerbate learning challenges.

Notable quotes from focus groups include:

- Systemic racism and cultural dissonance results in an unsafe culture and climate that lacks meaningful student relationships and culturally responsive practices, which is evidenced by explicit and implicit biases, low expectations, disparities in discipline and differential access to educational opportunity. This includes both interpersonal and systemic racism.
 - *“The equity issues we are facing are tremendous.”*
 - *“It is a roller coaster. We have good people doing good work, but there is much inconsistency in identifying goals and holding people accountable for not showing the outcomes we are wanting.”*
 - *“What are the contributing factors? We are talking about systemic racism. Just look at the lowest achievement and opportunity gap. The environment is not conducive to learning.”*
 - *“There is race and ethnic segregation in our school system.”*
 - *“It goes back to the values and beliefs and biases that people hold.” “We don’t value Black lives. We are not aligned with the principals and how do we get it down to the staff.”*
 - *“For bi-racial students there is a lot of misunderstanding due to identity. To be in school, somehow it is your fault, it doesn’t make sense. We need more support for bi-racial kids.”*
- Lack of authentic partnerships with parents and families over time has led to strained relationships and distrust
 - *“It’s hard, there are a lot of people who speak over you. It is very confusing for parents in meetings with teachers and special education folks. The journey is confusing, I didn’t always understand. I was confused 96% of the time.”*
 - *“Parents don’t know what they don’t know. Parents are taken advantage of in the IEP meetings.”*
 - *“As a parent I walk in confidently but the looks I get when I walk in. “Here we go again, looks like trouble” I don’t feel threatened when they look.”*
 - *“Principals do not have a professional development plan on how they are reaching out to African American families.”*
 - *“There is minimal parent liaison support for African American families and*

- students.”*
- *“There is a big factor in a family that speaks up versus the family that doesn’t know they can speak.”*
 - *“This continuation of dialogue never goes anywhere, we are still struggling, we have been struggling for decades and nothing changes. Something is wrong.”*
- Lack of equitable and consistent implementation of discipline policies, procedures and practice has created a direct pathway to special education.
 - *“There is pressure from the school that they will put on you. Make the people in general education happy. They are gone. What needs to be fixed in the system. The kids get it. They know when the teacher wants them gone from the classroom.”*
 - *“Referrals are at the root cause. What behaviors are you referring them for? The lack of cultural understanding.”*
 - *“Teachers are teaching so many subjects and the focus is on controlling kids and kids being obedient.”*
 - *“Teachers are not skilled in behavioral management.”*
 - *“We don’t get the same treatment. We are different. We have different experiences. What is okay – What is not okay. It’s borderline and not clear.”*
 - Inconsistencies in the Student Support and Coordinated CARE Team processes results in an inconsistent pre-referral process
 - *“There are inconsistencies in the identification procedures.*
 - *Lack of training of staff and interventions not being fully implemented.”*
 - *“The identification starts early in kindergarten.”*
 - *“Resources vary from site to site and are not equitable across school sites. There are very, very, little interventions.”*
 - *“Only interventions are made available through special education. It is Special Education or nothing when it comes to interventions and support.”*
 - *“We all have a different understanding of what MTSS is. We do not have a shared understanding.”*
 - *“We need to build and implement strategies that are student focused.”*
 - Lack of consistent interventions and practices for students with histories of trauma, including structural racism in school and trauma outside of school, abuse and neglect that impact learning, student wellness and further exacerbate learning challenges.
 - *“Families don’t have immediate support. Instability of homeless and foster youth creates the demand for additional support for kids that are credit deficient.”*
 - *“Instead of assessments there is anxiety, guilt and aggressiveness.”*
 - *“We see discrepancy with SEL across sites”*
 - *“45% of foster kids have an IEP. Many are dependent on the IEP.”*
 - *“There are external pressures that impact special education. Once we disaggregate the foster youth and homeless data for the students we can see the overarching*

perspective. While the statewide trend is going down with the number of foster kids in the system declining over time, the severity of abuse and neglected repeated over time, where two thirds is physical abuse and 1/3 is sexual abuse has gone up considerably.”

2.3 Conduct Policies, Practices and Procedures Review

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. An LEA must address a policy, practice, or procedure it identifies as contributing to the significant disproportionality. In addition an LEA must publicly report on any revision of policies, practices, and procedures. (As directed in 34 CFR Section 300.646(c) and 300.646(d)(1)(ii-iii).)

Note: *The policies, practices, and procedure review are part of the root cause analysis process. However, revisions do not have to be completed prior to submission of the CCEIS plan. The Policies, Practices, and Procedures Review Matrix can support this activity and can be found on the [CCEIS Padlet](#).*

Describe the process of reviewing the LEA's Policies, Practices, and Procedures that relate to the significant disproportionality identification.

The leadership team met to complete the Policies, Practices and Procedures review beginning in March 2021. The team met as a group to discuss the overall plan and timeline for completion of the process, then worked in workgroups to review each of the documents listed.

The team continued to meet in workgroups then shared data across the team as each policy, practice or review was completed.

By June 2021, the Policies, Practices and Procedures Review Matrix ([PPP Review Matrix.docx](#)) was completed.

Prior to data analysis for the CCEIS plan, Mt. Diablo Unified School District was working with an outside agency in order to globally rewrite all board policies. The 1000, 2000, 3009 and 5000 are going to be approved and updated by the board on October 13, 2021. The remaining policies are expected to be approved by the Board of Education in November 2021.

Mt. Diablo's LCAP was updated in June of 2021 and addresses college and career readiness, professional learning, engaging parents and community members, and the concentration of support for special populations. These students include foster youth, English learners, low income, and students with disabilities. [During the 6 months preceding the LCAP's adoption, Council members, advisory groups, and school sites have facilitated meetings with key stakeholder groups providing opportunities for staff, students and community members to provide input on the district's instructional program.](#) The CCEIS plan builds off of the MDUSD Local Accountability Plan goals which are:

Goal # 1: All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.

Goal # 2: High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.

Goal # 3: Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

MDUSD is receiving targeted assistance through the Contra County Office of Education by which the California Collaborative for Educational Excellence (CCEE) recently worked with staff to complete a [Systemic Instructional Review \(SIR\) in 2020](#). The report sought to address the low achievement and growth of African American students, foster youth and homeless youth within the District.

The purpose of the [SIR](#) is to identify strengths, weaknesses, threats and opportunities in the implementation of Instructional initiatives and practices. A process was used which is similar to the CCEIS plan development. This review included data collection which consisted of a comprehensive document review of instructional artifacts and policy documents and individual interviews with leadership staff including the governing board members. In addition, CCEE also facilitated 18 focus groups of parents, community members and staff to establish the areas of growth needed to improve outcomes for the identified students. There were also six visits to elementary schools, five middle schools and three high schools.

The comprehensive report was received in March of 2021, and staff immediately got to work on implementing the recommendations. The SIR report culminates in the implementation of action steps that are designed to assist the district in creating coherence throughout the system by supporting a strong focus on instruction, developing collaborative culture, enhancing deeper learning and establishing accountability throughout the system.

Four themes emerged from the data analysis;

Coherence- There is a need for the district to create an inclusive instructional framework with clear indicators on how to implement culturally relevant practices and policies that are also grounded in specific continuous improvement practices and processes.

Equity- Equity work at the site level is stymied by the lack of district-wide curricular and instructional priorities specifically around culturally relevant curriculum and instruction. Parents believe that equity work could be enhanced by more African American and Latin X teachers.

Accountability- At the district level, there is the opportunity for the current superintendent and board leadership to increase accountability by establishing actionable district and LCAP goals. At the site level, there is an opportunity to strengthen accountability surrounding the implementation

Autonomy- There is history in the district of giving sites autonomy. Because of this, sites feel that they do not need to support or implement district initiatives.

It outlines a number of issues. Which are summarized below.

Some of these may be considered as root causes.

- Declining enrollment and the loss of revenue which has created budget problems. The district is deficit spending and has a qualified budget
- Turnover in the superintendent positions
- Not enough African American and Latino Teachers
- Lack of an inclusive instructional mission and vision
- A culture of school autonomy and belief that district initiatives are optional
- Implicit and Explicit bias

- Need for improved communication
- Lack of curricular alignment
- No budget for Instructional materials or curriculum
- There is a need for more culturally relevant curriculum

The SIR report along with the LCAP update, allowed the district to do a thorough review of all Policies, Practices and Procedures.

Did your LEA revise any policies, practices, or procedures?

- X Yes
□ No

Describe what policies, practices, and/or procedures have been or will be revised.

MDUSD was in the process of globally updating Board Policies and updated policies expected to be approved in 2021. Areas to be revised include the Board Policies on Nondiscrimination and Equity which specifically address areas of significant disproportionality. MDUSD's Local Plan and LCAP were both revised in 2021 and Board Policy to be updated to reflect this.

Due to an overrepresentation of African American students in Special Education, policies regarding Identification and Evaluation for Special Education have been updated and board approval is expected in 2021. The Special Education manual also requires additional clarification for special education eligibility under Intellectual Disability, Emotional Disturbance and overall assessments practices related to African American students.

In addition, policies and procedures for conducting the SST/CARE process were updated to reflect structures, systems, practices and resources that the team has to follow/implement in order to support students. The PPP revealed inconsistent implementation of the processes, and staff has already received training on the implementation of the new procedures and practices for SSTs and CARE team processes are scheduled to be updated and presented to staff in early 2022.

Due to a high number of referrals to Special Education among African American students and a low number of Section 504 Plan for that population, the Section 504 manual and board policy has been updated. Section 504 Plans have been underutilized and provide access to accommodations and/or services for students with disabilities without the need to qualify for special education. An effective document could reduce reliance on special education and provide accommodations and support to students in the least restrictive environment.

Policies regarding Suspension and Expulsion and Absences and Excuses have been updated to address the fact that African American students are more likely to have attendance concerns and are referred to the disciplinary system due to a lack of development and implementation of student driven interventions.

Professional Development and Recruitment policies have been updated as the quality of teaching staff is an important factor in student achievement. PD scheduled for February 2022 includes

opportunities for staff to increase their knowledge of and sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English language learners and economically disadvantaged students, and ability to meet those needs.

The Parent Information Packet required a holistic review and update. Sections are updated annually but it was revised in August 2021 to reduce the focus on discipline and student expectations for behavior to one on instruction and support for students and families.

The District participated in an MTSS build prior to the pandemic but when our MTSS initiatives were reviewed through the CCEIS lens they were altered significantly. This is reflected in the updating of this document. The MTSS Director held a four day retreat in summer 2021 to update the District's MTSS documents and this was shared with administrators in August 2021. It will be shared with certificated teaching staff in early 2022.

Describe how the policies, practices, and/or procedures have been or will be publicly shared (e.g., School Board meeting minutes, posting on LEA website).

Board Policies are posted on the district website and are used to develop administrative regulations, special education handbooks, and other procedural manuals related to special education. Once approved by the Board of Education, they will be included in meeting minutes.

The LCAP is a publicly available document that is found on the District website for public reference. It is available in [English](#) and [Spanish](#).

The District's [procedures manual for SSTs](#) was updated and shared with counselors, psychologists and therapists, key members of SST teams in October 2021.

The guidance for discipline was also updated and portions of it are included in the Parent Information Packet that was fully revised in summer 2021.

The [Parent Information Packet](#) was updated and shared with every parent in the District prior to enrollment for the 2021/2022 school year.

Staff will share the MTSS publically and internally once it is revised in early 2022. It will be shared on the website and also at professional development meetings across different staff role groups.

Describe how the policies, practices, and/or procedures have been or will be internally disseminated and implemented.

Board Policies are posted on the district website and are used to develop administrative regulations. Similarly the LCAP is located on the district website, along with the CCEE SIR report. Staff have access to these documents, as they are publically available and staff are referred to these documents as situations arise where they are needed.

Special education handbooks, and other procedural manuals related to special education are located internally, along with a SEIS library of documents that relate to assessment practices, eligibility determinations and other processes regarding special education.

The updated Administrator Discipline handbook was disseminated in August 2021, along with the behavior matrix which describes alternatives to suspension that must be considered. Staff also was provided with information on documenting disciplinary infractions into the student information

system in order for us to maintain accurate records.

District-wide training on updated procedures and handbooks to ensure consistent implementation.

Note: *Any actions tied to this review that are not completed should be included in section 3.2.*

2.4 Complete Reflective Data Analysis:

Note: *This analysis should provide information that will connect and validate the selected root causes, target populations, measurable outcomes and related activities reported in 2.5, 3.1, and 3.2.*

Briefly describe the LEA (e.g., demographics, culture, and history of significant disproportionality).

Mt. Diablo Unified School District (MDUSD) is honored to serve 28,841 students at more than 50 school sites in Contra Costa County, in the cities of Clayton, Concord, Pleasant Hill, portions of Martinez, Pittsburg, and Walnut Creek, and the unincorporated communities of Bay Point, Lafayette, and Pacheco.

The district includes 31 elementary schools, 9 middle schools, 5 comprehensive high schools, 15 alternative schools and programs and 2 Adult Education sites.

MDUSD has seven (7) Advisory Committees:

Budget Advisory Committee (BAC)

Community Advisory Committee (CAC)

District English Learner Advisory Committee (DELAC)

Equity Advisory Team

Local Control Accountability Plan (LCAP)

Measure C Citizen Bond Oversight Committee (CBOC)

Parent Advisory Council (PAC)

The district workforce represents approximately 3,232 full and part-time employees, including:

- 1,699 certificated teachers, librarians, psychologists, nurses, speech pathologists, and numerous Special Education positions both in the classroom and at the central office.
- 1,359 classified employees, including instructional assistants, clerical workers, custodians, bus drivers and mechanics, facility maintenance and operations, food service employees, and central office staff.
- 174 management personnel.

For the 2020-2021 school year, the student population in MDUSD was comprised of 43% LatinX, 28.3% White, 7.8% Asian, 4.4% Filipino, 3.1% African American, 0.6% Pacific Islander, 0.1% American Indian, 7.9% two or more races and 4.9% No Report.

For the 2021-2022 school year, using preliminary CBEDS data, the student population in MDUSD was comprised of 43.9% LatinX, 26.1% White, 7.5% Asian, 3.4% Filipino, 3.0% African American, 0.6% Pacific Islander, 0.1% American Indian, 7.4% two or more races and 8.0% No Report.

In 2021, MDUSD was found significantly disproportionate in the area of qualifying African American students under the eligibility of Intellectual Disability. In 2012, the district was significantly disproportionate in the area of qualifying African American students under the eligibility of Emotional Disturbance.

Fill in the following table to indicate the tools/strategies used to gather relevant data, the process used to analyze the data, and the findings from each data source.

| Focus | Tool/Strategy | Process | Findings |
|-------------|--|---|--|
| Qualitative | Focus Groups using the <i>Annotated Checklist for Addressing Racial Disproportionality in Special Education</i> (Also referred to as the Wisconsin Checklist) Developed by Dan Losen | <p>For the 2021 CCEIS Plan, the MDUSD CCEIS team held seven focus groups in an effort to determine root causes with regard to the over identification of African American students in the Disability Category of Intellectual Disability.</p> <p>The Wisconsin Checklist self-assessment tool was utilized to focus the conversation around specific questions related to the over identification of African American students in the disability category of Intellectual Disability. Ninety minute focus groups were conducted by Technical Assistant Facilitators, Suwinder Cooper, Gary McHenry and the focus group with school psychologists was co-facilitated by Suwinder Cooper and Dr. Mary Bacon.</p> <p>During the month of August, 2021, a total of seven focus groups were conducted virtually.</p> <p>Focus Groups included:</p> <ul style="list-style-type: none"> August 17, 2021: School Psychologists August 17, 2021: Student Interviews August 17, 2021: Parent Interviews August 18, 2021: School Counselors, Social Work Specialists, PBIS Behaviorist and Counselors August 18, 2021: Community Interviews August 26, 2021: Leadership August 26, 2021: Students | See Section 2.2 for complete narrative on findings from the qualitative data gathered from the focus groups. |

| | | | |
|--|---|---|---|
| | <p>Identifying the Root Causes of Disproportionality New York University Technical Assistance Center on Disproportionality by Catherine Kramarczuk & Natalie Zwerger.</p> | <p>August 26, 2021: Community August 30, 2021: Foster Youth/ Homeless Youth Services August 31, 2021: Parents</p> <p>On August 17, 2021 the Focus Groups for parents, students and community on August 18th did not include enough members to be deemed a Focus Group so facilitators proceeded with interviews, bringing the total of out events to 10.</p> <p>Anecdotal data was captured through written notes and compiled into summaries for root cause analysis. The data was organized using categories from evidence based research outlined in the article, Identifying the Root Causes of Disproportionality.</p> | <p>Review of the anecdotal data showed common themes around lack of communication and partnerships with parents and community members, lack of consistent implementation of discipline practices, inconsistencies with pre-referral process and lack of equitable and consistent implementation of evidence based multi-tiered interventions.</p> <p>The following root causes emerged from both the qualitative and quantitative data and include:</p> <ol style="list-style-type: none"> 1. Systemic racism and cultural dissonance results in an unsafe culture and climate that lacks meaningful student relationships and culturally responsive practices, which is evidenced by explicit and implicit biases, low expectations, disparities in discipline and differential access to educational opportunity. This includes both interpersonal and systemic racism. 2. Lack of authentic partnerships with parents and families over time has led |
|--|---|---|---|

| | | | |
|--|---|--|--|
| | | | <p>to strained relationships, distrust, and lack of confidence in the school district.</p> <ol style="list-style-type: none"> 3. Lack of equitable and consistent implementation of discipline policies, procedures and practice has created a direct pathway to special education. 4. Inconsistencies in the Student Support and Coordinated CARE Team processes results in an inconsistent pre-referral process 5. Lack of consistent interventions and practices for students with histories of trauma, including structural racism in school and trauma outside of school, abuse and neglect that impact learning, student wellness and further exacerbate learning challenges. |
| Empathy Interviews with Staff | Interviews were held with staff role groups including psychologists, counselors, social workers, foster and homeless youth staff and attendance staff | Review of anecdotal data showed themes that staff working directly with students were not exhibiting consistent practices in regards to attendance, discipline practices and special education referrals across sites or student groups. | |
| Policy, Procedures and practices review. | MDUSD staff conducted this review both as a group and as individual members. | <p>Prior to data analysis for the CCEIS plan, Mt. Diablo Unified School District was working to globally rewrite all board policies. They are expected to be approved by the Board of Education in 2021.</p> <p>In addition, policies for special education identification, SST practices, Section 504 development and discipline practices were reviewed and were shared with site staff.</p> | |
| Initiatives Inventory | Review of district initiatives by Leadership team members | <p>Initiatives need to be focused on data presented in each area impacting learning.</p> <p>More focus on classroom initiatives needs to occur. This includes sharing data regarding achievement, SEL and behavior for children, disaggregated by student group, and designing</p> | |

| | | | |
|--------------|--|---|--|
| | | | specific interventions for those classrooms/schools with the highest numbers of risk factors including attendance, disciplinary incidents and lower than expected achievement. |
| | Review of Student and Family Engagement from Systemic Instructional Review (SIR) from 2020 | In looking at the SIR report, Student and Family Engagement reports were reviewed. Families were involved in advisory groups and shared their perceptions and opinions of the district. | Families from underserved backgrounds (e.g. racial, ethnic, and linguistic minorities, and homeless and foster families) are underrepresented in communities, associations and advisory groups. As a result, the district leadership may have an incomplete picture of the challenges in MDUSD. Additionally, leaders could be developing resources and systems that do not reflect the true needs of all families in MDUSD. |
| Quantitative | CDE Dashboard | Three years of data pulled (18-19, 19-20, 20-21) regarding attendance, chronic absenteeism, graduation rates and students receiving a D or F in English or Math, placement in Alternative Education programs. | There is an overrepresentation of African American and LatinX students when it relates to attendance, discipline and placement in alternative education programs. However, the graduation rates and grades remain lower than their peers in other student groups. |
| | Special Education Information System (SEIS) | Data pulled for overall African American population in district, overall African American population in Special Education and African American students who qualify under the eligibility of Intellectual Disability. | African American students make up about 3% of the district population but 5% of the special education population and 11% of the population identified as ID. |
| | Review of students with Section 504 Plans. | Students with Section 504 plans broken down by race. | There is an underrepresentation of African American students with Section 504 plans. |
| | | | |

Identify who was involved in the discussions about the data analysis. Briefly summarize the **prioritized** findings of the data analysis (including trends and patterns). **Note:** *This is a narrative description of the data analysis and findings. Additional charts and tables are not needed.*

The Leadership team reviewed and analyzed both qualitative and quantitative data on an ongoing basis. The introduction into the Focus Groups included data analysis regarding African American students in the district and in Special Education. The Stakeholder team meeting on September 27 included key data analysis points to support root causes. The data below was shared with Leadership and Stakeholders.

In 2017-18,

African Americans were 3.7% of the district population of 31,317 students and 6.3% of special education enrollment

12.6% of students in the disability category of Intellectual Disability

4.3% of students with a Section 504 plan

22.5% of Foster Youth

20.8% of the homeless student population,

African American students made up 14.5% of suspended students and 28.6% of students who were chronically absent

96 (4.97%) of the 1,931 graduates were African Americans. The African American graduation rate was 80%. 17 (17.7%) of the 96 graduates met the A-G requirements for the University of California

Latin X Students were 42.3% of the district population and 46.3% of special education enrollment

41.9% of students in the disability category of Intellectual Disability

32.4% of students with a Section 504 plan

47.1% of Foster Youth

49.1% of the Homeless student population

Latin X students made up 5% of suspended students and 13.4% of students who were chronically absent

785 (40.6%) of the 1931 graduates were Latin X. The Latin X graduation rate was 83.4%. 227 (28.9%) of graduates met the A-G requirements for the University of California.

White Students were 30.9% of the district population and 32.5% of special education enrollment

34.7% of students in the disability category of Intellectual Disability

47.4% of students with a Section 504 plan

21.6% of Foster Youth

16.2% of the Homeless student population

White students made up 3.2% of suspended students and 9.0% of students who are chronically absent

742 (38.4%) of the 1,931 graduates were White. The White student graduation rate was 88.1%. 321 (49.1%) of graduates met the A-G requirements for the University of California

In 2018-19

African American students were 3.2% of the district's population of 31,013 students and

20.9% of special education enrollment

11.6% of students in the disability category of Intellectual Disability

4.5% of students with a Section 504 plan

24.6% of Foster Youth

15.7% of the Homeless student population

African Americans made up 15.9% of suspended students and 32.3% of students who are chronically absent

82 (4.5%) of the 1,795 graduates were African Americans. The African American graduation rate was 73.9%. 16 (19.5%) of graduates met the A-G requirements for the University of California

Latin X students were 42.5% of the district's population and 47.1% of special education enrollment
43.5% of students in the disability category of Intellectual Disability
31.5% of students with a Section 504 plan
46.6% of Foster Youth
56.7% of the Homeless student population
Latin X students made up 52.9% of suspended students and 15.6% of students who are chronically absent
738 (41.1%) of the 1,795 graduates were Latin X. Latin X students had a graduation rate of 82.6%.
204 (27.6%) of Latin X students met the A-G requirements for the University of California

White students were 28.4% of the district's population and 14.4% of special education enrollment
34.7% of students in the disability category of Intellectual Disability
48% of students with a Section 504 plan
11% of Foster Youth
12.8% of the Homeless student population
White students made up 20.9% of suspended students and 10.2% of students who are chronically absent
630 (35%) of the 1,795 graduates were White. White students had a graduation rate of 89%. 311 (49.4%) of White students met the A-G requirements for the University of California.

In 2019-20,

African American students were 3.3% of the district's population of 31,037 and 5.6% of special education enrollment
11.4% of students in the disability category of Intellectual Disability
3.0% of students with a Section 504 plan
22.6% of Foster Youth
11.55% of the Homeless Student population
African Americans made up 11.2% of suspended students and 9.1% of students who were chronically absent
74 (4, 14%) of the 1786 graduates were African Americans. The African American student graduation rate was 81.3%. 25 (33.8%) met the A-G requirements for the University of California

Latin X students were 42.8% of the district's population and 45.2% of special education enrollment
40.3% of students in the disability category of Intellectual Disability
32.6% of students with a Section 504 plan
36.9% of Foster Youth
67% of the Homeless Student population
Latin X students made up 56.4% of suspended students and 52% of students who were chronically absent
741 (41.4%) of the 1786 graduates were Latin X. The graduation rate for Latin X students was 86.2%.
246 (33.2%) of graduates met the A-G requirement for the University of California

White students were 29.5% of the district's population in 2020-21 and 30.6% of special education enrollment
34.2% of students in the disability category of Intellectual Disability
46.7% of students with a Section 504 plan
21.4% of Foster Youth
10% of the Homeless Student population
White students made up 18.2% of suspended students and 22.9% of students who were chronically absent
586 (32.8%) of the 1,786 graduates were White. The graduation rate for White students was 86.2%.
302 (51.5%) met the A-G requirements for the University of California

In 2020-21,

African American students were 3.1% of the district population of 29908 students and 5.6% of special education enrollment
8.9% of students in the disability category of Intellectual Disability
3.6% of students with a Section 504 plan
22.6% of Foster Youth
11.5% of the Homeless Student population
African Americans made up 3.6% of the 11 suspended students and 8.3% of students who were chronically absent
74 (4.0%) of the 1818 graduates were African Americans. The graduation rate for African Americans was 62.3%. 9 (20.9%) met the A-G requirements for the University of California.

Latin X students were 43% of the district's population and 45.8% in special education
45.9% of students in the disability category of Intellectual Disability
33.3% of students with a Section 504 plan
34.7% of Foster Youth
64.6% of the Homeless student population
802 (44.1%) of the 1818 graduates were Latin X. The graduation rate for Latin X students was 78.6%. 232 (28.9%) met the A-G requirements for the University of California

White students were 28.3% of the district's population and 30% in special education
28.1% of students in the disability category of Intellectual Disability
44.2% of students with a Section 504 plan
22.8% of Foster Youth
9.4% of the Homeless student population
573 (31.5%) of the 1818 graduates were White. The graduation rate for White students was 84.3%. 306 (53.4%) met the A-G requirements for the University of California

Changing Demographics

Enrollment in the district continues to decline. Between the 2017-18 school year and 2020-21, enrollment declined by 1,409 students.

African American students declined by 239 students (-20.6%)
American Indian declined by 24 students (-36.9%)
Asian students increased by 33 students (1.4%)
Filipino students declined by 127 students (-8.8%)
Latin X students declined by 415 students (-3.1%)
Pacific Island students declined by 15 students (-7.3%)
White students declined by 1,210 students (-12.5%)
2 or More Races students increased by 22 students (-1.08%)
Non-reporter increased by 266 students (22.3%)

Special Education Enrollment

Special Education enrollment has increased in the district by 901 students between 2017-18 and 2020-21. The data is somewhat confusing because there were no students in special education reported for American Indians, Filipinos, Pacific Islanders and students who did not report ethnicity.

African American students increased by 21 students (8.4%)
American Indians increased from 0 to 17 students
Asian Students declined by 11 students (-4.3%)
Filipino students increased from 0 to 153 students
Latin X students increased by 393 students (21.5%)
Pacific Islanders increased from 0 to 17 students
White Students increased by 189 students (15%)
2 or More Races declined by 74 students (21%)

Students who did not report ethnicity increased from 0 to 196 students

African American students in the district declined by 239 students between 2017 and 2020-21. Enrollment in special education fluctuated. In 2017, there were 249 students in special education. This number declined to 206 in 2018 and increased to 277 students in 2019 and then declined to 270 students in 2020. The percentage of African American enrollment in special education increases every year beginning in 2018. In 2018, 20.8% of African American students were in special education. This percentage increased to 26.7% in 2019-20. African American students in special education was 29.47% in 2020-21. It has been reported to the Technical Facilitation Team that over 30 % of African American students are enrolled in special education. Only 10 to 11% of students statewide are enrolled in special education. African Americans are enrolled in special education at three times the statewide rate.

Alternative Education Enrollment

The Enrollment in Alternative Education is summarized on the next two pages.

In 2017, there were 447 students enrolled in Alternative Education. Of these 60% were Hispanic, 20.4% were White, 1.8% were Asian, 1.6% were Filipino, 11.1% were Black, .9% were Pacific Islanders, and 2.7% were 2 or more races. One student was not classified

In 2018, there were 382 students enrolled in Alternative Education. Of these 61.5% were Hispanic, 21.8% were White, 2.5% were Asian, 1.4% were Filipino, 1.7% Black, .8% were Pacific Islanders, .3% American Indians and 3.9% 2 or more races. One student was not identified.

In 2019-20, there were 357 students enrolled in Alternative Education. Of those 63.3% were Hispanic, 21.8% were White, 2.5% were Asian, 1.4% were Filipino, 1.7% Black, .8% were Pacific Islanders, .3% American Indians and 3.9% 2 or more races. One student was not identified.

In 2020-21, there were 388 students enrolled in Alternative Education. Of these, 67% were Hispanic, 16.7% were White, 2.58% were Asian, 1.5% were Filipino, 4.43% were Black. 1.3% Pacific Islanders, .78% Pacific Islanders, 4.17% 2 or more races. Five students were not identified.

The district has an early college high school program called College Now. Students must have the ability to do college level work. Students earn College credits which can be used to meet high school graduation requirements.

In 2017, there were 20 students in the College Now Program. Of those 25% were Hispanic, 45% were White, 10% were Asian 15% were Filipino and 5% were Black.

In 2018, there were 51 students in College Now. Of those 31.4% were Hispanic, 43.1% were White, 7.8% were Asian, 7.8% were Filipino, 5.9% Black and 3.9% 2 or more races.

In 2019, there were 59 students in College Now. Of those, 35.6% were Hispanic, 32.2% were White, 10.1% were Asian, 5.1% were Filipino, 3.4% were Black, and 13.6% were 2 or more races

In 2020-21, there were 58 students in College Now. Of those, 41.3% were Hispanic, 24.1% were White, 8.62 were Asian, 1.72% were Filipino, 3.44% were Black and 20.6% were 2 or more races.

What does the data show? There appears to be a pattern emerging from the data. African Americans are over enrolled in special education. The numbers continue to increase while the number and percentages in the Alternative programs continue to decline.

Students receiving a D or F in Middle School

Outlined below is the percentage of students who received a D or F during the the 2018-19, 2019-20 and 2020-21 school year

In 2018

Over 50% of African American, American Indian, Latin X and Pacific Islander students received a D or F

24% of White students and 27% of 2 or more race students received a D or F

16% of Asian and 20% of Filipino students received a D or F

40% of the 133 students who did not declare ethnicity received a D or F

In 2019, (fall semester only)

75% of American Indians (8 students), and 53% of African American students received a D or F
49% of Latin X and 44% of Pacific Islander students received a D or F
26% of 2 or more races students and 23% of White students received a D or F
16% of Asian and 14% of Filipino students received a D or F
35% of the 208 students who did not declare ethnicity received a D or F

In 2020-21,

75% of American Indians (8 students), 69% of Pacific Islander, 62% of Latin X and 54% of African American students received a D or F
32% of White Students and 30% of 2 or more race student receive a D or F
27% of Filipinos and 26% of Asians received a D or F
37% of the 301 students who did not declare ethnicity received a D or F
Students receiving a D or F in High School

In 2018-19,

Over 50% of African Americans, American Indians, Latin X and Pacific Islander high school students received a D or F
33% of 2 or more race students and 30% of White students received a D or F
29% of Filipino students and 23% of Asian students received a D or F
40% of the 79 students who did not declare ethnicity received a D or F

In 2019-20,

60% of Pacific Islanders, 53% of Latin X and 51% of African Americans received a D or F
45% of American Indian students
28% of students designated as 2 or more races and 26% of White students received a D or F
20% of Asian and Filipino students received a D or F
45% of the 71 students who did not declare ethnicity received a D or F

In 2020-21

Over 60% of Pacific Islander, African Americans and American Indians students received a D or F in English and Math
58% of Latin X received a D or F
25% of Filipinos and 20% of Asians students received a D or F
43% of the 67 students who did not declare ethnicity received a D or F

Each year, African Americans received at least 50% D's and F's. American Indian, Latin X and Pacific Islander students received close to 50% D's and F's. American Indians are a small population in the district averaging around eight students per year. The data suggest that African Americans may be referred to special education because of failing grades in English and Math. The focus group information should help in bringing greater clarity to the issue.

iReady scores

iReady is a collection of Reading and Math resources that is used by the district to assess student progress in Reading and Mathematics. iReady can be used to assess students' learning needs so teachers can plan instruction to address student's greatest needs. The district decided to report scores using three tiers.

Tier 1 students met the grade level standards

Tier 2 students scored in the range approaching standards

Tier 3 students did not meet standards and were at least three grade levels below standards

In 2018-19,

Over 70% of Asian, Filipino, White, 2 or more races and students who did not declare ethnicity met grade

level standards in English/Language arts

18% of African Americans and Latin X students did not meet standards in English. This was the highest percentage of all groups

14 to 15% of Pacific Islander and American Indians did not meet standards

Less than 9% of Asian, Filipino, White, 2 or more race students and students who did not declare ethnicity did not meet grade level standards in English

Math

Over 70% of Asians, Filipino, White, 2 or more race students met grade level standards in mathematics

60% of American Indian and students who did not declare ethnicity met grade level standards in Mathematics

Only 46 to 48% of African American, Latin X and Pacific Islander high school students met grade level standards in Mathematics

17% of African Americans did not meet grade level standards in Mathematics

13% of American Indians did not meet grade level standards in Mathematics

10 to 12% of Latin X and Pacific Islander student did not meet standards in Mathematics

Less than 6% of Asians, Filipino White, 2 or more race and students who did not declare ethnicity did not meet standards in Mathematics

In 2019-20,

Over 73% of Filipinos and 63% of American Indians, Asians, White, 2 or more race and students who did not declare ethnicity met grade level standards in English

45% of African American met grade level standards.

37% of Latin X, and 33% of Pacific Islander students met grade level standards in English

Over 20% of African American and 22% of Latin X students did not meet standards in English

19% of American Indians and 17% of Pacific Islander students did not meet standards in English

12% of students did not declare ethnicity did not meet standards in English

11% of Asian students did not meet standards in English

Less than 7% of Filipinos, White and 2 or more race students did not meet standards in English

Math

59% of White students met grade level standards in Mathematics

58% of 2 or more race, 56% of Filipino, 55% of Asian students and 54% of students who did not declare ethnicity met grade level standards in Mathematics

29% of American Indians and 27% of African American and Latin X students met grade level standards in Mathematics

21% of Pacific Islander students met grade level standards in Mathematics

21% of African Americans and 18% of Latin X did not meet standards in Mathematics

17% of Pacific Islander and 12% of American Indians did not meet standards in Mathematics

8% of Asians and 6% of 2 or more race students did not meet standards in Mathematics

5% of Filipino and White students did not meet standards in Mathematics

In 2020-21,

Over 71% of Asian, Filipino, White and 2 or more race met grade level standards In English

65% of students who did not declare ethnicity met grade level standards

62% of American Indians met grade level standards in English

50% of African Americans, 46% of Latin X and 43% of Pacific Islander students met grade level standards in English

22% of Latin X and 21% of African American and Pacific Islander students did not meet grade level standards in English

9% of Asians and 8% of American Indians (1 student) did not meet standards in English

6% of White students did not meet standards in English

5% of 2 or more race and 4% of Filipino students did not meet standards in English

Math

62% of American Indians and 55% of Asian student met grade level standards in Mathematics

47% of Filipino and 2 or more raced students met grade level standards in Mathematics

46% of White and students who did not declare ethnicity met grade level standards

30% of African American, Latin X and 35% of Pacific Islander student met standards in Mathematics

29% of African Americans and 26% of Latin X students did not meet grade level standards in Mathematics

25% of Pacific Islanders did not meet grade level standards in Mathematics

15% of students who did not declare ethnicity and 10% of Asian, White and 2 or more race students did not meet grade level standards in Mathematics

9% of Filipino students did not meet grade level standards in Mathematics

African American students had the lowest performance on the IReady assessment along with Latin X and Pacific Islanders. It is noteworthy that in 2020-21 the percentage of students who met grade level standards was lower and the percentage of students who did not meet grade level standards was higher. This may be an indication of learning lost due to distance learning caused by the pandemic.

When synthesized, key data points show that over three years, African American students are consistently over identified for special education services, especially under the eligibility of Intellectual Disability, but including in special education as a whole. African American students are also underrepresented as a group when looking at Section 504 Plans.

Both qualitative and quantitative data suggest that beginning early in elementary school there is a positive feedback loop between discipline, attendance, literacy proficiency for our African American students, disenfranchisement among our African American families, and limited cultural proficiency among our teachers and staff. iReady scores in both ELA and Math indicate that 18.5% of African American students score in the lowest range on the assessment, along with LatinX (17.93%) and Pacific Islander (13.79%) students. Only 4.95% of White students receive scores in Tier 3 on the iReady assessment. Regardless of racial/ethnic group, foster youth and homeless youth are also more likely to score in Tier 3 on iReady ELA and Math. This gap does not close over time, as the data reveals that African American students consistently graduate at lower levels than their white peers and when reviewing A-G completion rates, the gap is even larger. In addition, African American students make up 5.63% of the enrollment at continuation school, even though overall, make up only 3.1% of the student population in the district. While African American students represent 3/1% of the total student population, they represent approximately 22 % of foster youth and approximately 11% of homeless youth. Based on the racial/ethnic concentration of African American students and LatinX students within foster youth and homeless youth groups, it follows that those two groups' metrics are similar.

More than any other group, our African American students also experience chronic absenteeism at approximately 8.5% over the past two years. While this is a significant improvement from the two earlier years, this is still almost three times the risk ratio based on enrollment of 3.1%. LatinX and Pacific Islander students have similarly high rates of chronic absenteeism, especially when compared with white students who have an enrollment of approximately 28%, yet make up only 14% of the chronic absenteeism in the district.

Survey data indicates that our African American families do not feel welcome on our campuses, and believe that their children are treated differently. They describe feeling as if their children cannot get the help they need and that they, the parents/guardians themselves, are perceived differently than non-African-American parents, especially when they advocate for their children or themselves.

The data also indicates that while trauma has increased for our students and families, the interventions available in general education classrooms are limited and both staff and parents/guardians believe that the

only resources available to students are through special education. MTSS is poorly understood throughout the District, furthering this belief.

Students report having limited access to African American teachers and report that their teachers do not understand or value their culture, and may treat them differently as a result. They report low cultural proficiency and limited application of culturally responsive pedagogy within the classroom to support effective engagement in learning.

Over time, the trends towards lower academic achievement, higher levels of absenteeism and lack of cultural competency in staff results in higher referrals for special education, including in the area of Intellectual Disability.

Focal Scholars

Based on the analysis of the qualitative and quantitative data, four of our K-5 elementary schools, one middle school and two comprehensive high schools were chosen as focus schools because they have over 8% AA students, they have all been in red or orange on the state dashboard for ELA and Math in 2019 and all of the elementary sites are in the orange or red for chronic absenteeism. In addition, while both high schools are in yellow on the dashboard, this is not the case for African American students as exhibited by the dashboard and also by the numbers of D and F grades issued to them. These sites are Bel Air, Fair Oaks, Rio Vista, Delta View, Riverview Middle Sixth Grade Students (67) and Mt. Diablo High School Ninth Graders and Ygnacio Valley High School Ninth Graders.

Our focal scholars at these sites are students who meet three of six of the following criteria: chronic absenteeism, STAR and/or early literacy reading scores in the Below Standard range, referral to SST, COST or CARE, at least one out of school suspensions, at least one F grade in the previous two school years.

320 students have been identified (179 African American students, 109 LatinX students, 12 Asian students, 7 White students, 12 Pacific Islander/Hawaiian Students, 1 Native American/Alaskan Native student. We will track their reading proficiency, grades, attendance, disciplinary events, referrals and referrals to special education.

2.5 Determine Root Cause(s) Based on Data

Describe the identified Root Cause(s) of disproportionality and briefly reference the data that supports the root cause(s).

Note: Root causes of disproportionality include an intersection between beliefs and practices and should describe an identified LEA gap or deficiency that will be addressed by the LEA.

| Root Cause | Describe the Data Source(s) that Supports the Root Cause |
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| <p>Systemic Racism and Cultural Dissonance: Systemic racism and cultural dissonance results in an unsafe culture and climate that lacks meaningful student relationships and culturally responsive</p> | <p><i>“What are the contributing factors? We are talking about systemic racism. Just look at the lowest achievement and opportunity gap. The environment is not conducive to learning.”</i></p> |

practices, which is evidenced by explicit and implicit biases, low expectations, disparities in discipline and differential access to educational opportunity. This includes both interpersonal and systemic racism.

Staff, parents and students reported systemic racism as a factor in the district leading to the over-representation of African American/Black students in special education. Focus group participants reported long-standing systemic racism is demonstrated by an unsafe culture and climate that lacks meaningful student relationships and culturally responsive practices, which is evidenced by explicit and implicit biases, low expectations, disparities in discipline and differential access to educational opportunity. Cultural dissonance and bias is further reflected in the curriculum, pedagogy and disciplinary practices. In addition, families also felt racism, especially when they advocated for their children or challenged school authority.

Both qualitative and quantitative data suggest that beginning early in elementary school there is a positive feedback loop between discipline, attendance, literacy proficiency for our African American students, disenfranchisement among our African American families, and limited cultural proficiency among our teachers and staff.

African American students make up about 3% of the district population but 5% of the special education population and 11% of the population identified as Intellectually Disabled (ID). Quantitative data reveals that African American students are referred for and found eligible for special education at twice their expected risk ratio and eligible under the category of Intellectual Disability at three times their risk ratio. In addition, they are suspended at rates over 3 times their risk ratio, increasing their absenteeism rate. This data leads to poor performance in ELA / reading, chronic absenteeism, and discipline over an extended period of time. There is an overrepresentation of African American and LatinX students when it relates to attendance, graduation rates, grades, discipline and placement in alternative education programs.

While there was acknowledgement that *“the equity issues we are facing are tremendous”* and it feels like a *“roller coaster”* there was recognition that *“we have good people doing good work, but there is much inconsistency in identifying goals and holding people accountable for not showing the outcomes we are wanting.”* In addition, *“there is insufficient professional development in this area*

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| | <p><i>and lack of cultural awareness on a district level on an ongoing basis with regards to training for the teachers, administrators and campus supervisors.”</i></p> |
| <p>Family and Community: Lack of authentic partnerships with parents and families over time has led to strained relationships, distrust and lack of confidence in the district.</p> | <p>Qualitative data is used to assert that students, parents and staff all report a lack of trust and confidence in the district due to lack of meaningful change over time due to lack of outreach and authentic partnerships with parents/guardians of African American students. As one parent stated, <i>“this continuation of dialogue never goes anywhere, we are still struggling, we have been struggling for decades and nothing changes. Something is wrong.”</i> Furthermore, there is <i>“minimal parent liaison support for African American families and students.”</i> and <i>“parents don’t know what they don’t know. Parents are taken advantage of in the IEP process.”</i> and must learn to advocate for themselves.</p> <p>Review of Student and Family Engagement from Systemic Instructional Review (SIR) from 2020 revealed families from underserved backgrounds (e.g. racial, ethnic, and linguistic minorities, and homeless and foster families) are underrepresented in communities, associations and advisory groups. As a result, the district leadership may have an incomplete picture of the challenges faced by African American families in MDUSD. Additionally, leaders could be developing resources and systems that do not reflect the true needs of all families in MDUSD.</p> <p>Quantitative data review of parent engagement groups indicates that two targeted district committees exist; one for serving students with disabilities and the other serving English Language Learners. In addition, over 80% of the site based parent liaisons are bilingual focusing on outreach to families who have a native language other than English. No specific outreach is made to the parents/families of African American students in either district wide committee or parent outreach roles.</p> |
| <p>Discipline Policies, Practices and Procedures: Lack of equitable and consistent implementation of discipline policies, procedures and practice has created a direct pathway to special education.</p> | <p><i>“Kids get it. They know when the teacher wants them gone from the classroom.”</i> As one student stated, <i>“We don’t get the same treatment. We are different. We have different experiences. What is okay – What is not okay. It’s borderline and not clear.”</i></p> <p>Qualitative data indicates that students feel that disciplinary consequences are administered unevenly</p> |

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| | <p>and parents report that a lack of cultural competency by staff leads to inconsistent application of disciplinary policies, practices and procedures.</p> <p>Analysis of the discipline data for the previous three years revealed while African American students represent approximately 3% of the student population, 12-15% of them were suspended each year. The disciplinary suspensions were also higher than anticipated for Pacific Islander students, foster youth and homeless youth. Quantitative discipline data for the 2020-2021 school year reveals a significant drop in school suspensions with only 11 occurring in the district all year, however, 7 were administered to African American students.</p> <p>The focus on African American student behavior and lack of equitable and consistent implementation of discipline policies, procedures and practice has created a direct pathway to special education and that <i>“referrals are the root cause. As one parent questioned, “What behaviors are you referring them for? The lack of cultural understanding?”</i></p> <p>Review of the PPP highlighted that the PIP and Behavior matrix need to be updated to focus on instruction, intervention and support.</p> |
| <p>Inconsistent Pre-Referral Process: Inconsistencies in the Student Support and Coordinated CARE team processes results in an inconsistent pre-referral process.</p> | <p>Inconsistencies in the Student Support and Coordinated CARE team processes results in inconsistent pre-referral processes. Findings from the file review indicated, <i>“there are inconsistencies in the identification procedures and “the identification starts early in kindergarten.” “It is Special Education or nothing when it comes to interventions and support.”</i></p> <p>Key data points outlined in Section 2.4 show that over three years, African American students are consistently over identified for special education services, especially under the eligibility of Intellectual Disability, but including in special education as a whole. African American students are also underrepresented as a group when looking at Section 504 Plans.</p> <p>Furthermore there is a lack of clear and shared understanding of MTSS. This lack of understanding of a robust MTSS system is indicative of disparate resources across sites. Focus group participants acknowledged,</p> |

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| | <p><i>“Resources vary from site to site and are not equitable. “Only interventions made available are through special education.”</i> It is perceived that the only interventions are available in special education and therefore, any student who is in need of academic, social-emotional or behavioral support is referred. For African American students this process moves more quickly.</p> <p>Inconsistent SST/CARE team practices that engage the parents to identify, implement, and track evidenced based / culturally responsive interventions across all three areas of academics, social emotional and behavior <i>lead to widely different outcomes for different student groups.</i> While African American students have a proportionate share of 504 plans, they are twice as likely to be in special education. This trend is seen in Pacific Islander and LatinX students also. Conversely, White students have a proportionate risk ratio for special education referrals but they have a 1.6 risk ratio of receiving a 504 plan.</p> |
| <p>Trauma: Lack of consistent interventions and practices for students with histories of trauma, including structural racism in school and trauma outside of school, abuse and neglect that impact learning and student wellness that further exacerbate learning challenges.</p> | <p>The data indicates that while trauma has increased for our students and families, the interventions available in general education classrooms are limited and both staff and parents/guardians believe that the only resources available to students are through special education. MTSS is poorly understood throughout the District, furthering this belief.</p> <p>Focus group participants report that while numbers of foster youth and homeless youth are lower in numbers than in previous years, the level of need is greater due to more severe compound trauma. <i>“We see the severity of needs has gone up.” “Histories of trauma and neglect impact learning” and “Instability of homeless and foster youth creates the demand for additional support for kids that are credit deficient.”</i> There are <i>“discrepancies with SEL across sites” and “families don’t have immediate support.”</i> We see, <i>“45% of foster kids have an IEP and many are dependent on the IEP.” “There are external pressures that impact special education. While the statewide trend is going down with the number of foster kids in the system declining over time, the severity of abuse and neglected repeated over time, where two thirds is physical abuse and 1/3 is sexual abuse has gone up considerably.”</i></p> |

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| | <p>In addition, students shared, the lack of racial understanding among peers and teachers creates added stress on a daily basis and parents reported that school itself is a cause of trauma for some African American students.</p> |
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PHASE THREE: PLAN FOR IMPROVEMENT
Find instructions for this phase at
<https://spptap.org/phase-iii-plan-for-improvement/>

3.1 Identify Target Population

Note: For more information about how to identify the target population, see the *Target Population Flow Chart* on the [CCEIS Padlet](#).

IDEA funds reserved for CCEIS are for students in the LEA, particularly, but not exclusively, students from those groups that were “significantly over identified” who need additional support to be successful in the general education environment.

LEAs may not limit CCEIS solely to students of the racial or ethnic group for which the LEA is significantly disproportionate.

Complete the tables on the next page using estimates from current student data.

The estimated student numbers:

- Must be greater than zero
- Must represent the students expected to receive CCEIS services
- Cannot equal the number of all students
- Cannot be exclusively students with disabilities

Actual numbers of targeted students served will be provided on the Quarterly Progress Reports.

Focal Scholars

Based on the analysis of the qualitative and quantitative data, four of our K-5 elementary schools, one middle school and two comprehensive high schools were chosen as focus schools because they have over 8% AA students, they have all been in red or orange on the state dashboard for ELA and Math in 2019 and all of the elementary sites are in the orange or red for chronic absenteeism. In addition, while both high schools are in yellow on the dashboard, this is not the case for African American students as exhibited by the dashboard and also by the numbers of D and F grades issued to them. These sites are Bel Air, Fair Oaks, Rio Vista, Delta View, Riverview Middle (67) and Mt. Diablo High School and Ygnacio Valley High School.

Our focal scholars at these sites are students who meet three of six of the following criteria: chronic absenteeism, STAR and/or early literacy reading scores in the Below Standard range, referral to SST, COST or CARE, at least one out of school suspensions, at least one F grade in the previous two school years.

320 students have been identified, 179 of whom are African American, with the students sharing the same risk factors, including LatinX, Pacific Islander, Foster youth or Homeless youth and we will track their reading proficiency, attendance, office referrals and referrals to special education.

| Students Currently <u>Not</u> Identified as Needing Special Education 2021 CCEIS Service Period: July 1, 2021 to September 30, 2023 | | |
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| Report Periods | Description of Targeted Student Population | Number of Students Currently <u>Not</u> Identified as Needing Special Education Receiving CCEIS Initiatives |
| First 12 months: 7/1/2021 to 6/30/2022 | <p>Based on qualitative and quantitative data, risk factors were identified to define Focal Scholars :</p> <p>K-5 Low ESGI, iReady, or FIAB/IAB reading and math scores or identification as a foster or homeless youth or experienced at least one disciplinary action or chronic absenteeism</p> <p>6-12 D of F in English and Math or identification as a foster or homeless youth or experienced at least one disciplinary action or more than 10% absenteeism</p> | <p>320 Students 226 Elementary 54 Middle 40 High 320 Total Students</p> <p>179 African American 109 LatinX 12 Asian 7 White</p> <p>12 Hawaiian/Pacific Islander 1 American Indian/Native Alaskan</p> |
| Second 12 months: 7/1/2022 to 6/30/2023 | <p>Based on qualitative and quantitative data, risk factors were identified to define Focal Scholars :</p> <p>K-5 Low ESGI, iReady, or FIAB/IAB reading and math scores or identification as a foster or homeless youth or experienced at least one disciplinary action or chronic absenteeism</p> <p>6-12 D of F in English and Math or identification as a foster or homeless youth or experienced at least one disciplinary action or more than 10% absenteeism</p> | <p>320 Students 226 Elementary 54 Middle 40 High 320 Total Students</p> <p>179 African American 109 LatinX 12 Asian 7 White</p> <p>12 Hawaiian/Pacific Islander 1 American Indian/Native Alaskan</p> |
| Last 3 months: 7/1/2023 to 9/30/2023 | <p>Based on qualitative and quantitative data, risk factors were identified to define Focal Scholars :</p> <p>K-5 Low ESGI, iReady, or FIAB/IAB reading and math scores or identification as a foster or homeless youth or experienced at least one disciplinary action or chronic absenteeism</p> <p>6-12 D of F in English and Math or identification as a foster or homeless youth</p> | <p>320 Students 226 Elementary 54 Middle 40 High 320 Total Students</p> <p>179 African American 109 LatinX 12 Asian 7 White</p> <p>12 Hawaiian/Pacific Islander</p> |

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| | or experienced at least one disciplinary action or more than 10% absenteeism | 1 American Indian/Native Alaskan |
| | The focal schools were determined based on student enrollment with a concentration of AA students, followed by LatinX and Pacific Islander, who met one or more of the other criteria. | |
| Total Target Students to be served during this 27-month period (non-duplicative count) | | 320 |

| Students <u>Currently Identified</u> as Needing Special Education 2021 CCEIS Service Period: July 1, 2021 to September 30, 2023 | | |
|--|---|--|
| Time Periods | Description of Targeted Student Population | Number of Students <u>Currently Identified</u> as Needing Special Education Receiving CCEIS Initiatives |
| First 12 months: 7/1/2021 to 6/30/2022 | Based on qualitative and quantitative data, risk factors were identified to define Focal Scholars : K-5 Low ESGI, iReady, or FIAB/IAB reading and math scores or identification as a foster or homeless youth or experienced at least one disciplinary action or chronic absenteeism 6-12 D of F in English and Math or identification as a foster or homeless youth or experienced at least one disciplinary action or more than 10% absenteeism | 0 |
| Second 12 months: 7/1/2022 to 6/30/2023 | Based on qualitative and quantitative data, risk factors were identified to define Focal Scholars : K-5 Low ESGI, iReady, or FIAB/IAB reading and math scores or identification as a foster or homeless youth or experienced at least one disciplinary action or chronic absenteeism 6-12 D of F in English and Math or identification as a foster or homeless youth or experienced at least one disciplinary action or more than 10% absenteeism | 0 |

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|---|--|---|
| <p>Last 3 months: 7/1/2023 to 9/30/2023</p> | <p>Based on qualitative and quantitative data, risk factors were identified to define Focal Scholars :</p> <p>K-5 Low ESGI, iReady, or FIAB/IAB reading and math scores or identification as a foster or homeless youth or experienced at least one disciplinary action or chronic absenteeism</p> <p>6-12 D of F in English and Math or identification as a foster or homeless youth or experienced at least one disciplinary action or more than 10% absenteeism</p> | <p style="text-align: center;">0</p> |
| | <p>The focal schools were determined based on student enrollment with a concentration of AA students, followed by LatinX and Pacific Islander, who met one or more of the other criteria.</p> | |
| <p>Total Target Students to be served during this 27-month period (non-duplicative count)</p> | | <p style="text-align: center;">0</p> |

3.2 Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome. (You may cut and paste empty tables for additional outcomes and related activities. You may also add more rows to the activities table).

Measurable Outcome #1- Attendance

Measurable Outcome #2- Authentic Family Partnership

Measurable Outcome #3- Discipline/Suspension

Measurable Outcome #4- Literacy

Measurable Outcome #5- Policies, Practices and Procedures

| Measurable Outcome # 1 | Indicator(s) | Root Causes | Target Population |
|---|---|---|---|
| <p>By June 2022, all the Focal Scholars' attendance will increase by 10 percentage points per year from baseline, or reach 90% attendance.</p> | <p>10 Disability Disproportionality Intellectual Disability</p> | <p>Lack of authentic partnerships with parents and families over time has led to strained relationships and distrust</p> <p>Systemic Racism and Cultural Dissonance: Systemic racism and cultural dissonance results in an unsafe culture and climate that lacks meaningful student relationships and culturally responsive practices, which is evidenced by explicit and implicit biases, low expectations, disparities in discipline and differential access to educational opportunity.</p> <p>Trauma: Lack of consistent interventions and practices for students with histories of</p> | <p>Based on qualitative and quantitative data, risk factors were identified to define Focal Scholars :</p> <p>K-5 Low ESGI, iReady, or FIAB/IAB reading and math scores or identification as a foster or homeless youth or experienced at least one disciplinary action or chronic absenteeism</p> <p>6-12 D of F in English and Math or identification as a foster or homeless youth or experienced at least one disciplinary action or more than 10% absenteeism</p> <p>K-5 Elementary (#) 226</p> <p>6-8 Middle (#) 54</p> <p>9-12 HS (#) 40</p> |

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|--|--|--|--|
| | | trauma, including structural racism in school and trauma outside of school, abuse and neglect that impact learning, student wellness and further exacerbate learning challenges. | |
|--|--|--|--|

| Activities | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|---|---|-----------------|--|--|
| Activity 1.1: Extend the role of the Equity Team to provide infrastructure for achieving the measurable outcomes in the CCEIS plan. | Assistant Director, Equity | March 2022 | Equity Team will assume primary responsibility for creating job descriptions, recruiting and hiring staff identified in the CCEIS plan | LCFF Title 1 |
| Activity 1.2: Develop job descriptions and recruit for 2 FTE General Education CCEIS Program Specialists (1 FTE Instructional Specialist and 1 FTE Operational Specialist) Candidates must exhibit cultural competence, be knowledgeable, able to bridge between SEL, Academics, Behavior, anti-racist work, parent and student. CCEIS Oversight Specialist will have the tasks and responsibilities: <ul style="list-style-type: none"> • Serve on the CCEIS Implementation team. • Establish infrastructure at each of the sites to address needs | Chief, Instructional Services Assistant Director, Equity | March 2022 | Job descriptions will be used to hire staff who will support focal scholars' instruction and support in alignment with ILPs. | LCFF Title 1 CCEIS |

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| <p>and monitor activities of the Focal Scholars.</p> <ul style="list-style-type: none"> ● Create and deliver professional development and coaching to improve outcomes for students. ● Build site-based professional capacity attentive to cultural dissonance, implicit bias, and culturally relevant instructional practices. ● Create and liaise with African American Black Parent Advisory Committees (AABPAC) for site and district based parent empowerment. ● Coordinate and complete data records which will include CCEIS quarterly progress reports in coordination with the Implementation Team and Special Education and Fiscal Directors. ● Schedule and coordinate implementation meetings to provide the following oversight: <ul style="list-style-type: none"> ○ Review site-based progress reports ○ Plan/coordinate Professional Development ○ Monitor data collection <p>CCEIS Instructional Specialist will have the tasks and responsibilities:</p> <ul style="list-style-type: none"> ● Serve on the CCEIS Implementation team. | | | | |
|---|--|--|--|--|

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|--|--|-------------------|---|-----------------------------------|
| <ul style="list-style-type: none"> ● Create and deliver professional development and coaching to improve outcomes for students. ● Build site-based professional capacity attentive to cultural dissonance, implicit bias, and culturally relevant instructional practices. ● Monitor ILPs of focal students ● Compile and disaggregate data for CCEIS leadership team, site instructional teams and community stakeholders ● Monitor data collection | | | | |
| <p>Activity 1.3: Develop job description and recruit for 1 FTE parent liaison Candidate must be knowledgeable, able to bridge between SEL, Academics, Behavior, anti-racist work, parent and student, with a focus on early literacy</p> <p>CCEIS Parent liaison will have the tasks and responsibilities:</p> <ul style="list-style-type: none"> ● Establish AABPAC committees at identified sites and District equity committee. ● Collaborate with Equity team to increase parent engagement at focal sites ● Build site-based professional capacity attentive to cultural dissonance, implicit bias, and culturally relevant instructional practices. | <p>Chief, Instructional Services</p> <p>Assistant Director, Equity</p> | <p>March 2022</p> | <p>Job descriptions will be used to hire staff who will support focal scholars' instruction and support in alignment with ILPs.</p> | <p>LCFF Title 1 CCEIS</p> |

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|---|---|-------------------|--|---------------|
| Activity 1.4: Collaborate with Leadership and Implementation teams to co-create an Individual Learning Plan (ILP) Template for alignment in K-12. | CCEIS Instructional Specialist | June 2022 | Individual Learning Plan will be developed and used to monitor growth of focal scholars | CCEIS |
| Activity 1.5: Create a rubric to conduct monthly classroom observations to collect implementation data. | Chief, Instructional Services CCEIS Operational Specialist CCEIS Instructional Specialist | September 2022 | A rubric will be used to inform the leadership team regarding implementation of Tier 1 and Tier 2 interventions for focal scholars | |
| Activity 1.6 Establish a menu of CCEIS (supplemental) activities/supports for Focal Scholars to access academic and/or social emotional resources and supports, or site-based professional development funded through designated CCEIS funds. | Chief, Instructional Services Chief, Pupil Services and Special Education CCEIS Instructional Specialist Resource Specialist | September 2022 | Menu will offer supports to focal scholars that will enable them to make progress on their ILPs | LCFF AB602 |
| Activity 1.7 Create pre/post surveys for family engagement to be administered quarterly | CCEIS Operational Specialist CCEIS Parent Liaison | September 2022 | Survey data will be used to guide activities to enhance student learning and family engagement activities | CCEIS |

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|---|--|----------------|--|--|
| Activity 1.8: Train CCEIS Instructional Liaison and site staff on implementation of Individual Learning Plan (ILP) Template | Director, Equity CCEIS Instructional Specialist | September 2022 | CCEIS Instructional Liaison will utilize the ILP to identify and allocate supports to focal scholars | |
| Activity 1.9: Conduct file review of individual students files to collect baseline data that includes academic, behavior, and attendance detail | CCEIS Instructional Specialist | September 2022 | File reviews will be completed that inform baseline data on the ILPs for focal scholars | |

| Measurable Outcome # 2 | Indicator(s) | Root Causes | Target Population |
|---|--|---|---|
| Upon creation and implementation of African American Black Parent Advisory Committees (AABPAC's) at site and district levels, meetings facilitated by CCEIS Parent Liaison 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 AABPAC meetings. | 10 Disability Disproportionality Intellectual Disability | <p>Family and Community: Lack of authentic partnerships with parents and families over time has led to strained relationships, distrust, and lack of confidence in the school district.</p> <p>Trauma: Lack of consistent interventions and practices for students with histories of trauma, including structural racism in school and trauma outside of school, abuse and neglect that impact learning, student wellness and further exacerbate learning challenges.</p> | <p>K-12 students from 6 schools (with highest percentage of African American enrollment), who received a D or F in English and Math/Low reading scores, and experience chronic absenteeism and disciplinary actions, or are Foster Youth/Homeless Youth.</p> <p>K-5 Elementary (#) 226</p> <p>6-8 Middle (#) 54</p> <p>9-12 HS (#) 40</p> |

Measurable Outcome Two

Upon creation and implementation of African American Black Parent Advisory Committees (AABPAC's) at site 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 AABPAC meetings.

| Activities | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|--|--|-----------------|--|--|
| Activity 2.1 District will create an AABPAC Committee at each site, with representatives being assigned to the District AABPAC committee | CCEIS Oversight Specialist CCEIS Parent Liaison Assistant Director, Equity | June 2022 | Rosters of each AABPAC committee will be available and students/ families will be provided with information about joining the committees. | CCEIS LCFF |
| Activity 2.2: CCEIS Implementation Team and AABPAC collaborate to review existing strategies to increase parent participation on the site and district committees and develop additional strategies and implement. | CCEIS Oversight Specialist CCEIS Parent Liaison Director, MTSS | December 2022 | A review of existing strategies to increase parent participation will be completed and additional strategies will be developed and implemented | CCEIS LCFF |
| Activity 2.3 Develop a handbook, presentation and educational materials that AABPAC parent leaders can present to school sites. Materials will be available on the MDUSD District website for community access. | CCEIS Oversight Specialist CCEIS Parent Liaison | January 2023 | Handbook, and other materials will be shared at the school site and parent engagement will increase by 5% at each committee | CCEIS LCFF |

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| <p>Activity 2.4: Develop an Accountability Team that includes stakeholders composed of parents and/or community members representing AB/AR, Equity, DELAC, CAC, PAC and AABPACs. This oversight team will monitor the progress and student outcomes detailed in the plan.</p> <p>Convene regular meetings of the Committee to discuss activities that address topics of mutual interest to all groups.</p> | <p>Chief Instructional Services</p> <p>Chief, Pupil Services and Special Education</p> <p>Assistant Director, Equity</p> <p>CCEIS Oversight Specialist</p> <p>CCEIS Parent Liaison</p> | <p>January 2023</p> | <p>Students and families will participate in Accountability Team meetings semi-annually to monitor the progress and student outcomes in academic, social-emotional and behavioral domains</p> | <p>LCFF AB602 CCEIS</p> |
| <p>Activity 2.5: Plan and organize a series of monthly meetings for the African American Black Parent Advisory Council (AABPAC) and provide ongoing support for the development of site level AABPACs.</p> | <p>CCEIS Parent Liaison</p> | <p>June 2022</p> <p>June 2023</p> | <p>Students and families will attend AABPACS operated monthly at each focal site and district level by June 2022</p> <p>AABPACS will expand to other sites by June 2023</p> | <p>CCEIS LCFF</p> |

| Measurable Outcome # 3 | Indicator(s) | Root Causes | Target Population |
|---|---|--|---|
| <p>By June 2022, 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.</p> | <p>10 Disability Disproportionality Intellectual Disability</p> | <p>Systemic Racism and Cultural Dissonance: Systemic racism and cultural dissonance results in an unsafe culture and climate that lacks meaningful student relationships and culturally responsive practices, which is evidenced by explicit and implicit biases, low expectations, disparities in discipline and differential access to educational opportunity</p> <p>Family and Community: Lack of authentic partnerships with parents and families over time has led to strained relationships and distrust.</p> <p>Discipline Policies, Procedures and Practices: Lack of equitable and consistent implementation of discipline policies, procedures and practice has created a direct pathway to special education.</p> <p>Trauma: Lack of consistent interventions and practices for students with histories of trauma, including structural racism in school and trauma outside of school, abuse and</p> | <p>K-12 students from 6 schools (with highest percentage of African American enrollment), who received a D or F in English and Math/Low reading scores, and experience chronic absenteeism and disciplinary actions, or are Foster Youth/Homeless Youth.</p> <p>K-5 Elementary (#) 226</p> <p>6-8 Middle (#) 54</p> <p>9-12 HS (#) 40</p> |

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| | | neglect that impact learning, student wellness and further exacerbate learning challenges. | |
|--|--|--|--|

Measurable Outcome Three

By June 2023, 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.

| Activities | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|--|--|---------------|--|---|
| Activity 3.1 Assess current Tier 1 and Tier 2 PBIS Strategies at Identified Focal Scholars' school sites to identify fidelity of implementation, efficacy and other strengths and needs to support student behavior. | Assistant Director, Equity CCEIS Oversight Specialist | December 2022 | Protocol to assess PBIS data analysis will be completed and data on a district developed protocol and data will be used to identify strengths and areas of growth to ensure PBIS is provided to focal scholars | LCFF Title 1 CCEIS |
| Activity 3.2: Develop and conduct an assessment survey at Focal Scholars' sites to determine need for additional coaching and specific professional development to address culturally responsive teaching and practices through an anti-racist lens. | Assistant Director, Equity CCEIS Oversight Specialist | December 2022 | Protocol to determine the needs for additional coaching and professional development will be completed for focal sites on a district developed protocol and data will be used to improve culturally responsive teaching practices for focal scholars | LCFF Title 1 CCEIS |
| Activity 3.3: Use data gathered in activities 3.1 and 3.2 to identify systemic needs and strengths at the site to develop academic and | CCEIS Parent Liaison/ | December 2022 | Academic and behavioral strategies for each focal site will be developed and use to improve social emotional, | LCFF CCEIS |

| | | | | |
|---|---|----------------------|--|-------------------|
| <p>behavioral strategies to support students in the following areas:</p> <ul style="list-style-type: none"> ● foundational social and emotional skills, ● conflict resolution ● friendship ● emotional literacy skills ● academic and behavioral instructional strategies ● parent partnerships and empowerment | <p>CCEIS Oversight Specialist</p> <p>CCEIS Instructional Specialist</p> | | <p>behavioral and academic instruction and supports for students</p> | |
| <p>Activity 3.4: Prepare a 1-page Site Learning Plan, inclusive of collective students' needs, to request designated CCEIS funding to access the following resources which may include: specified materials, professional development, extended hours, substitute costs and/or contracted services.</p> | <p>CCEIS Oversight Specialist</p> <p>CCEIS Parent Liaison</p> | <p>December 2022</p> | <p>Funds allocated for focal site specific tasks will be allocated to sites based on requests submitted on the site learning plan. Focal scholars will receive support through the provision of specified materials or improved instruction as a result of professional development of staff</p> | <p>LCFF CCEIS</p> |

| Measurable Outcome # 4 | Indicator(s) | Root Causes | Target Population |
|---|---|--|--|
| <p>By June 2023, 100% of K-12 Focal Scholars groups will make a year and a half growth for each year receiving intervention services or reach the grade-level standard in reading skills as measured by district assessments.</p> | <p>10 Disability Disproportionality Intellectual Disability</p> | <p>Inconsistent Pre-Referral Process: Inconsistencies in the Student Support and Coordinated CARE Team processes results in an inconsistent pre-referral process</p> | <p>K-12 students from 6 schools (with highest percentage of African American enrollment), who received a D or F in English and Math/Low reading scores, and experience chronic absenteeism and disciplinary actions, or are Foster Youth/Homeless Youth.</p> <p>K-5 Elementary (#) 226</p> |

| | | | |
|--|--|--|-------------------|
| | | | 6-8 Middle (#) 54 |
| | | | 9-12 HS (#) 40 |

| Measurable Outcome Four | | | | |
|---|--|-----------------|---|--|
| By June 2023, 100% of K-12 Focal Scholars groups will make a year and a half growth for each year receiving intervention services or reach the grade-level standard in reading skills as measured by district assessments. | | | | |
| Activities | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
| Activity 4.1: Convene a Literacy Summit of District Leadership with representatives from C&I, Equity Department, Special Education, Site Administration to conduct literacy audit to assess current conditions at the Focal Scholars' school sites to complete the following: <ol style="list-style-type: none"> 1. Assess current Tier 1 and Tier 2 language and literacy instruction 2. Inventory instructional materials at Focal Scholars' school sites and determine efficacy and gaps 3. Assess fidelity of implementation of Tier 1 and Tier 2 literacy instruction | Dyslexia Specialist CCEIS Instructional Specialist | June 2022 | Literacy Summit will complete the assessment of literacy instruction and complete professional development to staff in identified gap areas in order to improve Tier 1 and Tier 2 reading instruction to focal scholars | LCFF CCEIS |
| Activity 4.2: Develop protocol to identify supplemental interventions at focal sites with Focal Scholars. | Dyslexia Specialist | June 2022 | Protocol developed and identified supplemental interventions are available to focal scholars | LCFF CCEIS |

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|--|----------------------------|--|--|--|
| | CCEIS Oversight Specialist | | | |
|--|----------------------------|--|--|--|

| Measurable Outcome # 5 | Indicator(s) | Root Causes | Target Population |
|---|---|---|---|
| By June 2022, 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. | 10 Disability Disproportionality Intellectual Disability | <p>Systemic racism and cultural dissonance: Systemic racism and cultural dissonance results in an unsafe culture and climate that lacks meaningful student relationships and culturally responsive practices, which is evidenced by explicit and implicit biases, low expectations, disparities in discipline and differential access to educational opportunity</p> <p>Family and Community: Lack of authentic partnerships with parents and families over time has led to strained relationships, distrust, and lack of confidence in the school district.</p> <p>Discipline Policies, Procedures and Practices: Lack of equitable and consistent implementation of discipline policies, procedures and practice has created a direct pathway to special education.</p> | <p>K-12 students from 6 schools (with highest percentage of African American enrollment), who received a D or F in English and Math/Low reading scores, and experience chronic absenteeism and disciplinary actions, or are Foster Youth/Homeless Youth.</p> <p>K-5 Elementary (#) 226</p> <p>6-8 Middle (#) 54</p> <p>9-12 HS (#) 40</p> |

| | | | |
|--|--|--|--|
| | | <p>Inconsistent Pre-Referral Process: Inconsistencies in the Student Support and Coordinated CARE Team processes results in an inconsistent pre-referral process</p> | |
|--|--|--|--|

| <p align="center">Measurable Outcome Five</p> <p align="center">By June 2022, 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.</p> | | | | |
|--|--|------------------------|---|---|
| <p>Activities</p> | <p>Staff Responsible for Implementation and Monitoring</p> | <p>Timeline</p> | <p>Data Sources/ Methods for Evaluating Progress</p> | <p>Funding Sources and Types of Expenditures</p> |
| <p>Activity 5.1: Board policies will be revised:</p> <p>BP 0410 Nondiscrimination</p> <p>BP 0415 Equity</p> <p>BP 0430 Local Plans</p> <p>BP 0460 LCAP</p> <p>BP 6159 IEP</p> <p>BP/AR 6159.1 Procedural Complaints & Safeguards Special Education</p> <p>BP/AR 6159.2 Nonpublic Schools</p> | <p>Chief, Instructional Services</p> <p>Chief, Pupil Services & Special Education</p> | <p>March 2022</p> | <p>Board policies will be current and available on the district website and will be used to provide instruction, assessment and services to all students.</p> | <p>LCFF AB602</p> |

| | | | | |
|---|---|-------------------|--|-----------------------|
| <p>BP/AR 6164.4 Identification and Evaluation for Special Education</p> <p>BP 6164.5 SST</p> <p>BP 5144.1/5144.2 Suspension/Expulsion</p> <p>BP 4111 Recruitment</p> <p>BP 4112/AR 4112.22 EL & AR 4112.23 Sp Ed</p> <p>BP 4131 PD</p> <p>BP 6164.6 Section 504</p> <p>BP 5113 Absences and Excuses</p> | | | | |
| <p>Update Section 504 Handbook</p> | <p>Assistant Director, Student Services</p> | <p>June 2022</p> | <p>Updated 504 Handbook available on district website and will be used to identify and serve students who are eligible for 504 plans</p> | <p>LCFF</p> |
| <p>Update Review of Special Education Procedural Manual (handbook)</p> | <p>Assistant Director, Special Education</p> <p>Program Specialist, Special Education</p> | <p>June 2022</p> | <p>Updated Special Education Procedural manual available on district staff portal and will be used to accurately identify students as eligible under IDEA</p> | <p>AB602</p> |
| <p>Update Student Study Team (SST) and CARE Team Guidelines</p> | <p>Chief, Instructional Services</p> <p>Chief, Pupil Services & Special Education</p> | <p>March 2022</p> | <p>Updated SST Manual available on district website and will be used to conduct SST/CARE meetings to appropriately identify supports for students prior to special education referrals</p> | <p>LCFF AB602</p> |

| | | | | |
|------------------------------------|--|------------|---|------|
| Update Parent Information Handbook | Director, Student Services | March 2022 | Updated Parent Information Handbook available on district website and will be used to communicate policies and procedures to families and students | LCFF |
| Update Behavior Matrix | Director, Student Services Assistant Director, Equity | March 2022 | Updated Behavior Matrix available on district staff portal which will be used by administrators to reduce the over- representation of African American students in disciplinary events. | LCFF |

Note: Information described in the Measurable Outcomes and Activities will be monitored through quarterly progress reporting.

| Measurable Outcome # 6 | Indicator(s) | Root Causes | Target Population |
|---|---|--|---|
| <p>By June 2022, Focal Scholars will demonstrate an increase of school connectedness and engagement by 5% based on a school climate survey administered semi-annually</p> | <p>10 Disability Disproportionality Intellectual Disability</p> | <p>Systemic racism and cultural dissonance: Systemic racism and cultural dissonance results in an unsafe culture and climate that lacks meaningful student relationships and culturally responsive practices, which is evidenced by explicit and implicit biases, low expectations, disparities in discipline and differential access to educational opportunity</p> <p>Family and Community: Lack of authentic partnerships with parents and families over time has led to strained relationships, distrust, and lack of confidence in the school district.</p> | <p>K-12 students from 6 schools (with highest percentage of African American enrollment), who received a D or F in English and Math/Low reading scores, and experience chronic absenteeism and disciplinary actions, or are Foster Youth/Homeless Youth.</p> <p>K-5 Elementary (#) 226</p> <p>6-8 Middle (#) 54</p> <p>9-12 HS (#) 40</p> |

| <p align="center">Measurable Outcome Six</p> | | | | |
|--|---|----------|---|---|
| <p align="center">By December 2023, Focal Scholars will demonstrate an increase of school connectedness and engagement by 5% based on a school climate survey administered semi-annually</p> | | | | |
| Activities | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |

| | | | | |
|---|---|----------------------------------|---|-----------------------|
| <p>Activity 6.1: The District will identify a tool to capture student and parent/guardian perception of school connectedness and engagement</p> | <p>Chief, Instructional Services</p> <p>Chief, Pupil Services & Special Education</p> | <p>September 2022</p> | <p>The tool selected will be available for review by students, parents, guardians and staff for review</p> | <p>LCFF CCEIS</p> |
| <p>Activity 6.2: The tool selected in Activity 6.1 will be administered to Focal Scholars two time per school year and the data collected will be analyzed and included in the ILP for each student</p> | <p>CCEIS Instructional Specialist</p> <p>CCEIS Oversight Specialist</p> | <p>Ongoing through June 2024</p> | <p>Data collected will be available in each Focal Scholar's ILP and disaggregate data demonstrating growth will be shared with AABPAC and the Leadership Team</p> | <p>LCFF CCEIS</p> |

3.3 Complete Budget Forms

Complete both budget forms embedded below.

Budget Form 1: 2021 BUDGET ALLOCATION

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

| 2020 Resource 3310 Allocation | 2020 Resource 3315 Allocation |
|--------------------------------------|--------------------------------------|
| \$ 6,981,250 | \$ 236,353 |

Provide the Fiscal Year 2021–22 allocation awarded for Resource Codes 3310 and 3315:

Provide the 2021 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.

| 2021 Resource 3310 Allocation | 2021 Resource 3315 Allocation |
|--------------------------------------|--------------------------------------|
| \$ 6,981,250 | \$ 236,353 |

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2021–22 allocations the LEA was awarded for resource codes 3310 and 3315:

| | | | | |
|---|-------------|---|---------------|---|
| 2021 CCEIS Resource 3312 3312 = 15% of 3310 | | 2021 CCEIS Resource 3318 3318 = 15% of 3315 | | Total 2021 CCEIS Budget (3312 plus 3318) |
| \$ 1,047,187.50 | plus | \$ 35,452.95 | equals | \$ 1,082,640.45 |

The above 15 percent set-aside amounts will be the 2021-22 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.

Please use the Total 2021 CCEIS Budget indicated above to complete the 2021 Allowable Costs Budget form on the next page.

Budget Form 2: 2021 ALLOWABLE COSTS BUDGET

Complete the table below to reflect the **Total 2021 CCEIS Budget** as reported on the 2021 Budget Allocation. CCEIS expenses for 2021 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, 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>.

The 2021 CCEIS period is July 1, 2021, through September 30, 2023. The CCEIS 15 percent set-aside must be fully expended by September 30, 2023.

| 2021 Budget Line Items | Brief Description of 2021 CCEIS Activities | Amount for each CCEIS Activity |
|---|--|--------------------------------|
| 1000–Certified Salaries | | \$ |
| 2000–Classified Salaries | | \$ |
| 3000–Employee Benefits | | \$ |
| 4000–Materials and Supplies | | \$ |
| 5000–Services and Other Operating Costs | | \$ |
| 5100 Contract Services (ICR cannot be used for Object Code 5100) | | \$ |
| 5800 Contract Services | | |
| 7300–Indirect Cost Rate (ICR) CDE-approved rate of _____ percent) | | \$ |
| Total Amount for 2021 CCEIS Activities. The amount must equal the Total 2021 CCEIS Budget as indicated on the 2020 Budget Allocation Summary. | | \$ |

Signature of fiscal/business agents validate the accuracy of the information reported:

| | |
|--|--------------------------------|
| LEA Business Fiscal Officer (Print Name & Signature) | Date Signed: Contact Phone: |
| SELPA Business Fiscal Officer (Print Name & Signature) | Date Signed: Contact Phone: |

Note: This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available on the [CCEIS Padlet](#).

PHASE FOUR: IMPLEMENTING, EVALUATING AND SUSTAINING
Find instructions for this phase at
[HTTPS://SPPTAP.ORG/PHASE-IV-IMPLEMENTING-EVALUATING-AND-SUSTAINING/](https://spptap.org/phase-iv-implementing-evaluating-and-sustaining/)

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 | Email |
|----------------|---|---------------------|
| Jennifer Sachs | Progress Reports Expenditure Reports | SachsJ@mdusd.org |
| Jorge Melgoza | Progress Reports Expenditure Reports | MelgozaJ@mdusd.org |
| Wendi Aghily | Progress Reports Expenditure Reports | Aghilyw@mdusd.org |
| Lisa Gonzales | Expenditure Reports | GonzalesL@mdusd.org |

4.2 Evaluate Effectiveness

Describe the 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 Implementation team, in collaboration with the CCEIS Liaisons, will be responsible for collecting, reviewing, and analyzing data on a quarterly basis to make informed decisions and adjust the plan as appropriate. Instructional coaches and principals will support the collection and analysis of data at their respective sites which will inform the focus of the Implementation team. The data points will continue to be drawn from district grades/literacy benchmark and progress monitoring assessments; suspension and chronic absenteeism data will be monitored through Aeries and site-based records. Focal Scholar data will be monitored to gauge the success of the interventions and supports.

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.

Multiple supports are in place to ensure sustainability of the CCEIS plan. Initiatives detail activities in place to improve outcomes for African American achievement overall. The district's LCAP goals: Goal # 1 All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career. Goal # 2 High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready. Goal # 3 Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

The CCEIS plan is organized as an extension of district actions and supplements support and intervention for Focal Scholars identified for CCEIS. The Equity Department and district counselors support site principals in engaging staff in developing their capacity to understand and implement systemic social-emotional learning. School Plans for Student Achievement. These plans promote site teams to evaluate site resources and describe how the resources will be connected to improve student outcomes in alignment with both the LCAP. The CCEIS Plan provides the sites with Focal Scholars additional focus and means to organize support and to tailor their respective plans to leverage district-wide support.

District Anti-Racist/Anti-Bias work is in place to address implicit bias and move district staff to make changes in how decisions are approached and understood through multiple lenses. Equity work for the district includes professional development with a specific focus on learning to use and engage school teams in equity conversations, understanding the need to transform mindsets, establishing a positive, student-centered learning climate for our underperforming students that is culturally responsive, celebrates success, and reduces negative effects of bias and stereotypes. CCEIS Leadership meetings will continue to meet quarterly in addition to their collective membership on the Superintendent's leadership team. The Implementation team will be charged with collecting data and monitoring implementation of the CCEIS activities and reporting back to the CCEIS Leadership Team. The Implementation Team will meet monthly, initially to create materials, develop procedures and prepare for the CCEIS Liaison monthly meetings. The Chief of Special Education is a member of the Superintendent's Leadership Team and will engage district leadership with regular CCEIS updates and alignment between LCAP and CCEIS goals. CCEIS liaisons will provide a through line between CCEIS plan the school site's School Plan for Student Achievement to ensure alignment and build sustainable practices. Particular emphasis will be placed on students' outcomes such as attendance, discipline and academic and special education referrals. The CCEIS activities lead to sustainability by building school site capacity to continue the work, to maintain a robust multi-tiered system of support responsive to each student's behavior and academic needs. For example, Equity teams, collaborative meetings at identified Focal Scholar schools and improvement cycles. Each of the actions will be modified as needed based on students' responses to the interventions. Monthly collaboration between CCEIS liaisons and Implementation team will ground teams in supporting the implementation of the practices/actions with fidelity. as well as keeping Individual Learning Plan goal progress and

intervention adjustments.

Stakeholder meetings will be held quarterly to discuss data, implementation, interventions and activities that impact student outcomes. 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 whether goals are successful in reducing disproportionality,

4.4 Complete and Submit SPP-TAP Feedback survey

List staff responsible for completing and submitting surveys provided by SPP-TAP at the end of the CCEIS period.

| Staff Name | Title | LEA/Agency | Email |
|---------------------|-------------------------------------|------------------------------------|-------------------|
| Wendi Aghily, Ed.D. | Chief, Pupil Services & Special Ed. | Mt. Diablo Unified School District | aghilyw@mdusd.org |
| | | | |

CCEIS Plan Signatures

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the CCEIS Plan.

Printed Name and Signature

Date

LEA Superintendent

Special Education Director

School Board Chairperson

SELPA Director