

# Mt. Diablo Unified School District Equity and Disproportionality Plan

## History

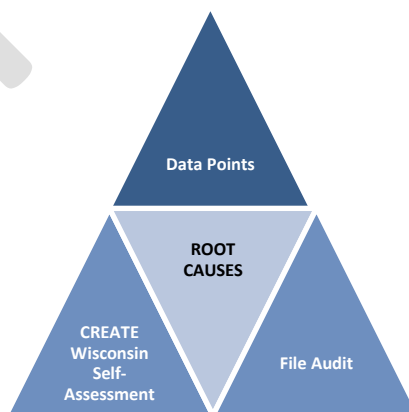
Since 2010, Mt. Diablo Unified School District (MDUSD) has dedicated staff time, professional development and program analysis to address and understand the alarming achievement gap that exists among certain subgroups of students in the district. These subgroups include African American, Hispanic, Special Education, Socio-economically disadvantaged, and English Learners. Beginning in 2008, MDUSD was informed that the district was disproportionately over identifying certain subgroups for Special Education and discipline. Disproportionality refers to being out of proportion. Simply put, the percentage of one group as it relates to the total school population should be close to the percentage of that ethnic group for referral for special education and discipline. When there is an imbalance, disproportionality occurs.

In MDUSD, the imbalance is seen with African American students being over-identified for Emotional Disturbance (ED), Intellectual Disability, Specific Learning Disability, Other Health Impairment (OHI) and for Suspension and Expulsion: White students for Autism; and Hispanic students for Specific Learning Disability.

In 2010, MDUSD was identified as a district that was Disproportionate in the over-identification of African American students for Special Education. A district is identified as Disproportionate when a pattern of disproportionality is seen consecutively over 2-3 years. An identification as Significantly Disproportionate is when the imbalance is consecutive over four years. Thus in July 2012, MDUSD was identified as Significant Disproportionate for the over-identification of African American students for Emotional Disturbance. MDUSD is now responsible for creating a Coordinated Early Intervening Services (CEIS) Plan outlining how the district will address disproportionality and will re-allocate 15% of existing IDEA funds for the 2012-13 school year to support this effort.

In the early stages of exploring this phenomenon the district decided to pursue the issue of disproportionality in a broader context that would have a substantive impact on how the district does business in addressing the needs of all of its students and particularly those who were described as culturally different. This resulted in the adoption of an equity agenda of which disproportionality was a part and Board policies were adopted for both equity and disproportionality that ensured the district's commitment to solving this problem. The Timeline attached (attachment 1) outlines the equity journey begun in MDUSD and the detailed action steps, analysis and collaborative work undertaken to assess district needs and identify the root causes of inequity and disproportionality in the district.

MDUSD has used a three pronged approach to guide its analysis to identify root causes in order to address equity and disproportionality. This includes analysis of (1) Data Points (suspension and expulsion and eligibility for Special Education disaggregated by ethnic groups, grade and school and a (2) Self-Assessment of needs using the CREATE Wisconsin Annotated Checklist for Addressing Racial Disproportionality in Special Education and (3) a file audit review of



African American students identified as eligible for special education under the criteria of Emotionally disturbed (ED).

### **Needs Assessment and Data Collection**

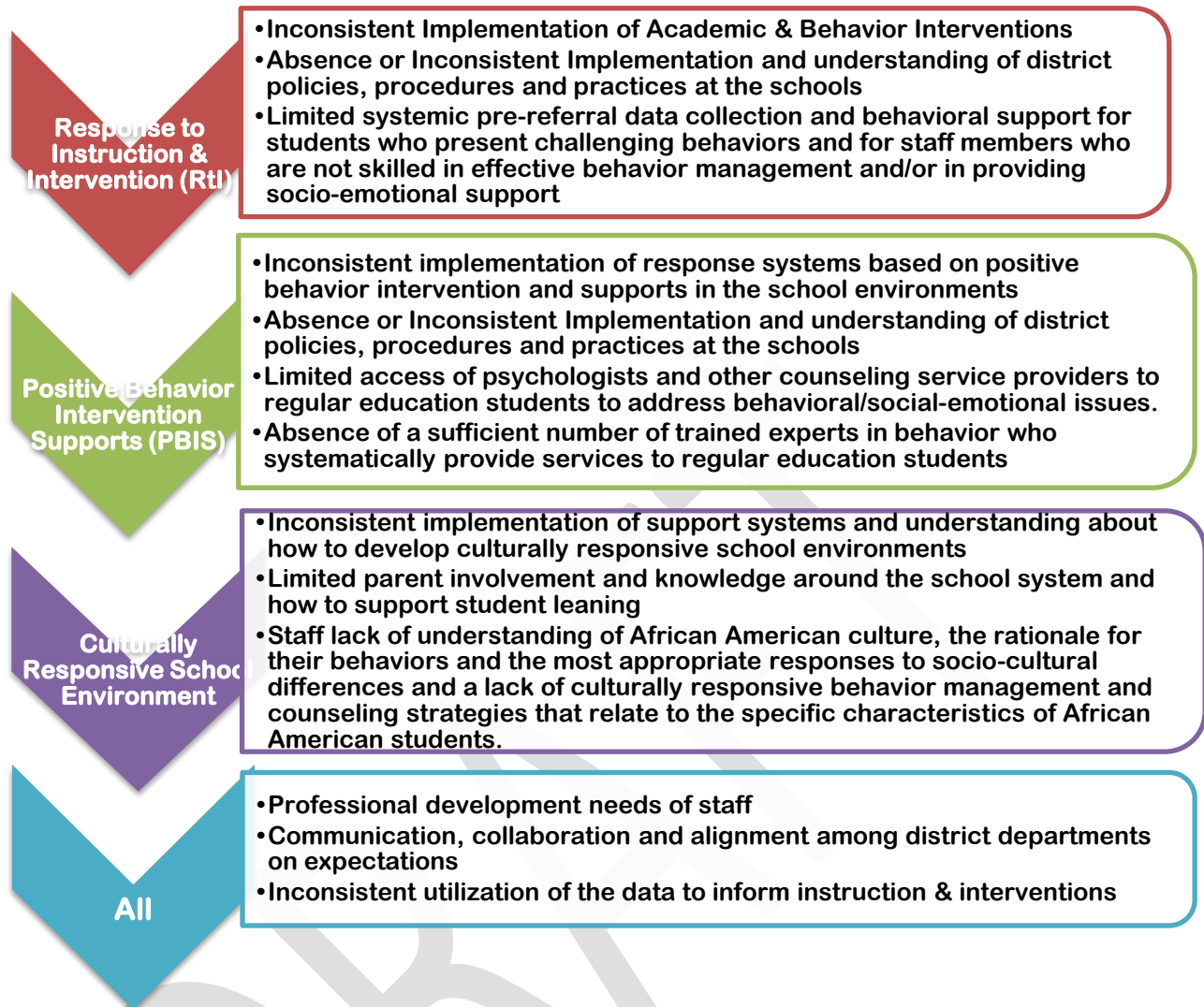
As part of the needs assessment and data review process, MDUSD collected, analyzed and interpreted survey responses in order to create a picture and develop understanding around the “root causes” of inequity, disproportionality, and the achievement gap across the district. Data was collected and analyzed from: *(listed in sequential order)*

1. Annual analysis of district data around achievement, access and opportunity to provide a better understanding of student success and readiness. Attachment 2. outlines the Superintendent’s State of the District 2011-12 report.
2. Discussions with focus groups of students at comprehensive and alternative high schools in 2011, culminating in a video collection series provided to each school to use as professional development to help staff understand the student experience in MDUSD.
3. Completion and analysis of the “CREATE Wisconsin” self-assessment survey by school and district administrators in 2012 to measure beliefs about District and School Resources, District Policies, Procedures and Practices and Environmental Factors that aid racial disproportionality
4. Ongoing dialogue and reflection in 2011-2012 among the Equity Advisory Team (representative group of community, city and school stakeholders), teachers and support staff to gather input on disproportionality and equity in MDUSD and to inform professional development needs.
5. Analysis of district policies and procedures to identify the systemic impact on equity and disproportionality in the district. This review resulted in the development and approval of the Disproportionality and Equity policies in December 2011.
6. Review of disaggregated data by the Equity Advisory Team around suspension, expulsion and identification for Special Education during the 2011-12 school year to analyze trends, areas of concern and success. See attachment 3 of data reports.
7. Analysis by outside consultant Dan Losen, Director of the Civil Rights Project, of district suspension and expulsion data in spring 2012 revealed imbalances and trends on the over-representation of certain sub-groups of students (as they pertain to the percentage of the total school population) that are being referred to special education, disciplinary infractions, suspensions and expulsions.
8. Analysis of the review and analysis of identified African American student files to identify trends, needs and concerns that led to the determination of special education eligibility under the criteria of Emotionally Disturbed.
9. Met with numerous groups including the Equity Advisory Team, principals and co-administrators K-12, alternative education administrators, Superintendent’s Council and Educational Services, and psychologists and behaviorists to secure input on three essential questions (root causes, current supports available and recommendations for future supports for students) to help inform and guide our development of the MDUSD Equity Plan. Attachment 3 outlines the three questions posed to the group.
10. Facilitated discussion and forums for input and feedback with stakeholder groups on the audit findings and recommendations.
11. Facilitated discussion and forums for input and feedback with stakeholder groups on the SD-CEIS Plan recommendations.

## **Identified Root Causes**

The data analysis process outlined above has helped to create a clearer picture for the district about the obstacles, barriers and lack of behavior supports in place for students and staff that contribute to the disproportionality issues in MDUSD. MDUSD has identified the following root causes of disproportionality as a result of the numerous and multifaceted self-assessment and analysis process. They include:

1. Inconsistent implementation of academic and behavior interventions (RtI).
2. Professional development needs of staff.
3. Inconsistent implementation of response systems based on positive behavior intervention and support in the school environments.
4. Limited systemic pre-referral data collection and behavioral support for students who present challenging behaviors and for staff members who are not skilled in effective behavior management and/or in providing socio-emotional support.
5. Absence or inconsistent implementation and understanding of district policies and procedures in the schools relative to:
  - District-wide behavior expectations and consequences and Education Code 48900K (K) charge (suspension charge for defiance and/or disrupting school activities) matrix
  - Use and tracking of pre-referral Interventions prior to referral for Special Education
  - Use and tracking of alternatives to suspension
  - Consistent district-wide process for identification of students as Emotionally Disturbed.
  - Standardized procedures for assessment/identification and consistency in inclusion of relevant data in all psycho-educational and/or multidisciplinary reports
  - Inclusion of equity and cultural proficiency language in district policies and district documents
6. Inconsistent implementation of support systems and understanding about how to develop a culturally responsive school environment.
7. Limited access of psychologists and other counseling service providers to regular education students to address behavioral/social-emotional issues.
8. Absence of a sufficient number of trained experts in behavior who systematically provide services to regular education students.
9. Limited parent involvement and knowledge about the school system and how to support student learning. Families' lack of trust of school personnel and the school system.
10. Communication, collaboration and alignment among district departments on expectations regarding behavior management and student support.
11. Inconsistent utilization of data to inform instruction and interventions



Furthermore, four additional root causes were identified specifically that contributed to the over identification of African American students identified as Emotionally Disturbed (ED).

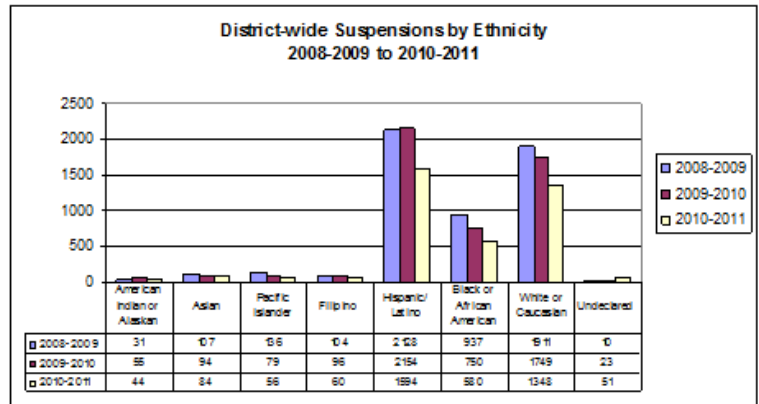
1. Lack of African American students' access to African American staff in all roles that serve them.
2. Staff lack of understanding of African American culture, the rationale for their behaviors and the most appropriate responses to socio-cultural differences and a lack of culturally responsive behavior management and counseling strategies that relate to the specific characteristics of African American students.
3. Failure to have professional development followed by the availability of ongoing coaching specifically related to addressing the needs African American students at risk of being referred for ED.
4. Staff consistently express that they are unclear about how to address many of the challenges that African American students present indicating the need to experiment with a variety of strategies to determine what works.

With the absence of consistent behavior supports for struggling students at the school level, clear pre-referral interventions at the tier 1 level (universal) and professional development for all staff on cultural competence, there seem to be two pathways students with behavior issues follow: 1) referral for Special Education and/or 2) referral for suspension and/or expulsion.

Through the self-assessment and analysis process the data revealed certain concerns in MDUSD that impact disproportionality. They include:

1. Schools are disproportionately suspending African American students, with African American students making up 18% of the suspensions while representing only 4% of the student population.
2. Most suspensions are for K charges which are inconsistent and subjective and vary across the schools. More data review and analysis will determine the specific types of K charges that are being used to help guide action steps, development of a K- Charge Matrix and professional development for staff.
3. Schools in MDUSD have limited and fragmented resources for students who come to school with barriers to learning especially in the area of school connectedness and behavior. Due to the fragmented Tier One and Tier Two supports, school sites often seek to access services for students through special education or use disciplinary measures to address maladaptive behavior.
4. Schools in MDUSD have inconsistent special education referral processes, measures and pre-referral safety nets for the identification of students as Emotional Disturbed.

Data shows an overall decrease in the number of suspensions in Mt. Diablo



12/18/2012

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Specific data provided below on the number of students in special education and suspension disaggregated by ethnicity grade and grade level further reinforces the need for systemic change and regular education support.

Mt. Diablo Unified School District  
Suspension Rate  
2009-2010

	With Disabilities	Without Disabilities
African American	40.82%	17.53%
Asian	5.13%	2.70%
Hispanic	18.57%	8.73%
White	14.84%	5.11%

District Population 2011-2012

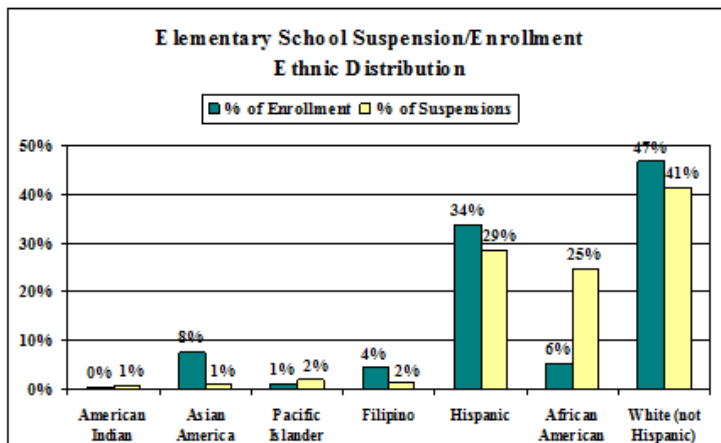
African-American = 4.64% Asian = 7.14% Latino = 37.14% White = 40.61%

What % of designated populations were in special education in 2011-2012?

Asian	African American	Latino	White
5.03% of Asian Students	15.99% of African American Students	10.94% of Latino Students	11.21% of White Students

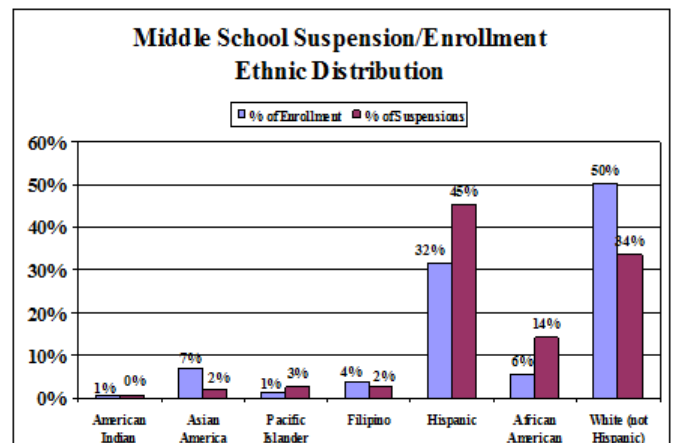
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## Student Discipline 2010-2011



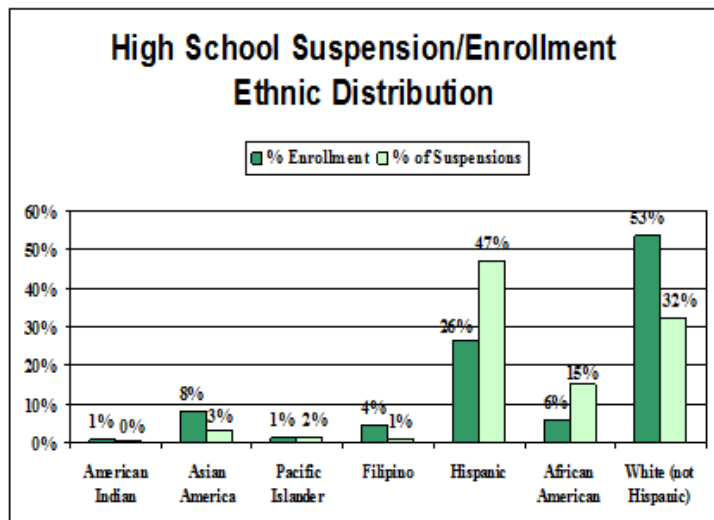
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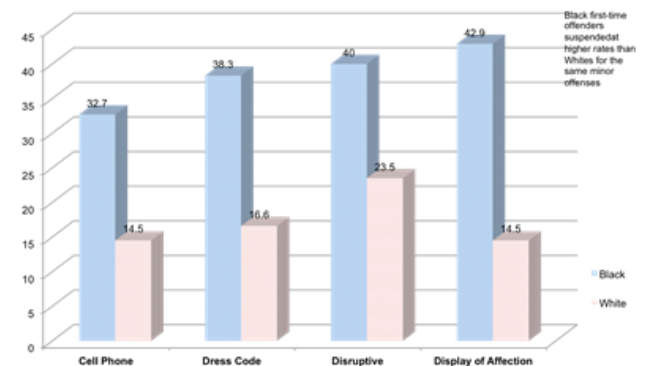
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## Racial Disparities In Use of Suspension for First Time Offenders By Type of Offense



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### Focus Areas

The self-assessment process used helped identify three focus areas to address equity and disproportionality in the district. These three focus areas are:

1. Response to Instruction and Intervention (RtI<sup>2</sup>)
2. Positive Behavior Intervention Supports (PBIS)
3. Culturally Responsive School Environments

The three focus areas (1) Response to Instruction and Intervention (RtI<sup>2</sup>) and (2) Positive Behavior Intervention Support (PBIS) and (3) Culturally Responsive School Environments are in alignment with other district initiatives and will be instrumental in ensuring every student is successful in Mt. Diablo Unified School District. They will help to reduce disproportionality by providing professional development, policy, practice and procedural change within the district, provide additional and tiered behavior support interventions and services to student, staff and schools and ensure capacity of district employees to address and implement the Coordinated Early Intervening Services Plan and to reduce disproportionality in MDUSD.

**Response to Intervention (RtI)** focuses on providing students with a general education approach of high quality instruction, early intervention, and prevention and behavioral strategies. RtI is an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified intervention services using progress monitoring data.

**Positive Behavior Intervention Supports (PBIS)** focuses on integrating positive behavior support systems with the academic support systems within the district and school sites. Academic failure is a major predictor of problem behavior and other adjustment problems and needs to be explicitly and consistently addressed as part of an effective and comprehensive school program. PBIS focuses on:

- Sustained use of effective prevention and behavioral support practices as a priority to make schools safe, effective, and supportive places to learn
- Instituted well-organized, clearly articulated systems of intervention in five areas: school-wide, classroom, common areas, individual students, and family support and collaboration
- Built and maintained a positive "social culture"

**Culturally Responsive School Environment** focuses on becoming aware of cultural differences, adapting programs and interventions, as appropriate, and monitoring intervention effects not only in general, but also in particular for groups of students that have been historically marginalized. Culturally responsive school environments are those which have a comprehensive, culturally relevant and responsive strategy for educators that will help them to become the kind of educator who can teach any student effectively. There are at least four LEA/school organizational categories in which culturally responsive principles can be applied: 1) Data Analysis and Monitoring; 2) Policies, Practices, and Procedures of RtI<sup>2</sup>; 3) Curriculum and Instruction; and 4) Student Engagement.

Professional development and coaching for district and school teams will provide the foundation to begin implementing RtI across the school district. A focus on RtI and PBIS will provide pre-referral services to Tier 1 (universal or all) and Tier 2 (at-risk or some) students who exhibit behaviors that could place them at risk for identification as emotionally disturbed as well as for other special education designation. There is a need to build in as many preventative measures as possible to ensure that all of the district resources to avoid this label in particular are exhausted and that staff is not pressured to identify students inappropriately to secure those services. District will create policies to ensure that general education resources, including counseling and intervention services, are inadequate to meet the student's need prior to identifying a student as emotionally disturbed (as required in IDEA 300.8)

A suggested process for accomplishing this is as follows:

**Step #1:**

- Early identification of students whose behaviors place them at risk for potential future referrals for ED. If behaviors impede learning of self or others develop Behavior Support plan (BSP).
- Possible consideration of potential referrals to the Student Success Team (SST) by a site-based committee and suggest possible strategies to provide support to teachers, students or families.
- Documentation of interventions tried and outcomes

**Step #2:**

- Referral of Student to SST Team for consideration
- Identify possible interventions and develop or update a behavior support plan
- Develop/monitor behavior support plan; engage behaviorist if needed

**Step #3:**

- Referral for Special Education
- Secure approval for an assessment in all subjected areas of disability.
- Complete assessments
- Multidisciplinary team (e.g. administrator, psychologist, speech therapist, special education teacher etc.) review all assessment data to make recommendation of eligibility.

**Step #4:**

- Schedule Individual Education Plan (IEP) Team meeting to determine eligibility using consistent application of IDEA eligibility criteria and limiting factors.
- Develop IEP or determine and implement other appropriate program options

The Equity Leadership Team will ensure that the Equity Plan (SD-CEIS) and action steps are embedded into district plans (Local Education Agency Plan (LEAP), Goals and Target, Strategic Plan, District Professional Development Plan and the schools' Single Plans for Student Achievement and Comprehensive School Safety Plans ) to ensure consistency, alignment and congruency across the system.

**Strategies and Actions to Address the Need**

Based on the identified root causes outlined above, MDUSD is recommending the following action steps to address disproportionality and inequity in the system. A more detailed description of the actions and strategies by focus is outlined after the chart. The actions, strategies, supports and interventions will be implemented to support all students (Tier 1), at-risk students (Tier 2) and intensive students (Tier 3). These supports cover an array of services to students, services to staff, and changes in district policies, practices and procedures. These action steps and strategies are described in detail broken down by the three focus areas identified by MDUSD.





## **Response to Instruction and Intervention (RtI):**

### **Development of a district-wide Response to Intervention (RtI) model for academic and behavior interventions and supports.**

#### **District-wide:**

1. **Develop a district-wide RtI pyramid inclusive of both academic and behavior supports and interventions.** The RtI pyramid will include supports at the universal level (tier 1-all students), at-risk (tier 2-some students) and referral for extended support services including special education (tier 3-small percentage of the students). A team of site and district administrators and teachers will create the RtI pyramid and then outreach to stakeholder groups for input and feedback. The district-wide RtI pyramid will serve as the foundation and base from which the school sites can build upon to develop their school RtI model.
2. **Provide professional development to staff to address learning including** a wide range of topics related to student learning and behavior, distinctions between designations of conduct disorder and emotionally disturbed and strategies that relate specifically to the presenting characteristics of African American youth.
  - **Intervention Training includes:**
    - ✓ 2-day Pyramid of Response to Intervention Overview Workshop to all central office, principals and select teachers (500 people- August 2012).
    - ✓ Simplifying RtI Coaching Academy to all elementary and secondary principals and teacher teams for 4-days throughout the 2012-13 school year.
    - ✓ Site coaching available through telephone and online contact with RtI facilitators.
    - ✓ Pyramid of Behavior Interventions Workshop for Equity Leadership Team in April, 2013.
    - ✓ Pyramid of Behavior Interventions Workshop to central office, all elementary and secondary principals and teacher teams (September 2013).
    - ✓ Develop a Training for trainers component, to be able to replicate the experiences staff had in RtI professional development series and use technology such as webinars and videotaping presentation for use at the sites w/staff.
  - **Instruction Training includes:**
    - ✓ Instructional Strategies Trainer Series using *The Art & Science of Teaching, Designing & Teaching Learning goals & Objectives, The Highly Engaged Classroom, and Becoming a Reflective Teacher* for 10 days throughout the 2012-13 school year for Instructional Coaches and District Leadership.
    - ✓ Instructional Strategies Trainer Series for all elementary and secondary principals and teacher teams (Sept. 2013- December 2014).
3. **Each School will create a site-based tiered RtI pyramid of support services and interventions by June 2013** to ensure that students receive academic and behavior supports when they are not learning or have adjustment problems.
  - ✓ Develop **district-wide RtI Pyramid of Interventions-** Tier 1 (universal) and Tier 2 (high-risk) pre-referral support interventions prior to referral for extended support services including special education Tier 3. This pyramid will be used the foundation for the sites to build upon.
  - ✓ **Review and revise the process, expectations and services available for pre-referral interventions and supports** and identify when assessment for Special Education might be recommended. Provide annual training and mid-year refresher for staff.

- ✓ Ensure that staffs are using and tracking the **pre-referral interventions** (menu/checklist) and actions as part of the Student Success Team (SST) process and staff are trained on how to use the SST Module for recording the SST process. Student Achievement and School Support (SASS) will monitor implementation.
- ✓ Engage behavior support staff or school psychologist in SST process when behavior impedes learning.
- ✓ Disaggregated data reports will be run and given to schools monthly to ensure data is accessible and regularly reviewed and analyzed on attendance, discipline (suspension/expulsion), referrals/SST and special education. Data will be reviewed and analyzed with staff to identify supports and interventions.
- ✓ District level reports will be run bi-annually to determine students eligible for supports and CEIS funds. Schools will work with their School Intervention Teams and Coordinated CARES team to determine academic and behavior supports through CEIS.

**Interventions related Directly to Target Group** (*African American students at-risk of being referred for Emotional Disturbance*):

4. Develop a consistent **district-wide process for the identification of Emotional Disturbance** which can include common assessment, final review panel and specific training for those staff members who are most directly related to identification (psychologists) and identifying disciplinary alternatives (Assistant Principals)
  - ✓ Adopt a universal screening protocol to be used to identify risk factors for being identified as ED and pilot consistent social learning curricula for eventual use throughout the district.
  - ✓ Design a **systematic pre-referral process** for potential ED referrals that ensures appropriate interventions for Tier 1 and Tier 2 students that parallel current RTI practices
  - ✓ Targeting grade level clusters and groups (Foster/Group Home/Homeless, etc.) from which larger numbers of students are more at-risk of being identified as ED and/or referred for disciplinary actions.
  - ✓ Identifying and implementing interventions that focus directly on the African American students at risk of being identified as ED and/or disciplinary actions and take into consideration the socio-cultural differences that they bring, and ensuring clarity about the issue of emotional disturbance specifically.

**Positive Behavioral Intervention Supports (PBIS)**

**Development of district practices and policies that ensure that pre-referral interventions and supports are in place for students to support academic, behavioral and social-emotional learning include:**

**District-wide:**

5. **Create a District-wide Behavior Expectation and Consequences Matrix** (progressive discipline) by a sub-group of principals/co-administrators to then be taken to all Principals and stakeholder groups for input. Anticipated development during the 2012-13 school year with implementation during the 2013-14 school year.

6. Develop an Education Code 48900K (**K**) **Charge Matrix** (suspension charge for defiance and/or disrupting school activities) to identify alternatives to suspension and positive behavior supports) by a cadre of K-12 site and district administrators to provide guidelines and consistency across the system. Develop matrix 2013-14.
7. Ensure the use of **district-wide alternatives to out-of-school suspensions** to increase access to instruction. Provide effective **professional development** for site level staff to incorporate alternative strategies to exclusion from instruction as a method for handling challenging behavior using individuals who are skilled in the addressing the needs of emotionally disturbed and conduct disordered students.
8. **Implement Positive Behavior Intervention Supports (PBIS) at all K-12 and Alternative schools** to ensure consistent behavioral support strategies are in place for students, staff and families. PBIS is a comprehensive 3-tiered approach to implementing positive and consistent student discipline systems in schools. Unlike other approaches to student discipline, PBIS encourages a positive climate schoolwide, in all locations and for all students, by focusing systematically on the general school population (Tier I: Schoolwide PBIS), students at risk (Tier 2: Targeted PBIS) and students with intensive or chronic behavioral and emotional problems (Tier 3: Intensive PBIS). Educational Services will facilitate process, professional development, a PBIS checklist and monitor implementation. Implement **PBIS strategies** district-wide and adapt approaches to ensure culturally responsive behavior management and counseling interventions.
  - ✓ **Tier I:** Schoolwide PBIS includes; schoolwide expectations (such as behavior expectation matrix, lessons), systematic supervision, positive reinforcement (such as tickets, reward lists). Social emotional learning (such as Second Step, Responsive School Classroom, Restorative Justice, SuperFlex, Why Try) classroom management, and parent-school partnerships.
  - ✓ **Tier 2:** Targeted PBIS includes re-teaching expectations, adapt and modify curriculum, self-monitoring (Check In/Check Out), lunch bunch and alternatives to suspension.
  - ✓ **Tier 3:** Intensive PBIS includes behavior support plans (BSP)
9. **Create a multidisciplinary team of a minimum of 6 staff members** who will not only provide direct support to site level staff but also assist in the development of appropriate practices and strategies that can be implemented district-wide. Direct services, training and coaching to classroom teachers, site administrators and support staff will build their capacity to address challenging behavior. Direct services to students will address their behavioral, socio-emotional and social services needs. During February-May 2013 job descriptions will be created that clearly delineates the skills that these individuals need to bring and the expectations for duties that will address the identified root causes. Planning, training and recruitment will take place in spring 2013, with full implementation at targeted sites during the 2013-14 school year.
10. **Employ a trainer-of-trainer model** that allows for the expansion of the skills to an increasing number of staff members each year.
11. **Implement Social and Emotional Learning programs** (Responsive Classroom, Second Step, Restorative Justice or another similar approach) and/or other research based similar programs to create a positive school environment. Pilot programs at selected schools in 2013 and fully implemented at all schools by spring 2015.
12. **Implement Support Calls** at the Secondary level as an immediate response to behavior and an alternative to referral at the secondary level as an immediate response to maladaptive behavior.

13. Offer 1-2 periods a day at the secondary level (.20 for each of the nine middle, five high schools and Olympic Alternative High School (3.0 FTE) for a **Life/Behavior Skill Support class** using the “Why Try” curriculum and/or other research based similar programs to support students with short-term behavior challenges. The Why Try Program [www.whytry.org](http://www.whytry.org) is a strength-based approach to helping youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. Youth are taught principles of problem solving, conflict resolution and life skills through a multiple sensory approach include music, art and small group problem solving.
14. Planning to begin in spring 2013 with full implementation during the 2013-14 school year.
15. **Make available a menu of district and community support services for students** to schools through the Positive Behavior Support Team (PBT) to support schools and address student needs including counseling support, connections with community resources, availability of crisis intervention teams, and services from behaviorist. Increased and streamlined access to referral system to community resources, support from Coordinated CARE Team and district Positive Behavior Team (PBT)

#### **Interventions related Directly to Target Group:**

16. **Targeted support to African American students at-risk of being identified as Emotional Disturbed.** Specific support to be determined as part of the extended Equity Leadership team and focus groups with administrators and teachers.

#### **Culturally Responsive School Environment**

##### **Develop systems and supports to create a culturally responsive school environment**

#### **District-wide:**

17. **Provide professional development to staff on Principles of Culturally Responsive School Environment & Teaching, Responding with Cultural Awareness to Classroom Conduct, and Leadership; Setting the Tone and Laying the Foundation for Culturally Responsive Education.** Training and staff development for all certificated and classified staff on Cultural Competency.
18. **Develop and implement core components and expectations for every K-12 and Alternative school to have a functioning Coordinated CARE Team/School Intervention Team** to ensure that a culturally responsive support system is in place for students and families. The Student Services Department will provide professional development in this area and monitor their proper operation.
19. **Provide School Climate training to support the integration into each schools’ Comprehensive School Safety Plan.** During 2009-11, 31 schools K-12 participated in training and development of a climate plan to address equity and culturally responsive schools environments. During the 2012-14 school years all schools will identify appropriate action steps and strategies to address how they will create a culturally responsive school environment. Integrate the plan into each schools’ Single Plan for Student Achievement (SPSA) and Safety Plan.
20. **Conduct a Climate Survey** to measure how students, staff and parents feel about the school environment and use this information as a basis for designing appropriate changes if needed.

21. Review and revise district documents to ensure that **equity and cultural proficiency language is clear and evident**. Assistant Superintendents will work with their departments to review documents and monitor their revision.

#### **Interventions related Directly to Target Group:**

22. Complete an **audit of files of African American students identified as Emotionally Disturbed (ED)** and report on finding and recommendations for needed changes.
23. Provide specific **professional development and coaching for staff who are most involved in the identification and/or referral for Emotional Disturbance** and disciplinary action (e.g. psychologists, principals and co-administrators) to understand the enduring impact the ED label, how distinguish this label from conduct disorder and how to employ alternative means of responding to disciplinary problems other than out-of-school suspensions.

All (inclusive in all three areas above)

#### **District-wide:**

24. **Professional development for staff to include site principals, school teams and coaches to support implementation and sustainability of the Equity Plan.**

Professional development provided in areas proposed in the plan which include;

- ✓ Response to Instruction and Intervention (RtI<sup>2</sup>),
  - ✓ Cultural Proficiency
  - ✓ Professional Learning Communities (PLC)
  - ✓ Positive Behavior Intervention and Support (PBIS) on creating positive school/classroom climate, clear behavior expectations and consequences classroom management and de-escalating behaviors.
  - ✓ Pre-Referral and Interventions prior to Suspension or Special Education (SST Module and pre-referral interventions and assessment prior to referral for Special Education or suspension/expulsion.)
  - ✓ Data Analysis and Assessment
  - ✓ Disproportionality
25. **Professional development for all certificated and classified staff to support implementation and sustainability of the Equity Plan.**
    - ✓ Cultural Proficiency
    - ✓ Disproportionality
    - ✓ Positive Behavior Intervention and Support (PBIS) on creating positive school/classroom climate, clear behavior expectations and consequences classroom management and de-escalating behaviors.
    - ✓ Provide ongoing professional development includes consultation and coaching on the characteristics of the effective methods for addressing the needs of African American youth and families
  26. **Professional development and support for Psychologists:**
    - ✓ Strategies for strengthening their ability to resist pressure to label when it is not warranted.
    - ✓ Alternative assessments techniques that are more culturally relevant and those that have with a particular emphasis on addressing the unique needs of AA students and families.
    - ✓ Standardized assessment protocols that include all of the necessary information that should be available to make definitive decisions about eligibility such as:

clarity about determining intellectual ability or providing a rationale for ruling out alternative designations

**27. Develop supports and resources for parents to learn and understand how to navigate the school system.**

- ✓ **Facilitate Parent/Community meetings/forums** to solicit voice and input to strengthen home-school communication, collaboration and student success in school.
- ✓ **Provide opportunities for Parents to learn** more about RtI, Cultural Proficiency, Special Education, specific disabilities (Autism, Emotional Disturbance, Other Health Impairment, Specific Learning Disability) to increase parent knowledge and to support better understanding of district focus.
- ✓ **Assign an existing social worker who can guide the development of a district-wide systematic strategy for promoting effective home/school interventions** with students with behavioral adjustments as well as providing direct services to staff, students and SST Teams as needed.

**28. Ensure ongoing coordination, collaboration and alignment among district departments** through ongoing collaboration and alignment throughout the district.

- ✓ **Bi-monthly meeting of the Leadership Team** (including Student Achievement and School Support (SASS) Department, Student Services and Special Education and leveled school representation (principals, co-administrator, teacher and psychologist) to address and monitor implementation of the Equity Plan.
- ✓ **Monthly Education Services, Cabinet and K-Adult Superintendent** (includes all administrators in the district) meetings
- ✓ **Quarterly leveled principal meetings** (Elementary, Middle and High School)
- ✓ **Weekly department meetings**
- ✓ **Outreach and support to the schools** on SD-CEIS implementation
- ✓ **Sub-groups to develop PBIS and RtI systems** (Behavior and Consequence Matrix, (K) Charge matrix (alternatives to suspension), RtI Pyramid of Intervention, job description for Behavior Teacher Coach, development of the social and emotional learning program and PBIS)
- ✓ **SASS, Students Services and Special Education staff will meet with site principals at the monthly Principal meetings** at a minimum four times a year to address topics related to disproportionality as well as equity and behavioral support systems at the school site and across the district to ensure consistent implementation of required processes.
- ✓ **Equity and Disproportionality will be addressed and on the agenda at every K-Adult Superintendent meeting, Co-Administrator, Educational Services and Cabinet meeting** and monthly in department meetings to ensure all district leaders are informed of the progress, plans and the status of program implementation.

**29. Ensure consistent utilization of data by the schools to inform instruction and interventions**

- ✓ **Create a system for collecting data on all students who are referred for consideration because of behavioral or socio-emotional challenges** both before consideration by the SST and afterwards so that interventions can be well documented and monitored. Records should be kept on those who are assessed and not identified as ED as well as those who ultimately are and a system set up for ensuring that all possibilities for service have been exhausted prior to referral for assessment.

- ✓ Continue to **collect data on staff/student ethnicity** and use this data to ensure that there is a focus on the ethnic population that causes the district to be disproportionate.
  - ✓ Developing a **district-designed universal screening instrument** that can be used by teachers for Tier 1 students prior to the demonstration of any maladaptive behaviors.
  - ✓ **Provide clarity on the types of data, the timelines when data will be reviewed at the school and how the schools will report the use of the data to inform instruction and behavioral interventions.** Individual school achievement (CST, grades), access (attendance, disciplinary data, referrals for Special Education) and opportunity (AP, electives) data will be distributed at Principal meetings and reviewed and analyzed beginning in 2013-14. Action steps will be taken to address any gaps in achievement or disproportionate behavior referrals.
  - ✓ **Provide training to staff to ensure that student data entered into Aeries, CalPads and SST Module** is accurate, current and inputted into the correct data fields to ensure the accuracy of data reports generated. Create a system for monitoring data input and addressing inaccurate data in a timely matter.
  - ✓ **Data reports will be run monthly** to ensure that data is accessible and regularly reviewed and analyzed. Reports will be created by the new data support staff beginning in 2013-14 for schools and district on attendance, discipline (suspension/expulsion), referrals/SST and special education to assist with early intervention and support to students.
30. **Identify the schools and grade level clusters with the most needs and disproportionate data and ensure that support is given and progress is monitored.** Discipline/suspension/expulsion, referral for Special Education, SARB and PBT data will be used to identify the highest need schools and grade levels.
31. **Hire an administrator/coordinator that will be responsible for implementation, oversight and accountability** for the facilitation of the Equity teams, implementation and monitoring of the CEIS Plan, professional development and data collection and reports.
32. **Work with expert consultant to gather and analyze school and district data,** make recommendations to the group and provide training to stakeholders.

#### **Interventions related Directly to Target Group:**

33. Make a **concerted effort to increase the number of culturally competent African American staff members** and/or other mentors to which these students and families can relate irrespective of the roles that they hold.

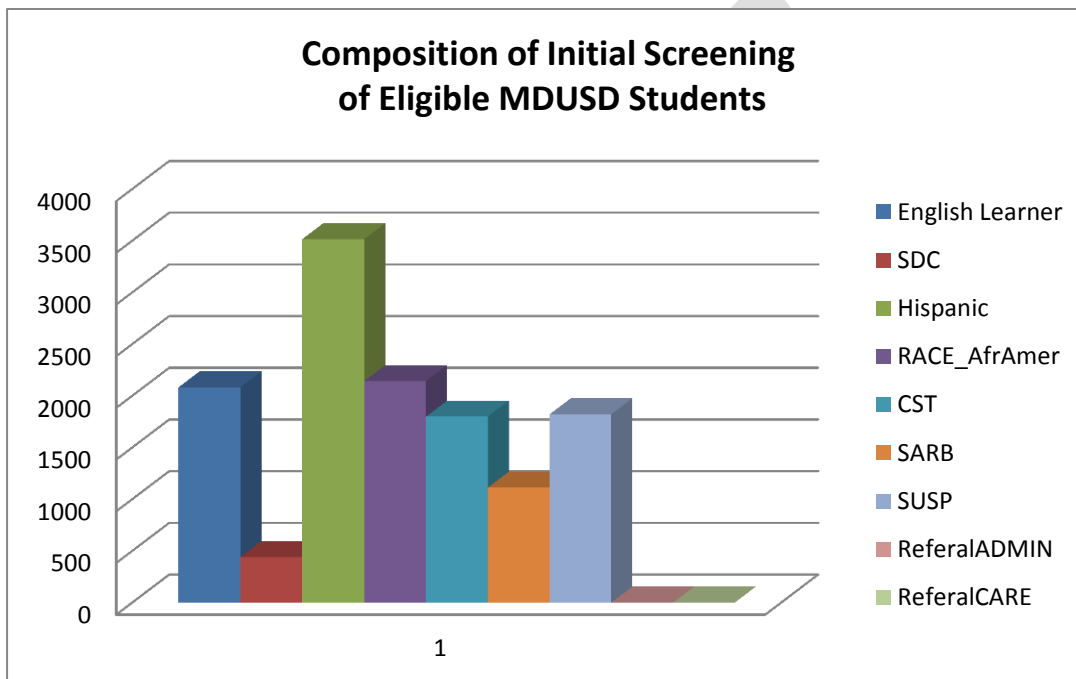
#### **Target Population and Screen Process**

Mt. Diablo Unified School District (MDUSD) used Spring 2012 student data to screen and determine eligibility to receive academic or behavioral services through SD-CEIS. Based on the initial screening, the estimated number of MDUSD students eligible to receive academic or behavioral services through SD-CEIS in year one (2012-13) are 8,423 TK-12 students. In year two, MDUSD will use Spring 2013 student data to screen and determine eligibility. Spring 2012 data will serve as the district's baseline for the SD-CEIS plan.

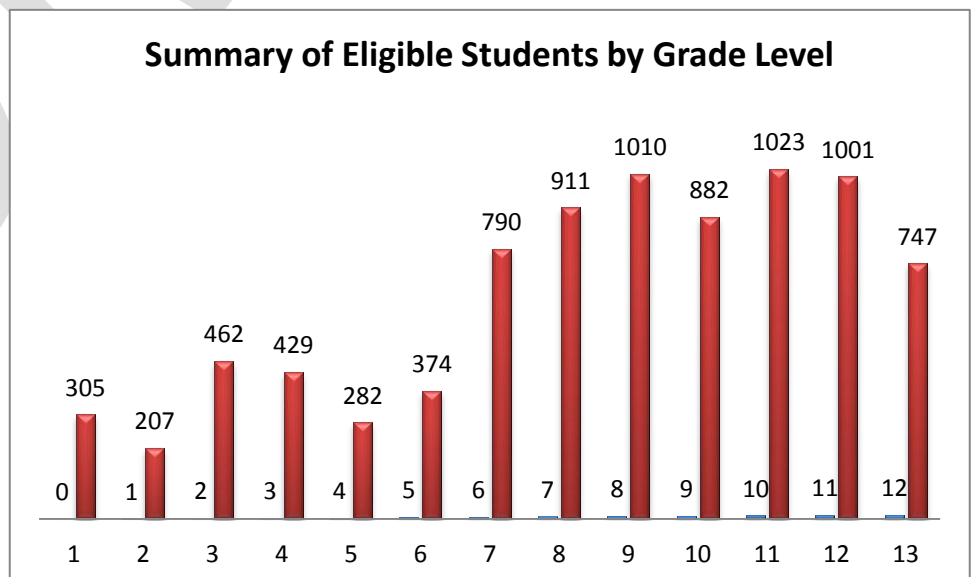
Year one figure is derived from the initial screening of the data variables (at-risk characteristics) outlined below to determine eligibility for SD-CEIS services. The data variables include:



- All African American students grade TK-12
- Grade 2-8: scored below basic on wither CST's in the area of ELA or math
- Grades 6-12: had 2 or more letter grades of F within the year period
- Grade K-12: received SARB letter 2
- Grades TK-12: were suspended for that year following alternative means for suspension
- Referral by Administrator for support services
- Referral by the Coordinated CARE Team after completion of pre-referral interventions



MDUSD Technology and Information Services (TIS), Student Services and Special Education departments will provide the data to generate the eligibility student list using generated reports from Aeries (student data system) and the SST Module system which records and tracks pre-interventions prior to referral for Special Education. MDUSD will use the initial screening of students to prioritize and focus staff time and resources to determine which of the 8,423 students will receive academic



or behavior services through the SD-CEIS Plan. At the school site level, this list of initial screening will serve as the starting point for further data review, conversations with teachers and parents to determine the appropriate intervention and/or support.

MDUSD will use data reports available through; Aeries, OARS, CEIS, SST Modules to determine which students will be targeted for this program. Spring 2012 data will serve as the baseline year to measure program impact. MDUSD will screen eligible students by student generated reports from Aeries (student data system) and the SST Module system which records and tracks pre-interventions prior to referral for Special Education. The SST Module also serves as the system that records and tracks pre-referral interventions prior to a request for a Student Study Team (SST) and a central place to monitor interventions and supports to students.

Through the initial screening process, review and analysis at the school level, the identification of two target groups will be created.

1. Target Group 1-Students who have multiple (3 or more) at-risk indicators (as outlined above) and may be more likely to be referred for special education and
2. Target Group 2 – African American students who have 2 or more at-risk indicators may be more likely to be referred for Special Education (specifically ED) and/or Suspension/Expulsion..

### **Professional Development**

Implementation Timeline will be included.

### **Staffing to support implementation of the Equity and Disproportionality Plan:**

- **Administrator/Coordinator**- will assume oversight and responsibility for the facilitation of the Equity teams, implementation and monitoring of the CEIS Plan, professional development and data collection and reports.
- **Consultant/Training contract** –will create school and district data reports, support and monitor data input, collection and support analyzing reports and provide training to district staff as well as training and coaching to staff on cultural proficiency.
- **Create a multidisciplinary team of a minimum of 6 staff members** who will not only provide direct support to site level staff but also assist in the development of appropriate practices and strategies that can be implemented district-wide. Direct services, training and coaching to classroom teachers, site administrators and support staff will build their capacity to address challenging behavior. Direct services to students will address their behavioral, socio-emotional and social services needs. During February-May 2013 job descriptions will be created that clearly delineates the skills that these individuals need to bring and the expectations for duties that will address the identified root causes. Planning, training and recruitment will take place in spring 2013, with full implementation at targeted sites during the 2013-14 school year. Implementation 2013-14 school year.
- **Secondary Intervention Support Teacher FTE allocation**- The district will allocate an additional .20 FTE to all nine middle, five comprehensive high schools and Olympic Alternative Education School to provide a behavior support and intervention elective class to eligible students. . Possible curriculum could include “Why Try” and/or other research-based Social Emotional Learning Programs. Total of 3.0 FTE. Implementation 2013-14 school year. The program is being piloted during the 2012-13 spring semester.

### **System Implementation and Monitoring**

MDUSD will need to create clear systems of communication and implementation of the proposed strategies and actions outlined above. Assistant Superintendents and the Equity Leadership Team consisting of the Directors and Assistant Directors in the Student Achievement and School Support and Student Services Departments as well as the Special Education Administrators will be responsible for oversight and implementation of the actions outlined in the Equity plan. In addition, senior staff (Directors and Assistant Directors) will need to ensure that the equity plan and action steps are embedded into district plans (LEAP, Goals and Target, Strategic Plan, Single Plan for Student Achievement, Safety Plan and School Climate Plan) to ensure consistency and alignment.

District-wide and school site data around achievement, access and opportunity will be reviewed quarterly and presented to the Superintendent's Cabinet bi-annually to guide support to schools. Data analysis, reflection and dialogue among principals in the monthly district principal meetings as well as the K-Adult Superintendent meetings will provide the forum for understanding, next steps, and implementation at the school site to support students, teachers and staff. Principals will serve as the lead at the school and are responsible for facilitation, implementation, and monitoring of the Equity Plan by staff with support from the Equity Leadership Team and the schools' Student Achievement & School Support (SASS) support administrator.

### **Evaluation**

Mt. Diablo Unified School District will measure growth and implementation using the following measurable outcomes to address disproportionality and inequity. Specific tools will also be used to measure and monitor each of the three focus areas. They include:

#### **Response to Instruction & Intervention**

1. CASMIS data and reports.
2. SST Module system to track the number of referrals for Special Education.
3. School survey results on support and resources given to their school to support at-risk and target students.

#### **Positive Behavior Intervention Supports (PBIS)**

1. Aeries report on school and district suspension and expulsion rates for each year.
2. Aeries report on K charge rate and suspending behavior for each year.
3. CASMIS data and reports.
4. School report on Positive Behavior Intervention Supports (PBIS) and review of RtI Pyramid of Interventions
5. Report on number of schools and impact of implementation of social emotional learning program.
6. School report on number of and impact of "Support Calls" as an alternative to referral
7. Reported number of Coordinated CARES referrals
8. School survey results on support and resources given to their school to support at-risk and target students.

### **Culturally Responsive School Environment**

1. School report on Coordinated CARE Teams and number of students served.
2. Review of Comprehensive School Safety Plan and the inclusion of PBIS and Culturally responsive school environment are articulated in the plan.
3. Parent survey results on involvement and understanding about the school and school culture and climate.

### **All (areas covered by all three focus areas above)**

1. Staff survey on professional development measuring staff's knowledge of disproportionality and equity and staff's ability to serve student.
2. Staff survey (district departments and school administrators) on increased communication, collaboration and alignment among district departments
3. Psychologist survey on training and support
4. Number of culturally competent African American staff members and/or other mentors
5. Quarterly data reports and audit reviews

### **Outcomes:**

#### **Response to Instruction & Intervention**

1. Reduce the number of K-12 students for identified for Special Education and in alignment to the state average to 11.2 % by June 2014 as measured by CASMIS data and reports. Currently MDUSD is at 12.6%.
2. Reduce the disproportionate identification of African American students for Special Education to 20% as measured by CASMIS data and reports by June 2014.
3. Ensure all district schools have been trained and are using the district adopted Response to Intervention (RtI) Pyramid of tiered support by June 2014 to consistently address academic and behavior supports and interventions across the district as measured by training sign in sheets and the decrease of referrals for Special Education.
4. 100% of schools who were identified as highest need (as determined by the highest disproportionate data for Special Education and discipline) will report an increased level of support and resources given to their school to support students as measured by survey results.
5. 95% of special education staff will trained on a consistent systemic pre-referral process and a district-wide process for the identification of Emotional Disturbance as measured by survey results.

#### **Positive Behavior Intervention Supports (PBIS)**

1. Ensure all district schools have been trained and are using the district adopted Behavior Expectation & Consequence Matrix by June 2014. Use of matrix will result in a \_\_\_\_% decrease of school and district suspension and expulsion rates from the prior year.
2. Reduce the disproportionate identification of African American students for Emotionally Disturbed by 33% as measured by CASMIS data and reports.
3. Provide training on Positive Behavior Intervention Supports (PBIS) to 50% of district school by June 2014 to help create behavior supports for students.
4. Increase the number of schools implementing Social and Emotional Learning programs to create a positive school environment by 50% by January 2014.
5. Increase the number of secondary schools trained and using "Support Calls" as an alternative to referral by 90% in the district to provide behavior supports for students' and alternatives to suspension.

## **Culturally Responsive School Environment**

1. 100% of district schools will have a functioning Coordinated CARE Team/Intervention Team with identified members who meet regularly to help create a culturally responsive school environment and collaborative support systems for schools as reported by the school by June 2014.
2. Ensure that 100% of the schools have articulated their site level plan to create a culturally responsive school environment as documented in the annual Comprehensive School Safety Plan.
3. Increase parent and community involvement and understanding about the school by 50% as measured by survey results.

### **All (areas covered by all three focus areas above)**

1. 90% of participants who attended professional development on equity and disproportionality will indicate the training helped to increase their knowledge of disproportionality and equity and they are better equipped to serve students as measure by survey results.
2. 90% of psychologists will indicate the training and support they received has increased their knowledge of disproportionality and equity and are better equipped to serve students as measure by survey results.
3. 90% of staff (district departments and school administrators) will report increased communication, collaboration and alignment among district departments on expectations as measured by survey results.
4. Increase the number of culturally competent African American staff members and/or other mentors by 20% to which these students and families can relate irrespective of the roles that they hold.
5. Quarterly data reports and audits will document accurate and timely data is being inputted into district data systems by the schools as measured by regular and ongoing Aeries data review and regular audit reports.

## **Budget**