

# Comprehensive Coordinated Early Intervening Services Plan

Presented to the Board of Trustees  
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## Element of Disproportionality

### Overidentification of Hispanic Students for Special Education-Category of SLD

In 2018/19 **Hispanic Students** were **26%** of the District's Population, and

- **50%** of all students in Special Education and **66%** of students identified with SLD
- **61%** of all students Suspended and **46%** of Students with Chronic Absences
- They completed a-g Requirements at a rate of **49%**, compared to **91%** for Asians and **82%** for White Students
- In 2019 Latinx students were **89%** of the Homeless Students in the District

# What Does Identification of Significant Disproportionality Mean?

It sets in motion a four-phased planning process

## Phase 1

- 1.2 Identify and convene a Leadership Team
- 1.2 Identify and convene a Stakeholder Team
- 1.3 Contact SPP-TAP office in Napa County and the CDE FMTA Consultant
- 1.4 Choose a Technical Facilitator (Minimum of 10 hrs. of support is required per element of identification)
- 1.5 Begin the process of collecting relevant Data

# What Does Identification of Significant Disproportionality Mean, cont'd.

## Phase 2

2.1 Complete LEA Initiative Inventory

2.2 Complete a Programmatic Self-Assessment

2.3 Conduct Reflective Data Analysis and engage Leadership and Stakeholders in a discussion of both **Quantitative Data** and **Qualitative Data** collected through FOCUS Group interviews

2.4 Determine Root Causes and link each RC to one or more data sources

# What Does Identification of Significant Disproportionality Mean, cont'd.

## Phase 3

3.1 Complete Review of Policies, Practices, and Procedures

3.2 Develop Programmatic Improvement Action Plan, connecting Measurable Outcomes and Action to a Root Cause

3.3 Complete Budget Forms

3.4 Complete CCEIS Target Population Form

# What Does Identification of Significant Disproportionality Mean, cont'd.

## Phase 4

4.1 Identify staff responsible for oversight of CCEIS activities implementation

4.2 Evaluate Effectiveness/Create Monitoring Tools and determine schedule for sharing this data with Leadership and Stakeholders at least four times each year during the 27 months monitoring period

4.3 Build Support and Sustainability

4.4 Complete and submit the SPP-TAP Feedback survey

## What Happens when a District DOES NOT Comply with this Process?

- Intensive Monitoring Activities **Must be Completed** to ensure the LEA's continued Eligibility for Grant Funding under IDEA. In other words...
- The District's Special Education Funding Source can be Frozen, putting our Income of \$795,000 at Risk

## Root Causes

1. Lack of Academic Preparedness of Students Entering High School in the 9th Grade
2. Lack of consistency in practice and application of the district's Multi-Tiered System of Support
3. Cultural Dissonance and Implicit Bias resulting in inequitable experiences for Hispanic students

# Measurable Outcomes & Activities

**Root Cause 1: Lack of Preparedness of Rising 9th Graders**

**Outcome: Students in the Target Group will improve their academic achievement on all relevant Board-Adopted Indicators & on the CCEIS monitoring tool**

**Activities:**

## **1.1 Strengthen ongoing collaboration with Partner Districts, to establish**

- common expectations with respect to academic performance and behavior
- appropriate vertical alignment of curriculum
- consistency in best practices, interventions, instructional strategies, grading, and acquisition of academic vocabulary and basic literacy and numeracy skills

# Measurable Outcomes & Activities

**Root Cause: Lack of high quality, well understood, and uniformly implemented Multi-Tiered System of Support**

**Outcome: Develop and implement a robust, culturally responsive Multi-Tiered System of Support (MTSS)**

**Activities:**

**2.1 Collaborate with the Santa Clara County Office of Education or other agency**

**2.2 Support Students in the Target Group through Research-based Interventions that include AVID Strategies, Case Management, Differentiated Instruction, Building Academic Language, Restorative Practices, Access to Career Pathways and more**

# Measurable Outcomes & Activities

**Root Cause:** Cultural Dissonance and Implicit Bias

**Outcome:** Latinx students will enjoy equitable classroom experiences and achieve equitable outcomes

**Activities:**

- 3.1 Training and Professional Development in culturally responsive pedagogy and instruction
- 3.2 Enforce consistent application and implementation of district policies, regulations and practices
- 3.3 Continue the district's initiative on "Courageous Conversations"
- 3.4 Establish a Parent Steering Committee of Parents of Students in the Target Group to improve communication

## Target Group Students

- 86 Students were selected district-wide to be part of a cohort receiving direct, enhanced services to help them make Academic Progress in the Mainstream, and not be identified for SPED
- The students will be monitored until 10/2023 and Quarterly Progress Reports must be submitted to the CDE
- Activities and support for these students are paid for from the 15% set-aside from the District's SPED budget
- 15% equals \$119,257, which can be supplemented if necessary with General Fund dollars

# Target Group Eligibility Criteria

- Predominantly students currently in the 9th grade
- GPA 2.25 or lower
- Multiple Ds or Fs
- Enrolled in Algebra I and/or Enhanced in 9th Grade or ELA Skills classe
- EL and LTEL
- 10 or more absences in a year
- Socioeconomically Disadvantaged
- Students on a 504 Plan
- Students with 1 or more suspension
- Students on the principals' watch list

## Next Steps

- Plan requires Board approval
- Plan will be sent to CDE for review and approval
- Monitoring of students and the use of funds for activities for Target Groups students **starts after the CDE notifies** the district of official approval of the plan
- In the meantime, district will organize teams to plan for the implementation of the activities and create a monitoring plan to chart the progress of students from the Target Group

## Parallel Processes

- The CCEIS Plan was supposed to have been completed and approved on or before December 15, 2020
- Declaration of Disproportionality was based on 2018-19 data and expected to be addressed in 2019-20
- Activities and monitoring of students was to begin in January 2021 and end in September 2022
- Because of the delay, the monitoring period connected to this Plan is expected to end in October 2023
- The District has been declared AGAIN to be Significantly Disproportionate based on data from the 2019-20 school year--notification received on January 20, 2021
- This requires the district to go through the same process again, as described earlier and develop a second CCEIS Plan for implementation beginning in 2022. **Due date for this Plan: September 2021**

## Questions? Comments?

This Completes our CCEIS Report.

**THANK YOU!!**