

## 2021 Significant Disproportionality

### Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

*Note: this is the optional alternative format of the 2021 CCEIS Plan document.*

## BACKGROUND INFORMATION

LEA Name: <b>Berkeley Unified School District</b>	LEA Contact Name: Rubén Aurelio
County District Code: 161143	LEA Contact: <a href="mailto:rubenaurelio@berkeley.net">rubenaurelio@berkeley.net</a>
SELPA Name: Northern California Region	LEA Contact Phone: 510-326-5948

### CCEIS Period 2021 Significant Disproportionality Indicator(s)

*(Refer to the Fiscal Year 2021 Notification Letter)*

Indicator	Race/Ethnicity/Disability Category
Intellectual Disability (ID)	African American
Other Health Impairment (OHI)	African American
Specific Learning Disability (SLD)	African American

### Previous Significant Disproportionality Indicator(s)

Year(s)	Indicator	Race/Ethnicity/Disability Category
2020	10	African American - Intellectual Disability
2020	10	African American - Other Health Impaired
2020	10	African American - Specific Learning Disability

2020	10	African American--Overall
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## DESCRIBE THE PLAN DEVELOPMENT ACTIVITIES FOR CCEIS

### PHASE ONE: GETTING STARTED

#### 1.1 Identify Leadership Team

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

<b>Member Name</b>	<b>Email</b>	<b>Title/Role</b>	<b>Member's Responsibility for Development, Implementation, and Monitoring of CCEIS Plan</b>
Brent Stephens	<a href="mailto:brentstephens@berkeley.net">brentstephens@berkeley.net</a>	Superintendent	Signs off on the CCEIS plan and certifier of all assurances. Decision maker, oversee the completion of the CCEIS plan. Monitors implementation and ensures accountability.
Ruben Aurelio	<a href="mailto:rubenaurelio@berkeley.net">rubenaurelio@berkeley.net</a>	Associate Superintendent Educational Services	Decision maker, oversee the completion of the CCEIS plan. Monitors implementation and ensures accountability.
Samantha Tobias-Espinosa	<a href="mailto:samanthatobiasespinoza@berkeley.net">samanthatobiasespinoza@berkeley.net</a>	Assistant Superintendent Human Resources	Decision maker, oversee the completion of the CCEIS plan. Monitors implementation and ensure accountability
Pauline Follansbee	<a href="mailto:paulinefollansbee@berkeley.net">paulinefollansbee@berkeley.net</a>	Assistant Superintendent Business and Fiscal Services	Responsible for the direct oversight of the Budget & Finance department including accounts payable, CCEIS budget set up, accounts receivable, budget control, and payroll functions of the District.
Shawn Mansager	<a href="mailto:shawnmansager@berkeley.net">shawnmansager@berkeley.net</a>	Executive Director of	Decision maker, oversee the completion of the CCEIS

		Special Education	plan, progress and budget reporting, facilitation of meetings and plan, monitoring implementation.
Debbie Dean	<a href="mailto:debbiedean@berkeley.net">debbiedean@berkeley.net</a>	Director of K-8 Schools	Support the completion of the CCEIS plan, provide input/feedback and implementation of CCEIS plan, assist with progress, and monitor data points for the target group, specifically in the areas of attendance and targeted interventions for Low Income Students and ensure accountability for Elementary.
Liza Estupin	<a href="mailto:lizaestupin@berkeley.net">lizaestupin@berkeley.net</a>	Director of Federal and State Project	Decision maker, oversee the completion of the CCEIS plan, progress and budget reporting, facilitation of meetings and plan, monitoring implementation. Ensures that all special programs are aligned with District goals and outcomes.
Position Currently not Filled		Director of Equity, Achievement and Belonging	Decision maker, oversee the completion of the CCEIS plan, progress and budget reporting, facilitation of meetings and plan, monitoring implementation. Ensures that "family voice" is a component in decisions relating to strategies and interventions to improve outcomes for students.
Ruth Steele	<a href="mailto:ruthsteelebrown@berkeley.net">ruthsteelebrown@berkeley.net</a>	Director (Berkeley Research, Evaluation and Assessment)	Provide input/feedback and implementation of CCEIS plan, assist with the collection of data points for CCEIS plan and progress reports Supports with analysis of data.
Dr. Phillip Shelley	<a href="mailto:phillipshelley@berkeley.net">phillipshelley@berkeley.net</a>	Director of Student Services	Support the completion of the CCEIS Plan, provide input/feedback and implementation of CCEIS plan, assist with progress, and monitor data points for the target group,

			specifically in areas of discipline and ensure accountability (SST process, Section 504 adherence).
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<p>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?</p>
<p>Yes, the Berkeley Unified School District’s (BUSD) Leadership Team members are involved in the creation of the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan and responsible for its execution. The CCEIS Plan is jointly developed, based on analysis of quantitative and qualitative data gathered through interviews with members of various role groups in Focus Groups. As the CCEIS Plan is evolving, the Leadership Group reviews and analyzes the data; identifies potential root causes and presents them to the Educational Partners Group for approval. Leadership members help determine the measurable outcomes and associated activities, and have input into the criteria used in the selection of the Target Group of students. Upon completion, the entire CCEIS Plan is reviewed by the Leadership Team before it is presented to, and approved by the Board of Trustees, and then sent to the California Department of Education.</p>

## 1.2 Identify Educational Partners

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

<b>Role</b>	<b>Member Name(s)</b>	<b>CCEIS Plan Responsibilities for Development, Implementation and Monitoring of the CCEIS Plan</b>
Superintendent	Brent Stephens	Review and approved the CCEIS plan and certifier of all assurances. Decision maker, oversee the completion of the CCEIS plan. Monitor implementation and ensure accountability.
Associate Superintendent	Ruben Aurelio	Decision maker, oversee the completion of the CCEIS plan. Monitor implementation and ensure accountability.
Executive Director of Special Education	Shawn Mansasger	Decision maker, oversee the completion of the CCEIS plan, progress and budget reporting, facilitation of meetings and plan, monitoring implementation

Director of K-8 Schools	Debbie Dean	Support the completion of the CCEIS plan, provide input/feedback and implementation of CCEIS plan, assist with progress, and monitor data points for the target group, specifically in the areas of attendance and targeted interventions for Low Income Students and ensure accountability.
Dr. Phillip Shelley	Director of Student Services	Support the completion of the CCEIS Plan, provide input/feedback and implementation of CCEIS plan, assist with progress, and monitor data points for the target group, specifically in areas of discipline and ensure accountability (SST process, Section 504 adherence)
Cheryl Hazell-Small	Special Education Administration, Consultant	Provide feedback for root causes and district priorities
Dr. Mildred Browne	Technical Assistant Facilitator	Provided input/feedback in the writing of the 2021 Plan. This included assisting with data identification and identification of the root causes.
Dr. Mary Bacon	Consultant	Provided input/feedback in the writing of the 2021 Plan. This included assisting with data identification and identification of the root causes. Completed Equity Walks at 5 Vision Site.
SELPA Director	Katy Babcock	Provide SELPA perspective and resources
Director of Assessment	Ruth Steele-Brown	Assist with the collection of data points for CCEIS plan and progress reports Supports with analysis of data
Appropriate Grade Level General Education Teacher	Catherine Erwin	Provide general education teacher perspective and feedback on root causes and district priorities
Appropriate Grade Level Special Education Teacher	Karen Sukenic	Provide special education teacher perspective and feedback on root causes and district priorities

BUSD Family Liaison/Parent	Carol Perez	Provide parent perspective and feedback on root causes and district priorities
Parent (diverse representation, not district employee/s)	La'Shonda Hill	Provide parent perspective and feedback on root causes and district priorities
Parent (diverse representation, not district employee/s)	Vicki Davis	Provide parent perspective and feedback on root causes and district priorities
BUSD Family Liaison	Nabatah Ahmed	Provide parent perspective and feedback on root causes and district priorities
Parent (diverse representation, not district employee/s)	Lindsay Williams	Provide parent perspective and feedback on root causes and district priorities
Parent (diverse representation, not district employee/s)	Natasha Sandeford	Provide parent perspective and feedback on root causes and district priorities
Parent (diverse representation, not district employee/s)	Karla Bryant/Parent	Provide parent perspective and feedback on root causes and district priorities
Community Representative (DREDF)	Cheryl Theis	Provide community perspective and feedback on root causes and district priorities
Community Representative/ Manager Berkeley Vision Manager	Nina Goldman	Provide community perspective and feedback on root causes and district priorities
Elementary Principal	Katia Hazen	Provide principal perspective and input on root causes and district priorities

Middle School Site Level Administrator	Paco Furlan	Provide site level administrator perspective and input on root causes and district priorities
Early Childhood Principal	Maria Carriedo	Provide early childhood education perspective and feedback for root causes and district priorities
Elementary Principal	Alex Hunt	Provide site level administrator perspective and input on root causes and district priorities
Elementary Principal	Rene Molina	Provide site level administrator perspective and input on root causes and district priorities
Elementary Principal	Beth Rhine	Provide site level administrator perspective and input on root causes and district priorities
Fiscal Services Representative	Jinying Ma	Provide fiscal services perspective and input on root causes and district priorities

Provide:

- the dates the Education Partners met.
- a summary of the work completed by the Education Partners
- a description of how the Leadership Team engaged with the Educational Partners.
- a link to presentations, agendas, minutes, attendance records (as appropriate)

The Educational Partners group is composed of a broad range of district and community representatives, each of whom brings a unique perspective to the discussion of significant disproportionality. The group supports the district in developing a shared understanding of the CCEIS Program Improvement Process and provides feedback on how well the district is doing in addressing significant disproportionality. Responsibilities include reviewing the quantitative and qualitative data, contributing to determining and prioritizing root causes; brainstorming strategies, as well as reviewing and approving the CCEIS plan prior to review by the superintendent and the Board. The Educational Partners met on March 3rd and March 17th to provide feedback on the root causes and activities.

The Leadership Team is composed of district and site decision-makers who occupy key leadership in the district and have responsibility for making final decisions related to program implementation about this and other district initiatives. The Team includes the Superintendent,

district office personnel and site leadership, representing both special education and general education. The purpose of the Leadership Team is to oversee the LEA's Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) program improvement process. The Leadership Team oversees the work of the Core Implementation Team and makes final decisions about the program's direction. The Leadership team met prior to the stakeholder meeting. Each prior Leadership meeting reviewed, discussed and approved the data/information that would be going to the Educational Partners meeting. The Leadership Team met on Thursday, December 16, 2021, January 20th, 2022, January 25th, 2022, March 19th, 2022, and March 22nd, 2022 to discuss root causes and activities.

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

- Accessing information via the SPP-TAP Website
- Meeting with CDE FMTA Consultant
- Meeting with SPP-TAP staff
- Participating in virtual Community of Practice (CoP) meetings
- Attending Introduction to Significant Disproportionality Webinar Series (NEW LEAs)
- Attending Significant Disproportionality for Continuing Local Educational Agencies Webinar
- 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](#).



TA Facilitator Name: Dr. Mildred Browne

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

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

TA Facilitator Name: Dr. Mildred Browne, Ascendancy Solutions with support from her team including Suwinder Cooper and Dr. Felicia Stuckey-Smith

[Link to the Contract 2021-2022](#) for the TA Facilitator:

Ascendancy Solutions.

[Invoice #1](#) [Invoice #2](#) [Invoice #3 \(attached\)](#)

Dr. Mildred Browne provided input/feedback in the writing of the 2021 Plan. This included assisting with data identification and identification of the root causes. A few members of the Leadership Team met with our TA Facilitator(s) prior to each meeting for support in planning and preparing for Leadership Team and Stakeholder Team meetings. Dr. Mildred Browne then provided guidance on the writing of the plan to incorporate input from meetings and meet CDE expectations. The TA Facilitators attended every Stakeholder and Leadership Team meeting.

Dr. Felicia Stuckey-Smith met with district Leadership to provide support in developing a measurable outcome for the creation of a Behavior Matrix.

Suwinder Cooper helped interview Focal Groups and organized qualitative data in order to develop root causes for significant disproportionality.

## 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.*

To inform practices and decision making, several types of data were collected and reviewed. The following data points were utilized:

BUSD's Local Control Accountability Plan (LCAP);

Board Policy and Administrative Regulations regarding hiring, personnel, recruiting, students with IEP and Special Education;

Data (listed below) from school years 2018-2019, 2019-2020, 2020-2021 were reviewed by

leadership and stakeholder teams:

- Student enrollment by race/ethnicity
- Enrollment of students with disabilities (SWD) by race/ethnicity and site
- Enrollment of SWD by grade and disabilities
- Students with Section 504 by school site and ethnicity
- Attendance and Discipline records by race/ethnicity
- Parent and student focus groups
- Suspension and Academic data

## PHASE TWO: 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><b>AVID</b> (Advancement via Individual Determination) Program</p> <p>Grades 7-12                      Provide AVID elective courses in Grades 7-12 to increase access to post-secondary education and careers, with a focus on African-American, Latino, and first-generation college unduplicated students</p>	LCAP Supplemental	Unduplicated students	Director of State, Federal, and Special Projects	<input checked="" 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 <input type="checkbox"/> Other:

<p><b>High School Bridge Program</b></p> <p>Provide a Bridge program to support students in a college-going culture at the transition by providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.</p>	<p>LCAP Supplemental</p>	<p>Unduplicated HS Students</p>	<p>Bridge Coordinator</p>	<p><input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social-Emotional Learning <input checked="" type="checkbox"/> Other: College going culture and school ties</p>
<p><b>African American Student Success Program (AASP)</b></p> <p>AASP offers a framework for delivering systems of support to African American students. AASP is designed to increase student engagement, mentoring and case management.</p>	<p>LCAP City of Berkeley Grant</p>	<p>Black/ African American Students</p>	<p>Manager of African American Success Project 1.0 FTE</p>	<p><input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other:</p>
<p><b>Umoja Class</b></p> <p>Umoja is the programmatic component of AASP. The Umoja class model is designed to serve and case manage an identified group of African-American students at Longfellow Middle School. The classroom is facilitated by an African American teacher to support the holistic development of the learner.</p>	<p>LCAP City of Berkeley Grant</p>	<p>Black/African American Students</p>	<p>School Principal AASP Manager  Umoja Classroom Teacher 1.0 FTE</p>	<p><input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Climate <input checked="" type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other:</p>
<p><b>BHS Intervention Counselors</b></p> <p>Provide 2 Intervention Counselors at BHS to ensure regular, individual contact with a focal group of high-risk students at each grades 10</p>	<p>LCAP</p>	<p>Unduplicated students</p>	<p>Principal</p>	<p><input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate</p>

<p>and 11 to oversee all academic and behavioral interventions</p>				<p><input checked="" type="checkbox"/> Social-Emotional Learning                  ___ Other:                  _____                  _____</p>
<p><b>Black Lives Matter Resolution (BLM)</b></p> <p>On June 10, 2020, the BUSD Board of Education issued Resolution No. 20-064 in support of BLM. This resolution describes the BOE’s commitment to proactively identify class and cultural biases, policies and institutional barriers that negatively influence student learning, perpetuate the opportunity gaps and impede equitable services and programming for African American students and families.</p> <p>Our district will continue to engage in critical reflection about its own ongoing issues with racialized outcomes. Areas of the resolution focusing on learning and instruction include:</p> <ul style="list-style-type: none"> <li>● Resources that teach about, celebrate, uphold, and affirm the lives of Black people</li> <li>● Resources that Focus on the Well-Being of Black Families</li> <li>● Address the symbols of institutional racism and white supremacy, proactively identify and address biases, practices, policies, and institutional barriers that perpetuate injustice and inequality in our schools and our community</li> </ul>	<p>COVID Equity Fund</p>	<p>Black/African American Students</p>	<p>Director of State, Federal, and Special Projects                  Manager of African American Success Project</p>	<p>___ Curriculum and Instruction                  ___ Behavior                  ___ Family and Community Engagement  <input checked="" type="checkbox"/> Climate                  ___ Social-Emotional Learning                  ___ Other:                  _____                  _____</p>

<ul style="list-style-type: none"> <li>Identify class and cultural biases that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students</li> <li>Consult with parents, educators, and community groups to collect data for the purpose of illuminating and resolving district programs marked by racial disparities.</li> </ul>				
<p><b>STEM STEPS for Success:</b></p> <p>Summer program focusing on culturally relevant standards aligned math, science, social studies, and English language arts project-based activities. The program focuses on the social, emotional, and historical uniqueness of African American culture.</p>	<p>General Fund</p>	<p>Black/African American Students</p>	<p>Extended Learning Manager</p>	<p><input type="checkbox"/> Curriculum and Instruction  <input type="checkbox"/> Behavior  <input checked="" type="checkbox"/> Family and Community Engagement  <input checked="" type="checkbox"/> Climate  <input checked="" type="checkbox"/> Social-Emotional Learning  <input type="checkbox"/> Other:</p>
<p><b>RJ Counselors 3 FTE @ MS</b></p>	<p>LCAP Supplemental</p>	<p>Unduplicated students</p>	<p>Site Principals</p>	<p><input checked="" type="checkbox"/> Curriculum and Instruction  <input checked="" type="checkbox"/> Behavior  <input type="checkbox"/> Family and Community Engagement  <input type="checkbox"/> Climate  <input checked="" type="checkbox"/> Social-Emotional Learning  <input type="checkbox"/> Other:</p>
<p><b>Site Coordinators for Family Engagement</b>(total 7.94 fte: 1.0 Supervisor, 1.47 FTE BHS, 5.47 FTE for K-5)                  Provide a supervisor and coordinators for family engagement for all TK - 5 schools and BHS to partner with parents and guardians to support their children's</p>	<p>LCAP Supplemental</p>	<p>Unduplicated students</p>	<p>Supervisor of Office of Family Engagement and Equity</p>	<p><input type="checkbox"/> Curriculum and Instruction  <input type="checkbox"/> Behavior  <input checked="" type="checkbox"/> Family and Community Engagement  <input type="checkbox"/> Climate  <input type="checkbox"/> Social-Emotional Learning  <input type="checkbox"/> Other:</p>

education through collaborative connections and referrals to school and community resources.				
<p><b>Response to Intervention provide Response to Intervention and Instruction (RtI2)</b></p> <p>Intervention teachers at each TK - 8 schools (proportional to # of Unduplicated Students) who will use intervention programs such as Leveled <b>Literacy Intervention (LLI)</b>, Read 180, A Story of Units and A Story of Ratios Intervention Binder, and Do the Math.</p>	LCAP Supplemental	Unduplicated students	RTI Coordinator	_X_ Curriculum and Instruction __ Behavior __ Family and Community Engagement __ Climate __ Social-Emotional Learning _X_ Other: Classroom support for teachers and Site PD

**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
Provision of Professional Development for staff and administrators: <ol style="list-style-type: none"> <li>1. Interventions for students such as remedial skills classes, mentoring programs, intensive counseling support, AVID, etc.</li> <li>2. Efforts directed at students, teachers, and/or families to ensure a more inclusive school climate.</li> </ol>
Identify Processes for Collaboration and Integration of the Initiatives, Including Timelines

- Weekly PLC meetings for school site principals (Prek-Middle) on equity, MTSS, Social Emotional Learning, Student Data Collection and Analysis
- Two District PD days for teachers focused on equity, MTSS and Universal Design for Learning
- Quarterly data collection at school sites and intervention planning

#### Describe any Groups of Students that are Not Served

Our initiatives serve all scholars. However, African American scholars with combined academic and behavioral needs have not been adequately served and supported in the classroom. Despite Tier 2 and 3 services being provided through, we still have a disproportionate amount of African American/Black students referred and qualified for special education. Tier 1 services are being provided in Tier 2 settings, so students are not receiving additional support as needed.

#### Identify Areas that are a Higher Priority than Others

- Build systems for more horizontal and vertical alignment of curriculum
- District-wide professional development sessions on equity, implicit bias with an emphasis on building authentic teacher-scholar relationships as foundational to universal Tier I teaching practices.
- Delivery of a culturally responsive Multi-Tiered System of Support (Tier 1, Tier 2 and Tier 3) that integrates services with fidelity in order to support students academic, behavior and socio-emotional development.
- Development of consistent, culturally responsive pre-referral processes (COST,SST) followed by training of all district staff in the use of these processes.
- Consistent data collection and analysis from school sites (i.e. intervention data, suspensions, office referrals)

## 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:

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  
on/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).



In 2021, Berkeley Unified School District (BUSD) was once again identified as Significantly Disproportionate for African American students in the categories of Specific Learning Disability, Other Health Impairment (OHI) and Intellectual Disability (ID). The following summary outlines (BUSDs) self-assessment process for the 2021 plan which builds on the qualitative data gathered for the 2020 CCEIS Plan.

### **2020 CCEIS Plan**

In 2020, the Adapted Annotated Checklist for Addressing Racial Ethnic Disproportionality in Special Education (also referred to as the Wisconsin Checklist) was utilized as the programmatic self-assessment tool. The Checklist helped diverse stakeholders analyze racial and ethnic disparities in special education identification and exclusion, and in the area of student discipline. Also, It was useful in identifying inappropriate policies and practices that potentially contributed to the disparities for African American students.

For the 2020 plan our Technical Assistant Facilitators, Dr. Mildred Browne, Suwinder Cooper and Mike Giambona, School Psychologist co-facilitated a total of ten different focus groups for 90 minutes through September and November 2020. The Executive Director of Special Education, Shawn Mansager, provided an overview of the process, data and purpose of the interviews at the opening of each session.

The team utilized the Wisconsin Checklist and the article, Identifying Root Causes of Disproportionality by Catherine Kramarczuk Voulgarides & Natalie Zwerger as the self-assessment tools to identify root causes and to also highlight some of the common policies, practices, and beliefs that placed African American students at a disadvantage to their peers in the Berkeley Unified School District. This checklist drove discussions in focus groups and interviews. The following is a list of the dates and number of participants for each focus group session:

09/11/20	14	Members of the Special Education Central Team (BCBAS, Teachers on Special Assignment and Supervisors)
09/17/20	13	CCEIS Leadership Team Members
09/18/20	21	School Psychologists
09/29/20	16	Site Principals
09/30/20	15	African American Parents
10/13/20	7	General Education Teachers
10/14/20	7	Family Engagement Specialists
10/15/20	9	Special Education Teachers
10/19/20	13	Literacy Coaches and Response to Intervention Coaches
11/18/20	8	African American/Black Students
11/19/20	20	Instructional Assistants/Paraprofessional

Qualitative data from the focus groups was collected, summarized and analyzed to reveal common themes across all focus groups. Anecdotal data revealed that many African American/ Black students often do not feel welcomed in classes or considered to be a part of the school culture. The lack of accountability from the school sites and the district results in disproportionate disciplinary outcomes for African American/ Black students, in both

general and special education. Additional themes also revealed a number of potential root causes. These include: 1) Implicit Bias and Improvements in Cultural Awareness; 2) Inadequate Relationships with African American Students and Families leading to disengagement in the classroom and higher number of suspension and out of class time; 3) Improvements needed for ensuring Multi-Tiered Systems of Support (MTSS) are more culturally responsive for Tier 1 and Tier 2 Academic and Behavioral Interventions 4) Underutilization of Section 504 resulting in African American students being “fast-tracked” for special education referrals.

The following potential root causes and themes were presented for feedback and discussion to the Leadership Team on October 22nd, 2020 and the Stakeholders on October 29th, 2020.

**1.) *Implicit Bias and Lack of Cultural Awareness***

**2.) *Inadequate Relationships with African American Students and Families leading to disengagement in the classroom and higher number of suspension and out of class time.***

**3.) *Improvements needed for ensuring Multi-Tiered Systems of Support (MTSS) are more culturally responsive for Tier 1 and Tier 2 Academic and Behavioral Interventions.***

**4.) *Underutilized Section 504 resulting in African American students being “fast-tracked” to a special education referral.***

**2021 CCEIS PLAN**

The development of the 2021 CCEIS Plan for the Berkeley Unified School District included a review of the previous 2020 CCEIS Plan and progress reports to utilize the activities as a basis to build upon. The district continued its self assessment with the following activities in order to obtain additional qualitative data to determine if there were any more potential root causes contributing to the significant disproportionality in the district.

- Focus group on 12/13/21 with Black/African American BHS Students;
- Focus group on 12/14/21 with Parents/Guardians of Black/African American Students
- Focus group on 12/15/21 with Early Education Staff (Teachers/Instructional Assistants)
- Focal Group Listening Sessions on 11/1/21 ; 11/12/21 and 12/16/21 with Black/African American Family Members.

The following list of quotes from focus group participants reflect themes around the African American/Black student and parent experience within the culture of the district, around the lack of representation of African American school staff, impact of special education and the role of early education. These themes continue to support the identified root causes from the 2020 CCEIS Plan which remain relevant and are aligned with activities to address the significant disproportionality.

Themes and notable quotes include the following:

*Black/African American Student Experience*

*“As the only African American student in an AP class, you feel alone, you feel like you will be left behind” Student*

*“When I do raise my hand to ask questions, I have to prove myself as a representative of my whole group” Student*

*“We are often questioned.” Student*

*“Judgements and biases don't make anyone feel good.” Student*

*“In calculus class, the teacher throws things at me and expects me to learn it. The teacher gives minimal advice, instruction and encourages self study.”*

*“If you want answers to questions you must seek them out, no one to help you navigate this. Black students need more help navigating available resources.” Student*

*“It is normal to receive information about things at inconsistent times, often too late. We have to do things ourselves. We are not getting emails from anybody telling me what to do next. ‘I had just one day to turn in my senior profile, and I didn't know about it until the day before.’” Student*

*“There is a competitive academic climate at Berkeley High School. The International Baccalaureate Program has all White/Asian kids with only 2 AA students. Where you live in the city qualifies you to study in IB. IB is a very competitive program to get into, many White parents have relationships with the teachers. The playing ground is uneven.” Student*

*“There are two kinds of teachers, racist teachers, overt in their delivery, who do not treat students necessarily with respect, who get mad and other teachers who patronize students, the savior complex. Many do not understand the socioeconomic factors AA students deal with.” Student*

*“There are many disparities in treatment in the way students are disciplined. Discipline is unequal. Students do not want to be in the classroom. Teachers hold low expectations and low standards for Black kids across the whole district.” Parent*

*Lack of Representation*

*“There is a lack of representation of Black students in classes. Often I am the only Black kid in AP classes.”*

*“There are not many black teachers.”*

*“Lack of mentoring AA students.”*

*“They need to add more African American teachers.”*

*“What is the relevance of education when there is no one to relate to?”*

*“The place to start as well is the curriculum and make it more relevant.”*

Lens on Special Education

*“Special Education designations are subjective and many kids are inappropriately given a designation that will follow them as a response to schools/teachers inability to teach them.*

*“Special Education cannot keep being used as a band aid to poor teaching and racism. Those are the inequities we need to address via shifts in teaching, funding and school structure.”  
Parent*

*“Most kids learn differently. When African American/Black kids learn differently, they receive the shorter end of the stick and end up in special education. They often enter special education in elementary school and often end up staying there through high school. I have friends in special education classes that do not need to be in special education classes, whatsoever. Especially on the basis that they simply learn differently. Which is extremely common, everyone learns differently.” You can see there is not a lot of effort put into special education classes. Student*

*“Special education students come to school and just hang out. They perceive themselves as cool. They lack motivation and choose not to attend classes because they do not understand what is happening in the classroom. They are afraid to ask for help. Administration is always on their case and there is no one there helping them. They are ‘lost souls, a lost cause. They came out of nowhere after Covid and there are more of them.” Student*

*“Teachers and adults have biases and look at special education students as a whole and make judgements about all Black students. All African American/Black students are held under blanket stereotypes as being aggressive, dumb, violent. It is just how it is.” Student  
“The IEP... One size does not fit all. It is sometimes a rushed job. If the parent does not advocate or know the process then they are given a generic IEP, one that is geared towards all students. Parents who have extra money can afford extra tutoring for their kids.” Parent*

*“There are disparities right now with special education: not enough staff, not enough services available. Special day classes are needed for African American students to have a chance to exit out of special education.” –Parent*

Early Education

*“Students are not being challenged. Teachers hold very low expectations.”*

*“Kids are being misidentified for discipline reasons and academics are not considered.”*

*“Students feel invisible. If teachers do not know how to relate to their black students. Then they are not equipped to help them whatsoever.”*

*“The real issue is the lack of training for teachers on how to talk to our kids.”*

*“My first grader, when she raised her hand, was told to “figure it out on her own.” Which made her very discouraged and sad. She lost the desire to attend classes. ‘I spoke to the teacher*

*and the principal and the teacher could not remember having said it.” Parents*

*“Behavior is the main reason for the quick referral to special education. Behaviors described as challenging, aggressive, difficulty in transitioning, sitting in a circle, conflict with peers...”*

*“We try to track things for 2-6 weeks with check in before referring to special education.”*

*“The challenging behaviors are difficult for teachers to manage and other parents voice concerns about their kids being exposed to such behaviors.” Early ED Teacher*

*“The trust is not there with our African American parents.” Early ED Teacher*

*“We leave African American parents out of the loop. I think if parents were brought in more, it would be more helpful” Early ED Teacher*

*“African American parents need help and support with working with behavior. We need parenting classes to help build a bridge to the parents.” Early ED Teacher*

*“Navigating the Berkeley school system is very difficult. Especially working, single parents for whom time is an issue and they themselves have an education gap.” Early ED Teacher*

*“I have been lectured to and I have watched videos but I have not received hands-on training on working with our African American children.” Early ED Teacher*

*We are missing the sensitivity that is needed in working with cultural and family backgrounds and the baggage of emotions that children bring and express through their behaviors that say “my needs are not being met.” Early ED Teacher*

*“Teachers come in with their own explicit and implicit bias” Early ED Teacher*

*“Majority of teachers are White females and lack of representation is a big problem.” Early Ed*

*“Teachers are not able to interact with and meet the child eye to eye.” Early ED Teacher*

*“I feel that some teachers need training on how to speak and talk to African American students.” Early ED Teacher*

*“Better training for teachers is necessary so that they can interact with all students regardless of their identity.” Parents*

*“Kids start off in preschool and we don't know what happens in Kindergarten forward” Early Ed Teacher*

*“Kids start off well in Kindergarten, but by 4th grade they are in the lowest performing strata.”  
“My child came into kindergarten, knowing his ABC's, colors and being able to spell his name. By 2nd grade he was having behavioral difficulty- where did the education part fall off along*

*the way.” Parent*

*District Culture*

*“Every ten years we have the same conversation in Berkeley. This is a long term issue, one which continues to fail our kids. The reality is that we need more teachers of color. Teachers’ union fights to not participate in training. Teachers do not have respect or regard for differences in their student body.”*

*“The system is failing African American students.” Parents*

*“The BUSD community must come to terms with their inherited prejudices.” Parent*

*“The skepticism stems from the fact this feels like Groundhog Day, where the issues have been rehashed many times, but there never seems to be a solution. We need to shift the way we teach (pedagogical interventions) , shift the funding to support what’s already working - don’t keep cutting efforts that are supporting Black children.” Parent*

*“The root causes are really symptoms. Fruits of deeper issues having to do with lack of teacher training on how to work with behaviors that are related to medical conditions such as Autism and ADHD. Also having to do with low expectations of students, and parents/students not being informed or having access to all of the resources.” Parent*

*“The bottom line is every child can learn.” Parent*

Potential root causes and themes were presented for feedback and discussion to the Leadership Team on Thursday, December 16, 2021, January 20th, 2022, January 25th, 2022, March 19th, 2022, and March 22nd, 2022 and to the Educational Partners on March 3rd, 2022 and March 17th, 2022. The following root causes were agreed upon:

1. The overall educational community is unwilling to deeply examine its internal and external implicit bias and lacks the political will and focus to make sustained and evidence based change to improve the outcomes for our Black/African American students.
2. Black/African American Students lack caring and supportive relationships with adults which prohibits the development of authentic engagement and a sense of belonging in the instructional environment.
3. Inconsistent implementation, from early education to grade 12 of culturally responsive, Tier 1 and Tier 2 core instruction leading to a learning environment that disempowers Black/AA students.
4. Inconsistent data collection and transparent reporting of academic progress limits the conversation and opportunities for collaboration with African American/Black families regarding their children’s progress.
5. Lack of equitable and consistent implementation of COST, SST and discipline procedures which are not culturally responsive and disempowers Black/African American students and

leads to a direct pathway to special education.

### 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.

BUSD reviewed policies, practice and procedures that relate to significant disproportionality for the 2020 CCEIS plan. Steve Collins, a member of the Technical Assistant Facilitator Team, [conducted individual interviews](#) of district coordinators, directors and sites leaders at the elementary and secondary levels to collect data for the [Policies, Practices, Procedures Matrix](#). The Chart below lists the specific Board Policies (BPs) and Administrative Regulations (ARs) needed to be written or revised due to recent changes in CDE . For the Practices and Procedures, part of the plan will be to improve the MTSS, SST, and 504 Handbooks, as well as revise the Special Education, Parent and Discipline Handbook in accordance with the renewed policies. Once written and updated, the Board Policies (BPs) and Administrative Regulations (ARs) will be update on the District Website and GAMUT.

Special Education	Personnel	Discipline
<b>Revisions Needed</b>		
BP 0410 Nondiscrimination	BP 0460 LCAP (Completed)	
BP6159 IEP to Reflect SB 98	BP 4131 Staff Development (reflect equity, implicit bias and cultural proficiency)	
<b>Needs to be Written</b>		
	BP 0415 Equity	BP5144.2 Suspensions/Expulsions (Students with Disabilities)
	BP 4111 Recruitment	
	AR 4112.22 English Learners	
	AR 4112.23 Special Education Staff	
	BP 4131 Staff Development	

**Practices and Procedures to Further Develop**



<b>504</b>	<b>SST</b>	<b>MTSS</b>	<b>SpedEd Handbook for Psychologists</b>
Develop a detailed, user friendly handbook and reference guide that includes monitoring and review process based on implementation.	Update and improve a comprehensive SST Manual that is implemented with consistency across the system.	A comprehensive process needs to be better developed with clearly delineated how students will move from each tier in the academic and social/emotional and behavioral pyramid.	Aligned to district wide SLD Policy and culturally appropriate psychoeducational templates for use in assessments of Autism, ED, ID, OHI, SLD, 3yrs, and Manifestation Determinations

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

- Yes
- No

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

BUSD continues to support the implementation of the revised Board Policy 6164.6 and Administrative Regulations 6164.6. All revised Section 504 forms and the new procedural manual is being used by all school sites. The district has created a Section 504 tab within the new student Database system (Infinite Campus). Annual Section 504 training is being planned for the Spring 2022. This activity is not funded by CCEIS funds.

A culturally responsive Student Success Team/ Coordinated of Service Team (COST) manual has still not been developed, and is still in the planning stages. School sites have been utilizing a COST team [template](#) that centers the student and focuses on strengths of the student and family. A Multi-Tiered system of support team has been assembled and has begun the process of developing a standard COST team process and is considering how the SST/COST template will be included in this MTSS Handbook once fully developed.

The Discipline Matrix Task Force continues to meet, plan, and examine relevant best practices to include in the forthcoming BUSD Discipline Matrix. The task force includes a site admin from elementary, middle and high school. The development of these interventions aim to be culturally responsive, teach, and correct alternative behavior, while ensuring equity for students. The Discipline Matrix is slated to be completed by the end of the 2022 school year.

A cross collaborative team of school psychologists met on 4/21/21 from Alameda and BUSD and made revisions needed for the template including additional information needed when discussing the impact of culture, family stressors, and language on learning and evaluation. Further they discussed documentation of pre-referral services in determining eligibility for SLD and added additional information in interview format for students and parents to assess the impact of the school culture on student learning/success to target African American students and families that may be disenfranchised by cultural differences at school or in the community. These additions were included in all templates. On 5/12/21 the team made further revisions to SLD template to fold in PSW approach and wording regarding eligibility to reflect legal compliance and ensure parental understanding of determination of services. Further they discussed and made revisions needed for ED template including discussing ruling out cultural differences and family stressors when determining ED eligibility. BUSD's participating psychologists reviewed the template with the larger school psychology group on 8/25/221 and had subsequent meetings on 9/1/21 and 9/15/21. The template is now being used District wide.

*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 and administrative regulations will be presented and approved at the Board Meetings and available in the Board meeting minutes, as well as, posted on the District Website.

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

Board Policies/Administrative Regulations will be presented to staff through the School Board Approval Process. Practices and Procedures, will be disseminated to all staff via email with links to documents. In addition, any practices and procedures will be discussed and training provided to administrators who may inform or train staff with support from Directors.

**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, history of significant disproportionality).

**Demographics, Culture and Significant Disproportionality History** Berkeley Unified School District (BUSD) serves approximately 10,000 students in grades pre-K through 12. These students are served at three preschool sites (~450), 11 elementary schools (~4000), three middle school schools (~2100), and one comprehensive and one alternative high school (~3200). The ethnic diversity of BUSD in grades TK-12 (based on 2020-2021 enrollment) includes students who are White (41.2%), African-American (12.7%), Hispanic/Latinx (22.3%), Two or More Races/Other (15.7%), and Asian (8.2%). English Learners (ELs) comprise 6.3% of the district population with 55.3% of ELs speaking Spanish as their primary language and 9.8% speaking Arabic. Students in BUSD speak more than 40 different home languages. BUSD has an overall student graduation rate of 87.6% (2020 Cohort), above the state average of 84.3%.

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

The BUSD's Local Control and Accountability Plan (LCAP) has been focused on three primary LCAP goal areas:

1. High quality classroom instruction
2. Culturally and Linguistically Responsive Systems
3. Safe and Welcoming Schools

These goals serve as a framework for improving outcomes for all students. This allows the district to use limited resources to prioritize the actions, services, and expenditures that will be most effective in serving our "unduplicated students."

Due to the COVID-19 pandemic, our most recent Smarter Balanced Assessment (SBA) data is from 2019. However, recent local assessments, using the Renaissance Star Reading and Math assessments, confirm conclusions drawn from SBA analysis. BUSD students, when viewed in the aggregate, were 1.7 times more likely to be meeting standards than students across California. In particular, a high percentage of White students and students identified as two or more races met grade level standards, with 87% of White students meeting ELA standards and 81% meeting math standards; and 77% on ELA and 70% on Math for students identified as two or more races. A very similar pattern of students at or above benchmark was observed in the recent winter administration of the Star Reading (All 64.9 % meeting, White 78.6% meeting, Two or more races 75.1 % meeting) and Math (All 64.27 % meeting, White 77% meeting, Two or more races 70% meeting). The 2019 SBAC Math and ELA results show that 70% or more of Black/African American, English Learner, and Students with Disabilities are not yet meeting grade level standards. All elementary students have experienced a three year decline in math scores with ELA scores staying fairly consistent. During the Spring administration of STAR, for example, middle school growth has decreased. During the 2020 - 2021 school year, students improved an average of 28 points from the fall to winter

In the work to end the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students (LCAP goal 2), BUSD has

also had some success before the pandemic. For example, within three years, BUSD stabilized graduation rates at the state average while increasing the graduation rate for African American students from 82% to 90%. When viewing graduation rates alongside other indicators of college and career readiness, BUSD success becomes more apparent. The average rate of students meeting UC/CSU requirements is 10% higher than the Alameda county rate and 13% higher than the state at 58%. During the 2020-21 school year, 765 of 10-12th grade students are enrolled in at least one AP/IB/HP class. Additionally, one in three students has access to a high-quality Career Technical Education course. We believe that High school programs such as Bridge, AVID, LEAP and Intervention Counselors have played a crucial role in this success and in helping to disrupt the racial predictability that coincides with graduation rates and college attendance. In response, we will continue funding these programs and increase staffing for our Bridge program in particular.

BUSD was one of the first districts to transition from in-person to distance learning, which led to challenges in access to academic instruction, particularly for the district's most vulnerable students. However, the COVID-19 pandemic had a disparate impact on our English Learner, foster youth, homeless, and Black or African American students and families. In the first five weeks of distance learning, Black or African American students, low-income students, homeless youth, students with IEPs and English Learners had the highest rates of "no participation" - with up to half of these students not participating at all in a given week. These participation rates tended to be highest at the Middle and High School levels. Spanish speaking families also struggled to access information and engage with Distance Learning. Many families struggled with juggling their own jobs with supporting online learning for their children, and high school students expressed difficulty managing six to eight classes online. Additionally, school site staff struggled to hold online classes, use platforms and reach students and families.

Spring 2020 focused on providing basic needs for students such as technology, nutrition and supplies. By focusing on these basic needs, the district was able to pivot over the summer to refocus on targeted instructional support in the 2020-21 school year. Detailed tracking and analysis of this information over the summer, through data and also many targeted town halls with Spanish speaking and Black families, helped inform the 2020-21 distance learning plan for the district, in which equity was at the forefront for supporting these struggling students in order to close the racial equity gap that the pandemic had exacerbated.

BUSD staff in the Office of Family Engagement met with parents/families of Black/African American students in October and November 2020, holding "Listening Circles." Both sessions generated rich discussions and unearthed important issues and themes. Another session was held on February 16, 2021, to develop action plans to begin to realize the shared aspirations that families and school leaders have for Black/African American students.

A big success was our Black/African American Parent/Guardian and Principal Learning Circles. The first Learning Circle in October 2020 fostered connections among parents and guardians of Black/African American students at BUSD and, separately, among BUSD principals and other leaders. In peer groups, parents/guardians and principals shared their hopes for Black/African American children, expectations of their school, and obstacles to Black/African American children thriving at their schools. This session closed with each group sharing key themes. At the second Learning Circle, in November 2020, parents, guardians, and principals convened in clusters by the school. This session focused on beginning to create a vision of what each school would look like if it were a welcoming environment that supported the success of Black/African American students and strong, positive partnerships between families and school staff, and principals. A third session was held on February 16, 2021.

The following data was utilized to develop the root causes of the continued significant disproportionality of African American/Black students into special education, as well as, determining the factors for choosing Vision Scholars.

#### **CCEIS 2021 CYCLE DATA Analysis** ([Data Link](#))

[Note: Due to school closure in 2020-21, much of this year's data overall is limited in accuracy. Larger data trends from before 2020-21 and this school year are being used to look at District wide trends for racial subgroups.](#)

BUSD was identified in 2019-2020 for having a significantly disproportionate number of African American students enrolled in Special Education Services overall and under the eligibility categories of Specific Learning Disability, Other Health Impaired and Intellectual Disability. In 2019-20, African American/Black students were 13.7% of the district's student population of 10,346 students and were 31% of special education enrollment of 402 students. In comparison, the population of students enrolled in special education is 23% White and 27% Latinx. For 2021, BUSD continues to be identified by the state for having a significantly disproportionate number of African American/Black students enrolled in Special Education Services under the eligibility categories of Specific Learning Disability, Other Health Impaired and Intellectual Disability. For the 2021, we are no longer identified for Overall and we have seen a gradual decrease in the risk ratios for AA/Black students in disability categories of Intellectual Disability (2018-2019: 3.95; 2019-2020: 3.52) , Specific Learning Disability (2018-2019:3.67; 2019-2020: 3.67) and Other Health Impairment (2018-2019: 3.71; 2019-2020: 3.56) , and as the below table represents, we continue to be above the 3.0 risk ratio. In 2020-21, there was a decline in enrollment overall in BUSD from 10,346 to 9576 which may also be contributing to disproportionality and needs more

investigation. BUSD saw a decline for AA/Black students from 14% to 13% (1369 to 1209). Despite being only 13% of the student body, AA/Black students comprised 27% of students with IEPS.

### **Enrollment of the Subgroups:**

In reviewing the historical enrollment for each subgroup in the Berkeley Unified School District, there are two distinct patterns that emerge. In the lower grades, there is a declining percentage of Black and Latino students and an increasing percentage of Asian students. The enrollment of White students has remained relatively flat. In 2020-21, Black/AA are 12% of the student body, white students are 41%, Latinx are 22% and Asian make up 8%. The dwindling population of Black (2018-2019: 1,369; 2020-21: 1151) and Latinx students (2018-2019: 2234 1,369; 2020-21: 2011) in BUSD creates a continuing challenge for school sites as the numbers of Black and Latinx students are shrinking, which means the population as whole is scattered across school sites and harder to serve consistently. The pattern of enrollment is also representative of the socio-economic challenges that families face when trying to move into the Berkeley Unified School District. There is a clear connection between socio-economic factors and the declining enrollment of Black and Latinx families in BUSD. The decrease of AA/Black students in special education may increase the risk ratios for special education eligibility.

### **2020-2021 Enrollment in Special Education:**

The student qualification patterns for special education across BUSD are increasing each year. Over the last 5 years, there has been a gradual increase in the percentage of BUSD students who qualify for Special Education across all racial groups (2018-2019: 11.6%; 2019-2020: 12.1%, 2020-21: 11.79%). The slight decrease on 2020-21 in special education for all racial categories was likely a direct impact of the pandemic. The percentage of Black and LatinX students being qualified for Special Education Services is at a higher rate than that of the district as a whole (AA: 2020-21:26.1% of special education; White:2020 (6.64% of special education)

### **2021 Attendance by Subgroups**

Data for District Wide attendance reveals consistent patterns in student attendance within the Elementary, Middle and High School bands. Within each group, the overall attendance rates for Black and LatinX students are lower than all of the other subgroups. Black students have the lowest overall attendance rate for each grade band, particularly at Elementary school level which means they are missing more opportunities for skill acquisition than their grade level peers.

Students with Disabilities generally show a slightly lower rate of attendance for all subgroups, especially at the high school level. It is not clear why this is occurring but clearly focused work on addressing this issue is needed as for some sub-groups the attendance rate is 5% lower for Students with Disabilities. Black students with disabilities have the lowest overall attendance rate for each grade band. In elementary school it is 87.7%. This is the only subgroup with an attendance rate of less than 90%

### **2020-21 Chronic Absenteeism**

The patterns for chronic absenteeism show the same trends as the attendance rates for each subgroup. The highest numbers are in Elementary school for Black students (133), but in both Middle (39) and High School (86), Black students also show a higher rate of chronic absenteeism than the other student subgroups despite being only ~12% of the student body. Students receiving Special Education services are represented at high levels as well. Further analysis is needed as to the cause of these higher percentages (i.e. school not culturally engaging, socio-economics) Attendance interventions in Elementary school are clearly needed in order to address this pattern, as the skills learned in these early grades are very difficult for students to acquire later if the learning is missed in the lower grades.

### **2020-21 Suspension**

During the 2020-21 school year, we had zero suspensions for Black students due to school closure. Black students and black students with disabilities are continuing to be suspended at a far higher rate than students in any other subgroup. Suspensions are primarily occurring at the middle and high school, despite the fact that Black students make up around 12% of the student population in BUSD, they make up the majority of the suspensions. There are roughly 2- 5 times as many African American suspensions in comparison to White students for the 2017-2018, 2018-19, 2019-2020 school years.. District wide suspensions are following a similar pattern for the 2021-22 school year with more African American/Blaxk students being suspended.

**2020-21 Office Referral** Complete information about office referrals is not available in Infinite Campus for each school site. Infinite Campus was adopted in the 2021-22 school year and this is an area of improvement and further training for BUSD.

### **2020-21 Academic Achievement**

Black students are underrepresented in academically rigorous classes such as AP and advanced Math classes at the high school and overrepresented in classes such as Math 1X where students are placed to repeat Math 1. This is a pattern that is repeated at both the middle and high school level, and as a sub-group, Black students and Black students with disabilities also have the lowest graduation rate and the lowest rate of meeting the UC A-G requirements for college entrance.

The standardized assessments used within the district: STAR and DIBEL's reveal a similar pattern. In each area of assessment - math and ELA, black students consistently demonstrate a lower rate of grade level proficiency than their peers, and the extent of this gap widens throughout the grade spans. The following data exemplifies these inequities:

**Early Education: Berkeley Child Development Center (CDC)** Berkeley Child Development Center (CDC) has historically served almost 400 students from Berkeley and surrounding communities. Roughly half are Berkeley residents and other families come from Oakland, Richmond, Albany, San Pablo and other cities. The majority of students in Prek go to their resident Districts for TK or Kindergarten. For 2020 and 2021, due to the pandemic, our numbers



have dropped to approximately 200-250 students. Berkeley CDC is housed at three campuses in three distinct areas of the city. Hopkins CDC is located in the central areas of Berkeley, King CDC is located to the South and Franklin to the West. About 57% of the children leaving BUSD pre-schools attend kindergarten or transitional kindergarten in BUSD. While they represent only a small percent of the entire BUSD Kindergarten population they are among the higher number of children of: children of color, low income children and children with special needs when compared to the population of Berkeley public elementary schools.

The vision of Berkeley Unified School District Child Development Programs is:

Through teacher and parent collaborations we strive to promote child-centered play and learning in all aspects of their development. Our students will leave preschool as confident, caring, responsible, and eager children who enjoy school and are ready to participate in all life experiences and environment

### **Early Childhood Data**

Preschool was chosen as focus this year in order to better prepare our Vision scholar for T-K Kindergarten readiness, as qualitative feedback from families and staff suggest patterns of inequities around academics and behavior beginning in early education. Examining the Desired Results **Developmental Profile** (DRDP) assessment data and subsequent elementary standardized data, there is a clear pattern of an opportunity gap growing for our Black/African and Latinx students in Math and Language Arts as they progress up the grade levels in comparison to white students.

### **Qualitative Data for 2021 CCEIS Plan**

Analysis of the quantitative data along with the qualitative data revealed the root causes from the 2020 CCEIS Plan to still be relevant for the 2021 CCEIS Plan. Based on the feedback from the Educational Partners, root causes were further refined and a new root cause was identified to include: *1) The overall educational community is unwilling to deeply examine its internal and external implicit bias and lacks the political will and focus to make sustained and evidence based change to improve the outcomes for our Black/African American students.*

Root causes two through five have been refined to further define key areas of focus and include: *2) Black/African American Students lack caring and supportive relationships with adults which prohibits the development of authentic engagement and a sense of belonging in the instructional environment. 3) Inconsistent implementation, from early education to grade 12 of culturally responsive, Tier 1 and Tier 2 core instruction leading to a learning environment that disempowers Black/AA students. 4) Inconsistent data collection and transparent reporting of academic progress limits the conversation and opportunities for collaboration with African American/Black families regarding their children's progress and 5) Lack of equitable and consistent implementation of COST, SST and discipline procedures which are not culturally responsive and disempowers Black/African American students and leads to a direct pathway to special education.*

### **Target Schools and Vision Scholar Criteria**

Due to BUSD's, busing plan for school integration that began over 50 years ago, the majority of schools (12 elementary, 3 Middle) have similar percentages of all racial groups at school sites. Longfellow Middle School is an exception as it was labeled as a "magnet school" and is not zoned as the other two middle schools and has a higher percentage of students of color. For the 2020 school year, 25% of the student body at Longfellow was African American, 44% Latinx and 18% were White. In comparison, Willard Middle School had 13% African American, 20% Latinx and 45% White, and Martin Luther King Jr. Middle School had 10% African American, 16% Latinx and 10% white. It is important to note that as a whole, all schools across BUSD have large improvements to make with academics, suspensions and chronic absenteeism for African American students.

Dashboard Data from 2019 was used to identify Vision sites.

The Vision school sites (Berkeley Arts Magnet, Oxford, Malcolm X and Washington) were chosen due to having ELA and Math state testing scores well below state average, as well as, high chronic absenteeism percentages for African American students. The 4 elementary schools had very low or zero suspensions for AA students which is a pattern across elementary sites.

Longfellow Middle School was specifically chosen due to having a high percentage of African American Students and students that are socio-economically disadvantaged, as well as, performing far below the state average for ELA and Math state testing. Longfellow was green in 2019 on the California dashboard for Chronic Absenteeism, which hints that low scores are not due solely to attendance. Though Longfellow showed an improvement in decreasing suspension for AA students, it was still in the yellow on the CA Dashboard.

Vision Scholars for Elementary and Middle were chosen using the following criteria: students with higher absenteeism (less than 95% attendance) and/or, students with STAR and/or early literacy reading scores in the below standard range (1-2 grade levels below) and/or 1-2 higher office referrals or suspensions and/or lower socioeconomic status)

Preschool was chosen as focus this year in order to better prepare our Vision scholar for T-K Kindergarten readiness, as qualitative feedback from families and staff suggest patterns of inequities begin in early education. Vision scholars were chosen by analyzing DRDP (Desired Results Data) and the Ages and Stages Questionnaire. The Desired Results Developmental Profile (DRDP) is required by the CDE for preschool and is an assessment instrument designed for teachers to observe, document, and reflect on the learning, development, and progress of children, birth through 12 years of age, who are enrolled in early care and education programs and before-and after-school programs. The DRDP helps teachers and families measure cognitive, social and emotional, speech and language development, fine motor skill, and gross motor skill. Classroom teachers and the Response to Intervention specialist collect regular data under these areas and adjust goals and instruction for students. BUSD implements the DRDP within the first 60 days the child starts our program and then we do it again the following semester. We meet with families twice a year for the DRDP, fall and spring. In addition, when there are concerns with students the Response to Intervention team meets with the family more than twice a year.

The Ages and Stages Questionnaire (ASQ) is a standardized parent completed questionnaire to screen for developmental delays in children using 19 age-specific developmental questionnaires starting at 4 months and ending at 60 months of age. It is completed at the beginning of the school year and provides the

In choosing our vision scholars for Prek, we looked at a combination of lower than average DRDP and ASQ scores and high absences (<95%)

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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
<p><b>Qualitative Data</b></p>	<p>Annotated Checklist for Addressing Racial Disproportionality in Special Education, by Dan Losen. (Also referred to as the Wisconsin)</p> <p>Identifying the Root Causes of Disproportionality New York University Technical Assistance Center on Disproportionality by Catherine Kramarczuk &amp; Natalie Zwerger.</p>	<p>Technical Assistant Facilitators conducted sixty to ninety-minute focus groups. The Wisconsin Checklist self-assessment tool was utilized to focus the conversation around specific questions related to the overidentification of African American/Black students in the categories of Intellectual Disability (I.D.), Other Health Impairment (OHI) and Specific Learning Disability (SLD). During the self-assessment phase, the CCEIS Team conducted focus interviews and focus group sessions with Black/African American students, parents and Early Education teachers:</p> <p>Technical Assistant Facilitator provided the context and the identified self-assessment tool to formulate potential hypotheses around the contributing factors. Anecdotal data was</p>	<p>See Section 2.2 for details regarding focal group qualitative data and 2.4 for quantitative.</p> <p>Based on input from the Educational Partners, a new root cause was identified for the 2021 CCEIS Plan Cycle and includes:</p> <ol style="list-style-type: none"> <li>1. The overall educational community is unwilling to deeply examine its internal and external implicit bias and lacks the political will and focus to make sustained and evidence based change to improve the outcomes for our Black/African American students.</li> </ol> <p>The following root causes were identified in the 2020 CCEIS Plan and were further refined for the 2021 Plan to include the following:</p> <ol style="list-style-type: none"> <li>2. Black/African American Students lack caring and supportive relationships with adults which prohibits the development of authentic engagement and a sense of belonging in the instructional environment.</li> <li>3. Inconsistent implementation, from early education to grade 12 of culturally responsive, Tier 1 and Tier 2 core instruction leading to a learning environment that disempowers</li> </ol>

		<p>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, <i>Identifying the Root Causes of Disproportionality</i>. Results from the focus groups and analysis of potential root causes were presented to the leadership team for discussion on December 16, 2021.</p>	<p>Black/AA students.</p> <p>4. Inconsistent data collection and transparent reporting of academic progress limits the conversation and opportunities for collaboration with African American/Black families regarding their children’s progress.</p> <p>5. Lack of equitable and consistent implementation of COST, SST and discipline procedures which are not culturally responsive and disempowers Black/African American students and leads to a direct pathway to special education.</p>
<p><b>Quantitative Data</b></p>	<p>Cal Pads, SEIS, Infinite Campus and Desired Results Developmental Profile (DRDP) were utilized to analyze the following data:</p> <p>Student enrollment by race/ethnicity</p> <p>Enrollment of students with disabilities (SWD) by race/ethnicity and site</p> <p>Enrollment of SWD by grade and disabilities</p> <p>Students with</p>	<p>Data was disaggregated by ethnicity and reviewed by the Leadership Team and presented to the Education Partners as equity indicators.</p>	<p>For detailed discussion of key findings see Section 2.4</p>

	Section 504 by school site and ethnicity  Attendance and Discipline records by race/ethnicity  Suspension and Academic data  Early Childhood Math and Literacy Data		
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**Note:** This is a narrative description of the data analysis and findings. Additional charts and tables are not needed.

**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>Root Cause One:</p> <p>The overall educational community is unwilling to deeply examine its internal and external implicit bias and lacks the political will and focus to make sustained and evidence based change to improve the outcomes for our Black/African American students.</p>	<p>Cultural dissonance and implicit bias is one of several contributing factors to the lack of progress we are making in creating equitable outcomes for African American/Black students. Disparities in race are evident by the number of African American students who are suspended and who are identified under the categories of Intellectually Disabled, Other Health Impaired and Specific Learning Disability, as well as Overall. In the 2020-21 school year African American/Black students made up 13% of the enrollment and account for 27% of students with disabilities. While white students comprise 41% of the student body but only 7% of students with IEPs. Latinx students represent 22% of the student body by 16% of students with IEPs.</p> <p>Black students are also underrepresented in academically rigorous classes such as AP and advanced Math classes at the high school and overrepresented in classes such as Math 1X where students are placed to repeat Math 1. This is a pattern that is repeated at both the middle and high school level, and as a sub-group, Black students and Black students with disabilities also have the lowest graduation rate and the lowest rate of meeting the UC A-G requirements for college entrance. The standardized assessments used within the district: STAR and DIBEL's reveal a similar pattern. In each area of assessment - math and ELA, black students consistently demonstrate a lower rate of grade level proficiency than their peers, and the extent of this gap widens throughout the grade spans.</p> <p><i>Students shared: "As the only African American student in an AP class, you feel alone, you feel like you will be left behind" "When I do raise my hand to ask questions, I have to prove myself as a representative of my whole group" "In calculus class, the teacher throws things at me and expects me to learn it. The teacher gives minimal advice, instruction and encourages self study." Students also shared, "There is a competitive academic climate at Berkeley High School. The International Baccalaureate Program has all White/Asian kids with only 2 African American students. Where you live in the city qualifies you to study in IB. IB is a very competitive program to get into and many White parents have relationships with the teachers. The playing ground is uneven."</i></p> <p>Parents reported, <i>"The BUSD community must come to terms with their inherited prejudices." "Every ten years we have the same conversation in Berkeley. This is a long term issue, one which continues to fail our kids." "The root causes are really symptoms, fruits of deeper issues having to do with lack of teacher training on how to work with behaviors that are related to medical conditions such as Autism and</i></p>
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	<p><i>ADHD. Also having to do with low expectations of students, and parents.”</i></p> <p><i>Early education teachers shared: “The real issue is the lack of training for teachers on how to talk to our kids.” “Majority of teachers are White females and lack of representation is a big problem.” “Teachers are not able to interact with and meet the child eye to eye.” “I feel that some teachers need training on how to speak and talk to African American students.” “I have been lectured to and I have watched videos but I have not received hands-on training on working with our African American children.”</i></p> <p><i>Parents shared similar concerns. “The reality is that we need more teachers of color and teachers’ union fights to not participate in training. Teachers do not have respect or regard for differences in their student body.” “Better training for teachers is necessary so that they can interact with all students regardless of their identity.” “They also expressed their skepticism which stems from the fact this feels like Groundhog Day, where the issues have been rehashed many times, but there never seems to be a solution. We need to shift the way we teach (pedagogical interventions) , shift the funding to support what’s already working - don’t keep cutting efforts that are supporting Black children.” “Special Education cannot keep being used as a band aid to poor teaching and racism. Those are the inequities we need to address via shifts in teaching, funding and school structure.”</i></p>
<p>Root Cause Two:                   Black/African American Students lack caring and supportive relationships with adults which prohibits the development of authentic engagement and a sense of belonging in the instructional environment.</p>	<p>Black students have the lowest overall attendance rate for each grade band, particularly at elementary school level which means they are missing more opportunities for skill acquisition than their grade level peers.</p> <p>For the 2019-2020 school year, AA students had an average of 92- 93% attendance, white students were 95-96% and Latinx had an average of 94-95%.For the 2020-21 school year, BUSD struggled with reliable attendance data due to the pandemic and virtual learning. For the 2021-22 first quarter we see similar trends with an average 92% attendance for AA students and 96% for Latinx and White students.</p> <p><i>“My first grader, when she raised her hand, was told to “figure it out on her own.” Which made her very discouraged and sad. She lost the desire to attend classes. ‘I spoke to the teacher and the principal and the teacher could not remember having said it.” –Parent</i></p>

	<p>Notable quotes from the participants in a focus group with early childhood educators include the following: <i>“Teachers come in with their own explicit and implicit bias” “We are missing the sensitivity that is needed in working with cultural and family backgrounds and the baggage of emotions that children bring and express through their behaviors that say “my needs are not being met.”</i></p> <p>Students shared their first hand experience in their journey in the district: <i>“Judgements and biases don’t make anyone feel good” and “We are often questioned.” “Most kids learn differently. When African American/Black kids learn differently, they receive the shorter end of the stick and end up in special education. They often enter special education in elementary school and often end up staying there through high school. I have friends in special education classes that do not need to be in special education classes, whatsoever. Especially on the basis that they simply learn differently. Which is extremely common, everyone learns differently.” You can see there is not a lot of effort put into special education classes. Student</i></p> <p><i>Parents and students reported not being informed or having access to all of the resources.” One student shared: “If you want answers to questions you must seek them out, no one to help you navigate this. Black students need more help navigating available resources.” “It is normal to receive information about things at inconsistent times, often too late. We have to do things ourselves. We are not getting emails from anybody telling me what to do next”.</i></p>
<p>Root Cause Three:                   Inconsistent implementation, from early education to grade 12 of culturally responsive, Tier 1 and Tier 2 core instruction leading to a learning environment that disempowers Black/AA students.</p>	<p>BUSD has seen an overall decline in enrollment across the board for all racial categories, but for African American students it has been much more pronounced. Shrinking. AA students make up 12% of the student body while representing 28% of students with IEPs. Latin X students represent 22% of the student body while making up 16% of students with IEPs. White students make up 41% of the student body while representing 7% of the student body.</p> <p>For teachers there appears to be a disconnect between what happens at each grade level, as reported by teachers in the focus group. A preschool teacher shared, <i>“kids start off in preschool and we don’t know what happens in kindergarten forward”</i> and a kindergarten teacher shared: <i>“Kids start off well in kindergarten, but by 4th grade they (Black students) are in the lowest performing strata.”</i></p> <p><i>Parents shared: “Students are not being challenged. Teachers hold very low expectations” and “students feel</i></p>

	<p><i>invisible. If teachers do not know how to relate to their Black students. Then they are not equipped to help them whatsoever.” “Behavior is the main reason for the quick referral to special education. Behaviors described as challenging, aggressive, difficulty in transitioning, sitting in a circle, conflict with peers...” “My child came into kindergarten, knowing his ABC’s, colors and being able to spell his name. By 2nd grade he was having behavioral difficulty- where did the education part fall off along the way.” “Special Education designations are subjective and many kids are inappropriately given a designation that will follow them as a response to schools/teachers inability to teach them.</i></p> <p><i>“Teachers and adults have biases and look at special education students as a whole and make judgements about all Black students. All African American/Black students are held under blanket stereotypes as being aggressive, dumb, violent. It is just how it is.” Student</i></p> <p><i>“The IEP... One size does not fit all. It is sometimes a rushed job. If the parent does not advocate or know the process then they are given a generic IEP, one that is geared towards all students. Parents who have extra money can afford extra tutoring for their kids.” Parent</i></p> <p><i>“There are disparities right now with special education: not enough staff, not enough services available. Special day classes are needed for African American students to have a chance to exit out of special education.” Parent</i></p> <p><i>Insert Quantitative Data from Early Ed</i></p>
<p>Root Cause Four:</p> <p>Inconsistent data collection and transparent reporting of academic progress limits the conversation and opportunities for collaboration with African American/Black families regarding their children’s progress.</p>	<p><i>The 2020 CCEIS plan has revealed a lack of quantitative data for office referrals and intervention data. BSUD adopted Infinite Campus in the 2021-22 school year as its Student Information System. Trainings were provided throughout the year, and we are seeing some improvements in entering data, but we are still finding inconsistencies.</i></p> <p><i>Participants in the Early Education Teacher focus group shared the following: “The trust is not there with our African American parents.” “We leave African American parents out of the loop. I think if parents were brought in more, it would be more helpful”. “Navigating the Berkeley school system is very difficult. Especially working, single parents for whom time is an issue and they themselves have an education gap.” “African American parents need help and support with working with behavior. We need parenting classes to help build a bridge to the parents.” “The challenging behaviors</i></p>

	<p><i>are difficult for teachers to manage and other parents voice concerns about their kids being exposed to such behaviors.”</i></p>
<p>Root Cause Five:                   Lack of equitable and consistent implementation of COST, SST and discipline procedures which are not culturally responsive and disempowers Black/African American students and leads to a direct pathway to special education.</p>	<p>Students, parents and teachers described the lack of equitable and consistent implementation of COST, SST and discipline procedures. Parents shared that: <i>“there are many disparities in treatment in the way students are disciplined. Discipline is unequal and students do not want to be in the classroom.”</i></p> <p>In 2020-21, there was a decline in enrollment overall in BUSD from 10,346 to 9576. BSUD saw a decline for AA/Black students from 14% to 13% (1369 to 1209). Despite being only 13% of the student body, AA/Black students comprised 27% of students with Individualized Education Plans (IEP’s).</p> <p>Black students and Black students with disabilities are continuing to be suspended at a far higher rate than students in any other subgroup. The suspensions are primarily occurring at the middle and high school, and despite the fact that Black students make up around 13% of the student population in BUSD, they make up the majority of the suspensions. The 2019 CA Dashboard was yellow for suspension of AA students. For the 2019-20 school year AA students made up 41% of the suspensions while white students were 20% and Latinx students were 26%. For the 2020-21 school year we had zero suspensions of AA students due to being in virtual learning for the majority of the school year. The current 2021-22 school year trend is revealing that the majority of suspensions so far are our AA students.</p> <p><i>Parents shared: “teachers hold low expectations and low standards for Black kids across the whole district and special education designations are subjective and many kids are inappropriately given a designation that will follow them as a response to schools/teachers inability to teach them. This starts early as one early education teacher shared: “We try to track things for 2-6 weeks with check in before referring to special education.” “The IEP... One size does not fit all. It is sometimes a rushed job. If the parent does not advocate or know the process then they are given a generic IEP, one that is geared towards all students.</i></p> <p>The student qualification patterns for special education across BUSD are increasing each year. Over the last 5 years, there has been a gradual increase in the % of BUSD</p>

	<p>students who qualify for Special Education across all racial groups. However, the % of Black and LatinX students being qualified for Special Education Services is at a higher rate than that of the district as a whole.</p> <p><i>“Teachers and adults have biases and look at special education students as a whole and make judgements about all Black students. All African American/Black students are held under blanket stereotypes as being aggressive, dumb, violent. It is just how it is.” Student</i></p> <p><i>Students also shared that “Most kids learn differently. When African American/Black kids learn differently, they receive the shorter end of the stick and end up in special education. They often enter special education in elementary school and often end up staying there through high school. I have friends in special education classes that do not need to be in special education classes, whatsoever. Especially on the basis that they simply learn differently. Which is extremely common, everyone learns differently.” You can see there is not a lot of effort put into special education classes.</i> –Student</p> <p><i>“Special education students come to school and just hang out. They lack motivation and choose not to attend classes because they do not understand what is happening in the classroom. They are afraid to ask for help. Administration is always on their case and there is no one there helping them. They are ‘lost souls, a lost cause. –Student</i></p>
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## PHASE THREE: PLAN FOR IMPROVEMENT

### 3.1 Identify Target Population

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.

<b>Students Currently <i>Not</i> Identified as Needing Special Education 2021 CCEIS Service Period: July 1, 2021 to September 30, 2023</b>		
<b>Report Periods</b>	<b>Description of Targeted Student Population</b>	<b>Number of Students Currently <i>Not</i> Identified as Needing Special Education Receiving CCEIS Initiatives</b>
First 12 months: 7/1/2021 to 6/30/2022	<p>Total:</p> <ul style="list-style-type: none"> <li>• Students not already with IEPs or referred for an evaluation</li> </ul> <p>Scholar Risk Ratio Factors:</p> <ul style="list-style-type: none"> <li>• Students with higher absenteeism (less than 95%) and/or</li> <li>• Students with STAR and/or early literacy reading scores in the below standard range and/or</li> <li>• 2 or more Office Referrals or Suspensions in a year and/or</li> <li>• Low socioeconomic identification</li> </ul>	<p>Berkeley Arts Magnet (BAM) Black/AA: 11 Latinx: 3 Multiethnic: 2 White (reported):1</p> <p>Malcolm X Elementary School Black/AA: 24 Latinx: 18 Multiethnic: 2</p> <p>Oxford Elementary School Black/AA: 6 Latinx: 14</p> <p>Washington Elementary School Black/AA: 10 Latinx: 15</p> <p>Longfellow</p> <p>Black AA: 44 Latinx: 8 American Indian: 1</p>

<p>Second 12 months: 7/1/2022 to 6/30/2023</p>	<p>Total: 167</p> <p>Total: 167</p> <ul style="list-style-type: none"> <li>Students not already with IEPs or referred for an evaluation</li> </ul> <p>Scholar Risk Ratio Factors:</p> <ul style="list-style-type: none"> <li>Students with higher absenteeism (less than 95%) and/or</li> <li>Students with STAR and/or early literacy reading scores in the below standard range and/or</li> <li>2 or more Office Referrals or Suspensions in a year and/or</li> <li>Low socioeconomic identification and/or</li> </ul> <p><b>Early Education</b></p> <ul style="list-style-type: none"> <li>Higher absenteeism (&lt;95%)</li> <li>Response to Intervention Lower than average                         <ul style="list-style-type: none"> <li>DRDP</li> <li>ASQ (Ages and Stages Questionnaires)</li> </ul> </li> </ul>	<p>Berkeley Arts Magnet (BAM)                      Black/AA: 11                      Latinx: 3                      Multiethnic: 2                      White (reported):1</p> <p>Malcolm X Elementary School                      Black/AA: 24                      Latinx: 18                      Multiethnic: 2</p> <p>Oxford Elementary School                      Black/AA: 6                      Latinx: 14</p> <p>Washington Elementary School                      Black/AA: 10                      Latinx: 15</p> <p>Longfellow</p> <p>Black AA: 44                      Latinx: 8                      American Indian: 1</p> <p>Virtual Academy: AA 1</p> <p>Franklin Preschool: AA:3                      Hopkins: AA: 3                      King CDC: AA: 2</p>
<p>Last 3 months: 7/1/2023 to 9/30/2023</p>	<p>Total: 167</p> <ul style="list-style-type: none"> <li>Students not already with IEPs or referred for an evaluation</li> </ul> <p>Scholar Risk Ratio Factors:</p> <ul style="list-style-type: none"> <li>Students with higher absenteeism (less than 95%) and/or</li> </ul>	<p>Berkeley Arts Magnet (BAM)                      Black/AA: 11                      Latinx: 3                      Multiethnic: 2                      White (reported):1</p> <p>Malcolm X Elementary School                      Black/AA: 24                      Latinx: 18                      Multiethnic: 2</p>

	<ul style="list-style-type: none"> <li>Students with STAR and/or early literacy reading scores in the below standard range and/or</li> <li>2 or more Office Referrals or Suspensions in a year and/or</li> <li>Low socioeconomic identification</li> </ul> <p><b>Early Education</b></p> <ul style="list-style-type: none"> <li>Higher absenteeism (&lt;95%)</li> <li>Response to Intervention Lower than average             <ul style="list-style-type: none"> <li>DRDP</li> <li>ASQ (Ages and Stages Questionnaires)</li> </ul> </li> </ul>	<p>Oxford Elementary School Black/AA: 6 Latinx: 14</p> <p>Washington Elementary School Black/AA: 10 Latinx: 15</p> <p>Longfellow</p> <p>Black AA: 44 Latinx: 8 American Indian: 1</p> <p>Virtual Academy: AA 1</p> <p>Franklin Preschool: AA:3 Latinx:3 Asian: 1</p> <p>Hopkins: AA:3 Latinx:1</p> <p>King CDC: AA:2 Latinx:1 Asian 1</p>
<p><b>Total Target Students to be served during this 27-month period (<i>non-duplicative count</i>)</b></p>		

<p align="center"><b>Students <u>Currently Identified</u> as Needing Special Education 2021 CCEIS Service Period: July 1, 2021 to September 30, 2023</b></p>		
<p align="center"><b>Time Periods</b></p>	<p align="center"><b>Description of Targeted Student Population</b></p>	<p align="center"><b>Number of Students <u>Currently Identified</u> as Needing Special Education Receiving CCEIS Initiatives</b></p>
<p>First 12 months: 7/1/2021 to 6/30/2022</p>	<p>Speech Only</p> <p>Scholar Risk Ratio Factors:</p>	<p>1: speech only</p>



	<ul style="list-style-type: none"> <li>• Students with higher absenteeism (less than 95%) and/or</li> <li>• Students with STAR and/or early literacy reading scores in the below standard range and/or</li> <li>• 2 or more Office Referrals or Suspensions in a year and/or</li> <li>• Low socioeconomic identification</li> </ul>	
Second 12 months: 7/1/2022 to 6/30/2023	N/A	No students currently identified as needing Special Education
Last 3 months: 7/1/2023 to 9/30/2023	N/A	No students currently identified as needing Special Education
<b>Total Target Students to be served during this 27-month period (non-duplicative count)</b>		

### 3.2 Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome.

Measurable Outcome # 1	Indicator(s)	Root Causes	Target Population
By June of 2023, at least 95% of vision scholars will increase their scores (toward expected growth or grade level benchmark) on ELA/Literacy Star/and or other standardized tests by a minimum of 10%.	Black/ African American  1.) Intellectual Disability	The overall educational community lacks the political will and focus to make sustained and evidence based change to improve the outcomes for our Black/African American students.	Vision Scholars identified as: Berkeley Arts Magnet (BAM) Black/AA: 11 Latinx: 3 Multiethnic: 2 White (reported):1  Malcolm X

	2.) Other Health Impaired  3.) Specific Learning Disability	Inconsistent implementation, from early education to grade 12, of Universal Design for Learning (UDL) practices and interventions that are culturally responsive lead to a learning environment that disempowers Black/AA students.	Elementary School Black/AA: 24 Latinx: 18 Multiethnic: 2  Oxford Elementary School Black/AA: 6 Latinx: 14  Washington Elementary School Black/AA: 10 Latinx: 15  Longfellow Black AA: 44 Latinx: 8 American Indian: 1  Virtual Academy: AA 1  Franklin Preschool: AA:3 Hopkins: AA:3 King CDC: AA:2
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Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
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<p>Activity 1.1:</p> <p>Recruit, Hire/Onboard .6 FTE CCEIS Instructional Coordinator to support the disruption of significant disproportionality of African American scholars by providing ongoing coaching to teachers regarding the implementation of the students individual learning plans, as well as monitor the fidelity of implementation of CCEIS plan, data collection and assist with reporting to the Educational Partners Group and the School Board.</p>	<p>Associate Superintendent and Director of Equity, Achievement (EAB) and Belonging, Director of Schools and Principals</p>	<p>August 2022</p>	<p>Board minutes, job description, date of hire, an implementation plan for specifying roles and responsibilities</p> <p>This position will monitor if quarterly goals in the ILPS are being met by Vision Scholars, and provide more support to students based on monitoring of data related to risk factors for students.</p>	<p>CCEIS Funds</p>
<p>Activity 1.2:</p> <p>Facilitate monthly coaching sessions with the Vision Scholar Principals and site teams to monitor ongoing activities with Vision Scholars.</p>	<p>Director of TK-8 Schools, Director of EAB, &amp; CCEIS Instructional Specialist</p>	<p>Monthly until June 2023</p>	<p>Vision sites meet monthly to share the work being completed at each site and troubleshoot challenges. Additional support will be provided to students</p>	<p>N/A</p>

			based on monitoring of data related to risk factors. Agendas, student data sheets, notes	
<p><b>Activity 1.3:</b></p> <p>Hold quarterly meetings with Vision Scholars and Families to review and modify Individual Learning Plans (ILPs) based on student progress. Families will be able to provide feedback about how well they feel their students are performing in school.</p>	Principal and Vision School Teams	June 2023	<p>Quarterly Surveys from Families, Agendas and products developed for ILPs, quarterly progress logs of ILPs</p> <p>Interventions for students will be modified based on this data from the surveys.</p>	CCEIS
<p><b>Activity 1.4</b></p> <p>Contract with a tutoring company to provide high impact, multi-sensory tutoring to Vision students who are at least one to two grade levels below grade level reading standards.</p>	Executive Director of Special Education, Director of Elementary and Middle School and Site Principal	June 2023	<p>Pre-Intervention</p> <p>Post-intervention reading data to determine reading growth of Vision Scholars</p>	CCEIS/LCAP
<p><b>Activity 1.5:</b></p> <p>In coordination with a contractor, two student files reviews (one prek and one</p>	Director of Special Education, School	October 2022	Agendas, Notes and Findings and activities	CCEIS

<p>elementary) will be conducted with Vision Site COST Team Representatives and Psychologists in order to gather qualitative data on Tier 1 and 2 support and interventions to better understand our students' journeys prior to entering special education. Using a cultural lens, areas of improvement will be identified to improve the outcomes for Vision Scholars.</p>	<p>Psychologist, Intervention Specialists and Sped Supervisors</p>		<p>identified in file analysis  This file review will provide data to offer interventions to better serve the students.</p>	
<p>Activity 1.6: Professional learning and instructional coaching will be provided to support the staff in culturally responsive, data driven Language Arts and Math Tier 1 academic strategies at each of the Vision Sites. This will include the following:</p> <ul style="list-style-type: none"> <li>● Facilitating learning with site Literacy Coaches on <i>Shifting the Balance</i> (6 shifts on the Science of Reading) and deepening understanding about Gholdy Muhammad's 5 Pursuits so they can engage sites with PD about the shifts</li> <li>● Writing units for 2nd and 3rd grade that integrate the 5 Pursuits/Ethnic Studies into our current</li> </ul>	<p>Director of Schools, Director of EAB, Coordinator of Certificated PD</p>	<p>Spring 2022 to June 2023</p>	<p>Analyze DIBELS K-2 Data and Writing Performance Tasks, formative reading assessments, ELA and Math Star Data for Vision Scholars  PD, Coaching Walk-through observations with feedback at Vision Sites  Agendas from training  Student interventions will be modified based on the</p>	<p>BSEP</p>

<p>TCRWP/History curriculum (expanding this to include additional units and grade levels in future years)</p> <ul style="list-style-type: none"> <li>● All sites, including Vision Schools, are engaging in DIBELS data analysis PD; using subtest scores to inform literacy instruction</li> <li>● Facilitating learning with site Math Teacher Leaders on Common Core Mathematical Standards (CCMS)</li> <li>● District Professional Development on CCMS, student identity and agency, and deepening understanding about Gholdy Muhammad's 5 Pursuit.</li> <li>● Facilitate and coordinate Special Education and Response to Intervention teachers math professional development to integrate targeted and intensive support into Tier 1 instruction.</li> <li>● Writing math units integrated with 5 Pursuits/Ethnic Studies</li> </ul>			<p>data related to the students risk factors</p>	
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Measurable Outcome # 2	Indicator(s)	Root Causes	Target Population
<p>By June 2023, the chronic absenteeism rate will be reduced by 10% among Vision Scholar Students at each Vision School.</p>	<p>Black/ African American</p> <p>1.) Intellectual Disability</p> <p>2.) Other Health Impaired</p> <p>3.) Specific Learning Disability</p>	<p>Black/African American Students lack caring and supportive relationships with adults which prohibits the development of authentic engagement and a sense of belonging in the instructional environment.</p> <p>Inconsistent implementation, from early education to grade 12, of Universal Design for Learning (UDL) practices and interventions that are culturally responsive lead to a learning environment that disempowers Black/AA students.</p>	<p>Vision Scholars identified as:</p> <p>Berkeley Arts Magnet (BAM)                      Black/AA: 11                      Latinx: 3                      Multiethnic: 2                      White (reported):1</p> <p>Malcolm X Elementary School                      Black/AA: 24                      Latinx: 18                      Multiethnic: 2</p> <p>Oxford Elementary School                      Black/AA: 6                      Latinx: 14</p> <p>Washington Elementary School                      Black/AA: 10                      Latinx: 15</p> <p>Longfellow</p> <p>Black AA: 44                      Latinx: 8                      American Indian: 1</p> <p>Virtual Academy: AA 1</p> <p>Franklin Preschool: AA:3                      Hopkins: AA:3                      King CDC: AA:2</p>

<b>Activity</b>	<b>Staff Responsible for Implementation and Monitoring</b>	<b>Timeline</b>	<b>Data Sources/ Methods for Evaluating Progress</b>	<b>Funding Sources and Types of Expenditures</b>
<p><b>Activity 2.1:</b> Develop Individualized Goals for Vision Scholars in Individual Learning Plans (ILPs) to improve academics, attendance and behavioral outcomes.</p>	<p>Principal and Vision teams/CCEIS Coordinator, Director of EAB</p>	<p>June 2023</p>	<p>Quarterly Data for ELA, Math, Attendance for Vision Scholars will be monitored. Students interventions will be modified based on this data</p>	<p>CCEIS/LCAP</p>
<p><b>Activity 2.2:</b> Hold semester meetings with teachers and with families and Vision Scholars to develop and progress monitor attendance data for Individual Learning Plan (ILP) goals and develop strategies to improve attendance.</p>	<p>Coordinator of CCEIS, Director of EAB, Student Service Director and Principals</p>	<p>April 2022- October 2022</p>	<p>Meeting Minutes, ILP notes and progress of attendance and action plans.</p>	<p>CCEIS/LCAP</p>
<p><b>Activity 2.3</b> Develop an attendance task force at each vision school that will focus on root cause analysis of chronic absenteeism and the development of</p>	<p>Director of Student Services and School Site Principals</p>	<p>June 2023</p>	<p>Agendas, document for developed strategies, chronic absenteeism</p>	<p>LCAP</p>



strategies and activities to improve attendance of Vision Scholars and ensure sites are properly analyzing, monitoring and logging data into the attendance system.			data for Vision Scholars  This attendance data will be monitored on a quarterly basis	
Activity 2.4  Collaborate with school principals and student representative from focal sites to determine incentives to motivate attendance	Director of Student Services, School Site Principals	June 2023	List of students who receive incentives, attendance data for each student	CCEIS

<b>Measurable Outcome # 3</b>	<b>Indicator(s)</b>	<b>Root Causes</b>	<b>Target Population</b>
By June 2023, the district will systematize our existing multi-tiered system with strengthened Tier 1 and Tier II socio-emotional and positive behavior supports, thereby reducing the number of discipline referrals and suspensions by 5% and reducing our risk ratio to under 3 for Other Health Impairment.	Black/ African American  1.) Intellectual Disability  2.) Other Health Impaired  3.) Specific Learning Disability	Inconsistent implementation, from early education to grade 12, of core instructional Tier 1 and Tier 2 interventions that are culturally responsive lead to a learning environment that disempowers Black/AA students.  (adjust language: core instruction, general education teachers)	Vision Scholars identified as: Berkeley Arts Magnet (BAM) Black/AA: 11 Latinx: 3 Multiethnic: 2 White (reported):1  Malcolm X Elementary School Black/AA: 24 Latinx: 18 Multiethnic: 2  Oxford Elementary School Black/AA: 6 Latinx: 14  Washington Elementary School

			Black/AA: 10 Latinx: 15  Longfellow  Black AA: 44 Latinx: 8 American Indian: 1  Virtual Academy: AA 1  Franklin Preschool: AA:3 Hopkins: AA:3 King CDC: AA:2
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Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
<p>Activity 3.1:                      With support from a consultant, convene monthly meetings with the District Task Force to create a Culturally Responsive Positive Behavior Matrix that includes includes PBIS strategies, alternatives to suspension, and establish a system to collect and monitor consistent documentation of behavior incidences and reduce discipline referrals</p>	<p>Director of Student Services and Director of Special Education, Director of BREA</p>	<p>September 2021-June 2022</p>	<p>Agendas, Powerpoints and Documents                       Collect and Monitor behavior data and interventions quarterly for each Vision Scholar</p>	<p>LCAP</p>

<p><b>Activity 3.2:</b>                  Monitor and provide further training to site teams on recording discipline (suspensions and office referrals) plans in student database system (Infinite Campus)</p>	<p>Director of Student Services and Director of BREA</p>	<p>September 2022</p>	<p>Agendas, monthly discipline data review with site administration                  Agendas, Presentation Deck                  Collect information from Vision Schools related to the positive behavior interventions and alternatives to suspension used at each school site.                  Monitor behavior data quarterly for each Vision Scholar</p>	<p>General Funds</p>
<p><b>Activity 3.3:</b>                  Provide professional development to Vision Schools on student discipline, and utilizing the Matrix in order to:                  1) Decrease discipline referrals                  2) Ensure students are achieving social and emotional success                  3) Identify alternatives to suspension and removal from class instruction.</p>	<p>Director of Student Services</p>	<p>September 2022</p>	<p>Agendas, Presentation Deck                  Collect information from Vision Schools related to the positive behavior interventions and alternatives to suspension used at each school site.</p>	<p>LCAP</p>

			Monitor behavior data quarterly for each Vision Scholar	
<p><b>Activity 3.4:</b>                  Share the Behavior Matrix with students, families, educators and publish in the BUSD Student Handbook</p>	Director of Student Services	June 2023	<p>Agendas, Notes, Racially Competent Rubric and Pre-Assessment Tool</p> <p>Parent feedback will be utilized to determine if edits need to be made in the matrix</p> <p>Monitor data related to risk factors for suspensions and office referrals</p>	LCAP
<p><b>Activity 3.5:</b>                  Vision School sites will continue to receive professional development on the implementation of the Section 504 handbook and continue to conduct spot checks during the school year of quarterly referrals. Targeted professional learning will be provided to</p>	Director of Student Services	June 2023	<p>Agendas, Notes from Meetings, Presentation Deck</p> <p>Quarterly Data of Vision Sites</p> <p>Student data related to Section 504 will</p>	LCAP

<p>site Section 504 coordinators.</p>			<p>be monitored and compiled.</p>	
<p><b>Activity 3.6:</b> Utilizing qualitative feedback from listening sessions from parents of African American/Black students identified  A Community of Practice (COP) will be convened by an outside consultant to provide six cultural competency coaching sessions that will focus on the development of a racially competent rubric and pre-assessment tool to assess Black students and families through COST, SST, Section 504 processes and manifestation/determination meetings, etc</p>	<p>Executive Director of Special Education, Director of Schools, Director of Student Services  (Psychologists, Vision School COST team leads)</p>	<p>June 2023</p>	<p>Agendas, Notes, Racially Competent Rubric and Pre-Assessment Tool</p>	<p>CCEIS</p>
<p><b>Activity 3.7:</b> A District Review Panel will be convened by an outside consultant that provides for a pre assessment and final peer review for students being considered for OHI and ED to maximize consistency in determining eligibility in this category. The panel will include the development of a socio-cultural lens, as well as, providing offerings for staff in general culturally relevant behavior management. The Panel will consist of Gen education,</p>	<p>Executive Director of Special Education, School Psychologists</p>	<p>June 2023</p>	<p>ED/OHI Panel Guidelines Document, Agendas  Student referral and special education IEP data will be monitored to determine if the utilization of the Review Panel is effective.</p>	<p>Special Education Budget/CCEIS</p>

Special Education staff and administrators.				
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Measurable Outcome # 4	Indicator(s)	Root Causes	Target Population
BUSD will address cultural dissonance issues to provide equitable experiences as measured by students demonstrating an improvement in Vision Scholar academic achievement on all relevant Indicators by a minimum of 5 percentage points.	Black/ African American  1.) Intellectual Disability  2.) Other Health Impaired  3.) Specific Learning Disability	Inconsistent data collection and transparent reporting of academic progress limits the conversation and opportunities for collaboration with African American/Black families regarding their children's progress.	Vision Scholars identified as:

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 4.1:  By June 2023, surveys will be administered 2 times by School Sites to Vision Families between May 2022 and June 2023 to determine baseline levels and ongoing	Director of BREA	October 2022	The data from surveys will help Vision sites develop strategies to ensure they are building	General Funds

<p>progress monitoring of trust and quality of relationships between parents, teachers and students.</p>		<p>May 2023</p>	<p>more trusting relationships between school site staff, families and students.</p>	
<p><b>Activity 4.2:</b> Vision Sites will develop an equity action plan for their sites on addressing implicit bias, institutionalized racism and culturally responsive teaching strategies</p>	<p>School Site Principals. Director of Schools (Elementary and Middle)</p>	<p>October 2022</p>	<p>Action Plans and reflect</p>	<p>General Funds</p>
<p><b>Activity 4.3:</b> An equity walk through tool will be developed whereby administrators and school site leaders at Vision Sites will identify a specific focus area and purpose for the equity walk; determine the logistical processes and protocols for the walkthrough, including selecting an observation protocol and data collection tool; conduct the walkthrough and observations using the predetermined observation protocol and data collection tool; and analyze the data to identify trends and findings, debrief on the evidence, and reflect on and share the findings.</p>	<p>Education Services Directors and Associate Superintendent, Union Representatives</p>	<p>June 2023</p>	<p>Equity Walk Through Tool, Feedback and data collected from equity walks that will inform strategies to support Vision Scholars  Student data related to the identified risk factors will be monitored.</p>	<p>LCAP</p>
<p><b>Activity 4.4:</b> <b>With assistance of a contractor,</b> a pre-k focus</p>	<p>Director of Federal and State Projects,</p>	<p>June 2023</p>	<p>Agendas and Notes, Slide Decks.</p>	<p>CCEIS</p>

<p>family group will be developed to identify barriers and services that will improve the educational outcomes of Black/AA students. The activities will include interviews, focus groups and professional development for staff related to family engagement and seminars.</p>	<p>Principal of Early Ed</p>		<p>Feedback from parents will support with identifying strategies to support vision students.</p>	
<p>Incorporate an Equity Walk at BHS to better understand the journey our Black/African Students experienced in BUSD and at BHS</p> <p>Includes a full day equity walks at BHS accompanied by 3-4 student guides involving classroom observations and conducting focus groups with an additional 12-15 students</p> <ul style="list-style-type: none"> <li>• Comprehensive summary report outlining outcomes from the day's activities</li> <li>• Pre and post meetings at each individual site with administration or staff as desired</li> </ul>	<p>Director of Special Education and BHS Principals</p>	<p>September 2023</p>	<p>Notes and feedback from students. The data will be used to identify potential strategies and activities to address disproportionality</p>	<p>CCEIS</p>

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

### 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 <b>3310</b> Allocation	2020 Resource <b>3315</b> Allocation
\$ 1,795,285.00	\$ 31,348

**Provide the Fiscal Year 2021–22 allocation awarded for Resource Codes 3310, 3315, 3305 (ARP) and 3308 (ARP):** 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 <b>3310</b> Allocation	2021 Resource <b>3315</b> Allocation	2021 Resource <b>3305 (ARP)</b> Allocation	2021 Resource <b>3308 (ARP)</b> Allocation
\$1,818,835.00	\$32,615.00	\$394,158.00	\$23,942.00

**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, 3315, 3305 (ARP) and 3308 (ARP):**

2021 CCEIS Resource 3312 <b>3312 = 15% of 3310</b>		2021 CCEIS Resource 3318 <b>3318 = 15% of 3315</b>		2021 CCEIS Resource 3307 <b>3307 = 15% of 3305</b>		2021 CCEIS Resource 3309 <b>3309 = 15% of 3308</b>		<b>Total 2021 CCEIS Budget (3312 plus 3318 plus 3307 plus 3309)</b>
<b>\$272,825.00</b>	<b>+</b>	<b>\$4,892.00</b>	<b>+</b>	<b>\$59,124.00</b>	<b>+</b>	<b>\$3,591.00</b>	<b>=</b>	<b>\$340,432.00</b>

The above 15 percent set-aside amounts will be the 2021-22 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312), 3315 (CEIS Resource 3318), 3305 (CEIS Resource Code 3307) and 3308 (CEIS Resource 3309) 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	<p>.8 CCEIS Program Coordinator under the supervision of the Director of Equity, Achievement and Belonging. The CCEIS Program Coordinator is responsible for the oversight of the CCEIS Implementation Plan. They will support staff serving with professional development, including coaching and the use of data to inform teaching and monitor progress of current instructional practices. Additionally, the Coordinator will collaborate with site and central administrators to ensure completion of the plan.</p> <p>Hourly Vision Scholar Teacher Extended Hours to support with ILPs</p>	<p>\$ 93,380.00</p> <p>40,000</p>
2000–Classified Salaries	Hourly Vision Scholar Family Liaison Stipends to support with ILPS	10,000
3000–Employee Benefits	<p>.8 CCEIS Program Coordinator Vision Scholar Teachers Family Liaison</p>	<p>\$ 32,940 14,000 3,500</p>
4000–Materials and Supplies	Attendance Incentives for Vision Scholars	14,109
5000–Services and Other Operating Costs		\$

5100 Contract Services (ICR cannot be used for Object Code 5100)		\$
5800 Contract Services  162,138	Images of Culture: Equity Walk and Presentation: 3,500 2 File Reviews: 8,500 OHI Panel: 5,000 <u>Family Engagement: 5,500</u> Total: 22,500  Saheli7 Educational Consulting: Cultural Competency Training for school psychologists, COST and Site Admin. 6: 2 Hour sessions \$22,500  Contract for Technical Assistant Provider Ascendancy Solutions 30,000  Book Nook Contract with a tutoring company to provide high impact, multi-sensory tutoring to Vision students who are at least one to two grade levels below grade level reading standards  40,000	115,000
7300–Indirect Cost Rate (ICR) CDE-approved rate of <u>5.42</u> percent)		\$17,503
Total Amount for 2021 CCEIS Activities. The amount must equal the Total 2021 CCEIS Budget as indicated on the 2020 Budget Allocation Summary.		<b>\$340,432.00</b>

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

LEA Business Fiscal Officer (Print Name & Signature) Pauline Folansbee	Date Signed:  Contact Phone:
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SELPA Business Fiscal Officer (Print Name & Signature)	Date Signed:  Contact Phone:
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**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**

**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
Shawn Mansager	<input checked="" type="checkbox"/> Progress Reports <input type="checkbox"/> Expenditure Reports <input type="checkbox"/> Both Reports	<a href="mailto:shawnmansager@berkeley.net">shawnmansager@berkeley.net</a>
Jinying Ma	<input type="checkbox"/> Progress Reports <input checked="" type="checkbox"/> Expenditure Reports <input type="checkbox"/> Both Reports	<a href="mailto:Jinyingma@berkeley.net">Jinyingma@berkeley.net</a>

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 core and leadership teams will be responsible for collecting, reviewing, and analyzing data on a quarterly basis to make informed decisions and adjust the plan as appropriate. The data points will continue to be drawn from Infinite Campus, local assessment data, task completion data, participant data, family/ student surveys, and CDE Dashboard. Quarterly meetings with our Stakeholders will also be a source of analysis and adapting the plan as needed. The Vision students Independent Learning Plans the central focus in measuring overall the overall success of the intervention and support during the quarterly meetings.

#### **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.

In order to build support and sustainability, each of the action items is aligned with the district's LCAP goals.

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs.

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

This alignment will be sustained when writing the 2022-2023 LCAP and SPSAs for the Vision schools.

The Ed Services team will meet quarterly with the Leadership Team. The goal of these meetings is to ensure continued alignment of the CCEIS Plan with the district's LCAP and to examine data to explore the effectiveness of the activities in meeting the goals. Stakeholder meetings will be held quarterly to discuss data on the implementation of interventions and

activities at the sites. Activities in the CCEIS Plan are leading to sustainability since they develop the capacity of each school to maintain a robust multi-tiered system of support responsive to each student’s behavior and academic needs. The community of practice at each school will develop the coach, principal, teachers and school leadership team’s capacity to work together to build this system. The work with implicit and explicit bias will support each site in determining how to make changes to the system to overcome biases for Black/AA students.

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 that measurable outcomes have been achieved to reduce disproportionality.

**4.4 Complete and Submit SPP-TAP Feedback Survey**

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

Staff Name	Title	LEA/Agency	Email
Ruben Aurelio	Associate Superintendent	Berkeley Unified	<a href="mailto:rubenaurelio@berkeley.net">rubenaurelio@berkeley.net</a>
Shawn Mansager	Executive Director Special Education	Berkeley Unified	<a href="mailto:shawnmansager@berkeley.net">shawnmansager@berkeley.net</a>

**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**

**Brent Stephens**

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**LEA Superintendent**

**Shawn Mansager**

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**Special Education Director**

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**School Board Chairperson**

**Katy Babcock**

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**SELPA Director**