
Leveraging Knowledge to Impact Outcomes

Comprehensive Coordinated Early Intervening Services Plan

Board Presentation 2024 CCEIS Plan



January 29, 2025

Comprehensive Coordinated Early Intervening Services Plan: What is it?

- A mandated plan, **monitored by the state** , that addresses the significant disproportionality of special education students in a specified subgroup(s) and designation area(s).
- An opportunity to research, plan for, and implement **equitable structures for students** who are, or may be, at risk in the area(s) of academics and/or Social Emotional Learning (SEL).
- A review and analysis of district-wide data, policies, practices, and procedures **impacting students and student achievement** .

The Importance of Significant Disproportionality

Disproportionality

When students of certain racial and ethnic groups being identified for special education, placed in more restrictive educational settings, and disciplined **at markedly higher rates than their peers** .

Significant Disproportionality

When a district is found to be disproportionate for **three consecutive years in the same area** , it is considered significantly disproportionate and must develop a Comprehensive Coordinated Early Intervening Services (CCEIS) Plan.

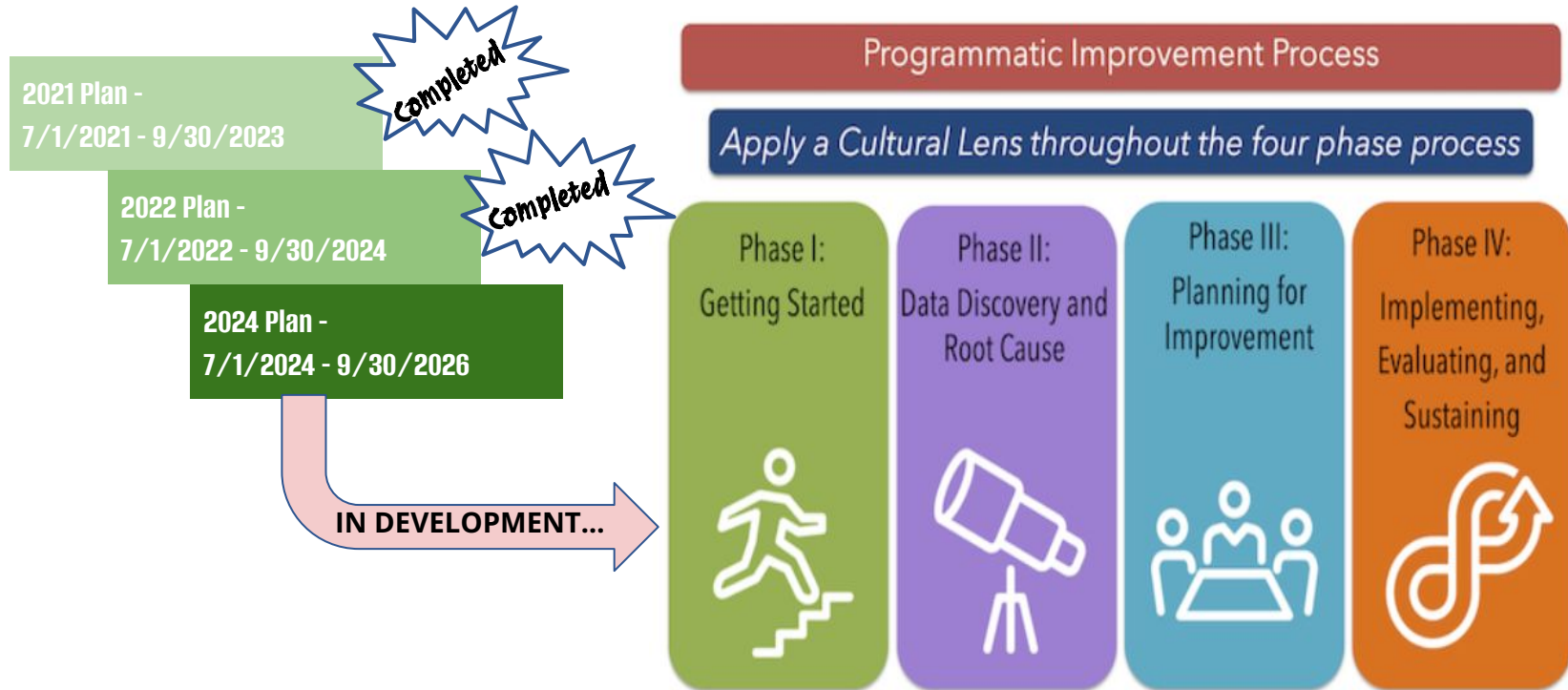
Impact of Significant Disproportionality

- Overrepresentation of African American students in special education services **perpetuates the broader societal stratification** : deficit lens construct
- **Stigma** : social-emotional impact
- **Higher dropout rates** and lower achievement levels in school, college attendance and career opportunities

(Artiles & Bal, 2008; Salend et al., 2002; Gravios & Rosenfield, 2006)



The 4 Phase Cycle of Significant Disproportionality and the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan



2024 Comprehensive Coordinated Early Intervening Services Plan: Notification

- **Notified in March 2024** of WCCUSD Significant Disproportionality
- Significantly Disproportionate for White students as eligible for Special Education under the category of **Separate Schools (Non-Public Schools)**
- Data can be pulled across multiple years and **data from 2022 thru 2024**
- The CCEIS Plan is a **general education** plan to address the overrepresentation in special education.
- The district comprises a **Leadership Team to collaborate** on the creation and implementation of this plan.

WCCUSD and Risk Ratio for Separate Schools – White Students

Placement Significant Disproportionality Data for
West Contra Costa Unified School District
Data Year 2022–2023

District Code	0761796	Special Education Local Plan Area	West Contra Costa Unified (0712)
---------------	---------	-----------------------------------	----------------------------------

Separate Schools		Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
2022-23	Students with Disabilities ¹	0	5	15	34	3	0	22
	SWD Enrollment	16	297	692	1,909	169	14	300
	Ratio	NC	NC	0.92	0.59	NC	NC	3.98
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	---	---	---	---	---	---	OVR
2021-22	Students with Disabilities	0	7	18	33	5	0	25
	SWD Enrollment	10	304	707	1,838	168	14	307
	Ratio	NC	NC	0.96	0.49	NC	NC	3.93
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	---	---	---	---	---	---	OVR
2020-21	Students with Disabilities	0	7	24	29	5	0	22
	SWD Enrollment	11	288	782	1,851	152	16	317
	Ratio	NC	NC	1.28	0.42	NC	NC	3.31
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	---	---	---	---	---	---	OVR

- The district has continued to exceed the risk ratio of 3 for Separate Schools for White Students students in the last three consecutive years.
- The California Department of Education (CDE) makes the determination of Significant Disproportionality in the following school year.

Comprehensive Coordinated Early Intervening Services Plan: Creation

- The district must write a CCEIS Plan for 2024, determine the **root causes** and **success gaps** , develop an **action plan** with measurable outcomes and **set aside 15%** of the federal Individuals with Disabilities Education Act (IDEA) funds to accomplish this work.
- The CCEIS Plan is **created by our district** CCEIS leadership team in collaboration with our state Technical Assistance Facilitator and with support from school staff, district leadership, and community partners.

CCEIS Planning & Implementation Partners

Educational Partners

- Members of Leadership Team
- Parents of Special Education students
- Parents of General Education students
- Community Members
- Site Level Principals
- General Education Teachers
- Special Education Teachers
- School Psychologists
- Labor Representatives

Leadership Team

- Superintendent
- Chief Academic Officer
- SELPA Director
- Director of School Climate
- CCEIS Coordinator
- CDE Certified Technical Assistance Facilitators

CCEIS Team

- SELPA Director
- CCEIS Coordinator
- Focal School Principals
- Focal School Psychologists
- Culture & Climate Coaches



**Stronger
Together**

2024 CCEIS Criteria for Identifying Focus Schools

2024 Target Population	2024 Target Schools
The schools were selected based on the following criteria: • Identified group (White students) enrollment above 20% • School-wide attendance YELLOW or below on the CDE Dashboard or • Schoolwide Suspension ORANGE or below on the CDE Dashboard or • High number of referrals for Section 504 or Special Education	Fairmont Elementary: 20 Harding Elementary: 30 Kensington Hilltop: 10 Madera Elementary: 15 Mira Vista K-8: 35 Korematsu Middle School: 70

CCEIS Criteria for Identifying Focal Students

Our target group focuses on students in grades 4 through 8 at the selected schools who meet specific criteria designed to identify those most in need of support. By selecting students in grades 4 through 8, the WCCUSD CIM Plan will then identify activities and interventions to develop a cohesive system of support in its public schools that foster academic success and emotional well-being and proactively addresses attrition trends by tackling root causes early and to address needs at the transition grades.

- **Chronic Absenteeism:** Identified as having three or more absences.
- **Below Grade-Level Proficiency:** Scoring below grade level on SBAC assessments in both English Language Arts and Mathematics.
- **Documented Incident:** Having at least one recorded incident on file.

Focal Students by School and Ethnicity

School	CCEIS Target
Fairmont Elementary	20
Harding Elementary	30
Kensington Hilltop	10
Madera Elementary	15
Mira Vista K-8	35
Korematsu Middle	70
TOTAL	275

Race/Ethnicity	No. of Students	Percentage of Students
White	145	53%
Black	31	11%
Hispanic	35	13%
MultiEthnic/ Biracial	27	10%
Asian	33	12%
Pacific Islander	1	> 1%

At least 51% of the students served under the CCEIS plan must belong to the overrepresented racial or ethnic group.



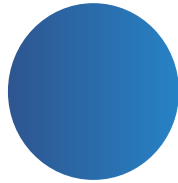
2024 CCEIS Plan Root Causes, Measurable Outcomes, and Activities

- The CCEIS Plan is created to address the identified root causes contributing to the significant disproportionality in our district.
- Outcomes and activities have been designed to support focal schools and focal students to maximize support and positively impact student achievement and school programming.
- Collaboration with departments and school staff is key to the success of the plan.

Root Causes and Measurable Outcomes

ROOT CAUSE 1

Inconsistent implementation of inclusive and culturally responsive MTSS interventions, supports, resources, and staff training across academic, behavioral and social/emotional domains; inconsistent adoption of schoolwide and classroom of the Behavioral Matrix and Positive Climate strategies limiting site teams to fully address the whole child across critical areas such as academics, behavior, attendance, social-emotional learning, and equitable outcomes.



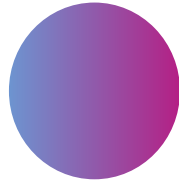
Measurable Outcome 1

By September 30, 2026, the District will strengthen the MTSS framework, including Section 504 adherence, to provide consistent and culturally relevant levels of support across academic, social-emotional, and behavioral domains. This will lead to a 5% decline in White students placed in Separate Schools and a 5% reduction in African American students' suspension rates.

Root Causes and Measurable Outcomes

ROOT CAUSE 2

Inconsistent awareness, adherence to, and enforcement of policies and procedures, including underutilization of Section 504 plans, contribute to the overrepresentation of students in separate settings and indirectly impact disciplinary outcomes, such as higher suspension rates among African American students.



MEASURABLE OUTCOME 2

By June 2026, the district will **strengthen the MTSS framework** that will provide appropriate, consistent, and culturally relevant levels of academic, social-emotional, and positive behavioral intervention support that will lead to a 5% decline in both the placement of White students in separate schools and African American students suspension rates.

Root Causes and Measurable Outcomes

ROOT CAUSE 3

A lack of transparency and engagement with all parents has resulted in distrust and communication gaps, particularly among African-American/Black and White families. Implicit bias has further hindered authentic, culturally proficient parent engagement, shared expectations, and strong relationships. To address these challenges, the Equity Initiative should include targeted actions to reduce implicit bias and build cultural proficiency among staff and stakeholders, fostering more equitable and meaningful parent-school partnerships.

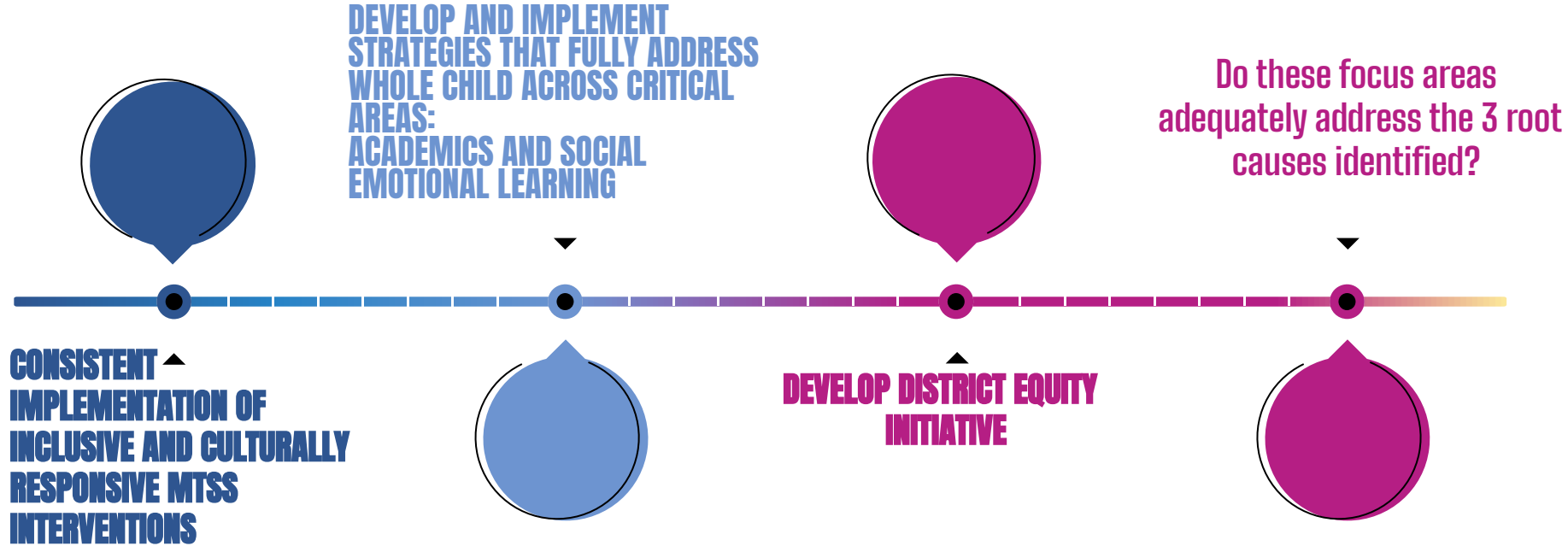


Measurable Outcome 3

By June 2026, the District will build and strengthen authentic parent engagement and partnerships. Progress will be evidenced by:

1. Increased participation in parent groups, including affinity and leadership groups, among families of focused students at focal schools.
2. A minimum of 75% of participants (275 target group parents) providing satisfactory evaluations of six (6) annual parent engagement sessions.
3. Improved transparency, communication, and relationships among stakeholders, as measured by a 25% increase in positive parent feedback on trust and collaboration surveys and a 30% reduction in identified communication gaps.

Activities Connected to Measurable Outcomes



ACTIVITIES, DISTRICT PARTNERS, & DATA

ACTIVITY 1.2b

01

Implement a school-wide Positive Behavior Intervention and Support (PBIS) plan at each of the six school sites as part of a Multi-Tiered System of Support (MTSS) framework. This includes integrating a universal Social Emotional Learning (SEL) curriculum into Tier 1 supports and developing targeted Tier 2 and Tier 3 alternatives to suspension to address individual student needs equitably.

STAFF RESPONSIBLE

CIM for SigDis Coordinator,
Principals, School
Psychologists
Director of Educationally
Related Mental Health,
Director of School Climate

ACTIVITY 1.2c

02

Provide Tier 2 and 3 support for students and families in the area of social-emotional learning and social skills development support; provide staff professional development to support the implementation of tier two and three strategies in the instructional environment.

Expenditures

Certificated and Classified
Extra Hours for training,
CCEIS Psychologists, CCEIS
Culture/Climate Coaches,
Youth Truth Survey

ACTIVITY 1.8

03

Provide six professional development and coaching sessions to address culturally responsive teaching to promote authentic engagement and rigor among culturally diverse students. Consultant will work with the teachers to develop a rubric to measure student impact in the classroom.

ACTIVITIES, DISTRICT PARTNERS, & DATA

ACTIVITY 2.1

01

Provide professional development specific to the effective implementation of the Discipline/Behavioral Matrix that contains MTSS implementation instructions to the teachers of the target students.

02

ACTIVITY 2.4

Provide differentiated instruction in the classroom (Tier 1) to support diverse learning styles.
Conduct regular universal screeners to identify students needing academic interventions.
Implement targeted small-group interventions (Tier 2) for students struggling with specific skills.
Offer intensive, individualized support (Tier 3) for students with significant academic challenges.

03

ACTIVITY 2.3

Provide Professional Development regarding the effective implementation of the Section 504 Process aligned to current Board Policies and Administrative Regulations which will support providing students with disabilities student placement in the LRE.

STAFF RESPONSIBLE

CCEIS School Psychologists,
CCEIS Coordinator, CCEIS
Principals, CCEIS
Culture/Climate Coaches,
Director of Educationally
Related Mental Health,
Director of School Climate,
HR Directors

Expenditures

Certificated and Classified
Extra Hours for training,
CCEIS Psychologists, CCEIS
Culture/Climate Coaches,
Curricular Materials for
Tier 2 and 3 Materials

1. ACTIVITIES, DISTRICT PARTNERS, & DATA

2.

ACTIVITY 3.1

01

Establish a set of parent communication tools and utilize the support of a Community Liaison that will facilitate ongoing communication and engagement of White, African American, and Hispanic families.

ACTIVITY 3.4

02

Convene six parent engagement seminars for the focal school parents as well as ongoing workshop series for families and school staff on topics relating to empowering families as equal status partners.

ACTIVITY 3.3

03

Update Handbooks:
SPED Procedural Manual
SST Handbook
Section 504 Handbook

STAFF RESPONSIBLE

CCEIS School Psychologists,
CCEIS Coordinator, CCEIS
Principals, CCEIS
Culture/Climate Coaches,
Director of Literacy, Director
of OAASA

Expenditures

Certificated and Classified
Extra Hours for training,
CCEIS Psychologists, CCEIS
Culture/Climate Coaches,
Curricular Materials for
Tier 2 and 3 Materials

CCEIS Planning Next Steps

