



Mountain View
Whisman
School District

Comprehensive Coordinated Early Intervening Service Plan Update

March 18, 2021





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School District

Alignment

Alignment to Strategic Plan '21

Goal 1: Student Achievement

Every student will be prepared for high school and 21st Century citizenship.

Goal 3: Inclusive & Supportive Culture

Every student, staff, family, and community member will feel valued and supported while working, learning, and partnering with MVWSD.

The CCEIS plan will also align to the strategic plan 2027.

Significant Disproportionality

- The Individuals with Disabilities Education Act (IDEA 2004) requires states and local education agencies (LEAs) to take steps to address disproportionate representation.
- Disproportionality refers to the “overrepresentation” of a particular racial or ethnic group in a particular category. Significant disproportionality occurs when a district is disproportionate three years in a row.
- MVWSD is disproportionate within Special Education by overrepresentation of Hispanic/Latinx students in the specific learning disability category, thus required to create a Comprehensive Coordinated Early Intervening Service (CCEIS) Plan

LEAs found to be in SigDis in Santa Clara County in 19-20

LEA	Differentiated Assistance	Significant Disproportionality
Mountain View Whisman		x
Los Altos		
Mountain View Los Altos		x
Palo Alto		x
Fremont	x	x
Cupertino		x
Sunnyvale		x
Cambrian		
Campbell Elementary		
Campbell Highschool	x	x
Lakeside		
Loma Prieta		
Los Gatos Saratoga		
Los Gatos Union		
Luther Burbank		
Moreland		x
Saratoga		x
Union		x
San Jose USD		
Santa Clara USD	x	x
Santa Clara COE		



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CCEIS Process

CCEIS Process

Programmatic Improvement Process

Apply a Cultural Lens throughout the four phase process

Phase I:
Getting Started



Phase II:
Data Discovery and
Root Cause



Phase III:
Planning for
Improvement



Phase IV:
Implementing,
Evaluating, and
Sustaining



Phase 1 - Getting Started

- Leadership Team identified
 - Cathy Baur, Nadia Pongo, Arianna Mayes, Swati Dagar, Acantha Ellard, & Megan Henderson
- Stakeholder group formed
 - Leadership team, Principals (Terri Lambert, Claudia Olaciregui, Michelle Williams), Coaches, General Education Teachers, Special Education Teachers, Parents
- Selected a State Facilitator
- Convened Leadership Team and stakeholder group meetings

Phase 2

Data Discovery and Root Causes

Seven meetings occurred from March 2020-Dec. 2020

Activities included:

- Reviewing, analyzing and discussing district-wide & site data
- Completing a self-review/assessment using the Annotated Checklist for Addressing Racial Disproportionality in Special Education
- Completing an inventory of MVWSD initiatives
- Determining root causes

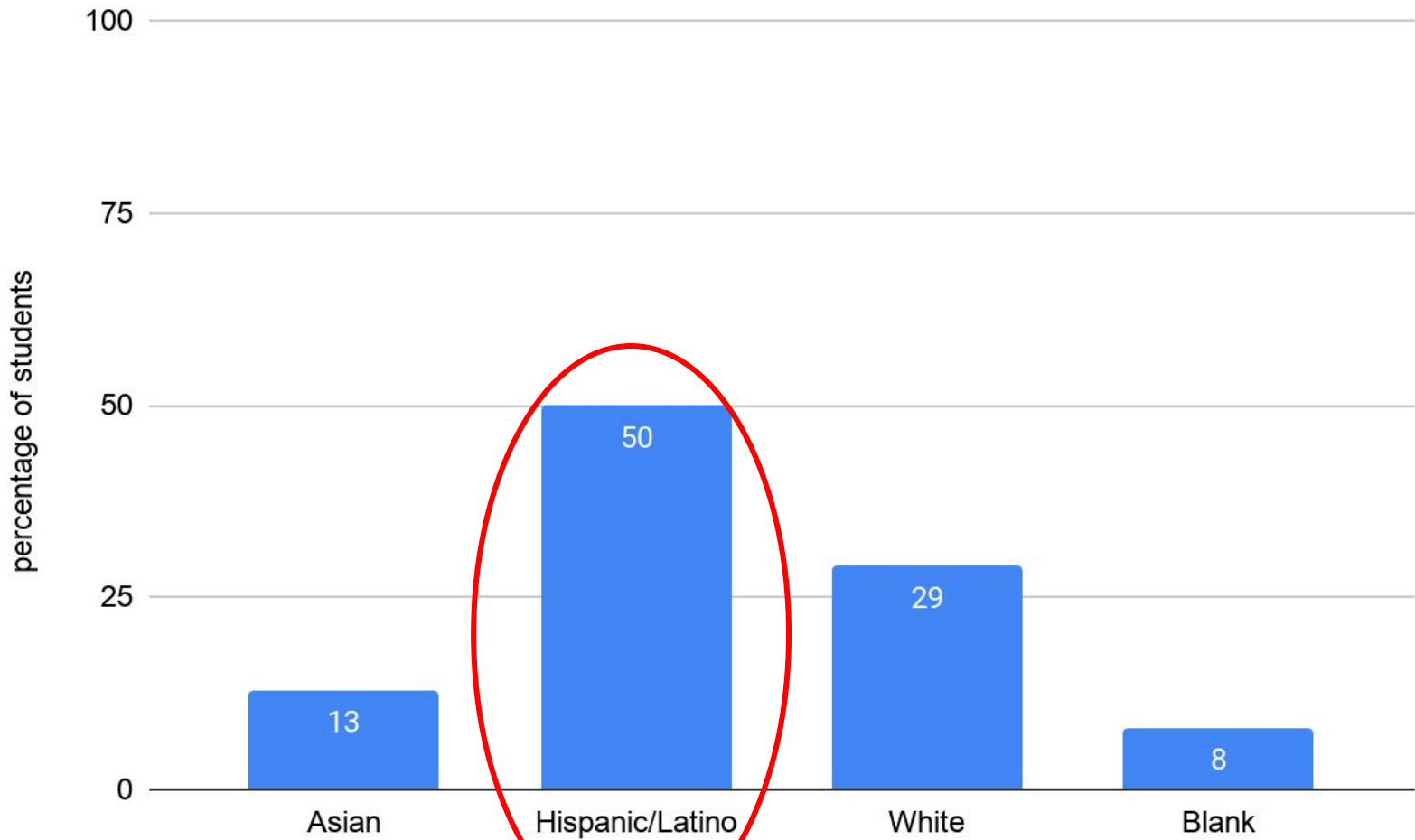
iReady ELA Diagnostic 1 2020-21 - All Students

Ethnicity Subgroups ▲	Students Tested		Avg. SS ◆	Avg. PercentileRank ◆	At Risk Tier 3		Tier 2		Tier 1	
	# ◆	% ◆			# ◆	% ◆	# ◆	% ◆	# ◆	% ◆
All Test Takers	2215	100%	552	57.9	646	29.2%	509	23%	1060	47.9%
Asian	67	3%	570.8	79.2	5	7.5%	9	13.4%	53	79.1%
Hispanic or Latino	1228	55.4%	527.7	42.9	564	45.9%	344	28%	320	26.1%
White	920	41.5%	583	76.5	77	8.4%	156	17%	687	74.7%

iReady Math Diagnostic 1 2020-21 - All Students

Ethnicity Subgroups ▲	Students Tested		Avg. SS	Avg. PercentileRank	At Risk Tier 3		Tier 2		Tier 1	
	#	%			#	%	#	%	#	%
All Test Takers	2226	100%	463.4	54.9	619	27.8%	795	35.7%	812	36.5%
Asian	67	3%	479.9	81.3	3	4.5%	14	20.9%	50	74.6%
Hispanic or Latino	1236	55.5%	447.5	38.1	556	45%	507	41%	173	14%
White	923	41.5%	483.5	75.5	60	6.5%	274	29.7%	589	63.8%

Demographics by Ethnicity and SWD



Key Findings

- We have some strong district initiatives/programs (Co-Teaching, SLOP, and Rtl) in place to support student learning
- A significant achievement gap exists between students who are white or Asian and those whom are Hispanic/Latinx
- Interventions vary by site
- Stronger differentiation in core instruction and Rtl is needed

Root Causes

- Lack of a structured districtwide Multi-Tiered System of Support (MTSS)
- Differentiation isn't robust enough in core instruction and Response To Instruction (RtI)
- Our English Language Development (ELD) program (designated and integrated) lacks structure and alignment district wide
- Cultural bias exists in our classrooms

Phase 3 - Planning for Improvement

- Completed review of District policies, practices, and procedures
- Developed programmatic improvement action plan, including specific goals and activities
- Determined target population
- Completed budget forms

Goal 1 and Activities

By October of 2022, there will be a 10% reduction in the number of target students not meeting standards as measured by district benchmarking assessments.

Activities:

- Small group data monitoring during RtI
- Professional development and ongoing coaching/check-ins
 - Literacy Strategies
 - Supporting students who are Socio-economically disadvantaged
 - Anti-bias training
 - Language acquisition
- Develop Learning Plans for target population

Goal 2 and Activities

By October of 2022, the identified sites will build and utilize a tiered system of support resulting in a 10% reduction in SST referrals.

Activities:

- Create Pre-referral & SST Referral Process
- Edit and Communicate SpEd Referral Process
- Train Elementary and Middle School Sites on Process
- Create a tiered system of support for academics
- Train Elementary and Middle School Sites on tiered system
- Professional Development on strategies within the three tiered system & Differentiated Instruction

Target Student Population

- Students that were targeted for this plan are first graders who are Socioeconomically disadvantaged at Theuerkauf, Castro, & Mistral
 - Rationale: feedback from our facilitator was that the identified group should represent multiple subgroups, not simply Hispanic/Latinx
- These sites were chosen due to their demographics and student population

Budget

- MVWSD must use 15% of its IDEA funds to implement activities in the plan
- The budget for CCEIS implementation is \$182,096

Current Work in Progress

- Plan approved by California Department of Education in January
- Site principals have been added to CCEIS Leadership Team
- CCEIS Leadership Team meets regularly to discuss planning and implementation
- School Psychologists received training on the assessment of students who are Hispanic and/or English Language Learners, as well as on academic interventions
- Continued reading intervention implemented at Castro and Mistral

Are we Improving?

Year	Referred	Qualified	Qualified under SLD	Hispanic/Latinx
17-18	96	82	26	22 (84.6%)
18-19	121	109	27	20 (74%)
19-20	72	67	14	7 (50%)
20-21 (as of March 9, 2021)	43	40	6	2 (33.3%)

While we continue to make gains, we continue to be Significantly Disproportionate based on 19-20 data



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Next Steps

Next Steps

Move into Phase 4 - Implementing, Evaluating, and Sustaining

- Implement programmatic improvement action plan
- Submit quarterly progress to the state through October 2022
- Evaluate effectiveness by data collaborations and review
- Build supports and sustainability through professional development and coaching

Next Steps

Complete CCEIS Plan for year 2 of significant disproportionality

- Refine current plan
- Determine additional funds for year 2
- Include next year's first graders and continue to monitor this year's first graders