

**2021 Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan**

*This form collects brief information on the activities completed by the Local Educational Agency (LEA) as part of the programmatic improvement process to develop their action plan for implementation of their Comprehensive Coordinated Early Intervening Services (CCEIS). It includes the completion of the Programmatic Improvement Action Plan (3.2) and the Allowable Costs Budget (Form 2) that will be used as the basis for monitoring and reporting on the CCEIS progress and expenditures during the 27-month CCEIS period (July 1, 2021 – September 30, 2023).*

**BACKGROUND INFORMATION**

LEA Name: Mountain View Whisman SD	LEA Contact Name: Acantha Ellard
County District Code:	LEA Contact Email: aellard@mvwsd.org
SELPA Name: Santa Clara County-SELPA 1	LEA Contact Phone: 650-526-3500

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

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

<i>Indicator</i>	<i>Race/Ethnicity/Disability Category</i>
10	Hispanic-Specific Learning Disability

**Previous Significant Disproportionality Indicator(s)**

<i>Year(s)</i>	<i>Indicator</i>	<i>Race/Ethnicity/Disability Category</i>
2020	10	Hispanic & Specific Learning Disability

**DESCRIBE THE PLAN DEVELOPMENT ACTIVITIES FOR CCEIS**

**PHASE ONE: GETTING STARTED**  
 Find instructions for this phase at  
<https://spptap.org/phase-1-getting-started/>

**1.1 Identify Leadership Team**

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

*Note: In small LEAs, multiple roles may be assigned to one administrator or team member.*

<b>Member Name</b>	<b>Email</b>	<b>Title/Role</b>	<b>Member’s Responsibility for Development, Implementation, and Monitoring of CCEIS Plan</b>
Swati Dagar	sdagar@mvwsd.org	Director of Curriculum & Assessment	Development & Oversight
Geoff Chang	gchang@mvwsd.org	Director of Federal, State, & Strategic Programs	Development & Oversight
Megan Henderson	mhenderson@mvwsd.org	Director of Equity	Development & Oversight
Mariko Kobata	mkobata@mvwsd.org	Special Education Coordinator	Development & Oversight
Acantha Ellard	aellard@mvwsd.org	Director of Special Education	Development & Oversight
Cathy Baur	cbaur@mvwsd.org	Chief Academic Officer	Oversight
Terri Lambert	tlambert@mvwsd.org	Coordinator	Development of the CCEIS Plan
Claudia Olaciguieri	colaciguieri@mvwsd.org	Principal	Development of the CCEIS Plan
Cyndee Nguyen	cnguyen@mvwsd.org	Principals	Development of the CCEIS Plan

Key members of the leadership team have decision making authority. The leadership team meets regularly to refine the plan in preparation for approval. The overall process includes gathering feedback from stakeholders, creation of the plan, input and refinement from the leadership team, and initial approval from Cabinet.

**1.2 Identify Stakeholder Group**

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

*Note: Team composition requires a diverse group of parents and community members, **including representatives of the identified racial/ethnic category.** (In small school LEAs, multiple roles may be assigned to one administrator or team member.)*

Role	Member Name(s)	CCEIS Plan Responsibilities for Development, Implementation and Monitoring of the CCEIS Plan
Superintendent	Dr. Ayindé Rudolph	Approval of CCEIS plan, oversight, ongoing monitoring, certifier of all assurances
Cabinet Level Leader-General Education	Cathy Baur	Approval of CCEIS plan, oversight, ongoing monitoring
Cabinet Level Leader-Special Education	Acantha Ellard	Communication and coordinate Meetings, Plan development, Finalization of CCEIS Plan, & Oversight of plan
Director of Curriculum, Instruction, & Assessment	Swati Dagar	Coordinate Meetings, Plan development, Finalization of CCEIS Plan, & Oversight of plan
Director of State, Federal, and Strategic Programs (including EL)	Geoff Chang	Coordinate Meetings, Plan development, Finalization of CCEIS Plan, & Oversight of plan
SELPA Director (or Designee)	Leo Magapu	Review and finalization of CCEIS plan, Special Education leadership, SELPA leadership, Technical Assistance Compliance, and Budget Support and Leadership
Director of Equity	Megan Henderson	Input on data analysis, root cause analysis, and finalization of CCEIS plan, & input, ongoing monitoring, Plan Development, Finalization of CCEIS Plan, & Oversight of Plan
Appropriate Grade Level General Education Teacher	Pala	

Appropriate Grade Level Special Education Teacher	Adelina Bonano	Input on data analysis, root cause analysis, and draft of CCEIS plan, approve finalized plan
Parent (diverse representation, not district employee/s)	Diana Pinto	Input on Root causes, actions/outcomes, and finalization
Community Representative-Selpa 1 CAC president	Christine Case-Lo	Input on Root causes, actions/outcomes, and finalization
Principal or Site Level Administrator	Cyndee Nguyen Claudia Olacigueri Michelle Williams	Input on data analysis, root cause analysis, and input & finalization of CCEIS plan, Student monitoring and site implementation
Fiscal Services Representative	Nadia Pongo	Funding Allocations and Budget Information
Coordinator	Terri Lambert	Input on data analysis, root cause analysis, and input & finalization of CCEIS plan
Coordinator	Mariko Kobata	Input on data analysis, root cause analysis, and input & finalization of CCEIS plan
Coordinator	Shaheen Mohammed	Input on data analysis, root cause analysis, and input & finalization of CCEIS plan

Provide:

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

May 19, 2021: Teacher Focus Group (facilitated by Suwinder Cooper)  
Self-Assessment -Wisconsin  
Teacher input

May 25, 2021: Parent Focus Group (facilitated by Suwinder Cooper)  
Self-Assessment -Wisconsin  
Parent input

July 30, 2021: Leadership team meeting Cyndee Nguyen, Geoff Chang, Megan Henderson, Claudia Olaciregui, Acantha Ellard, Terri Lambert  
Padlet Review with Agenda  
Review CCEIS Year One Plan  
Data Review & Analysis

Root Cause Planning & Discussion  
Stakeholder group planning

August 12, 2021: Leadership team meeting  
Topic: Objectives and Target Population

[August 24, 2021: Leadership team meeting](#)  
Topic: Objectives and Target Population

[August 26, 2021: Stakeholder Group Meeting](#)

Participants:

Terri Lambert-Education Services Coordinator, Megan Henderson-Directory of Equity, Geoff Chang-Director of State, Federal, & Strategic Programs, Acantha Ellard-Interim Director of Special Education, Adelina Bonano-Special Education Teacher, Christine Case-Lo-SELPA 1 CAC President and Parent, Diana Pinto-Parent, Cathy Patterson-Instructional Coach, Aytek Çelik-Parent, Claudia Olacigueri-Mistral Principal, Erika Kao-Teacher, Jamie Ewings-Teacher, Patricia Bosio de Galazzo-Teacher,

Agenda:

Review CCEIS Year One Plan  
Data Review & Analysis  
Root Cause Planning & Discussion  
Stakeholder input  
[Padlet input on Root Causes](#)

September 9, 2021: Stakeholder Group Meeting  
Review Draft Plan  
[Stakeholder input](#)

September 17, 2021: Individual principal meeting to gather specific school needs (participants: Acantha Ellard & Carlos Salgado, Castro Principal)

September 20, 2021: Individual principal meeting to gather specific school needs (participants: Acantha Ellard & Michelle Williams, Theuerkauf Principal and Acantha Ellard & Claudia Olacigueri, Mistral Principal)

***MVWSD Year Two Padlet***

**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](#).

*Note: LEAs are required to use TA Facilitation for a minimum of 10 hours for each area of identification.*

TA Facilitator Name: Mildred Browne

List how many hours of service the TA Facilitator has provided to your LEA. \_\_\_ (10) Hours

Planning meeting-May 10, 2021, Acantha Ellard & Mildred Browne

Discuss timeline, layout, and required activities

Planning meeting--May 19, 2021, Swati Dagar, Geoff Chang, Acantha Ellard, & Mildred Browne

Review previous CCEIS Plan, discuss updates for 2021 plan, and review activities

Meeting with CDE--May 25, 2021.

Acantha Ellard met with Josh Rucker to review the process and plan for Sig Dis, year 2.

Draft Plan Review- July 8, 2021, Swati Dagar, Geoff Chang, Megan Henderson, Acantha Ellard, Mildred Browne & Suwinder Cooper

Review notes and summary from Teacher Stakeholder Group meeting, Review notes and summary from Parent Stakeholder Group meeting, and review draft CCEIS plan

***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.

*MVWSD Year Two Data*

**PHASE TWO: DATA AND ROOT CAUSE ANALYSIS**  
 Find instructions for this phase at  
<https://spptap.org/phase-ii-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.

<b>Initiative</b>	<b>Funding Source</b>	<b>Target Group</b>	<b>Leaders and Staff Responsible (as applicable)</b>	<b>Educational Area(s):</b>
<i>Disaggregate and analyze student data from state and District assessments/reports using the Districts data protocol to ensure equitable access and achievement for all students with a focus on English Learners, SocioEconomically Disadvantaged students, foster youth, Students with Disabilities and other significant subgroups.</i>	<i>LCAP Goal 1</i>	<i>All students, with a focus on English Learners, SED students, foster youth, and SWD</i>	<i>Cabinet, Site Leaders, teachers</i>	<input 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 checked="" type="checkbox"/> Other: Ongoing Monitoring of effective instruction
<i>Implement iReady as the District's diagnostic assessment for grades K-8 three times per year, August, December and May and provide the instructional component to all teachers to use as a supplement. These assessments help teachers identify what students know and can do in different domains to support their students' learning.</i>	<i>LCAP Goal 1</i>	<i>All students</i>	<i>Cabinet, Site Leaders, teachers</i>	<input 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 checked="" type="checkbox"/> Other: Ongoing Monitoring of effective instruction

<p><i>Provide every K-5 teacher a subscription to Reading A-Z and access to Grammar Gallery to supplement Designated English Language Development lessons. These subscriptions provide additional tools and materials teachers need to help students build their oral language, reading, and writing skills and achieve academic language proficiency.</i></p>	<p>LCAP Goal 1</p>	<p><i>All students with a focus on English Language Learners</i></p>	<p><i>Cabinet, Site Leaders, teachers</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and Instruction</li> <li><input type="checkbox"/> Behavior</li> <li><input type="checkbox"/> Family and Community Engagement</li> <li><input type="checkbox"/> Climate</li> <li><input type="checkbox"/> Social-Emotional Learning</li> <li><input type="checkbox"/> Other:</li> </ul>
<p><i>Audit site Designated English Language Development practices to identify strengths and areas of growth and compile best features and practices across the district. This audit will enable the district to improve Designated English Language Development instruction thus improving outcomes for English Language Learners.</i></p>	<p>LCAP Goal 1</p>	<p><i>English Language Learners</i></p>	<p><i>Cabinet, Site Leaders</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and Instruction</li> <li><input type="checkbox"/> Behavior</li> <li><input type="checkbox"/> Family and Community Engagement</li> <li><input type="checkbox"/> Climate</li> <li><input type="checkbox"/> Social-Emotional Learning</li> <li><input type="checkbox"/> Other:</li> </ul>
<p><i>The District will expand its responsibility to provide an intensive reading curriculum to all schools to better support students with building foundational reading skills with a focus on Students with Disabilities. The curriculum will be taught at least three days per week. Reading Intervention provides students with an opportunity to increase reading skills at their instructional level. A key aspect of reading intervention is developing self-esteem through acquisition of reading and</i></p>	<p>LCAP Goal 1</p>	<p><i>All students with a focus on Students with Disabilities</i></p>	<p><i>Cabinet, Site Leaders, Teachers</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and Instruction</li> <li><input type="checkbox"/> Behavior</li> <li><input type="checkbox"/> Family and Community Engagement</li> <li><input type="checkbox"/> Climate</li> <li><input type="checkbox"/> Social-Emotional Learning</li> <li><input type="checkbox"/> Other:</li> </ul>

<p><i>writing skills and strategies. Students gain confidence and their skills improve through instruction in decoding, comprehension, writing, study skills</i></p>				
<p><i>Develop MVWSD’s Multi Tiered System of Support (MTSS) to improve instruction, differentiate learning and align systems. Over the course of the 2021-22 school year a MTSS planning team will design the framework for the District’s MTSS system including the following: Defining Tiers of Support Defining MTSS teams at the District and site levels Identifying assessments and data practices Standardizing student support processes Developing a menu of evidence-based interventions and curriculum at all tiers Developing an implementation and professional development plan.</i></p>	<p>LCAP Goal 1</p>	<p>All students</p>	<p>Cabinet, Site Leaders, Teachers</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and Instruction</li> <li><input type="checkbox"/> Behavior</li> <li><input type="checkbox"/> Family and Community Engagement</li> <li><input type="checkbox"/> Climate</li> <li><input type="checkbox"/> Social-Emotional Learning</li> <li><input type="checkbox"/> Other: Culturally-responsive interventions</li> </ul>
<p><i>Co-Teaching with General Education teachers</i></p>	<p>LCAP Goal 1</p>	<p>Students with Disabilities and All students</p>	<p>Cabinet, Site Leaders, teachers</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and Instruction</li> <li><input type="checkbox"/> Behavior</li> <li><input type="checkbox"/> Family and Community Engagement</li> <li><input type="checkbox"/> Climate</li> <li><input type="checkbox"/> Social-Emotional Learning</li> <li><input type="checkbox"/> Other:</li> </ul>
<p><i>Teachers will Incorporate best practices for Integrated English Language Development into all subject areas, with a focus on clear evidence of lesson preparation including:</i></p>	<p>LCAP Goal 1</p>	<p>English Language Learners</p>	<p>Cabinet, Site Leaders, teachers</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and Instruction</li> <li><input type="checkbox"/> Behavior</li> <li><input type="checkbox"/> Family and Community Engagement</li> <li><input type="checkbox"/> Climate</li> <li><input type="checkbox"/> Social-Emotional Learning</li> </ul>

<p>1. Content objectives 2. Language objectives 3. Check for understanding 4. Adaptation/Differentiation 5. Supplementary Materials 6. Meaningful Activities</p> <p>Individualized training at sites will be scheduled and provided as needed.</p> <p>Integrated English Language Development provides English Learners with the language they need to express their understanding of the content being taught. Integrated English Language Development is provided throughout the school day and the goal is for English Learners to learn the content and academic language used in each lesson.</p>				<p>□ Other:</p> <hr/>
<p>Increase personnel to one FT per school site: School and Community Engagement Facilitators. School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. The responsibilities will include, but are not limited to, serving as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes. School and Community Engagement Facilitators are assigned based on a school sites</p>	<p>LCAP Goal 3</p>	<p>All students with emphasis on English Learners and students who are SED</p>	<p>Cabinet, Site Leaders</p>	<p>□ Curriculum and Instruction □ Behavior □ Family and Community Engagement □ Climate □ Social-Emotional Learning □ Other: Culturally-responsive interventions</p>

<p><i>percentage of students who English Learners, Socio-Economically Disadvantaged or Foster Youth (unduplicated count).</i></p>				
<p><i>Engage in actions based on a community equity framework that will help us build habits of practice to increase inclusivity</i></p>	<p><i>SP Goal Area 3</i></p>	<p><i>All students</i></p>	<p><i>Cabinet, Site Leaders, teachers</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and Instruction</li> <li><input type="checkbox"/> Behavior</li> <li><input type="checkbox"/> Family and Community Engagement</li> <li><input type="checkbox"/> Climate</li> <li><input type="checkbox"/> Social-Emotional Learning</li> <li><input type="checkbox"/> Other:</li> </ul>

*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.*

<i>Name Common Areas Among the Initiatives</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and Instruction for English Learners</li> <li><input type="checkbox"/> Curriculum and Instruction</li> <li><input type="checkbox"/> Other: Culturally-responsive interventions</li> </ul>
<i>Identify Processes for Collaboration and Integration of the Initiatives, Including Timelines</i>
<p><i>The MVWSD leadership team met several times throughout the 20-21 school year to develop the new strategic plan and to ensure it's planned overlap with the LCAP. The strategic plan was designed to span 6 years so that the two three year LCAPs would align with the larger strategic plan lifetime. Strategic planning groups met throughout the 20-21 school year to create implementation plans and timelines for each objective and action item. The leadership planning groups met in the summer of 2021 to further refine timelines during cabinet level meetings. LCAP and Strategic Plan goals related to Equity and English Learners directly overlaps with work coming from the CCEIS plan because the goals of the CCEIS plan mirror goals in the LCAP and Strategic plans in that they both place an emphasis on bridging the gap for our most vulnerable populations including students with disabilities, English Language Learners, students who are socioeconomically disadvantaged, and our Hispanic/Latino students who are, at present, more likely to fall into one or more of the aforementioned categories.</i></p> <p><i>Both the LCAP and Strategic Plans being implemented concomitantly with the CCEIS plan make it possible to focus on issues related to Equity in the following ways:</i></p> <ol style="list-style-type: none"> <li><i>(1) improve outcomes for vulnerable populations such as English Learners, Hispanic/Latino students, and students with disabilities while also making sure all students within the district achieve at least one year's growth in one year's time by</i> <ol style="list-style-type: none"> <li><i>(a) providing every K-5 teacher a subscription to Reading A-Z and access to Grammar Gallery to supplement Designated English Language Development lessons</i></li> <li><i>(b) auditing site Designated English Language Development practices to identify strengths and areas of growth</i></li> <li><i>(c) expanding our co-teaching program with General Education teachers, serving students with IEPs</i></li> </ol> </li> <li><i>(2) address academic disparities between student groups while maintaining high expectations for all students, recognizing that extra supports may be needed for student groups who are struggling by</i> <ol style="list-style-type: none"> <li><i>(a) expanding its responsibility to provide an intensive reading curriculum to all schools to better support students with building foundational reading skills with a focus on Students with Disabilities</i></li> <li><i>(b) develop MVWSD's Multi Tiered System of Support (MTSS) to improve instruction, differentiate learning and align systems</i></li> </ol> </li> </ol>

- (c) Increasing personnel to one FT per school site: School and Community Engagement Facilitators. School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement.*
- (d) engaging in actions based on a community equity framework that will help us build habits of practice to increase inclusivity*

*The district also has an EL Master Plan that is reviewed and revised each year through our DELAC. The EL Master Plan outlines the identification of and academic support for English Learners, specifically how we help them regularly move up levels on the ELPAC exam with the ultimate goal of reclassification within six years.*

*District-wide, all English Learners receive at least 150 minutes a week of dedicated ELD time where they work in small group settings with their teachers to work on their specific areas of growth. Over the past six years, the district has also adopted Sheltered Instruction Observation Protocol (SIOP) strategies to use across all classrooms as subject-area teaching techniques that support the language development of all students, especially ELs. At the Elementary School level, students receive ELD lessons via our district-adopted ELA/ELD curriculum as well as through tools such as Grammar Gallery, Learning A-Z (RAZ Kids), and Imagine Learning. Middle School ELs use the English 3D program to bolster all of their language development areas, especially reading and writing, which we know from the data are often the last areas to develop fully among ELs.*

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

*There are currently no groups of students who are not supported by both our strategic plan and LCAP. That being said, current initiatives embedding in the district's LCAP and Strategic Plan 2027 emphasize activities that will help our district achieve more equitable outcomes for students with an emphasis on bringing the gap for our most vulnerable populations including students with disabilities, our English Language Learners, students who are socioeconomically disadvantaged, and our Hispanic/Latino students who are, at present, more likely to fall into one or more of the aforementioned categories.*

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

*Curriculum & Instruction for English Learners  
Social-Emotional Learning for all students*

## **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/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 2020, Mountain View Whisman Unified School District was identified as Significantly Disproportionate for Hispanic students in the disability category of Specific Learning Disability (SLD). To complete the 2020 CCEIS Plan, the CCEIS team and the Technical Assistant Facilitator from Ascendancy Solutions Inc. collaborated with the district's Leadership Team to gather and summarize data points. The Leadership team used the Adapted Annotated Checklist for Addressing Racial Disproportionality in Special Education (also referred to as the Wisconsin) as the programmatic self-assessment tool. The Wisconsin Checklist provided three checklists that addressed: 1) district and school resource issues 2) system policy, procedure, and practice issues at district, school and classroom levels 3) environmental factors to identify possible root causes of disproportionality. This checklist also helped Stakeholders analyze racial and ethnic disparities in special education identification, restrictiveness of setting, and discipline. It is also useful in identifying inappropriate policies and practices that may be contributing to the disparities. The Wisconsin checklist and the article by Catherine Kramarczuk Voulgarides & Natalie Zwerger were used in an inquiry format as self-assessment tools to identify root causes and highlights some of the common policies, practices, and beliefs that place racial/ethnic minorities and low-income students at a disadvantage to their peers.

The following summary outlines the district's self-assessment process:

2020

During Phase Two of the Programmatic Improvement Process, each member on the Leadership team provided input and critically analyzed the district's processes on multiple levels. The Leadership team completed the analysis process over two meetings. The Stakeholder groups also provided additional narrative and anecdotal input. MVWSD did not feel the need to pull additional focus groups as we determined we had enough data information from all of the sources. Based on the findings the root causes were determined to be: 1) Lack of a structured districtwide Multi-Tiered Systems of Support (MTSS); 2) Response To Instruction (RTI) and a lack of robust differentiation in core instruction; 3) Lack of district wide structure and alignment of the English Language Development (ELD) Program (Designated and Integrated)

and 4) Cultural bias in the classroom.

2021

In 2021, Mountain View Whisman Unified School District was once again identified as Significantly Disproportionate for Hispanic students in the disability category of Specific Learning Disability (SLD). During the self-assessment phase, the CCEIS Team conducted two focus group sessions with teachers on May 19, 2021 and Hispanic parents on May 25, 2021 to determine whether there were any more additional root causes with regard to the overidentification of Hispanic students in the Disability Category of Specific Learning Disability. Focus groups were ninety minutes in length and facilitated by Suwinder Cooper, Technical Assistant Facilitator.

The following are some notable quotes from the two focus groups:

**Parents:**

*“Good teaching is more driven by the individual teacher and not by the district.”*

*“It is a hit or miss with teachers on a year to year basis. Some are great, some are not and the child can lose a whole year when it is not a good fit with the teacher and the child.”*

*“The district needs to implement systems.”*

*“I am a Spanish speaker. I don’t know if my son is in special education. He does get speech services.”*

*“I cannot read or write in English. I am struggling a lot. It is very difficult for me when my husband has to work and I am responsible for my children. My older son is so helpful. My son is getting speech classes for his autism.”*

**Teachers:**

*“Globally there is a lack of understanding of special education in the district and there is a disconnect with general and special education about the services being provided.”*

*“There is a lack of understanding on how to create goals and services are uneven. Some speech services are great and others not.”*

*“It is silly that the teacher Aid is not invited to the IEP meetings when they know so much more about the kid than the teacher.”*

*“We need to look at language issues and whether it is really a true disability.”*

*“English Learners need more support in the early grades.”*

*“How well are we dissecting the impact of trauma on learning?”*

*"We need more in-depth training on best practices, guide reading, phonics for English Language Learners. Grouped into one room with one teacher."*

*"If we had a lot more support for our newcomers, a lot more could be done."*

*"The district needs to spend the money on professional development for all teachers. This is a systemic problem. Have the teachers trained in teaching and coaching with compassion."*

*"We need to learn more about our families and we need more parent workshops."*

*"We need to help our families and we need to work as a team."*

*"The communication between pre-schools and the district is not formalized. There is informal communication after the fact."*

*"Some kids come into school prepared but some are not."*

*"As a Kindergarten teacher, I am a juggler and a detective. When kids come in with little information, we are trying to figure out what is going on here."*

*"IReady – How we target student needs varies from teacher to teacher."*

*"There is nothing on SEL, district wide and we do not have a math intervention program."*

*"Tutoring service is composed of volunteers and there is limited space. It would be beneficial for more students."*

Results from the focus groups were shared with the leadership team on July 8<sup>th</sup>, 2021 and included a group consensus that the root causes from the 2020 plan were still relevant, but too vague. For that reason, each root cause from the 2020 plan was reworded so that the descriptions were more specific.

### **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](#).*

#### **Policies, Practices and Procedures Review**

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

Yes

No

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

The district is in the process of writing/revising the following policies and procedures manuals:

BP XXXX -- Equity

BP related to Equity would ensure that the district is prioritizing providing high-quality educational experiences for all students with an emphasis on reducing performance gaps between student groups. This policy would also define 'Equity' for all of its stakeholder groups to ensure clear communication about the value of equity, especially when serving groups that have historically faced marginalization in the community. BP on Equity would serve as the foundational structure upon which the district could prioritize removing institutional barriers that result in opportunity gaps for students; and implement practices and procedures to ensure a student's educational success is neither predetermined nor predicated by any social factors. BP will be developed concomitantly with the Community Equity Framework outlined in the district's Strategic Plan; developed with Framework leadership team with input from the District's Equity Advisory Committee. The purpose of the framework is to provide the district with an organizational structure that allows for and eases the burden of: (1) interdepartmental collaboration on Equity issues by collapsing silos of the organization to unite them under common goals related to disproportionality, (2) prioritizing equity across the institution by helping to manage timelines and goals more effectively, and (3) involves community members on issues related to equity. The framework is in its beginning stages and won't be finalized until the summer of 2022.

### Section 504 Handbook

Using the *Parent and Educators Resource Guide to Section 504 in Public Elementary and Secondary Schools*, last published by the U.S. Department of Education's Office of Civil Rights in December 2016, as a model the district will craft a handbook outlining policies, procedures, and safeguards under Section 504 that is specific to our district. This handbook will be developed under the assumption that this will be a public-facing document to be consumed by all stakeholder groups and published on our website upon its completion.

### SST Handbook

Using the *Student Study Team (SST) Best Practices Manual* published by Sacramento City Unified School District and last revised in October of 2015, the district will craft a handbook outlining policies, procedures, and safeguards in how to create an effective SST process that identifies and assist students with a wide range of concerns related to school performance and student wellbeing. This handbook will be developed under the assumption that this will be a public-facing document to be consumed by all stakeholder groups and published on our website upon its completion.

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).

Any board policy changes will first be identified internally in order to make recommendations to the board. Any policy change will be agendized at an official board meeting and made available to the public. The policy update will be reflected on the district website.

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

District procedures will be adjusted internally, first through cabinet level review, then input via our district's leadership team before being finalized and communicated to the larger community.

**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.

**Geographical Climate and Demographics of MV and MVWSD**

Mountain View Whisman School District (MVWSD) is a public school district situated in Mountain View, California. The city of Mountain View is home to 82,739 people of which 54.4% are White, 31.8% Asian, and 18.3% Hispanic/Latino according to U.S. Census data collected in July 2019. Mountain View is located in the heart of Silicon Valley and has seen major shifts over the past decade in the development of the area along with shifts in housing prices, rent prices, and in the demographics of its residents. This is not unlike similar cities in the larger Bay Area. The cost of living for Mountain View residents is 315% the national average, with housing costs specifically measuring 772% the national average.

The district itself currently serves approximately 4,800 students of which 27% are White, 20% Asian, 13% multiple races, 36% are Hispanic/Latino, and 2% are Filipino. MVWSD also reports that 12% of its population qualifies as being a Student with Disabilities (SWD), of which 53% are Hispanic/Latino. Approximately 16% of Hispanic/Latino students are designated as having a learning disability (SWD). Of the students qualifying for services under the designation Specific Learning Disability (SLD), 48% are Hispanic/Latino. MVWSD also serves many students who are designated as English Language Learners (EL). Approximately 19% of the students the district serves are ELs. The top five languages spoken in the district are English, Spanish, Chinese-Mandarin, Russian, and other non-English languages. Approximately, 51% of students speak English, while 27% speak Spanish, 4% speak Mandarin, 3% speak Russian, and another 2% speak a language other than English. This is the district’s second consecutive year of being found significantly disproportionate for SLD in our Hispanic/Latino population.

**District Enrollment (Historical)**

The following is a summary of district enrollment by race/ethnicity between 2017 and 2020

	White	Hispanic/ Latino	Asian	Filipino	Multiple	Black/ African American	Nat Hwiin/ Othr Pac Islander
2020-21	1271 26.74%	1694 35.64%	974 20.49%	114 2.4%	599 12.60%	60 1.26%	21 0.44%
2019-20	1507 29.65%	1777 34.97%	922 18.14%	130 2.56%	618 12.16%	71 1.40%	27 0.53%
2018-19	1552 30.37%	1873 36.65%	854 16.71%	132 2.58%	596 11.66%	73 1.43%	24 0.47%
2017-18	1579	1937	795	139	572	76	31

	30.77%	37.74%	15.49%	2.71%	11.15%	1.48%	0.60%
Note: Percentages below student count for each year and demographic category							

**Student Performance**

Overall, MVWSD is a high-performing district. According to the most recent performance data from 2019, our district’s students averaged a performance that was 50.3 points above the standard in ELA and 35.4 points above the standard in Math, which is dramatically higher than the state average for both subject areas. Approximately 57% of our EL students are making progress towards English Language proficiency, which puts us in the ‘high’ performance category for EL progress. Our district is also performing above state averages in the categories of chronic absenteeism and suspension rate. MVWSD suffers, however, from a persistent and marked gap in student achievement for students with disabilities (SWD) and students who are Hispanic and Latino. From 2015 to 2019 there has been a persistent gap in student achievement scores for students with disabilities compared to their peers. While both populations of students have increased their performance in ELA, 10.21 percentage points increased for standards met or exceeded for students with disabilities and 11.58 percentage points increased for standards met or exceeded for their peers, the gap between these populations has also increased by an additional 3% over the past five years (see graph below). Similar trends plague our district when it comes to the gap in student achievement between our Latino/Hispanic students and their White and Asian peers. Below, the achievement gaps are documented using i-Ready academic performance data and are displayed using scores from four schools. The performance data is disaggregated by demographic. Not only are the gaps between student groups large, they also vary wildly between schools based on the concentration of disadvantaged students at each school.

I-Ready Academic Performance, Reading, Diagnostic 1 -- August, 2021

% on or above grade level and % **two or more below grade level**

	Hispanic/Latino	White	Asian	EL	SED
School 1	34% <b>66%</b>	64% <b>36%</b>	72% <b>28%</b>	25% <b>75%</b>	52% <b>48%</b>
School 2	27% <b>73%</b>	71% <b>29%</b>	82% <b>18%</b>	29% <b>71%</b>	29% <b>71%</b>
School 3	14% <b>86%</b>	54% <b>46%</b>	67% <b>33%</b>	17% <b>83%</b>	13% <b>87%</b>
School 4	6% <b>94%</b>	21% <b>79%</b>	67% <b>33%</b>	2% <b>98%</b>	6% <b>94%</b>

I-Ready Academic Performance, Math, Diagnostic 1 -- August, 2021

% on or above grade level and % **two or more below grade level**

School	Hispanic/Latino	White	Asian	EL	SE D
School 1	13% <b>87%</b>	59% <b>41%</b>	67% <b>33%</b>	36% <b>64%</b>	21% <b>79%</b>
School 2	13% <b>87%</b>	56% <b>44%</b>	72% <b>28%</b>	37% <b>63%</b>	13% <b>87%</b>
School 3	3% <b>97%</b>	31% <b>69%</b>	60% <b>40%</b>	9% <b>91%</b>	5% <b>95%</b>
School 4	3% <b>97%</b>	11% <b>89%</b>	57% <b>43%</b>	2% <b>98%</b>	2% <b>98%</b>

**Compounded Disadvantage**

English Learner status along with the variables of being socioeconomically disadvantaged and/or a student with disabilities seems to compound disadvantage as we consider gaps in student achievement. Nearly one in five students with disabilities are also English Learners (19%). Hispanic/Latino students comprise the largest percentage of students who are English Learners (73%) and are more likely than their White and Asian peers to suffer from socioeconomic disadvantage. Hispanic/Latino students are nearly five times as likely as their White and Asian peers to be considered ‘At-Risk’ (Tier 3) on the iReady Reading assessment according to data available from the 2020-2021 school year. The same is true in Math. Nearly one-third of all Hispanic students are ‘At-Risk’ and not meeting grade-level standards. As documented by the SBAC data on the California dashboard, English Learners in our district, of whom 73% are Hispanic/Latino, performed 87.4 points below the standard in Math, whereas English only students scored 67.8 points above the standard in Math. For ELA, English Learners in our district scored 74.4 points below the standard while the English only students scored 82.2 points above the standard. The performance gap between English learners and English only students in our district is persistent and significant.

**School #4 -- Illustration of a complex problem**

*School #4 Enrollment Demographics, 2021*

Category	Number of Students	% of Students
Students with Disabilities (SWD)	42	14% of all students at Castro
SWD who are Hispanic/Latino	41	98% of SWD are Hispanic/Latino
Hispanic/Latino	246	80% of all students at Castro
Socioeconomically Disadvantaged Students (SED)	264	86% of all students at Castro

SWD who are SED	40	95% of SWD are SED
SWD who are SED and Hispanic/Latino	35	83% of SWD are SED and Hispanic/Latino

To further illustrate the complex nature of the disproportionality as it finds itself at the nexus of English learner status, socioeconomic status, eligibility for services through special education and race/ethnicity, data from School #4 is presented. Relative to the rest of the school district, School #4 serves many of our most vulnerable students. Nearly 98% of School #4’s students with disabilities are Hispanic/Latino. Nearly 83% of students with disabilities at School #4 are also English learners. Additionally, 83% of students with disabilities are English Learners and socioeconomically disadvantaged. Only 5% of students with disabilities at School #4 are not socioeconomically disadvantaged. Not surprisingly, at the beginning of the school year in 2020, nearly 22% of students at School #4 were at least three grade levels below in Reading, more than any other school in the district. This improved over the course of the school year and by the end of the academic school year, 18% of students were at least three grade levels below the standard. Compounded disadvantage negatively affects student performance, particularly when this disadvantage is clustered at one school site that has a finite number of teachers and staff and infinite needs.

**Making Progress but Gaps Remain**

Over the course of the past year, however, it is not to be discounted that the district has seen progress for our vulnerable students. For example, from trimester one to trimester three (D1 to D3), percent of EL students considered ‘At-Risk’ on the iReady Reading assessment decreased from 48.9% to 37.3%. The student performance of students with disabilities also increased in the aggregate over the course of the year.

**History of Disproportionality in MVWSD**

MVWSD was first found to be significantly disproportionate in 2019-2020 for Hispanic/Latino students diagnosed with a Specific Learning Disability (SLD). The graphs below illustrate the disproportionate number of Hispanic/Latino students diagnosed with SLD. Of all students with disabilities, 48% of students identified as having a Specific Learning Disability (SLD) were Hispanic/Latino even though they only make up approximately 35% of the district’s population. We are currently in our second year of being found significantly disproportionate for Hispanic/Latino students identified as having a Specific Learning Disability (SLD).

	Other health impairment (OHI)	Autism (AUT)	Other health impairment (OHI)	Specific learning disability (SLD)	Speech or language impairment (SLI)
Asian	2	10	2	4	17
Black/African Am	2	1	2	4	2

Filipino	1	5	1	2	4
Hispanic	21	25	21	130	82
Multiple	6	4	6	8	17
White	11	22	11	24	38
<b>Grand Total</b>	<b>43</b>	<b>68</b>	<b>43</b>	<b>175</b>	<b>160</b>

**CCEIS Data (2020)**

**Quantitative data:**

At the outset of our journey through significant disproportionality, stakeholder groups met to analyze student data in order to determine root causes for the issue. The stakeholder group met and analyzed quantitative data including 18-19 CAASPP ELA and Math figures, iReady benchmarks from 18-19 & 19-20, Special Education referral and identification figures, district wide figures for students broken down by ethnicity and language type for the 18-19 and 19-20 school years. The team provided input that helped leaders understand the qualitative impact. The overwhelming findings that parents and staff noted were that students who are Hispanic/Latino in the MVWSD district under perform their White and Asian peers anywhere from 50% (iReady 20-21 ELA) to figures such as approximately 100 point difference (SBAC ELA 18-19) where White and Asian students score in the Blue range and Hispanic students perform in the yellow range. Additionally, Hispanic students are more likely to be referred for SSTs and Special Education (internal SST and SpEd Referral analysis 18-19). Our 19-20 Special Education data by ethnicity showed that 53% of students with a disability were Hispanic, while the same group made up only 23% of the total district population. We would expect to see those students identified as students with a disability be much closer to the overall total population percentage. In the 18-19 school year, 74% of students identified under the Specific Learning Disability category were Hispanic. Lastly, we found that our English Learners are also markedly underperforming their English Only peers (CAASPP, iReady). In 18-19, English Learners scored 156.6 points below their English Only peers on the ELA SBAC.

**Qualitative data**

To further analyze our systems and policies and determine root causes, our district completed the Wisconsin self-assessment tool with the CCEIS Leadership team during the 2020 school year and was able to conclude the following:

- We are not consistently using interventions across the district
- We don't have RTI (response to instruction and intervention) consistently across all schools.
- We don't have a systematic intervention process
- Only some students are successfully accessing core instruction or benefitting from our current RTI program.
- At-risk students aren't accessing instruction and getting the help they need to learn the curriculum
- Teachers don't know how to differentiate the curriculum or scaffold to allow access points for all students
- It seems like students who achieve in MVWSD are primarily White or Asian, not Hispanic/Latino
- Staff needs to build a stronger relationship with students

- Teachers have implicit bias towards minority students
- Parents noted that families who don't speak English have a harder time accessing resources from their school
- Teachers don't understand the current SST structure and there are inconsistencies across school sites

Based on the district's self-assessment using the Wisconsin, and multiple larger stakeholder group meetings (see group meeting data in 2.2), the following root causes were identified for our 2020 CCEIS plan:

- 1) We don't have a structured MTSS system. We are not consistently using interventions across the district. We don't have a systematic intervention process.
- 2) Differentiation isn't strong enough in core instruction and RTI.
- 3) Our ELD program isn't strong enough. Teachers don't have enough knowledge on language acquisition strategies. Differentiation isn't strong enough in ELD.  
Is our curriculum/program appropriate to develop students' language for EL?
- 4) Cultural bias exists in our classrooms.

### Disproportionality in Student Offenses

In addition to the overrepresentation of Hispanic/Latino students as being identified as having a significant learning disability (SLD), Hispanic/Latino students, both male and female, are disproportionately documented for student offenses in behavior. Hispanic/Latino students are at least twice as likely to be documented for a student offense than his/her White or Asian peers. During the 2019-20 school year, Hispanic/Latino students made up 46% of all student offenses despite being only 34.9% of the student population at that time. During the 2020-21 school year, documented student offenses were drastically reduced due to school closures. Even so, Hispanic/Latino students made up approximately 64% of the documented student offenses, even though they represented only 35.64% of the population. It must be mentioned, however, that during multiple discussions with district leadership during this process, that there is a perception that sites across the district are documenting student offense data inconsistently with some school sites dutifully reporting all student offenses, and others none at all. This inconsistency throughout the district makes the student offense data harder to draw reliable conclusions from.

Documented Student Offenses (not separated by offense-type),

Year	Hispanic	White	Asian	Multiple
<b>2020-21</b>	2 female 16 male = <b>18</b> total	0 female 7 male = <b>7</b> total	0 female 0 male = <b>0</b> total	0 female 2 male = <b>2</b> total
<b>2019-20</b>	47 female 177 male = <b>224</b> total	16 female 115 male = <b>131</b> total	4 female 31 male = <b>35</b> total	1 female 53 male = <b>54</b> total

### CCEIS Progress (Since 2020)

Since its approval in 2020, our LEA has made only incremental improvements towards our CCEIS plan goals due to the evolving and demanding nature of needs rising from the effects of Covid-19 on our community. Per the CCEIS 2019-20 plan, our LEA worked to determine an early intervention program that provided intensive academic, behavioral, and social emotional interventions for the students in our target group and that work is ongoing. The LEA also made progress on finding and implementing a Social-emotional (SEL) curriculum. Since the plan's inception, the LEA brought aboard a Health and Wellness Director who formed a district committee to begin exploring and vetting an SEL curriculum. This work is also ongoing. Finally, the LEA also wished to support the target population of students by working to build push-in academic support to students and more globally by developing and implementing a Multi-Tier System of Support (MTSS) to function as a gateway for students to enter through who are struggling academically. Since the plan's inception, the LEA has been unable to provide increased push-in academic support for our target group due to strains on human capital and the hiring of new staff members to provide this support. The LEA has, however, begun its journey towards developing a comprehensive MTSS by forming a project team of educational leaders. This work is still ongoing even as we enter our second year of disproportionality and our 2021 CCEIS plan.

At the onset of our district finding itself significantly disproportionate for Hispanic/Latino students for a Specific-Learning Disability, the district also hired an Equity Coach to address the lack of intentionality for addressing cultural bias in our institution and to provide training for all staff, including leadership, on issues ranging from anti-racism to examining privilege with an equity lens. In her first year, the Equity Coach worked with all certificated teachers to lay a foundation of knowledge of anti-racist and anti-bias teaching practices and skills. She provided both general and specific examples of how racism and unconscious bias serve to harm students. The certificated staff members were presented with recently gathered performance data to help them understand the student performance gaps for our Hispanic/Latino students along with students with disabilities through an equity-lens. Additionally, year one of these workshops were designed to promote critical reflection and analysis on the praxis of teaching and learning as seen through an Equity lens. Each workshop involved cross-collaboration between grade-levels and, through the use of a virtual presentation platform, was interactive and rich in multimedia resources and activities. After the completion of each workshop, teachers were asked to give feedback on the perceived applicability of the material to their lives as teachers in the classroom. Of all the data collected from these five workshops, the teachers rated the 'Anti-Bias' seminar as the least applicable to their work with students. Under further analysis, this result reveals a two-edged sword: more than any other topic, teachers think that talking about bias in the classroom is the least applicable to their everyday activities as teachers, which reveals that more than ever, teachers need training on how easily and covertly bias can affect their decisions and interactions with students.

In addition to creating and filling a position to oversee the Equity-related goals in the district, MVWSD has also been engaged in the development of a 5-year strategic plan that has equity-related goals and initiatives embedded in every goal area. The vision of the district promises that "Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse, and innovative partnership." The priority student outcomes for this strategic plan framework are fourfold: (1) increase achievement for all students while closing gaps among student groups, (2) ensure at least one year of academic growth for each student, (3) strengthen student engagement and well-being, and (4) ensure all students are prepared for high school. The first goal area is to ensure effective and consistent instructional practices that meet the needs of all students. This includes objectives that include establishing a

culturally-relevant instructional system aligned toward high school readiness, ensuring targeted instructional opportunities that maximize learning for all students, and the establishment of systemic approaches for student directed learning. The initiatives to be implemented in the 2021-22 school year for Goal Area #1 include developing programs to increase opportunities for underrepresented students to reach high levels of academic courses and to fully develop MVWSD's Multi Tiered System of Support (MTSS) to improve instruction, differentiate learning and align systems. In the second of five goal areas, which focuses on student social-emotional health, the plan objectives are to equitably and effectively support healthy and responsible student behavior and to ensure an integrated, consistent approach to social-emotional learning. In the 2021-22 school year, the Director of Wellness for our district will be leading the charge to develop and implement a "Whole school, whole community, whole child" model for student wellness. In our third of five goal areas, the strategic plan outlines objectives that are to expand and enhance opportunities for stakeholder voice, expand and enhance culturally-responsive approaches to student, parent and community engagement, and to expand stakeholders' access to the systems and strategies used to support student learning. This goal area also includes plans to engage in the development and implementation of a community equity framework to help us build habits of practice to increase inclusivity. Finally, the fourth and fifth goal areas relate to effective, engaged employees and an equitable distribution of resources that support student success, respectively. In the next school year, 2021-22, initiatives related to these goal areas relate to developing and implementing district-wide policies and practices that focus on retention of diverse employees along with ensuring that there is district-wide equitable facility, technology, and student resource standards that are publicly available and shared with stakeholders.

The strategic plan (SP2027) and the 2021-2024 LCAP were developed in tandem during the 2020-2021 school year. MVWSD's LCAP is focused around five primary goal areas:

Goal 1: Develop and implement effective and consistent instructional practices that meet the needs of all students

Goal 2: Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior

Goal 3: Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders

Goal 4: Develop and implement policies and practices to support and retain effective and engaged employees

Goal 5: Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success

These goals serve as a framework for improving outcomes for all students, while allowing us to use resources to also prioritize the actions, services, and expenditures that will be most effective in serving those most in need. The district is also prioritizing closing gaps between groups of students, recognizing that it is most often our "unduplicated students" (defined by the state as socioeconomically disadvantaged, English learners, and foster youth). Other student groups that should be closely monitored throughout the implementation of this plan include our homeless students, students with disabilities, and our Hispanic/Latino students. The LCAP actions and services are each tied to a series of metrics that are monitored closely and used in determining modifications made to each year's plan. Local educational

reforms had led to measurable improvements in student outcomes, as demonstrated by several state and local indicators, but large gaps still remain between student groups.

### **CCEIS 2021 -- Second year of Significant Disproportionality**

In 2021, Mountain View Whisman Unified School District was once again identified as Significantly Disproportionate for Hispanic students in the disability category of Specific Learning Disability (SLD). During the self-assessment phase, the CCEIS Team looked again at our student performance data and also conducted two focus group sessions with teachers on May 19, 2021 and Hispanic parents on May 25, 2021 to determine whether there were any more additional root causes with regard to the overidentification of Hispanic students in the Disability Category of Specific Learning Disability. Focus groups were ninety minutes in length and facilitated by Suwinder Cooper, Technical Assistant Facilitator.

#### **Focus Group Results Summary:**

During the self-assessment phase, the CCEIS Team conducted two focus group sessions with teachers on May 19, 2021 and Hispanic parents on May 25, 2021 to determine whether there were any more additional root causes with regard to the overidentification of Hispanic students in the Disability Category of Specific Learning Disability. Focus groups were ninety minutes in length and facilitated by Suwinder Cooper, Technical Assistant Facilitator.

Overall, the focus group data collected from **parents** showed that parents feel that there isn't as much support for children with more significant learning needs as there is for a 'typically-performing' student, especially because it is a high-performing district overall. Some parents noted that there seems to be a lack of systems at the district-level to both accurately intervene and support students who need additional support. **Teachers** similarly acknowledged that there is a lack of understanding amongst teachers about how to provide support for students who are underperforming, such as students with special needs and English learners. For example, a teacher noted, *"If we had a lot more support for our newcomers, a lot more could be done"* and *"English Learners need more support in the early grades."* Teachers specifically called for more in depth training to help serve English Language Learners.

Results from the focus groups were shared with the leadership team on July 8<sup>th</sup>, 2021 and included a group consensus that the root causes from the 2020 plan were still relevant, but too vague. For that reason, each root cause from the 2020 plan was reworded so that the descriptions were more specific. (see also 2.2 and 2.5 for related documentation)

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
Qualitative	<i>Adapted Annotated Checklist for Addressing Racial Disproportionality in Special Education (Referred to as the 'the Wisconsin')</i>	<i>Ninety minute focus groups were conducted by the Technical Assistant Facilitator. The Wisconsin self assessment tool was utilized to focus the conversation around specific questions related to the overidentification of Hispanic students in the category of Specific Learning Disability. During the self-assessment phase, the CCEIS Team conducted two focus group sessions with teachers on May 19, 2021 and Hispanic parents on May 25, 2021 to determine whether there were any more additional root causes with regard to the overidentification of Hispanic students in the Disability Category of Specific Learning Disability.</i>	<i>See Section 2.4 for a detailed summary of the findings which support the root causes identified in the 2020 CCIES Plan and one additional root-cause (see 2.5)</i>
	Leadership Team Input	The CCEIS leadership team met to share their input and perspective from both the district and the site leadership lens	<i>See Section 2.4 for a detailed summary of the findings which support the root causes identified in the 2020 CCIES Plan and one additional root-cause (see 2.5)</i>
	Stakeholder team Input	The CCEIS stakeholder team met to share their perspective from the community lens	<i>See Section 2.4 for a detailed summary of the findings which support the root causes identified in the 2020 CCIES Plan and one additional root-cause (see 2.5)</i>

	Equity surveys (given after anti-bias training)	Teachers responded to this survey after undergoing a 60-minute training on anti-bias teaching practices with the district's equity coach.	<i>See Section 2.4 for a detailed summary of the findings which support the root causes identified in the 2020 CCIES Plan and one additional root-cause (see 2.5)</i>
Quantitative	iReady	Three diagnostics per year in Reading and Math. (D1, D2, and D3) -- 2020-21 School year.	<i>See Section 2.4 for a detailed summary of the findings which support the root causes identified in the 2020 CCIES Plan and one additional root-cause (see 2.5)</i>
	Demographic data	CalPADS	<i>See Section 2.4 for a detailed summary of the findings which support the root causes identified in the 2020 CCIES Plan and one additional root-cause (see 2.5)</i>
	Historical CAASPP data	California Dashboard	<i>See Section 2.4 for a detailed summary of the findings which support the root causes identified in the 2020 CCIES Plan and one additional root-cause (see 2.5)</i>

Team Members:

Megan Henderson-Director of Equity

Claudia Olaciregui-Mistral Principal

Cyndee Nguyen-Bubb Principal

Swati Dagar-Director of Curriculum & Instruction

Geoff Chang-Director of Strategic, State, & Federal Programs

Acantha Ellard-Interim Director of Special Education

**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
<p>1. Lack of a district wide culturally-responsive Multi-Tiered Systems of Support (MTSS) to serve struggling students leading to a subjective pre-referral process and subsequent overidentification of Hispanic/Latino students as identified as having a Specific Learning Disability (SLD)</p>	<p>MVWSD lacks a structured Multi-Tiered System of Support and therefore also lacks the concrete policy and/or handbooks related to such a system. The lack of district-wide structure around intervening when students are struggling academically makes the process vulnerable to subjective referrals for testing and interventions through Special Education.</p> <p>The Student Study Team (SST) procedures have not been translated into district-wide practice and are inconsistently disseminated and utilized throughout the district, according to interview data collected from the educational leaders at the district.</p> <p>Data related to current and past 504 plans is inconsistently recorded across the district. Most of the plans' records are created and solely housed at the school site that directly serves the student. This inconsistent data monitoring makes it hard to determine how 504 plans may be affecting the significant disproportionality in the district.</p> <p>Of all students with disabilities, 48% of students identified as having a Specific Learning Disability (SLD) were Hispanic/Latino even though they only make up approximately 35% of the district's population. We are currently in our second year of being found significantly disproportionate for Hispanic/Latino students identified as having a Specific Learning Disability (SLD).</p> <p>English Learner status along with the variables of being socioeconomically disadvantaged and/or a</p>

	<p>student with disabilities seems to compound disadvantage as we consider gaps in student achievement. Nearly one in five students with disabilities are also English Learners (19%). Hispanic/Latino students comprise the largest percentage of students who are English Learners (73%) and are more likely than their White and Asian peers to suffer from socioeconomic disadvantage. Hispanic/Latino students are nearly five times as likely as their White and Asian peers to be considered 'At-Risk' (Tier 3) on the iReady Reading assessment according to data available from the 2020-2021 school year.</p> <p>Data gathered from the leadership team over the past two years of disproportionality reveals several strong perceptions that persist amongst educational leaders:</p> <p>"Teachers don't understand the current SST structure and there are inconsistencies across school sites."</p> <p>"We don't have a structured MTSS system and we are not consistently using interventions across the district."</p> <p>"Kid Talk/SST processes aren't streamlined district wide."</p> <p>Qualitative data collected from parents and teachers during the 2020 school year also indicates a strong perception that the district has inadequate systems to effectively identify and serve students who struggle academically, but may not have a learning disability, leading to bias-based decisions and subsequent overidentification.</p> <p><i>"Some kids come into school prepared but some are not."</i></p> <p><i>"As a Kindergarten teacher, I am a juggler and a detective. When kids come in with little information, we are trying to figure out what is going on here."</i></p>
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	<p>As stated in the updates given in the 2020 CCEIS plan, our LEA has made progress on finding and implementing a Social-emotional (SEL) curriculum, but very little. Since the plan's inception, the LEA brought aboard a Health and Wellness Director who formed a district committee to begin exploring and vetting an SEL curriculum. This work is also ongoing.</p>
<p>2. There is a lack of intentional professional learning around the impact of bias on teacher practice, which has allowed deficit ideologies to persist leading to negative effects on student learning and achievement for student groups</p>	<p>Disparities in student achievement on both local assessments (iReady Reading/Math) and historical CAASPP data between Hispanic/Latino students and their White and Asian peers is evident along with the overidentification of Hispanic/Latino students with a specific learning disability (SLD). Hispanic/Latino students are nearly five times as likely as their White and Asian peers to be considered 'At-Risk' (Tier 3) on the iReady Reading assessment according to data available from the 2020-2021 school year. The same is true in Math. Nearly one-third of all Hispanic students are 'At-Risk' and not meeting grade-level standards. Of all students with disabilities, 48% of students identified as having a Specific Learning Disability (SLD) were Hispanic/Latino even though they only make up approximately 35% of the district's population.</p> <p>Disparities in recorded student offenses are also present for Hispanic/Latino students when compared with their White and Asian peers, though there are questions about if all sites are adequately logging all office referral data into the data collection system because the data also suggests that offenses are clustered at just a few school sites who report such data. Some school sites log very little student offense data, if any at all. During the 2019-20 school year, Hispanic/Latino students made up 46% of all student offenses despite being only 34.9% of the student population at that time. During the 2020-21 school year, documented student offenses were drastically reduced due to school closures. Even so, Hispanic/Latino students made up approximately 64% of the documented</p>

	<p>student offenses, even though they represented only 35.64% of the population.</p> <p>Participants in all focus groups recognize that there is a lack of adequate training for staff (for both general education and special education teachers). This may allow explicit and implicit bias to go undetected or unchecked if not intentionally disrupted. For example, focus group facilitators recording participants saying:</p> <p><i>“We need more in depth training on best practices, guide reading, phonics for English Language Learners. Grouped into one room with one teacher.”</i></p> <p><i>“If we had a lot more support for our newcomers, a lot more could be done.”</i></p> <p><i>“The district needs to spend the money on professional development for all teachers. This is a systemic problem. Have the teachers trained in teaching and coaching with compassion.”</i></p> <p>Data collected from teachers after an initial anti-bias educator workshop (50 min.) by the district’s equity coach revealed that the teachers rated the ‘Anti-Bias’ seminar as the least applicable to their work with students. Under further analysis, this finding further underscores a damaging irony: more than any other topic, teachers think that talking about bias in the classroom is the least applicable to their everyday activities as teachers, which also reveals that more than ever, teachers need training on how easily and covertly bias can affect their decisions and interactions with students.</p>
<p>3. The elementary schools do not have a collectively defined structure for ELD and interventions specifically for literacy of bilingual students leading to negative impact on academic achievement for English learners (ELs)</p>	<p>Nearly one in five students with disabilities are also English Learners (19%). Hispanic/Latino students comprise the largest percentage of students who are English Learners (73%) and are more likely than their White and Asian peers to suffer from socioeconomic disadvantage. Also, 8% of all ELs in 2020-21 are considered LTELs (They've been in US schools for six or more years) As documented by the SBAC data on the California dashboard, English</p>

	<p>Learners in our district, of whom 73% are Hispanic/Latino, performed 87.4 points below the standard in Math, whereas English only students scored 67.8 points above the standard in Math. For ELA, English Learners in our district scored 74.4 points below the standard while the English only students scored 82.2 points above the standard. The performance gap between English learners and English only students in our district is persistent and significant.</p> <p>Qualitative data collected from parents and teachers during the 2020 school year also indicates a strong desire for teachers and parents to access social-emotional support, especially for all students, but especially for students who are underperforming. There is a recognized absence of social-emotional support and training in the LEA.</p> <p><i>“There is nothing on SEL, district wide and we do not have a math intervention program.”</i></p> <p><i>“How well are we dissecting the impact of trauma on learning?”</i></p>
<p>4. Lack of understanding and intentionality when providing differentiation for students in general education classrooms leading to negative impact on student achievement for students who are struggling academically and needing extra support or remediation</p>	<p>Overall, MVWSD is a high-performing district. According to the most recent performance data from 2019, our district’s students averaged a performance that was 50.3 points above the standard in ELA and 35.4 points above the standard in Math, which is dramatically higher than the state average for both subject areas. Approximately 57% of our EL students are making progress towards English Language proficiency, which puts us in the ‘high’ performance category for EL progress. Our district is also performing above state averages in the categories of chronic absenteeism and suspension rate. MVWSD suffers, however, from a persistent and marked gap in student achievement for students with disabilities (SWD) and students who are Hispanic and Latino. From 2015 to 2019 there has been a persistent gap in student</p>

	<p>achievement scores for students with disabilities compared to their peers. While both populations of students have increased their performance in ELA, 10.21 percentage points increased for standards met or exceeded for students with disabilities and 11.58 percentage points increased for standards met or exceeded for their peers, the gap between these populations has also increased by an additional 3% over the past five years (see graph below). Similar trends plague our district when it comes to the gap in student achievement between our Latino/Hispanic students and their White and Asian peers.</p> <p>Qualitative data collected from focus groups conducted with both parents and teachers from the district revealed a perception that teachers aren't sure how to provide differentiation in the classroom to adequately address the disparities they see between students. For example, teachers noted:</p> <p><i>"Some kids come into school prepared but some are not."</i></p> <p><i>"Tutoring service is composed of volunteers and there is limited space. It would be beneficial for more students [to be served]."</i></p>
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**PHASE THREE: PLAN FOR IMPROVEMENT**  
**Find instructions for this phase at**  
<https://spptap.org/phase-iii-plan-for-improvement/>

**3.1 Identify Target Population**

**Note:** For more information about how to identify the target population, see the Target Population Flow Chart on the CCEIS Padlet.

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.

In order to identify the target population, our LEA CCEIS Leadership Team came together to review the data that led to the root causes (see 2.5). After a comprehensive data review and root-cause analysis and identification, the leadership team isolated the school sites within our district that fit the following criteria:

- (1) Lowest scores in both ELA and Math according to 2019 CAASPP data (relative to the rest of the district); OR
- (2) Largest population of students who are socioeconomically disadvantaged (SED) and English Learners (EL) (relative to the rest of the district); AND
- (3) Largest population of students who are Hispanic/Latino
- (4) Schools serve Elementary School students

CAASPP Data, California Dashboard, 2019

School Site (Abbr.)	ELA performance (points above or below standard)*	Math performance (points above or below standard)*

BB	+68.5	+62.5
CR (MIDDLE)	+33.3	+14.8
LA	+69.3	+40.9
AI (formerly HU)	+104.7	+96.1
MI	+59.9	+46.7
GR (MIDDLE)	+47	+33.3
CA	-7.9	-25.7
ML	+15.9	-4.4
ST	+93.3	+83.3
TH	+20.4	+9.5

\*a plus sign (+) denotes a figure exceeding the standard while a minus sign (-) denotes a figure falling below the standard as set by the State of California Department of Education, 2019

LEA Enrollment Data, CalPADS, August 2021, Number students identified as ELs and SED (unduplicated counts)

School Site (Abbr.)	Hispanic/Latino	White	Asian	Other or Unreported
BB	32	6	7	2
CR (MIDDLE)	46	6	4	3
LA	44	6	9	2
AI (formerly HU)	15	10	20	4
MI	125	2	2	0
GR (MIDDLE)	120	6	8	3
CA	154	4	4	2
ML	37	2	6	7
ST	8	8	10	1
TH	45	11	8	1

LEA Enrollment Data, CalPADS,

School Site (Abbr)	Hispanic/Latino	White	Asian	Other or Unreported
BB	63	109	101	112
CR (MIDDLE)	229	124	63	141
LA	104	95	87	152
AI (formerly HU)	37	102	178	131
MI	219	60	9	75
GR (MIDDLE)	362	218	155	147
CA	220	12	10	38
ML	88	54	28	113
ST	45	126	142	138
TH	129	67	34	135

Using this data to guide our selection, the CCEIS leadership team selected two (3) elementary schools who met the above criteria:

Mariano Castro Elementary School (CA) -- met all four above criteria

Theuerkauf Elementary School (TH) -- met all four above criteria

Mistral Elementary School (MI) -- met EL/SED criterion (2) and Hispanic/Latino criterion (3), and elementary school criteria (4)

After the targeted selection of the elementary schools were selected based on isolating schools that contained an abundance of students who were ELs and students who were SED, the leadership team wished to further narrow the field by determining which grade levels of students at each of the above school sites fit the following criteria:

- (1) Had the most students who were English Learners (EL) and Non-Hispanic; OR
- (2) Had the most students who were English Learners (EL) and not SED

Mistral Elementary School, 2020-21, CalPADS

Grade Level	EL but NOT SED	NOT Hisp. and NOT EL

K*	3	45
1	6	19
2	9	18
3	10	21
4	10	20
5	10	17

Castro Elementary School, 2020-21, CalPADS

Grade Level	EL but NOT SED	NOT HISP. and NOT EL
K*	28	22
1	12	4
2	8	4
3	13	6
4	12	3
5	21	11

Theuerkauf Elementary School, 2020-21, CalPADS

Grade Level	EL, NOT SED	NOT HISP. and NOT EL
K*	1	14
1	24	28
2	7	23
3	10	24
4	5	14
5	9	19

\*Kindergarten cohort was excluded from the selection process due to the large number of students in this cohort who were reported as having 'missing information' in the CalPADS system regarding all of the above criteria

Using this data to guide our selection, the CCEIS leadership team selected the 1st grade cohort in the selected elementary school populations based on the diversity of the group including the following characteristics:

- large population of students who are English Language Learners (EL); AND also a significant portion of the student population who are not EL students
- large population of students who are SED; AND also a significant portion of the student population who are not students who are SED; AND
- large portion of the student population who are Hispanic/Latino; AND also a significant portion of the population who are not Hispanic/Latino

Overall, the first grade cohort at the selected schools provides a diverse demographic upon which we can implement our CCEIS interventions. The target population selected based on the process above has yielded a cohort of students with the following characteristics:

Number of students in LEA: **4,662**

Number of students in Target Population (TOTAL): **170**

% of LEA students in Target Group: **3.6%**

#### **Demographics (gender)**

Male: 83

Female: 87

#### **Demographics (race/ethnicity)**

Asian: 11

White: 38

Hispanic/Latino: 109

2 or more races: 12

Unspecified: 0

#### **English Language Status**

ELs: 77

EOs: 86

RFEP: 1

TBD: 6

#### **Socioeconomic Status:**

Students who are SED: 86

#### **Special Education Services:**

Students with an IEP: 13

Students with an IEP strictly for Speech and Language: 10

Students with an IEP for OHI: 1

Students with an IEP for Hard of Hearing or Visual Impairment: 2

#### **Special Education Services (student demographics):**

Male students with an IEP: 8  
 Female students with an IEP: 5  
 Hispanic/Latino students with an IEP: 12  
 Asian students with an IEP: 1  
 White students with an IEP: 0

<b>Students Currently <u>Not</u> Identified as Needing Special Education</b> <b>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 <u>Not</u> Identified as Needing Special Education Receiving CCEIS Initiatives</b>
<i>First 12 months:            7/1/2021 to 6/30/2022</i>	Number of students in Target Population (TOTAL): <b>157</b> % of LEA students in Target Group: <b>3.6%</b>  <b>Demographics (gender)</b> Male: 83 Female: 87  <b>Demographics (race/ethnicity)</b> Asian: 11 White: 38 Hispanic/Latino: 109 2 or more races: 12 Unspecified: 0  <b>English Language Status</b> ELs: 77 EOs:86 RFEP: 1 TBD: 6  <b>Socioeconomic Status:</b> Students who are SED: 86	157 (92.4%)
<i>Second 12 months:            7/1/2022 to 6/30/2023</i>		

<i>Last 3 months: 7/1/2023 to 9/30/2023</i>		
<b>Total Target Students to be served during this 27-month period (non-duplicative count)</b>		

<b>Students Currently Identified as Needing Special Education 2021 CCEIS Service Period: July 1, 2021 to September 30, 2023</b>		
<b>Time Periods</b>	<b>Description of Targeted Student Population</b>	<b>Number of Students Currently Identified as Needing Special Education Receiving CCEIS Initiatives</b>
<i>First 12 months: 7/1/2021 to 6/30/2022</i>	<p>Number of students in Target Population with an IEP (TOTAL): <b>13</b> % of LEA students in Target Group with an IEP: <b>.003%</b></p> <p><b>Special Education Services:</b> Students with an IEP: 13 Students with an IEP strictly for Speech and Language: 10 Students with an IEP for OHI: 1 Students with an IEP for Hard of Hearing or Visual Impairment: 2</p> <p><b>Special Education Services (student demographics):</b> Male students with an IEP: 8 Female students with an IEP: 5 Hispanic/Latino students with an IEP: 12 Asian students with an IEP: 1 White students with an IEP: 0</p>	<b>13 (7.6%)</b>
<i>Second 12 months: 7/1/2022 to 6/30/2023</i>		
<i>Last 3 months: 7/1/2023 to 9/30/2023</i>		
<b>Total Target Students to be served during this 27-month period (non-duplicative count)</b>		<b>170</b>

**3.2 Develop Programmatic Improvement Action Plan**

Complete information below for each measurable outcome. (You may cut and paste empty tables for additional outcomes and related activities. You may also add more rows to the activities table).

<b>Measurable Outcome # 1</b>	<b>Indicator(s)</b>	<b>Root Causes</b>	<b>Target Population</b>
By Fall 2023 the district will build a culturally responsive MTSS framework that will provide appropriate levels of academics that will lead to a reduction of 10% in referrals to SPED testing for Hispanic/Latino students within our target population relative to previous years.	Referrals for Hispanic/Latino students to be evaluated for Special Education	Lack of a district wide culturally-responsive <b>Multi-Tiered Systems of Support (MTSS)</b> to serve struggling students  Lack of intentional professional learning around the impact of <b>bias on teacher practice</b>	170 students in Grade 1 from 3 elementary schools (see also 3.1)

<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>
Activity 1.1: With guidance from consultants, overseen by the Director of SPED and Director of Equity, our LEA will develop SST and 504 handbooks and an Equity Policy.	Director of Special Education Director of Equity	2021-2023	Quarterly reports Progress on handbooks Completed handbook Agendas of meetings	Certified Salaries

Activity 1.2: Director and coordinators of SPED, with support from Directors of Equity and CIA, will revise the MVWSD handbook for special education.	Director of Special Education Special Education Coordinator	2022	Quarterly progress reports Progress on handbooks Completed handbook Agendas of meetings	Certified Salaries
Activity 1.3: Stanford’s Center to Support Excellence in Teaching will conduct an in-depth root-cause analysis with stakeholder groups from the target population to further analyze the nature of disproportionality in the district	Director of Special Education Director of Equity	2022	Quarterly progress reports	Contract Services
Activity 1.4: PD will be scheduled for teachers and site administrators on culturally-relevant instructional strategies.	Director of Equity	2022-2023	Quarterly progress reports and teacher surveys Interviews with site administrators Classroom observation notes	Certified Salaries Contract Services

<b>Measurable Outcome # 2</b>	<b>Indicator(s)</b>	<b>Root Causes</b>	<b>Target Population</b>
By Fall 2023, 75% of students in our Target Population who are English Learners will make progress on ELPAC summative assessment [current district aggregate is 56.6% overall].	California Dashboard on English Learner Progress	The elementary schools do not have defined <b>structure for ELD</b> and interventions specifically for literacy.	170 students in Grade 1 from 3 elementary schools (see also 3.1)

<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>
Activity 2.1: Teachers of students in our Target Population will receive professional development in improving students literacy skills.	Director of Strategic Programming  Director of Curriculum, Instruction, and Assessment	2022-2023	iReady, Literably, student performance on adaptive assessments (ELA scores on assessments reported by proximity to grade-level proficiency) in order to monitor effects of interventions over time	Contract Services
Activity 2.2: Teachers of students in our Target Population will receive professional development in language acquisition through partnership with Stanford University	Director of Curriculum, Instruction, and Assessment  Interim Director of Special Education	2022-2023	ELPAC results from EL students in target group each year to measure progress towards English fluency, iReady, Literably (ELA scores on adaptive assessments reported by proximity to grade-level proficiency)  Classroom observations of	Contract Services

			target group teachers	
Activity 2.3: Under the guidance of an academic expert panel from Stanford’s Center to Support Excellence in Teaching, district leadership will strengthen their capacity to lead work in the area of effective instruction for bilingual students without direct involvement with CSET.	Director of Strategic Programming  Director of Curriculum, Instruction, and Assessment  Director of Equity	2023	Quarterly Progress Reports  Interviews with site administrators of target group schools to reflect on capacity to sustain interventions to inform plans for future  Interviews with teachers of target group schools to reflect on capacity to sustain interventions to inform plans for future	Contract Services  Certified Services

<b><i>Measurable Outcome # 3</i></b>	<b><i>Indicator(s)</i></b>	<b><i>Root Causes</i></b>	<b><i>Target Population</i></b>
By Fall 2024, 50% of students in our Target Population will make one year’s worth of growth in English Language Arts.	iReady assessments, year’s growth indicator	Lack of understanding and intentionality when providing <b>differentiation for students</b> in general education classrooms.	170 students in Grade 1 from 3 elementary schools (see also 3.1)

<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>Activity 2.1: Teachers of the target population will receive coaching and professional development on an evidenced based intervention/guided reading program for small group instruction</p>	<p>Director of Curriculum, Instruction, and Assessment  Interim Director of Special Education</p>	<p>2022</p>	<p>iReady, Literably, student performance on adaptive assessments (ELA scores on assessments reported by proximity to grade-level proficiency) in order to monitor effects of interventions over time</p>	<p>Certified Salaries</p>
<p>Activity 2.2: Provide all students in Target Population with Square Panda technology, which helps improve reading readiness skills in a research-based curriculum. The skills include letter identification, phonemic sounds, rhyming, vocabulary, spelling, word construction, and more</p>	<p>Director of Curriculum, Instruction, and Assessment  Interim Director of Special Education</p>	<p>2022</p>	<p>iReady, Literably, student performance on adaptive assessments (ELA scores on assessments reported by proximity to grade-level proficiency) in order to monitor effects of interventions over time  Classroom observation notes</p>	<p>Materials and Supplies  Certified Salaries</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
\$1,119,373	\$65,497

**Provide the Fiscal Year 2021–22 allocation awarded for Resource Codes 3310 and 3315:**

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
\$1,126,242	\$64,041

**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 and 3315:**

2021 CCEIS Resource 3312 <b>3312 = 15% of 3310</b>		2021 CCEIS Resource 3318 <b>3318 = 15% of 3315</b>		<b>Total 2021 CCEIS Budget (3312 plus 3318)</b>
<b>\$168,936</b>	<b>plus</b>	<b>\$9,606</b>	<b>equals</b>	<b>\$178,542</b>

The above 15 percent set-aside amounts will be the 2021-22 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) 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	<u>Brief Description of</u> 2021 CCEIS Activities	Amount for each CCEIS Activity
1000–Certified Salaries	<p><b>3% salary for Director of Curriculum, Instruction, and Assessment for overseeing CCEIS implementation and reporting</b>                      Duties related to 2021 CCEIS plan include:                      Classroom observations of teachers and students in target group                      Site administrator interviews to monitor progress of CCEIS interventions                      Collecting and analyzing student performance data for target group                      Attendance at all CCEIS monitoring meetings                      Attendance at all CCEIS meetings to collaborate with outside providers</p>	\$ 6004
	<p><b>3% salary for Special Education Coordinator</b>                      Duties related to 2021 CCEIS plan include:                      Classroom observations of teachers and students in target group                      Site administrator interviews to monitor progress of CCEIS interventions                      Collecting and analyzing student performance data for target group                      Attendance at all CCEIS monitoring meetings                      Attendance at all CCEIS meetings to collaborate with outside providers</p>	\$ 5472
	<p><b>3% salary for Director of Strategic Programming for overseeing CCEIS implementation and reporting</b>                      Duties related to 2021 CCEIS plan include:                      Classroom observations of teachers and students in target group</p>	\$ 6064

	<p><i>Site administrator interviews to monitor progress of CCEIS interventions</i>  <i>Collecting and analyzing student performance data for target group</i>  <i>Attendance at all CCEIS monitoring meetings</i>  <i>Attendance at all CCEIS meetings to collaborate with outside providers</i></p> <p><i>108 hours of certificated teacher pay after school hours for teachers teaching target group students used for professional development and data monitoring meetings related to CCEIS plan implementation</i></p>	\$ 4,860
2000–Classified Salaries		\$
3000–Employee Benefits		\$ 6,990
4000–Materials and Supplies		\$
5000–Services and Other Operating Costs		\$
5100 Contract Services (ICR cannot be used for Object Code 5100)	<p><i>Stanford’s Center to Support Excellence in Teaching will leverage their expertise in addressing problems of practice and bridging research with practice with the ultimate goal of mitigating disproportionality in the district.</i></p>	\$ 142,881
5800 Contract Services		
7300–Indirect Cost Rate (ICR) CDE-approved rate of 3.64 % percent)		\$6,271
Total Amount for 2021 CCEIS Activities. The amount must equal the Total 2021 CCEIS Budget as indicated on the 2020 Budget Allocation Summary.		\$178,542

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

<p>LEA Business Fiscal Officer (Print Name &amp; Signature)                  Nadia Pongo</p>	<p>Date Signed:</p> <p>Contact Phone:</p>
<p>SELPA Business Fiscal Officer (Print Name &amp; Signature)</p>	<p>Date Signed:</p> <p>Contact Phone:</p>

**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**  
**Find instructions for this phase at**  
[HTTPS://SPPTAP.ORG/PHASE-IV-IMPLEMENTING-EVALUATING-AND-SUSTAINING/](https://spptap.org/phase-iv-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
Acantha Ellard, Director of Special Education	Progress Reports Expenditure Reports Both Reports	aellard@mvwsd.org
Swati Dagar, Director of Curriculum, Instruction, and Assessment	Progress Reports Expenditure Reports Both Reports	sdagar@mvwsd.org

**4.2 Evaluate Effectiveness**

For the duration of the CCEIS plan, the CCEIS leadership team and stakeholder group will meet quarterly to evaluate progress of the action steps and measurable outcomes. Not only will this meeting consist of careful consideration of work that has been completed, is in progress, or yet to be done, it will also include a dive into the student data that has driven our root-causes. For example, student achievement data for the target population will be collected and disaggregated using the following parameters: race/ethnicity, ELA status, and SES. This data will come from the iReady platform that is currently used to track student performance and illustrate data trends among and within groups. Documented behavioral incidences reported by the school site will also be considered in this in-depth analysis on progress. After the data collection and analysis done by the CCEIS leadership team, survey data will be collected from affected teachers and support staff of our target group to collect qualitative information about how interventions are being implemented and their perceived effectiveness. This group will include teachers, staff, at-risk supervisors, and school and community engagement facilitators. Teachers and staff of our target group will be surveyed quarterly. Administrative and school site support for CCEIS interventions is critical. Site administrators of schools that are supporting our target populations will be interviewed by the CCEIS leadership team once quarterly as well. All team meeting notes, survey responses, and interview responses will be reported in the progress reports sent as a part of reporting progress to the state. Furthermore, our Board of Trustees will receive feedback on all of these findings twice a year, at minimum, and anytime upon request.

**4.3 Build Supports and Sustainability**

The third phase of the work outlined in our CCEIS plan is focused on strengthening the district’s capacity to sustain the work with minimal involvement of outside providers we plan to bring in such as CSET. Specific activities during phase 3 will be identified during phase 2 based on data analysis of initial MTSS and EL equity reform implementation.

**Research Component**

Embedded in all areas of our plan, our partners at CSET will work in partnership with MVWSD educators to solve persistent problems of practice and to bridge research with practice. The research component to our work with CSET, is critical to inform not only the school district as we engage in this work, but to the broader educational community as well who struggle with the same kinds of issues. By using district data as well as interviews and focus groups with faculty, staff, administrators, parents, and students collected during the plan’s duration, we will look at the underlying issues at the district and unpack the systems in place that have led to the issue of disproportionality of ELLs at the district. Below is a description of the broad areas of research that will be explored with our partners at CSET:

1. What referral process exists for assessment referral for special education services?
2. What are the diverse perspectives (e.g., students, parents, teachers, support staff, and administrators) of the issues related to disproportionate representation of ELLs at MVWSD being referred to and receiving special education services?
3. In what ways can using a Learning Lab help to mitigate the issues surrounding disproportionality at MVWSD for ELLs being referred to and receiving special education services?

The findings of this work and our continual reflection of the progress from our interventions will continue to inform practice and policy in the years to come, ensuring that the work we do now will be sustained.

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

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

<b>Staff Name</b>	<b>Title</b>	<b>LEA/Agency</b>	<b>Email</b>
Acantha Ellard	Director of Special Education	Mountain View Whisman School District	aellard@mvwsd.org
Megan Henderson	Director of Equity	Mountain View Whisman School District	mhenderson@mvwsd.org

***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*

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*LEA Superintendent*

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*Special Education Director*

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*School Board Chairperson*

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*SELPA Director*