



Mountain View
Whisman
School District

Significant Disproportionality & CCEIS

October 20, 2022





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Strategic Plan Alignment

Alignment to Strategic Plan 2027

Goal 1: Effective and consistent instructional practices that meet the needs of all students

1A. Establish a culturally relevant instructional system aligned toward high school readiness

1B. Ensure targeted instructional opportunities that maximize learning for students

Goal 3: Inclusive & Welcoming Culture

3B. Expand and enhance culturally relevant approaches to student, parent, and community engagement

What is Disproportionality?

Disproportionality refers to the overrepresentation of a particular racial or ethnic group as being identified as having a learning disability, relative to other racial and ethnic groups in the district. An LEA that exceeds the threshold set by state for at least 3 years is said to be *Significantly Disproportionate*.

- 109 LEAs throughout California have been identified in 2021 as significantly disproportionate
- 75% of districts in our SELPA have been identified for the same area as MVWSD (Hispanic/Latino students, Specific Learning Disability)

Significant Disproportionality and the Law

- The Individuals with Disabilities Education Act (IDEA) requires districts to take steps to address Significant Disproportionality
- Districts found to be disproportionate must complete and implement actions related to a co-created Comprehensive Coordinated Early Intervening Services (CCEIS) plan
- CCEIS plans must be sent to and approved by the state, along with quarterly progress reports



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CCEIS Process

CCEIS Process

Programmatic Improvement Process

Apply a Cultural Lens throughout the four phase process

Phase I:
Getting Started



Phase II:
Data Discovery and
Root Cause



Phase III:
Planning for
Improvement



Phase IV:
Implementing,
Evaluating, and
Sustaining



Current CCEIS Leadership Team

Member Name	Title/Role	List Each Member's Responsibility as it relates to Development or Implementation and Monitoring of CCEIS Plan
Cathy Baur	Chief Academic Officer	Oversight
Megan Henderson	Director of Equity	CCEIS LEA Contact/Facilitator of Development and Oversight
Karin Jinbo	Director of Student Support Services and Special Education	Development and Oversight
Swati Dagar	Director of Curriculum, Instruction, and Assessment	Development and Oversight
Geoff Chang	Director of Federal and Strategic Programs	Development and Oversight
Margaret Poor	ELD TOSA	Development and Oversight
Claudia Olaciregui	Principal	Implementation Oversight at Target Population School Site
Jackee Keirns	Principal	Implementation Oversight at Target Population School Site
Michelle Williams	Principal	Implementation Oversight at Target Population School Site

Previous CCEIS Plans

- MVWSD was first identified as significantly disproportionate in 2020 and again in 2021
- The 2020 and 2021 CCEIS plans were sent to and approved by the state in December of each year, respectively
- Each plan's cycle covers a 27-month period, which means budget coverage along with progress updates will overlap
- Each year's plan was designed to build on the activities of the previous year in order to maintain an effective and targeted use of funds and to give district personnel time to meaningfully implement plans
- Root causes for each plan are similarly identified and illustrated with data

Previous CCEIS Root Causes

- CCEIS 2020 Root Causes:
 - Lack of structured, district-wide Multi-Tiered System of Support (MTSS)
 - Lack of robust differentiation within and outside of RTI
 - ELD (designated and integrated) lacks structure and alignment
 - Cultural bias exists in our classrooms

Previous CCEIS Root Causes

- CCEIS 2021 Root Causes:
 - Lack of district-wide, culturally responsive MTSS and subjective pre-referral process leads to overidentification of Hispanic/Latino students
 - Lack of intentional PD around impact of bias on teacher practice leading to deficit ideologies that may have negative effect on student learning and achievement
 - Lack of defined structure for ELD and interventions specifically for multilingual learners
 - Lack of intentionality when providing differentiation leading to negative impact on struggling learners

Proposed CCEIS Root Causes 2022

- Proposed CCEIS 2022 Root Causes:
 - District-wide, culturally-responsive MTSS in development and only partially implemented leading to perception that SPED is a primary intervention tool for students struggling academically or behaviorally
 - Implicit/Explicit bias towards Hispanic/Latino students and a deficit-based approach to instruction for racialized or minoritized groups may lead to negative impact on academic achievement for those student groups
 - Lack of understanding and alignment of ELD teaching practices and deficit-based approach to EL instruction may have negative impact on ELs

Previous CCEIS Activities

- CCEIS 2020 Activities [COVID-affected]:
 - Stanford's Center to Support Excellence in Teaching (CSET) and MVWSD planning phase: co-create activities and plan to address significant disproportionality and strengthen understanding of current ecosystem, Formation of CCEIS leadership team
 - MTSS Strategic Planning
- CCEIS 2021 Activities [COVID-affected]:
 - CSET and MVWSD exploratory phase: interviews, CSET shadow days, Academic advisory panel (Learning Lab)
 - MTSS Initial Phase Rollout (Universal Data Protocol)

Proposed CCEIS Activities 2022

- CCEIS 2022 Activities [Not COVID-affected]:
 - Continuation of CSET and MVWSD exploratory phase and data collection (in-classrooms): interviews, CSET shadow days, Academic advisory panel (Learning Lab)
 - MTSS Initial Phase Rollout (Universal Data Protocol)
 - MTSS Initial Phase Rollout (MTSS Review Team)
 - SST/504 Handbook(s)
 - Equity Policy, derivative of Equity Framework/Scorecard

Budget for CCEIS Plans

- MVWSD must use 15% of its IDEA funds to implement activities in the plan and 15% of supplemental IDEA awards made available by the American Rescue Plan Act of 2022 (ARP)
- The budget for 2022 CCEIS implementation is \$162,211
- This amount must fund the 27-months of activities to address significant disproportionality
- MVWSD is still spending funds from 2021 budget (\$209,984 remaining) due to the 27-month implementation timeline, plan overlap from 2020, and limiting factors such as Covid-19. For this reason, consistent plans and activities from year to year is optimal.

Key Findings

- Data analysis tools used:
 - Qualitative: *Annotated Checklist for Addressing Racial Disproportionality* and *Focus Group with Teachers*
 - Quantitative: *NYU Racial/Ethnic Disproportionality Data Analysis Workbook*, *Performance Trend Analysis*, *Dataquest Figures for ELs*
- Prioritized findings included:
 - Qualitative: Inconsistent ELD practices across sites, Perception of SPED as intervention, Lack of [now] developing MTSS
 - Quantitative: Many factors like SES, Race/ethnicity, and EL-status can combine to increase barriers for students as illustrated by persistent performance gaps

Root Causes Developed from Findings

- Similar root-causes from 2020 and 2021 identified in the year three plan, which provides consistency for overlapping plans
 - Root Causes (2022):
 - MTSS still new and developing leading to perception that SPED is primary vehicle for supporting struggling students
 - Implicit bias towards Hispanic/Latino students leading to negative impact on academic achievement
 - Lack of alignment of ELD teaching practices across sites and a deficit-based approach to EL instruction

Target Student Population

- Previous target populations are followed throughout length of plan implementation for longitudinal studies/progress
- Target population(s) have consisted of cohort of first graders who are at Theuerkauf, Castro, & Mistral (including 2022)
- Rationale: Goal is to target a group that represents multiple subgroups, not simply Hispanic/Latino but who has similar needs
- These specific sites were chosen due to their demographics and student population considering
 - SES, EL -status, SWD, Race/Ethnicity (one of many factors)

Considerations

- CCEIS Leadership have worked to ensure the plan is aligned to our LCAP and Strategic Plan 2027
- The team have worked carefully to ensure the plans work in tandem with other district initiatives that support student learning
- Both plans are major, multi-year endeavors that include a variety of actions and strategies to address the needs of our students
- This will require long-term, sustained efforts to address and see significant change



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Next Steps

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Revised 2022 plan will be reviewed by Cabinet along with TA facilitator whom we worked with previously before approval by Superintendent and submission. CDE will review 2022 plan (Due: Nov. 1) and inform our team of approval or provide feedback for edits. Once approved our team will move to implementation
Implementation includes:

- Continued work with CSET
- Submit quarterly progress to the state for 27 months
- Policy and Practice Updates outlined in plan
- Build supports and sustainability through professional development and coaching

Tangential Projects

- CCEIS 2022 root causes and activities highlight the need for continued interdepartmental collaboration on overlapping plans of action to address larger opportunities for growth
- Overlapping projects and plans of action may include:
 - Equity Scorecard and Equity Framework
 - EL Master Plan
 - Strategic Plan 2027
 - LCAP and Site Plans
- Activities outlined in CCEIS proposal will be strengthened by this collaboration and overlap