

Mountain View Whisman School District

Agenda Item for Board Meeting of October 5, 2023

Agenda Category: Review and Discussion

Agenda Item Title: Significant Disproportionality and CCEIS Plan 2023

Estimated Time: 30 minutes

Person Responsible: Megan Pohlman, Director of Equity
Karin Jinbo, Director of Special Education and Student Services

Background:

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 (3.0) for at least 3 years is said to be *Significantly Disproportionate*. More than 100 LEAs throughout California have been identified as significantly disproportionate. In fact, 75% of districts in our SELPA have been similarly identified for the same area as MVWSD (Indicator 10- Hispanic/Latino students, Specific Learning Disability). 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.

Progress:

Currently, MVWSD is significantly disproportionate in one area only, Indicator 10, which indicates that the Hispanic/Latino population in our schools has been found with a risk ratio above 3.0 in the area of Specific Learning Disability for at least 3 years. That being said, however, we have seen significant improvements since the implementation of our CCEIS plans. Our risk ratio reported at the end of SY22-23 is significantly lower at 3.54 than it was reported at the end of SY21-22 at 4.18. We are encouraged by the progress made through these efforts and are hopeful this trend will continue in order for us to fall out of significant disproportionality and improve student outcomes.

Abbreviated Plan:

Based on our progress and robust nature of our plan, Mountain View Whisman School District has been selected to use the approved 2022 CCEIS plan as the foundation to meet

the 2023 CCEIS requirements and to implement the planned activities outlined in the approved plan. The California Department of Education (CDE) is thus allowing your LEA to focus on the continued implementation of the 2022 CCEIS Plan with additional assurances and budget to meet 2023 CCEIS requirements.

History of Disproportionality:

MVWSD was first identified as significantly disproportionate in 2020 and remains in significant disproportionality. The 2020-2022 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.

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

Activities:

- 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

Root Causes:

- Lack of district-wide, culturally responsive MTSS and subjective pre-referral process leads to over-identification 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.

Activities:

- CSET and MVWSD exploratory phase: interviews, CSET shadow days, Academic advisory panel (Learning Lab)
- MTSS Initial Phase Rollout (Universal Data Protocol)

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

Activities:

- 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

[Proposed] CCEIS Changes for 2023

Root Causes:

- [Repeating 2022 CCEIS Root Causes per Abbreviated Plan Structure], with the addition of;
- Lack of sheltered supports for students who are classified as Level 1 Newcomers (new to the country and scoring Level 1 on ELPAC)

Activities:

- [Repeated 2022 CCEIS Activities per Abbreviated Plan Structure], with the addition of;
- Activity 2.3: Create scope for and fill the position of Elementary Newcomer Teacher who will provide targeted language and literacy

instruction for all Newcomer students in our Target Population in addition to supporting teachers at the target population sites with EL strategies and techniques.

Demonstrated Need for Proposed Changes in 2023:

In recent years we have had an increase in the enrollment of students born outside the U.S. with a Primary Language (PL) which is not English. These students experience significant cultural, social, and linguistic adjustments upon entrance to the school district.

TABLE 1 - Newcomers enter MVWSD all Year Long

| School Year | # Newcomers Present on 1st Day of Academic Year | # Newcomers Present at the Last Day of Academic Year |
|-------------|---|--|
| 2021-2022 | 65 | 147 |
| 2022-2023 | 69 | 198 |
| 2023-2024 | 74 | 103 as of 9-19-23* |

* This number is on track with growth in 2022-2023

The last column reflects the number of active (still enrolled) Newcomer students enrolled in the district. The middle column reflects those students whose First US Schooling = the first day of our school year for the given year. This is not the number of “Newcomers” in the district at the moment, but is used here so that we can get an idea of new Newcomer enrollments over the course of a year

We see in **TABLE 1** that the increase in numbers from 2021-2022 to 2022-2023 was 35%, even when we only count those students who remain enrolled until the last day of the school year. During the course of the year we have additional students to whom we provide services.

A significant number of our Newcomer students score at an ELPAC 1 level and need additional English language development (ELD) instruction beyond the ELD time minimums designated by our district for all English Learner students, seen in **TABLE 2**, a snapshot as of 9-19-2023.

TABLE 2 - Number of Newcomers Currently in District - September 19, 2023-2024

| | Born Outside US. + EL | ELPAC=1 | ELPAC=2 | ELPAC=3 | ELPAC=4 | RFEP | IFEP | TBD |
|--------|-----------------------|---------|---------|---------|---------|------|------|-----|
| Newcom | 172 | 119 | 19 | 1 | 0 | 0 | 26 | 7 |

| | | | | | | | | |
|--------------------|------------|------------|-----------|-----------|-----------|------------|------------|----------|
| er 1 | | | | | | | | |
| Newcomer 2 | 146 | 66 | 22 | 18 | 3 | 9 | 27 | 0 |
| Newcomer 3 | 79 | 15 | 16 | 14 | 1 | 23 | 10 | 0 |
| Newcomer 4+ | 296 | 24 | 25 | 36 | 9 | 130 | 72 | 0 |
| Totals | 693 | 224 | 82 | 69 | 13 | 162 | 135 | 7 |

Newcomer 1' is a student whose First US Schooling date is within 12 months of now.

Newcomer 2' is a student whose First US Schooling date is within 24 months of now, etc.

All numbers in the table above reflect students who are *still actively enrolled* in MVWSD. Many students leave, so these numbers do not reflect the true number of students who are tested, identified, and served in various ways.

To address the linguistic needs of our Newcomer students, we have hired a Newcomer teacher to serve two elementary schools by providing instruction to students who are Newcomers at an ELPAC 1 level two or more times per week. They receive targeted, small group speaking and listening instruction focused on basic English vocabulary and phrases that they can use immediately. Our goal is to get them socially included and able to participate in their classroom routines and learning as quickly as possible. Our Newcomer teacher is currently serving 40 students at the two schools, and more students are expected to enter over the course of the school year, consistent with the numbers included in TABLE 1.

Considerations:

MVWSD must use 15% of its IDEA funds to implement activities in the plan. The budget for 2023 CCEIS implementation is \$178,486. This amount must fund the 27-months of activities to address significant disproportionality. MVWSD is still spending funds from the 2022 budget due to the 27-month implementation timeline. For this reason, consistent plans and activities from year-to-year is optimal.

Previous target populations are followed throughout length of plan implementation for longitudinal studies/progress. Target population(s) have consisted of a cohort of first graders who are at Theuerkauf, Castro, & Mistral (including 2022). Additionally, the 2023 plan will include 1st grade students from Vargas.. We selected this group in order 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, and Newcomer status (one of many factors).

CCEIS Leadership have worked to ensure the plan is aligned to our LCAP and Strategic Plan 2027. The team has 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.

Next Steps:

This 2023 plan will be reviewed by various members of Cabinet along with TA facilitators whom we worked with previously before approval by Superintendent and submission. CDE will review the 2023 plan upon its submission and will inform our team of approval or provide feedback for edits. Once approved our team will move to implementation. Implementation includes:

- Continued work with CSET
- Continued implementation of Newcomer Teacher for Target Population
- 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

Conclusion:

CCEIS 2022-23 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, Strategic Plan 2027, and LCAP and Site Plans. Activities outlined in the CCEIS proposal will be strengthened by this collaboration and overlap.