



COMPLIANCE AND IMPROVEMENT
MONITORING

2023 CIM for CCEIS ABBREVIATED ACTION PLAN

Significant Disproportionality Compliance and Improvement Monitoring
(CIM) for Comprehensive Coordinated Early Intervening Services (CCEIS)



Local Educational Agencies (LEAs) who have been approved by the California Department of Education (CDE) to continue their 2022 CCEIS Plan as a 2023 Abbreviated CIM for CCEIS Action Plan should complete this document and submit by September 30, 2023, to the CDE via email: intensivemonitoring@cde.ca.gov.

LEA Name: Mountain View Whisman School District	Contact Name: Megan Pohlman
Contact Email: mpohlman@mwwsd.org	Contact Phone Number: (650) 526-3500
Significant Disproportionality Indicator(s)/Element(s): 10 - Hispanic/Latino, Specific Learning Disability	

CONFIRM COMPLETION OF POLICIES, PRACTICES AND PROCEDURES REVIEW

The Policies, Practices and Procedures (PPP) Review for significantly disproportionate LEAs should be completed annually. Please list the date of the last Review and note when/how revisions to the PPP were publicly shared.

Date of Last Policies, Practices and Procedures Review: 07/25/2023 (Leadership Retreat)
Method/Date PPP Revisions Shared: The Leadership Retreat is a week-long meeting attended by all administrators in the district including district office leadership and cabinet as well as all site Principals and Assistant Principals. This year's Leadership Retreat started on 07/25/23 and supported the following PPP review(s):
MTSS/COST/SST - The Leadership Team, led by the MTSS Coordinator reviewed policy, practice, and procedure changes related to our MTSS system. This year, we rolled out the final elements of the COST and SST processes. This school year, all school sites are expected to follow the updated procedures for supporting struggling students by assembling a COST team that meets twice monthly, and by following the new procedures for any SST meetings. The Universal Data Cycle expectations were reiterated from last year's rollout.
<i>Publicly Shared:</i> These new procedures were shared with all staff members on 08/03/23 and again on 8/15/23. All staff were engaged in multiple 2.5-hour long training sessions where they reviewed the new processes for referring students for additional assistance or support.
Behavioral Response Standards (BRS) - The Leadership Team, led by the Director of State, Federal, and Strategic Programs along with the Director of Equity reviewed policy, practice, and procedure changes related to behavior incident response when we unveiled the newly-developed Behavioral Response Standards (BRS). This school year, all school sites are expected to follow the updated

procedures for referring students to administrators for behavioral incidents and to use the standardized incident referral and student statement forms.

Publicly Shared: These new procedures were shared with all staff members on 08/03/23. All staff were engaged in an hour-long training where they reviewed the new processes for referring students for behavioral incidents. Additionally, all secretaries and clerks were trained by their site administrator on procedures related to the de-escalation of students that come to the office and to the documentation obligations for incident management.

IDENTIFY TARGET POPULATION

Individuals with Disabilities Education Act (IDEA) funds reserved for CCEIS are for students in the LEA who are, “particularly, but not exclusively, children in those groups that were significantly over-identified, including children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment and children with disabilities.” (See 34 *CFR* Section 300.646(d)(2).) “An LEA may not limit comprehensive CEIS...to children with disabilities.” (See 34 *CFR* Section 300.646(d)(3).

Please describe the LEA selected criteria for the students that will be provided CCEIS with the 2023 CIM for CCEIS budget. Include the disaggregated breakdown of the Target Population by race and ethnicity.

Using previous plan’s root cause data to guide our selection, the CCEIS leadership team selected three (3) elementary schools who met all of the above criteria:

- Mariano Castro Elementary School (CA)
- Theuerkauf Elementary School (TH)
- Mistral Elementary School (MI)

Additionally, given our more targeted focus on supporting Newcomer students for this plan, we have also added Jose Antonio Vargas (VA) as a focus school site for the abbreviated 2023 CCEIS plan cycle. The Leadership Team recognized the influx of Newcomer students to this school site and wanted to support the Newcomers at this site with the provisions laid out in this plan.

After the elementary schools were selected based on isolating schools that contained an abundance of students who were English Learners (EL), Newcomers, and Socioeconomically Disadvantaged (SED), the leadership team wished to further narrow the focus 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 and not SED; OR
- (3) Had the most students who were Newcomers

Using this data to guide our selection, the CCEIS Leadership Team will continue targeting the first grade general education classrooms at these sites in addition to the Newcomer students with additional support and interventions at all of these sites. This selection was based on the diversity of the group of students including the following characteristics:

- Large population of students who are English 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 students 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

- Large population of students who are Newcomers relative to other sites in the district; AND also a significant portion of the population who are Newcomers who are not Hispanic/Latino.

Overall, the first grade cohort and Newcomers at the selected schools provides a diverse demographic upon which we can implement our CCEIS interventions. The target population was selected based on previous planning and identified root causes and has yielded a cohort of students with the following characteristics:

Number of students in LEA: 4,721
 Number of students in Target Population: 205
 % of LEA students in Target Group: 4.3%

Demographics:

(Gender)

Male: 149
 Female: 128

(Race/ethnicity)

Asian: 26
 White: 70
 Hispanic/Latino: 145

(English language status)

EL: 168
 EO: 77
 RFEP: 0
 IFEP: 24
 Newcomer: 42

(Socioeconomic Status)

SED: 94

(Special Education Services)

Students with an IEP: 20
 Speech and Language: 20 (primary or secondary)
 OHI: 2 (primary)
 Hard of Hearing or Visual Impairment: 2 (primary or secondary)
 Autism: 2 (primary)

Complete the table below **using estimates from current student data**. Actual numbers of targeted students served will be provided on the Quarterly Progress and Expenditure Reports.

Estimated Number of Students to Receive CCEIS		
2023 CCEIS Service Period: July 1, 2023, to September 30, 2025	Estimated number of students currently <i>not</i> identified as needing Special Education that will receive CCEIS	Estimated number of students <i>currently identified</i> as needing Special Education that will receive CCEIS

Total Students to be served during this 27-month period (non-duplicative count)	205	20
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2023 BUDGET ALLOCATION

Provide the Fiscal Year 2022–23 allocation awarded for Resource Codes 3310 and 3315.

2022 Resource 3310 Allocation	2022 Resource 3315 Allocation
\$1,091,372	\$56,630

Provide the Fiscal Year 2023–24 allocation awarded for Resource Codes 3310 and 3315. (Provide the 2023 allocations the Special Education Local Plan Area 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.)

2023 Resource 3310 Allocation	2023 Resource 3315 Allocation
\$2,052,829	\$64,747

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2023–24 allocations the LEA was awarded for resource codes 3310 and 3315:

2023 CCEIS Resource 3312 3312 = 15% of 3310		2023 CCEIS Resource 3318 3318 = 15% of 3315		Total 2023 CIM for CCEIS Budget (3312 plus 3318)
\$168,774	plus	\$9,712	equals	\$178,486

The above 15 percent set-aside amounts will be the 2023-24 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CIM for CCEIS Progress and Expenditure Reports.

ALLOWABLE COSTS BUDGET

Please use the Total 2023 CIM for CCEIS Budget indicated above to complete the 2023 Allowable Costs Budget. Complete the table below to reflect the **Total 2023 CIM for CCEIS Budget** as reported on the 2023 Budget Allocation. CCEIS expenses for 2023 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://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-2.pdf>. The 2023 CCEIS period is July 1, 2023, through September 30, 2025. The CCEIS 15 percent set-aside must be fully expended by September 30, 2025.

i2023 Budget Line Items	Brief Description of 2023 CCEIS Activities	Amount for each CCEIS Activity
1000–Certified Salaries	100% Percentage of Newcomer Teacher Salary 1.00 FTE, and 6% of Director of	\$128,033

i2023 Budget Line Items	Brief Description of 2023 CCEIS Activities	Amount for each CCEIS Activity
	Curriculum, Instruction and assessment.	
2000–Classified Salaries		\$0.00
3000–Employee Benefits	Employee Benefits for 1000-Certified Salaries	\$41,422
4000–Materials and Supplies		\$0.00
5000–Services and Other Operating Costs		\$0.00
5100–Contract Services (ICR cannot be used for Object Code 5100)		\$0.00
5800–Contract Services*		\$0.00
7300–Indirect Cost Rate (ICR) CDE-approved rate of <u>5.33%</u> percent)		\$9,031
Total Amount for 2023 CCEIS Activities. The amount must equal the Total 2023 CCEIS Budget as indicated on the 2023 Budget Allocation Summary.		\$178,486

*Services for the same vendor are capped at \$25,000 in the 5800 Budget Line. The remainder must be moved into the 5100 Budget Line.

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

LEA Business Fiscal Officer (Print Name & Signature)	Date Signed: 09/15/2023 Contact Phone: (650) 526-3500
SELPA Business Fiscal Officer (Print Name & Signature)	Date Signed: 09/15/2023 Contact Phone:

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 2023 CIM for CCEIS Padlet.

2023 Abbreviated CIM for CCEIS Action Plan

Please provide any needed changes to the approved 2022 CCEIS Action Plan to indicate the activities that will be funded with the 2023 CIM for CCEIS budget. Including:

- If needed, adjust measurable outcomes and activities based on data from implementation of the 2022 CCEIS Plan
- As appropriate, adjust the contents of the 2022 CCEIS Action Plan to reflect the July 1, 2023–September 30, 2025, CCEIS period (update timelines, responsible staff, target population, activities, etc.)

Measurable Outcome # 1	Indicator(s)/Element(s)	Root Causes	Target Population
By Fall 2023, the district will build a culturally responsive MTSS framework that will provide appropriate levels of interventions for struggling students that will be measured by a reduction of 10% in referrals to SPED testing for Hispanic/Latino students within our target population relative to previous years.	10-Hispanic/Latino SLD	District MTSS system is nascent and newly implemented leading to the perception that Special Education is the primary service avenue for students struggling academically or behaviorally.	205 students in Grade 1; AND Newcomers from 4 elementary schools

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 1.1: Create scope for and fill the position of MTSS Coordinator who will oversee the refining, calibration, and communication of processes and supporting documents related to providing academic and/or behavioral interventions for struggling students.	Chief Academic Officer, Director of Equity, Director of Special Education, Director of State, Federal and Strategic Programs, and Director of Curriculum, Instruction, and Assessment	2023-2024	Quarterly reports, progress on handbooks, agendas of meetings, and referral data over time, and disaggregated referral data over time	1000- Certified Salaries 3000- Employee Benefits
Activity 1.2: Refine, calibrate, and communicate processes, and supporting documents related to COST (coordination of services team).	MTSS Coordinator	2023-2025	Quarterly reports, progress on handbooks, agendas of COST meetings, disaggregated referral data over time.	1000- Certified Salaries 3000- Employee Benefits
Activity 1.3: Refine, calibrate, and communicate processes, and supporting documents related to seeking 504 qualification and services for students.	Director of Special Education and MTSS Coordinator	2023-2025	Quarterly reports, progress on handbooks, agendas of COST meetings, disaggregated	1000- Certified Salaries 3000- Employee Benefits

			referral data over time.	
Activity 1.4: Refine, calibrate, and communicate processes and supporting documents related to the SST meeting protocol and handbook.	MTSS Coordinator	2023-2025	Quarterly reports, progress on handbooks, agendas of COST meetings, disaggregated referral data over time.	1000- Certified Salaries 3000- Employee Benefits
Activity 1.5: Provide training for school Psychologists on the assessment process for evaluating multilingual learners and nondiscriminatory assessment approaches.	Director of Special Education and the Director of Equity	2023-2024	Quarterly reports, progress on handbooks, agendas of COST meetings, disaggregated referral data over time.	5800 - Contract Services

Measurable Outcome # 2	Indicator(s)/Element(s)	Root Causes	Target Population
By Fall 2025, 55% of students in our Target Population who are English Learners will make at least 1 Level's worth of progress on ELPAC summative assessment (up to level 4).	10-Hispanic/Latino SLD	Lack of understanding and alignment of ELD teaching practices and a deficit-based approach to EL instruction across the district AND Bias towards Hispanic/Latino students leading to negative impact on academic achievement	205 students in Grade 1; AND Newcomers from 4 elementary schools

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 2.1: Director of Equity (previously Hanover) will provide follow-up training on implicit bias for teachers, principals, and instructional coaches to deepen understanding and application of asset-based practices to recognize and overcome implicit bias.	Chief Academic Officer, Director of Equity, Director of Special Education, Director of State, Federal and Strategic Programs, and Director of Curriculum, Instruction, and Assessment	2023-2026	Quarterly reports, progress on handbooks, agendas of COST meetings, disaggregated referral data over time.	4000- Materials and Supplies
Activity 2.2: EL students at our target population sites will receive targeted literacy instruction and support from a designated, certificated Newcomer teacher (see Activity 2.3). Follow-up PD and community of practice collaboration hours will be provided by CSET team to strengthen the teacher's use of differentiated reading and writing instruction for multilingual learners.	Chief Academic Officer, Director of State, Federal, and Strategic Programs and EL TOSA	2023-2025	Quarterly reports, progress on handbooks, agendas of COST meetings, disaggregated referral data over time, ELPAC data, LTEL rate, Reclassification rate	1000- Certified Salaries 3000- Employee Benefits
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.	Chief Academic Officer, Director of State, Federal, and Strategic Programs and EL TOSA	2023-2025	Quarterly reports, progress on handbooks, agendas of COST meetings, disaggregated referral data over time, ELPAC data, LTEL rate, Reclassification rate	1000- Certified Salaries 3000- Employee Benefits

Duplicate the tables above for each additional Measurable Outcome and Activities.

Abbreviated CIM for CCEIS Plan Signatures

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the Abbreviated CIM for CCEIS Action Plan using the 2023 CIM for CCEIS Budget.

Printed Name and Signature	Date
LEA Superintendent	
Special Education Director	
School Board Chairperson	
SELPA Director	

Submit completed plan to intensivemonitoring@cde.ca.gov by September 30, 2023.