# Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

The California Department of Education (CDE) has identified certain local educational agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The purpose of this document is to describe requirements regarding Significant Disproportionality and Comprehensive Coordinated Early Intervening Services (CCEIS). The CCEIS Requirements and Instructions and budget and plan forms are designed to meet federal requirements for the use of CCEIS funds.

Please refer to the Padlet for forms and other information specific to Significant Disproportionality at the following link:

[https://padlet.com/sedmonitoring/1920monitoring](https://padlet.com/sedmonitoring/1920monitoring)

**Federal Individuals with Disabilities Education Act Requirements (See Title 34 *Code of Federal Regulations* (34 *CFR*) section 300.647 Determining significant disproportionality)**

Under the Federal Individuals with Disabilities Education Act (IDEA) Determining significant disproportionality requirements, if a LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to address factors contributing to the significant disproportionality (See 34 CFR sections 300.646(c) and (d).) These services are for both students who currently receive special education services and who do not currently receive special education services, but who need additional academic and behavioral supports to succeed in a general education environment. An LEA must develop a CCEIS plan to identify and address the factors contributing to the significant disproportionality in the LEA for the identified category (See 34 *CFR* section 300.646(d)(1).)

CCEIS activities must:

- Include 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

- Address the needs of those student subgroups that were identified as the basis for the LEA's identification as significantly disproportionate, but not exclusively, for those student subgroups

- Focus on instructional activities for children age three through twelfth grade with primary focus on age three through third grade

- Allow expenditures on children ages three through five if an LEA has an established preschool program as part of the educational system

- Focus on academic and behavioral instructional services and professional development

- Occur within the allowable CCEIS budget period (27 months)

(See 34 *CFR* sections 300.646(d)(3) and (4).)

**Budget and Allowable Expenditures Information for 2020 (See 34 *CFR* section 300.646(d)(1)(iii).)**

The following are required for the development of the CCEIS Budget:

- CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable Comprehensive Coordinated Early Intervening Services (Comprehensive CEIS), 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](https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf).

- Reserve 15 percent of the Fiscal Year 2020–21 IDEA grant funds for CCEIS. (Refer to the OSEP regulations, Questions C-3-6, page 21)

- IDEA funds budgeted for the 2020 CCEIS plan must be exhausted within the 27-month report period: July 1, 2020, through September 30, 2022. Implementation of CCEIS cannot begin until written approval of the CCEIS Plan is provided by the CDE.

- Clarification on appropriate use of CCEIS funds:

  o **Supplement not supplant**: CCEIS funds should only be used to supplement, and not supplant, activities funded with, and implemented utilizing, Part B funds or other federal funds (See 34 *CFR* section 300.266(e).) (Refer to the OSEP regulations, Question C-3-7, Page 21 of 28).

  o **Professional development**: CCEIS professional development events are for preschool through grade twelve personnel who are responsible for students who need additional academic and behavioral supports to succeed in the general education environment. (Refer to the OSEP regulations, Questions C-3-8, page 22)

    Personnel who exclusively serve students with individualized education programs (IEPs) cannot be funded using CCEIS funds. However, special education personnel can be included in professional development activities associated with the implementation of CCEIS under certain circumstances. For example, if they do not increase the cost of the professional development, the quality of the professional development does not decrease, and their participation does not lead to the exclusion of personnel who are serving students defined as needing additional support, then special education personnel may be included in professional development.

**CCEIS planning process**: Support the CCEIS planning process with a clear relationship to the development of the CCEIS Plan. CCEIS funds may be used to hire a CDE-approved technical assistance facilitator to assist with development and the implementation of the CCEIS Plan. To the extent that special education personnel are involved in developing the CCEIS Plan, the LEA may use CCEIS funds to pay for this involvement.

# Phase 1

**1.1 Leadership Team: List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan. In small LEAs, there may be a group that covers both the leadership and stakeholder functions. Multiple roles may be assigned to one administrator or team member.**

| Name | Title/Role | CCEIS Team Responsibility for Development and Implementation of CCEIS Plan | Email |
|---|---|---|---|
| Kathie Kanavel | **Assistant Superintendent, Educational Services** | Lead for Plan Development | kkanavel@scusd.net |
| Kathy Alaniz | Director, Special Education | Plan Development | kalaniz@scusd.net |
| Brad Stam | Chief Academic and Innovation Officer | Plan Development | bstam@scusd.net |
| Elizabeth Gordon-Stoll | Coordinator, Data, Assessment and Accountability | Plan Development | egordonstoll@scusd.net |
| Rose DuMond | Coordinator, Special Education | Plan Development | rdumond@scusd.net |
| Andrea Cole | Coordinator, Special Education | Plan Development | arcole@scusd.net |
| Tricia Ringel | Director, Elementary Education | Plan Development | tringel@scusd.net |
| Stella Kemp | Superintendent | Plan Development | skemp@scusd.net |
| Maureen Burness | State Technical Advisor | Plan Development | moburgess@gmail.com |
| Brenda Carrillo | Director, Student Services | Plan Development | bcarrillo@scusd.net |
| Lissette Moore-Guerra | Coordinator, Health and Wellness | Plan Development | lmooreguerra@scusd.net |
| Matt Baldwin | Director, Secondary Education | Plan Development | mbaldwin@scusd.net |
| Vickie Wong | Reading Recovery, LIT Teacher | Plan Development | vwong@scusd.net |
| Jeff Keller | Principal, Scott Lane Elementary | Plan Development | jkeller@scusd.net |
| Wayne Leach | Principal, Bracher Elementary | Plan Development | wleach@scusd.net |
| Socorro Olmos | Principal, Mayne Elementary | Plan Development | sgolmos@scusd.net |

| Alissa Meltzer | Principal, Ponderosa Elementary | Plan Development | ameltzer@scusd.net |

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Type answer here:

> Ultimately, this team will bring a recommendation of the plan to the board of education as a planning item and then for approval.

Has your district been previously identified as significantly disproportionate? Yes or No.

**No**

If your district been previously identified as significantly disproportionate, list previous year(s) of identification (please include indicator(s) and race/ethnicity for each year ie 2018 Indicator 10, White Emotional Disturbance):

**1.2 Stakeholder Group: List members' names, roles, and CCEIS related responsibilities.**

| Name | Title/Role | CCEIS Team Responsibility for Development and Implementation of CCEIS Plan |
|---|---|---|
| Kathie Kanavel | Cabinet Level – General Education | Lead for Plan Development |
| Kathy Alaniz | Cabinet Level – Special Education | Plan Development |
| Tricia Ringel | Director of Elementary Education | Plan Development |
| Leo Magapu | SELPA Director | Stakeholder feedback |
| Elizabeth Gordon-Stoll | Coordinator, Data, Assessment and Accountability | Plan Development |
| Anne-Marie Sierra | Appropriate Grade Level General Education Teacher | Stakeholder feedback |
| Elizabeth Knirk | Appropriate Grade Level Special Education Teacher | Stakeholder feedback |
| Megan Fincher | Community Member | Stakeholder feedback |
| Joo Yiu | Parent | Stakeholder feedback |
| Stella Kemp | Superintendent | Stakeholder feedback |
| Joe Young | Site Level Administrator | Stakeholder feedback |

| Kim Nguyen | Fiscal Services Representative | Stakeholder feedback |
|---|---|---|
| Kevin Keegan | Human Resources Administrator | Stakeholder feedback |
| Phanom Amber Wacht | Bargaining Unit Representative | Stakeholder feedback |
| Lynn Villarreal | Bargaining Unit Representative | Stakeholder feedback |
| Vickie Fairchild | Board Member | Stakeholder feedback |
| Laurel Villar | EL Teacher | Stakeholder feedback |
| Kathy Jackson | Paraeducator | Stakeholder feedback |
| Amanda Maland | School Psychologist | Stakeholder feedback |
| Angela Kretsch | Secondary Site Administrator | Stakeholder feedback |
| Ashley McCole | Secondary Teacher - General Education | Stakeholder feedback |
| Kim Scott | Secondary Teacher - Special Education | Stakeholder feedback |
| Teresa Corfield | SLP | Stakeholder feedback |
| Maureen Burgess | State Technical Advisor | Plan Development |
| Brenda Carrillo | Director, Student Services | Plan Development |
| Lissette Moore-Guerra | Coordinator, Health and Wellness | Plan Development |
| Rose DuMond | Coordinator, Special Education | Plan Development |
| Andrea Cole | Coordinator, Special Education | Plan Development |
| Brad Stam | Chief Academic and Innovation Officer | Plan Development |
| Matt Baldwin | Director, Secondary Education | Plan Development |
| Vickie Wong | Reading Recovery, LIT Teacher | Plan Development |
| Jeff Keller | Principal, Scott Lane Elementary | Plan Development |
| Wayne Leach | Principal, Bracher Elementary | Plan Development |
| Socorro Olmos | Principal, Mayne Elementary | Plan Development |
| Alissa Meltzer | Principal, Ponderosa Elementary | Plan Development |

Note: Team composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category.

Provide the dates the Stakeholder group met and a summary of the work completed by the Stakeholder Group:

CCEIS Project Timeline

(https://docs.google.com/spreadsheets/d/1OdxwVJASq1x94gCBPf_WOwswzBYAopVT4nAgBezA9S8/edit?usp=sharing)

CCEIS Running Agenda & Minutes - Stakeholder Group

(https://docs.google.com/document/d/1J3vFlXCYNjkMSnRzgkzQKddEL-NW29Qi8lNHYmWEkNM/edit?usp=sharing)

Meeting Slide Decks with Stakeholder Input

CCEIS Stakeholder Meeting 1 - June 18, 2020
(https://docs.google.com/presentation/d/1mQVhbbvzDuZ0NZyK2eXz2clRHELnHN5poSTzCFhpJIg/edit?usp=sharing)

CCEIS Stakeholder Meeting 2 - September 9, 2020
(https://docs.google.com/presentation/d/11mQupk9SQqYxCpH1xpmqNI5Nl5Zd4yRXSXqXjhi5O-I/edit?usp=sharing)

CCEIS Stakeholder Meeting 3 - September 29, 2020
(https://docs.google.com/presentation/d/1INPU05QQU9Rwo1zsMlu5IpmqRUYjvVNeW32y1lt8Lv0/edit?usp=sharing)

The stakeholders provided feedback in multiple ways and at different stages of the planning process.  Prior to the first meeting, the stakeholders participated in the Annotated Checklist for Addressing Racial Disproportionality which we converted to a google form since we are having to do this all virtually.  All stakeholder meetings were held virtually and break out groups were utilized in order to give all participants a voice. During the first stakeholder meeting an overview of the CCEIS process and area of significant disproportionality were given and  the results of the checklist were reviewed and discussed.  During the second stakeholder meeting, data was shared as well as the root cause analysis process and resulting proposed themes, goals and actions. Stakeholders gave feedback on the data, root cause analysis and proposed solutions.  During the third stakeholder meeting, more details of the improvement plan were outlined and feedback was received from the stakeholders.  Edits were made each time based on the feedback, including after the third session with a follow up email to stakeholders regarding our progress.  The final plan going to the board was also shared via email with the group.

**1.3 List the activities the LEA has completed to support the development of the CCEIS Plan\*:**

Communicated with CDE FMTA Consultant and Technical Assistance Facilitator;  Attended CCEIS Workshop Phases 1 and 2; Will attended CCEIS Workshop Phases 3 and 4.

\*Communicated with CDE FMTA Consultant and Technical Assistance Facilitator; Participated in virtual Community of Practice (CoP) meetings; Attended CCEIS Workshop Phase 1 and 2; Attended CCEIS Workshop Phase 3 and 4

**1.4 Choose Technical Assistance (TA) Facilitator(s)**

Name the TA Facilitator(s) and describe current and anticipated services.  LEAs are required to contract for a minimum of 10 hours or TA Facilitation for each area of identification.  You must supply a copy of the contract or MOU for each TA facilitator.  If you are using a non-SPP-TAP TA

facilitator you must obtain prior permission from the CDE and supply a copy of the TA facilitator's resume and contract to the FMTA consultant.

| Name | Current Service | Anticipated Service |
|------|-----------------|---------------------|
| **Maureen Burness** | Provides technical assistance and attends all meetings | Continue to provide technical assistance and resources through planning stages. |

### 1.5 Gather Relevant Data

List the relevant sources of data that are used to inform decision-making. Are there any additional data sources that would be beneficial but data was not available (e.g., Referral data by teacher, etc.)?  *(See State Performance Plan Technical Assistance Project's website: https://spptap.org/significant-disproportionality/sd-ceis-guidance-documents-and-forms/  for additional information*.)

District classification rates, Risk ratio for Hispanic students, Overall classification rate for SLD, Risk Ratio for Hispanic/SLD, Hspanic and EL/non-EL, Hispanic and low-income; suspension rates and suspension risk ratio for Hispanic w/IEP,  Annotated Checklist for Addressing Racial Disproportionality (given to all stakeholders through google form and thoroughly analyzed). Post-classification case studies (in progress), and input collected from the stakeholder group over several meetings (see Stakeholder group meeting slides).

# Phase 2

### 2.1 Complete a Local Educational Agency (LEA) Initiative Inventory
Enter your LEA initiatives that align or have some areas of integration with the efforts to address disproportionality.

| Initiative | Funding Source | Target Group | Where is it happening? | Leaders and Responsible Staff (as applicable) | Educational Area(s): |
|------------|----------------|--------------|------------------------|-----------------------------------------------|----------------------|
| ACADEMIC | | | | | |
| K-2 LIT Teachers | Targeted | K-2 students struggling readers | District wide | Tricia | □ Curriculum and Instruction<br>□ Behavior<br>□ Family and Community Engagement<br>□ Climate<br>□ Social-Emotional Learning<br>□ Other:<br><br>_____<br>__ |

| Program | Funding | Target | Sites | Lead | Alignment |
|---|---|---|---|---|---|
| Reading Recovery | Targeted | 1st grade struggling readers | 7 elementary sites | Tricia | ☐ Curriculum and Instruction ☐ Behavior ☐ Family and Community Engagement ☐ Climate ☐ Social-Emotional Learning Other: _____ |
| Read 180 | General Funds | 6-9 struggling readers | District wide | Matt | ☐ Curriculum and Instruction ☐ Behavior ☐ Family and Community Engagement ☐ Climate ☐ Social-Emotional Learning Other: _____ |
| Sonday-Dyslexia-All grades LLI-Reading support-Elem Unique-M/S Curr-All grades | Special Education and General Funds | RSP/SAI Self Contained Staff/Paras | District wide | Kathy A., Andrea C., Rose D. | ✓ Curriculum and Instruction ✓ Behavior ☐ Family and Community Engagement ☐ Climate ✓ Social-Emotional Learning Other: _____ |
| Co-Teaching | Special Ed and Gen Ed | High School RSP offerings Preschool Development | SCHS and Wilcox District preschool programs | Rose, Kathy, Andrea | ✓ Curriculum and Instruction ✓ Behavior ☐ Family and Community Engagement ☐ Climate ✓ Social-Emotional Learning Other: _____ |
|  |  |  |  |  |  |
| Elevate Math | LPSBG | 3-8 students struggling in math based on SBAC scores/teacher recommendation | District wide | Kathie | ☐ Curriculum and Instruction ☐ Behavior ☐ Family and Community Engagement ☐ Climate ☐ Social-Emotional Learning Other: _____ |
| AVMR/MIT | Targeted/site funded | elementary students struggling in math | sites | sites/Tricia | ☐ Curriculum and Instruction ☐ Behavior ☐ Family and Community Engagement ☐ Climate ☐ Social-Emotional Learning Other: _____ |
| Number Worlds-K-8 Unique M/S Curr-All grades | Special Education and General Funds | RSP/SAI Self Contained Staff/Paras |  | Kathy A., Andrea C., Rose D. | ✓ Curriculum and Instruction ☐ Behavior ☐ Family and Community Engagement ☐ Climate ☐ Social-Emotional Learning Other: _____ |
|  |  |  |  |  |  |

| | | | | | |
|---|---|---|---|---|---|
| **SEL/BEHAVIOR** | | | | | |
| PBIS<br>Tier 1 - classroom<br>Tier 2 - individualized supports | Targeted/site | PreK-5 at most sites apprx. 11 Alternative HS | Site | Lisette/sites<br>Christie T,<br>Bess W | □ Curriculum and Instruction<br>□ Behavior<br>□ Family and Community Engagement<br>□ Climate<br>□ Social-Emotional Learning<br>Other: _____ |
| Wellness | General Ed | All Students | | Lissett<br>Kathy M<br>Sabine R | □ Curriculum and Instruction<br>□ Behavior<br>□ Family and Community Engagement<br>□ Climate<br>□ Social-Emotional Learning<br>Other: _____ |
| Adapted Teen Talk MS/HS/ Post-Sec | Special Education and General Funds | RSP/SAI Self Contained Staff/Paras | | Kathy A.,<br>Andrea C.,<br>Rose D. | □ Curriculum and Instruction<br>□ Behavior<br>□ Family and Community Engagement<br>□ Climate<br>✓ Social-Emotional Learning<br>Other:<br>_____ |
| Circle of Friends | District | | Site Based | | |
| | | | | | |
| **ADD'L** | | | | | |
| Cycle of Inquiry | General Ed | All Students | | Rose - SST Work Group | □ Curriculum and Instruction<br>□ Behavior<br>□ Family and Community Engagement<br>□ Climate<br>□ Social-Emotional Learning<br>Other: _____ |
| MTSS | General Ed/SpEd | All Students | | Rose - Group, MTSS Task Force, Core Leadership, EdServices team | □ Curriculum and Instruction<br>□ Behavior<br>□ Family and Community Engagement<br>□ Climate<br>□ Social-Emotional Learning<br>Other: _____ |
| Professional Learning Communities | General Ed/SpEd | All Staff | | Principals | □ Curriculum and Instruction<br>□ Behavior<br>□ Family and Community Engagement<br>□ Climate<br>□ Social-Emotional Learning<br>Other: _____ |
| Labor Management Initiative | General Ed/SpEd | All Staff | | District Principals | □ Curriculum and Instruction<br>□ Behavior<br>□ Family and Community Engagement |

| | | | | | |
|---|---|---|---|---|---|
| | | | | Union Groups Site Teams | ☐ Climate<br>☐ Social-Emotional Learning<br>Other: _____ |
| Safety Care (for staff) | Special Ed/Gen Ed | All sped staff including Behavior | | Kathy A, Jennifer T, Behavior Team | ☐ Curriculum and Instruction<br>Behavior<br>☐ Family and Community Engagement<br>☐ Climate<br>☐ Social-Emotional Learning<br>Other: Emer. Response |
| Essential Standards Work | Gen ed/SpEd | All Staff | | Tricia, Matthewy B, Kathie K | ☐ Curriculum and Instruction<br>☐ Behavior<br><br>☐ Family and Community Engagement<br>☐ Climate<br>☐ Social-Emotional Learning<br>Other: Emer. Response |
| | | | | | |
| Other<br>● Comprehensive Intervention Model (CIM)<br>● SSC, PTSA, PEPCO, ELAC<br>● Secondary - Restorative Justice, alternatives to suspension<br>● EL supports | | | | | |

## Step 2: Examine the Current Initiatives

| Name common areas among the initiatives |
|---|
| Reading<br>Math<br>SEL/Behavior<br>Other Initiatives |
| **Identify processes for collaboration and integration of the initiatives, including timelines** |
| Through the MTSS Framework and SST process within the framework - identify supports and where supports are lacking. |
| **Describe any groups of students that do not appear** |
| English Learners |
| **Identify areas that are more weighted than others** |
| ELA is weighted more heavily |

**2.2 Complete a Programmatic Self-Assessment**

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:_____

Identify the programmatic self-assessment tool(s) used and describe process of completion:

Annotated Checklist for Addressing Racial Disproportionality- was recreated as a google form and shared with all stakeholders.  Stakeholders had approximately a month to complete it.  Results were color coded and organized to reveal areas of highest concern to respondents. 19/26 (73%) stakeholders completed the checklist

**2.3 Complete Reflective Data Analysis**

Describe the processes used to collect, analyze, and interpret data. Include data sources.
Note: The description of findings from this analysis should validate the selected: root causes; measurable outcomes and related activities; target populations; and policies, practices and procedures that are reviewed and revised.

Student data was taken from DataQuest (public website), and from SIRAS (Special Ed database). The CCEIS process required us to choose a tool that would help us collect qualitative data, and we chose the Annotated Checklist for Addressing Racial Disproportionality because we thought it contained questions that most directly addressed our issue of racial disproportionality.  We transferred the questions from the checklist to a google form and sent it out for all of us to complete either before or after the June stakeholder meeting. 19/26 (73%) of this stakeholder group completed the survey/form.When looking at the quantitative student data, we used  the methodology of calculating risk ratio to help us further hone in on the problem of practice and help identify potential root causes. Calculating and analyzing risk ratio was also helpful to answer questions about other potential factors such as language fluency, economic disadvantage, or gender, and also allowed us to examine other factors, such as how likely it was for a Hispanic student with a disability to be suspended.

**2.4 Determine Root Cause(s) Based on Data**
Provide the identified Root Cause of disproportionality and describe the Root Cause (including supporting data).

Root causes of disproportionality include an intersection between beliefs and practices.

| Root Cause | Description of Root Cause with Supporting Data |
|---|---|
| Lack of understanding of the relationships between trauma, brain science, and culturally responsive pedagogy. | Source of data to identify this root cause came from the Annotated checklist responses and risk ratio data. |
| Little/no UDL implementation (especially to meet literacy needs of students). | Source of data was Checklist and input from stakeholder meetings. |
| Lack of consistent implementation on the SST process and MTSS model while incorporating universal design for learning. | Primary source of data was the implementation checklist, as well as input from stakeholders. |
| Lack of consistent ELD implementation and teacher knowledge to address second language needs vs. referral for SpEd assessment. | Primary source of data was the implementation checklist, as well as input from stakeholders. |
| Lack of implementation of data-driven cycles of instruction/improvement from teacher/student to district level. | Primary source of data was the implementation checklist, as well as input from stakeholders. |
| Lack of understanding of Special Education assessments including whether our Special Education assessment practices are free of cultural bias. | Input from stakeholders. |

# Phase 3

**3.1 Complete Review of Policies, Practices, and Procedures**
Guidance: (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 (to ensure compliance.) 34 *CFR* Section 300.646

Has your LEA completed a review of the related policies, practices, and procedures? Yes or No.

Yes

Has your LEA revised the reviewed policies, practices, or procedures? Yes or No.

No

If any policies, practices, and/or procedures have been revised, document revisions and describe how revisions will be shared (e.g., School Board meeting minutes, posting on LEA website).

**3.2a Develop Programmatic Improvement Action Plan**

Complete information below for each measurable outcome (cut and paste empty boxes for additional outcomes).

Describe how the budget allocation aligns with the Programmatic Improvement Action Plan. *(See Section 3.2b.)*

Measurable Outcome:

By September 2022, the risk ratio of Hispanic students who are identified as needing special education services will decrease from 2.1 to 1.0.

Indicator/Element(s):

The percentage of Hispanic students who are identified as needing special education services will be proportionate.

Root Cause(s):

See table 2.4 above

Target Population:

Top 4 elementary schools with the highest number of hispanics, grades K-1, Hispanic ELs. Total number of students that meet this criteria is around 140 each year.

Activity #1:

Provide two instructional coaches to support the site leader and staff at the four schools to ensure implementation of tier 1 literacy instruction including English Language Development using a universal design for learning instructional framework, culturally responsive teaching, and MTSS cycles of inquiry.

Staff Responsible:

Director of Elementary Education and Assistant Superintendent of Education Services

Timeline:

In Winter 2020; create job description, Spring 2021 posting and hiring positions, Fall 2021 begin the coaching cycle, begin a data driven cycle of inquiry by meeting with site admin/teachers regarding the target students that will continue bi-weekly at minimum.

Data Sources/Methods for Evaluating Progress:

Daily walk through observations with feedback, weekly collection of analysis of lesson plans with feedback, schedule of data driven cycle of inquiry, agendas/note-taking documents used in walkthroughs and cycle of inquiry meetings with principal and leadership teams.

Activity #2:

Summer literacy academies for the target students during the summer of 2021 and 2022.

Staff Responsible:

Director of Elementary Education, Coordinator of Data, Assessment & Accountability and four site principals.

Timeline:

Winter 2020/2021- planning of summer 2021 academies, Spring 2021 staff posted and hired, August 2021 report out of progress of academies.  Winter 2021/2022 - planning for summer 2022 academies, Spring 2022 staff posted and hired, August 2022 report out of progress of academies.

Data Sources/Methods for Evaluating Progress:

Attendance at academies, progress monitoring of literacy skills, growth will be analyzed through pre and post assessments.

Activity #3:

Work with a consultant to continue to define our MTSS framework for behavior, SEL and academics starting with tier 1 first instruction in literacy and support the instructional coaches at the four sites.

Staff Responsible:

Directors of Elementary Education, Student Services and Professional Learning

Timeline:

Winter, 2020 - Orient and calibrate sites on MTSS framework, plan UDL and SEL/Behavior, Cycle of Inquiry, data dives, resource inventories to define interventions and cut points, goal setting for sites (including staff, administrators, special education itinerant staff)

June, 2021 - Report out on progress, 2021/22 plan

December, 2021 - Report on progress

June, 2022 - Final Report

Data Sources/Methods for Evaluating Progress:

Consultant contacts with site principals and coaches; meeting notes from consultations

Training session evidence: meeting notes, goal setting, presentations, data tools, evaluations of sessions

Student information system (Aeries) entries regarding referrals for SST and assessment including ethnicity, interventions, outcomes, etc.

Activity #4:

Provide professional learning in the areas of cultural responsiveness and implicit bias, universal design for learning and MTSS cycle of inquiry.

Staff Responsible:

Elementary Directors of Curriculum, Student Services and Professional Learning, Assistant Superintendent of Educational Services

Timeline:

Winter, 2020 - Orient and calibrate sites on MTSS framework, plan PL on cultural responsiveness/equity, UDL and Cycle of Inquiry, goal setting for the four sites (including staff, administrators, special education itinerant staff)

June, 2021 - Report out on progress, 2021/22 plan

December, 2021 - Report on progress

June, 2022 - Final Report

Data Sources/Methods for Evaluating Progress:

Contacts with site Principals and coaches, meeting notes, recommendations

Training session evidence with staff, meeting notes, goal setting - Cycle of Inquiry, UDL, data tools

Aeries entries re: referrals for SST and assessment - log ethnicity, interventions, outcomes, etc

Activity #5:

Comprehensive review of special education assessment protocols/practices to assess for cultural bias and provide professional development to general education teachers on purpose, content and protocols.

Staff Responsible:

Director/Coordinator of Special Education, Directors of Elementary Education and Professional Learning

Timeline:

January 2021- June 2021: Review special education assessment protocols for cultural bias and make any changes necessary.  Fall 2021: general education teachers professional learning on special education assessments.

Data Sources/Methods for Evaluating Progress:

Agendas, sign ins for meetings, pre/post survey results of teachers' knowledge.

Activity #6:

> Pilot an web-based reading assessment with targeted students.

Staff Responsible:

> Coordinator of Data, Assessment and Accountability

Timeline:

> Winter 2021: train teachers on assessment use and assess targeted students.  Assess students 3 times per year as benchmark data and to inform instruction.

Data Sources/Methods for Evaluating Progress:

> Triangulated data of 1) new assessment, 2) current in-person, 1:1 teacher-administered reading assessment, and 3) other formative assessments

**Note: Information described in the section above will be monitored through quarterly progress reporting**

**3.2b Complete Budget Forms**

Step 1: Download the following documents from the padlet section specific to Significant Disproportionality.

- 2020 Budget Allocation and 2020 Allowable Costs Budget
- 2020 Target Student Population

Step 2: Complete both documents.

Step 3: Save each document with your district's name or initials in the file name.

# Phase 4

**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 (Progress, Budget, or Both) | Email |
|------------|-----------------------------------------------|-------|

| Kathie Kanavel | Progress, Budget | kkanavel@scusd.net |
|---|---|---|
| **Kim Nguyen** | Budget | knguyen@scusd.net |

## 4.2 Evaluate Effectiveness

Describe process for ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan. This includes tracking of target students, sending out feedback surveys, gathering and sharing data with stakeholders, and adapting the action plan based on data.

Using the student information system (Aeries), we will monitor intervention data on a monthly basis to see which students are being recommended for SST, at the four target group schools. Designated district personnel will follow-up with site SST Coordinators/Administrators if and when referrals appear to be disproportionate to the student population.  Other data, ELPAC progress, suspensions, etc. will be monitored regularly. Observation and feedback forms will be utilized at the four target group schools to monitor evidence of activities and stay aware of teaching/learning needs. Data will be shared with stakeholders such as district leadership, target school staff, board of education regularly.

## 4.3 Build Supports and Sustainability

Describe the process for adding support for sustainability of CCEIS activities that demonstrate success in reducing disproportionality. Consider LCFF/LCAP, blended funding, grant writing, and other funding sources.

As we progress and through the implementation plan's data driven cycle of inquiry, the leadership team will determine how to sustain the successes by considering the following:  1) how to re-deploy current resources, 2) how to blend funding or tap into other general budget sources, 3) explore community/business partnerships for interest in supporting the sustainability of successful components of this plan.

## 4.5 Complete and Submit CDE Feedback survey

List staff responsible for completing and submitting survey provided by CDE at the end of the CCEIS period.

| Staff Name/Title | LEA/Agency | Email |
|---|---|---|
| **Kathie Kanavel, Assistant Superintendent, Educational Services** | Santa Clara Unified School District | kkanavel@scusd.net |

**Submit the following final documents to the CDE by email to:**
**IntensiveMonitoring@cde.ca.gov.**

Significant Disproportionality CCEIS Plan Form

2020 Budget Allocation and 2020 Allowable Costs Budget Form

2020 Target Student Population Form

Contract or memorandum of understanding for technical assistance

CCEIS Plan signature Form

**Prepared by California Department of Education January 2020**

Significant Disproportionality Data for
Santa Clara Unified School District
Data Year 2018–2019

| District Code | 4369674 | Special Education Local Plan Area | | Santa Clara Area VII (4307) |

| **Specific Learning Disability** | | Native American | Asian | African American | Hispanic | Multiple Ethnicities | Pacific Islander | White |
|---|---|---|---|---|---|---|---|---|
| **2018–19** | Students with Disabilities[1] | 11 | 90 | 39 | 736 | 43 | 4 | 168 |
| | Total Enrollment[2] | 80 | 5,574 | 403 | 5,301 | 887 | 89 | 3,053 |
| | Ratio | 1.95 | 0.64 | 1.38 | 3.94 | 0.67 | NC | 0.74 |
| | Maximum Ratio | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | Result | -- | -- | -- | OVR | -- | -- | -- |
| **2017–18[3]** | Students with Disabilities | 9 | 95 | 42 | 723 | 41 | 2 | 169 |
| | Total Enrollment | 83 | 5,558 | 422 | 5,345 | 842 | 93 | 3,166 |
| | Ratio | NC | 0.17 | 1.45 | 3.84 | 0.69 | NC | 0.72 |
| | Maximum Ratio | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | Result | -- | -- | -- | OVR | -- | -- | -- |
| **2016–17[3]** | Students with Disabilities | 7 | 108 | 55 | 711 | 17 | 5 | 181 |
| | Total Enrollment | 85 | 5,359 | 450 | 5,402 | 796 | 98 | 3,219 |
| | Ratio | NC | 0.21 | 1.78 | 3.53 | 0.29 | NC | 0.76 |
| | Maximum Ratio | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | Result | -- | -- | -- | OVR | -- | -- | -- |

"NC" means No Calculation, one or more elements of the data failed to meet minimum size.
"OVR" means the LEA was over the threshold.
"--"indicates the district was not disproportionate.
[1] Data is from December 2018 CASEMIS.
[2] Data is from CALPADS Enrollment file.
[3] Data for 2016–17 and 2017–18 has been recalculated using the most recent methodology.

## 2020 BUDGET ALLOCATION

### Significant Disproportionality
### Comprehensive Coordinated Early Intervening Services (CCEIS)

### Individuals with Disabilities Education Act of 2004, Part B Grant

**Complete the required information for the identified local educational agency (LEA).**

| | |
|---|---|
| LEA Name:<br>Santa Clara Unified School District | County District Code:<br>43696740000000 |
| LEA Contact Name:<br>Kathie Kanavel | LEA Contact Email:<br>kkanavel@scusd.net |
| SELPA Name:<br>SELPA VII – Santa Clara USD/Santa Clara COE | SELPA Contact Email:<br>Leo_Mapagu@sccoe.org |

**Provide the Fiscal Year 2019–20 allocation awarded for Resource Codes 3310 and 3315:**

| 2019 Resource **3310** Allocation | 2019 Resource **3315** Allocation |
|---|---|
| $2,894,058 | $89,249 |

**Provide the Fiscal Year 2020–21 allocation awarded for Resource Codes 3310 and 3315:**
Provide the 2020 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.

| 2020 Resource **3310** Allocation | 2020 Resource **3315** Allocation |
|---|---|
| $2,434,537 | $75,671 |

**In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2020–21 allocations the LEA was awarded for resource codes 3310 and 3315:**

| 2020 CCEIS Resource 3312<br>**3312 = 15% of 3310** | | 2020 CCEIS Resource 3318<br>**3318 = 15% of 3315** | | Total 2020 CCEIS Budget (3312 plus 3318) |
|---|---|---|---|---|
| $429,849 | plus | $13,354 | equals | $443,197 |

The above 15 percent set-aside amounts will be the 2020-21 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 2020 CCEIS Budget indicated above to complete the 2020 Allowable Costs Budget.**

## 2020 ALLOWABLE COSTS BUDGET
### Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Individuals with Disabilities Education Act of 2004 (IDEA), Part B Grant

Complete the table below to reflect the **Total 2020 CCEIS Budget** as reported on the 2020 Budget Allocation. CCEIS expenses for 2020 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 2020 CCEIS period is from July 1, 2020, through September 30, 2022. The CCEIS 15 percent set-aside must be fully expended by September 30, 2022.**

| **Local Educational Agency (LEA) Name:** Santa Clara Unified School District | | |
|---|---|---|
| **Special Education Local Plan Area Name:** SELPA VII – Santa Clara USD/Santa Clara COE | | |

| 2020 Budget Line Items | Brief Description of 2020 CCEIS Activities | Amount for each CCEIS Activity |
|---|---|---|
| **1000–Certified Salaries** | 2 instructional coaches ($125,000 x 2= $250,000) Teacher instructional hourly for summer academies (8 teachers x 24hrs x $61.19/hr = $11,748) Teacher hourly/sub pay for professional learning & coaching sessions - $10,321 | **$ 272,069** |
| **2000–Classified Salaries** | | **$** |
| **3000–Employee Benefits** | Benefits for the two instructional coaches ($52,000 x 2= $104,000) | **$ 104,000** |
| **4000–Materials and Supplies** | | **$** |
| **5000–Services and Other Operating Costs** | | **$** |
| **5100 and 5800 Contract Services** | Electronic reading assessment pilot - $32,500 Implementation facilitator - $10,000 Technical Assistance facilitator - $7,500 | **$ 50,000** |
| **7300–Indirect Cost Rate (ICR) CDE-approved rate of 4.02%) Note: ICR cannot be used for Object Codes 5100** | | **$ 17,128** |
| **Total Amount for 2020 CCEIS Activities. The amount must equal the Total 2020 CCEIS Budget as indicated on the 2019 Budget Allocation Summary.** | | **$ 443,197** |

**The authorized agents validate the accuracy of the information reported:**

| | |
|---|---|
| LEA Superintendent (Print Name & Signature)<br>Stella M. Kemp, Ed.D. | Date Signed:<br>Contact Phone:408-423-2000 |
| LEA Special Education Director (Print Name & Signature)<br>Katharine Alaniz | Date Signed:<br>Contact Phone: 408-423-2111 |
| SELPA Director (Print Name & Signature)<br>Leo Mapagu | Date Signed:<br>Contact Phone: 408-453-6566 |
| SELPA/LEA Business Fiscal Officer (Print Name & Sig)<br>Mark Schiel | Date Signed:<br>Contact Phone: 408-423-2024 |

**Please verify, sign, and email directly to the [SigDisp@cde.ca.gov](mailto:SigDisp@cde.ca.gov).**

# Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) 2020 Plan Form Signature Page

Local Education Agency (LEA) Name : **Santa Clara Unified School  District**

Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan Form

Due to CDE:  **December 15, 2020**

Progress Report Due to CDE:

By signing this form, the authorized personnel validate the accuracy of the information reported and agree to implement the CCEIS Plan.

| | |
|---|---|
| Stella M. Kemp, Ed.D. | |
| LEA Superintendent (Print Name and Sign) | Date |
| Leo Mapagu | |
| SELPA Director (Print Name and Sign) | Date |
| Michele Ryan, Ph.D. | |
| School Board Chairperson (Print Name and Sign) | Date |

Please email signed form to: SigDisp@cde.ca.gov