



Compliance and Improvement Monitoring Process

Step 3: Plan for Improvement

California Department of Education – Special Education Division



Overview

During *Step 2: Investigate*, the CIM Team developed and prioritized root causes. In *Step 3: Planning*, the CIM Team will use these root cause(s) to develop the CIM Plan. Completion of CIM plan development will include the following:

Section 1: CIM Team Members, Overall Goal/Problem of Practice, and Prioritized Root Causes

Section 2: High Leverage Strategies and Supporting Activities; Expected Measurable Outcomes; Standards of Success; and Methods of Measurement

The CIM Team will enter required information into the forms at the end of this document and submit this completed document for review (to either the Special Education Local Plan Area (SELPA) or the California Department of Education (CDE), as applicable to the LEA's monitoring tier and level).

Section 1: CIM Team Members, Overall Goal/Problem of Practice, and Prioritized Root Causes

The LEA will identify members of the CIM Team, list the overall goal/problem of practice of the CIM plan and the prioritized root cause(s). CIM Plan implementation will be completed by June, 2026. For Significantly Disproportionate (SIGDIS) Local Educational Agencies (LEAs), the CIM must be completed by September, 2025.

Section 2: High Leverage Strategies and Supporting Activities; Expected Measurable Outcomes; Standards of Success; and Methods of Measurement

For each high leverage strategy, identify the expected measurable outcome(s), and applicable root cause(s). For SIGDIS LEAs, the target population must be included. List the activities that will be implemented in support of the high leverage strategy with the staff responsible for implementation and monitoring; the timeline; the appropriate data sources and methods for evaluating progress; and the appropriate required resources. For SIGDIS LEAs, the funding source must be included.



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Section 1: CIM Team Members, Overall Goal/Problem of Practice, and Prioritized Root Causes

CIM Team Members:

List your CIM Team members. Indicate Yes (Y) or No (N) regarding whether the listed member will be responsible for overseeing implementation of the CIM Plan. List the primary contact person first.

Name (list the primary contact person first)	Role	Email	Responsible for overseeing implementation? (Y or N)
Linh Nguyen	Assistant Supt. of Ed. Services	nguyenl@cambriansd.com	Y
Maggie Spehar	Director of Student Services	speharm@cambriansd.com	Y
Dr. John Pappalardo	Chief Financial Officer	pappalardoj@cambriansd.com	Y
Kristi Schwiebert	Superintendent	schwiebertk@cambriansd.com	Y

Overall Goal or Problem of Practice:

List the identified guiding factor for the CIM plan (Overall Goal or Problem of Practice):

Overall Goal or Problem of Practice
Hispanic – Specific Learning Disability (SLD)



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Prioritized Root Causes:

List no more than three root causes, prioritized in order of importance, along with data summary statements that support the root cause:

Root Cause	Data Summary Statements
Root Cause #1: The failure to understand and respond appropriately to Hispanic/Latin X students behaviors leads to the premature assumption of a disability prior to appropriately implementing culturally responsive practices.	PPP Empathy Interviews <ul style="list-style-type: none">83% (5/6) of the practitioners indicated that they were not aware of the district's Discipline Matrix.[Q10] Note: Practitioners were aware that each school has a School Site Comprehensive Safety Plans50% (3/6) of the practitioners indicated that school sites have the resources they need to implement programs such as PBIS. 50% (3/6) of the practitioners indicated that sites have the resources to implement PBIS and that restorative practices however, the implementation is in process and is inconsistently implemented. [Q11] PPP Procedural Findings <p>Discipline Matrix that includes alternatives to suspension based on PBIS and Restorative Practices implementations that will build upon the site Comprehensive Safety Plan.</p> <p>The implementation of the procedures needs to be outlined including timelines, expectations, accountability rubrics and fidelity of implementation. Plans for finalizing the draft of the district procedures listed below needs to occur.</p> Case Study File Review Findings <ul style="list-style-type: none">Non-Hispanic students - 7 or 58% assessed by 1st Grade and 5 or 42% assessed between 3rd and 5th Grades. It appears Hispanic students are identified/assessed earlier.Hispanic students were more likely to be referred by the Student Study Team (11) than a Parent (7).20 of the 30 students were identified as having a Specific Learning Disability at the initial assessment. .Cultural factors were listed as being considered in the assessment of 22/30 students, however there was no evidence for 8 of the students. Qualitative Data Findings



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	<ul style="list-style-type: none">• Suspensions - 30% of the students suspended were students with a disability. Their disabilities included: 8 SLD, 12 ED, and 16 OHI. the student enrollment. The percent is higher for suspensions among the Hispanic (31.8 v 28.7) , White (41.9 V 32.6) and Multiple students (F17.8 V 11.8).• 28 or 68% of the Hispanic students were suspended 0-2 days and 32% 3 or more days. 6 of the Hispanic students were suspended for 5 days (15%).• 19 or 83% of the students with Multiple Ethnicities were suspended 0-2 days and 17% 3 or more days. <p>Quantitative Data Below are some notable quotes from the Staff Focus Groups with various role groups including teachers and administrators regarding behavior</p> <ul style="list-style-type: none">• “Behavior is an entry into special education.”• “We have been doing more behavioral support K - 8 for behavioral needs than in the past.”• “We’ve observed the kids and then there's pressure for the special education assessment.”• “We have discipline issues.”
<p>Root Cause #2: Cultural dissonance, explicit and implicit bias resulting in differential access to educational opportunity for Hispanic students due to lack of communication, connection and relationship with students and families</p>	<p>PPP Empathy Interviews Equity and Culture</p> <ul style="list-style-type: none">• 100% (6/6) of the practitioners indicated that based on their experiences, the district’s policies, and procedures in the areas of non-discrimination and equity are not well known to administrators, teachers, and classified staff. [Q1]• 100% (6/6) of the practitioners indicated that the policies and procedures regarding equity and non-discrimination are not consistently implemented. [Q2]• 100% (6/6) of the practitioners indicated that cultural and linguistic considerations of students, parents and staff are not adequately addressed by the district’s policies, procedures, and practices. They indicated that the work of diversity, equity and inclusion is in progress [Q3]• 100% (6/6) of the practitioners indicated that curricular materials and teaching practices adopted by the district are inconsistently implemented. [Q4] <p>PPP Procedural Findings</p>



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The implementation of the procedures needs to be outlined including timelines, expectations, accountability rubrics and fidelity of implementation. Plans for finalizing the draft of the district procedures listed below need to occur.

- MTSS Framework Draft
- English Learner Master Plan Draft
- SST Handbook Draft
- 504 Handbook Draft

Qualitative Data Findings

- SBAC ELA - 45-47% of the Hispanic students meet the standard each year. 22% lower than “All Students.” 54-55% of the African American students met the standard. 14% lower than “All Students.”
- SBAC Math - The Hispanic students made gains in their performance in 2022, however were 13% lower than “All Students” at 47%. African American students improved from 42% to 46% in 2022 and were 14% lower than “All Students.”
- Each of the student groups performed significantly lower than the “All Students (69%) in ELA. English Learners = 21%, SWDs = 27%, and SED = 37%.
- Each of the student groups performed significantly lower than the “All Students (60%) in Math. English Learners 12+ months = 21%, ELs <12 months = 7%, SWDs = 29%, and SED = 25%.

Quantitative Data

Cultural Dissonance, Implicit Bias, Teacher Expectations – Below are some notable quotes from the Staff Focus Groups with various role groups including teachers and administrators regarding cultural dissonance, implicit bias, teacher expectations.

- “Not sure if there's cultural bias but rather it has more to do with the teacher's classroom expectations.”
- “If the students are not doing well; the students don't or won't do the work; they don't like school; therefore, the perceptions is they must be there is something wrong with them.”
- “What is missing is looking at their own biases about how they are providing intentional support to the students and looking at their own perceptions of the children.”
- “There's a lack of cultural understanding of the parents. We need to be building community and we need that cultural piece.”



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	<ul style="list-style-type: none">• “The cultural significance is important. There is a cultural mismatch. There's difficulty in communication and we don't have bilingual speakers.”
Root Cause #3: Lack of authentic communications and partnership contributes to disengagement with Hispanic/Latinx parents and families for whom English may be a barrier.	<p>PPP Empathy Interviews</p> <p>Notable Quotes from responses for the perceived reasons for disproportionality</p> <ul style="list-style-type: none">• “Significant disproportionality is due to cultural issues. We need to take a look at our practices. There are cultural biases and implicit biases. Differentiation is still a mystery for some teachers. We need to look at data to address student needs to help inform our practices. There has to be a level of accountability starting at the school sites to implement procedures otherwise it's just words. Schools don't do a very good job of outreach to their Hispanic families. They wait for things to blow up. The Hispanic community has to feel invited. We need more parent engagement opportunities.• “There is a lack of understanding of people who identify as Hispanic and a lack of cultural sensitivity to them. People are well-intentioned but that doesn't let them off the hook. We need to hold ourselves accountable to make connections with other cultures. We must build relationships with families. We must listen to individual stories and find out how schools can help. It is all very personal.” <p>Quantitative Data</p> <p>Communication - Below are some notable quotes from the Parent Input Session regarding communication.</p> <ul style="list-style-type: none">• “The lack of communication is a big issue.”• “Parents don't understand what is being said in the e-mail. You should have emails in both languages.”• “Everyone speaks English at the front office.”• “Communication deserves to be happening for us parents.”• “There are complications when English is a barrier.”• “The translations over the phone are not working for most of the kids who are Hispanic.”



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Section 2: High Leverage Strategies and Supporting Activities; Expected Measurable Outcomes; Standards of Success; and Methods of Measurement

For each high leverage strategy selected by the CIM Team, describe the Expected Measurable Outcome(s) as a result of implementing each high leverage strategy. Include a description of the quantifiable standard of success and applicable root cause(s). SIGDIS LEAs must also list the identified target population.

For each activity, describe the standard of success and how it will be measured. Identify the staff responsible for implementation and monitoring of the activity, as well as the associated timeline and the required resources. SIGDIS LEAs must also list the related funding source.

Collectively, high leverage strategies should address prioritized root causes. Please be specific.

High Leverage Strategy #1

High Leverage Strategy: Implement with fidelity a culturally responsive District Wide Behavior Matrix that includes alternatives to suspension, social emotional learning, and restorative practices.

Expected Measurable Outcome(s)

By September 30, 2025, the staff at the focal schools will be provided professional development training in the areas of positive **behavior** interventions and support, **social emotional learning including restorative practices**, which will result in the reduction in major office referrals by 15% as indicated in the Behavior Matrix from the 2022-2023 school year.

Applicable Root Cause(s):

RC #1: The failure to understand and respond appropriately to Hispanic/Latin X students behaviors leads to the premature assumption of a disability prior to appropriately implementing culturally responsive practices.

Target Population - Focal Scholars

- Target Schools: Three schools were selected based on their chronically absenteeism rates and the largest Hispanic Population.
 - Farnham Elementary
 - Fammatre Elementary
 - Sartorette Elementary



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- K-3 grades where most students were identified
- Student Selection Criteria
 - Academics – Reading Scores based on High Risk identification on FastBridge or
 - Behavior or
 - Major Office Referrals – 1 or more
 - Chronic Absenteeism – 1 or more unexcused absences in 2022-23

Total Number of Students = General Education Students 33 - Students with IEPs 0

Student Ethnicity

- Hispanic = 22 (66.67%)
- 2 or More Races = 4 (1.21%)
- White = 3 (0.91%)
- Native Hawaiian or Other Pacific Islander = 2 (0.61%)
- African American = 1 (0.30%)
- Unknown = 1 (0.30%)

Note: For SIGDIS only

Activity*	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/Methods for Evaluating Progress (as appropriate)	Resources Required (as appropriate)	Funding Source (SIGDIS Only)
Activity 1.1 Assign a (0.6 FTE) Instructional Specialist (IS) TOSA to support the implementation of the CCEIS Plan, and provide intentional case management for the Focal Scholars at the target school sites.	Linh Nguyen Site Administrators	January 2024	Assignment of the IS TOSA Roles & Responsibilities. Documentation of ongoing case management of the Focal Scholars	Staff Time	CCEIS LCAP



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Activity 1.2 The IS TOSA and an external consultant will work collaboratively with the district & focal school site MTSS teams, to develop and provide professional development on implementation of a consistent MTSS process. Evidence practices, pre-referral procedures, and processes related to SST, to ensure equitable opportunities and access for the Focal Scholars based on collected data and student's individual needs. This work will include the development of a comprehensive Behavior Matrix.	Linh Nguyen IS TOSA Site Principals Maggie Spehar	Finalize the District MTSS Framework Handbook and Fidelity Measured by June 2024.	Menu of the Multi-tiered interventions for academic, behavior, and social emotional support. Behavior Matrix MTSS Handbook Fidelity Measures Special Education Handbook	External Consultant Learning Support Staff Time MTSS Teams Time	CCEIS Funds LCAP
Activity 1.3 The IS TOSA will conduct ongoing monitoring and tracking of the Focal Scholars on the measurable outcomes, including academic, behavior, and attendance	IS TOSA	January 2024 - May 2025	CSD Data Dashboard quarterly review of Focal Scholars measurable outcomes, including academic, behavior, and attendance	Staff Time	CCEIS funds



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Activity 1.4 Implement additional SEL support and services as needed that are culturally relevant for Focal Scholars students based on the qualitative data gathered from the regular SEL check-in with the Focal Scholars biweekly using the Kelvin Survey Tool.	Maggie Spehar IS TOSA Site Administrators	January 2024 - May 2025	Kelvin Survey Results	Staff Time	LCAP
Activity 1.5 Site Administrators will monitor SEL lesson plans supporting the Focal Scholars through monthly staff meetings & quarterly grade level PLCs.	Site Administrators IS TOSA	January 2024 - May 2025	Classroom walkthroughs observation	Staff Time	LCAP
Activity 1.6 The IS TOSA will monitor the implementation of social emotional curriculum and tools with the Focal Scholars and provide additional support as needed.	IS TOSA Site Administrators	January 2024 - May 2025	Classroom walkthroughs observation	Staff Time	LCAP
Activity 1.7 The IS TOSA will monitor our Focal Scholars' weekly school attendance and will intervene to mobilize the	IS TOSA Site Administrators	January 2024 - May 2025	Weekly Attendance Report Documentation of services provided.	Staff Time	CCEIS LCAP



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support and services needed for any Focal Scholar who is chronically absent.					
Activity 1.8 Implement a Social Skills Counseling Program at the Tier 2 level to support the Focal Scholars as needed.	Maggie Spehar IS TOSA	January 2024 - May 2025	Counseling Participation Pre & Post Counseling Assessment of Students being served.	Staff Time	LCAP

**Add more rows for Activities, as needed. **If the activity is expected to be “on-going,” the End Date would be the point in which the activity is fully implemented and could be initially assessed.*



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High Leverage Strategy #2

High Leverage Strategy #2: Build a system to support improved MTSS implementation

Expected Measurable Outcome(s)

By September 30, 2025, Cambrian SD will strengthen the MTSS framework that will provide appropriate, consistent, and culturally relevant levels of academic, social-emotional, and positive behavioral intervention support that will lead to an increase in the academic performance levels of Hispanic students in ELA and Math by 15% from the 2022-2023 school year as measured by FastBridge Assessment and CAASPP.

Applicable Root Cause(s):

RC #2: Cultural dissonance, explicit and implicit bias results in differential access to educational opportunities for Hispanic students due to a lack of communication, connection and relationship with students and families.

Target Population - Focal Scholars

- Target Schools: Three schools were selected based on their chronically absenteeism rates and the largest Hispanic Population.
 - Farnham Elementary
 - Fammatre Elementary
 - Sartorette Elementary
- K-3 grades are where most students were identified.
- Student Selection Criteria
 - Academics – Reading Scores based on “High Risk” identification on FastBridge Assessment or
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- African American = 1 (0.30%)



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- Unknown = 1 (0.30%)

Note: For SIGDIS only

Activity*	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/Methods for Evaluating Progress (as appropriate)	Resources Required (as appropriate)	Funding Source (SIGDIS Only)
Activity 2.1 The district will continue to work with a consultant to provide new and ongoing professional development and coaching to all staff to address cultural proficiency on explicit and implicit bias and culturally responsive pedagogy to have a deeper understanding of how they relate to and to support the teaching and learning of the Focal Scholars.	Linh Nguyen Site Administrators Consultant	January 2024 - May 2025	Staff PD Evaluation Feedback Site Equity Walks Classroom Instructional Walkthroughs	External Consultant Staff Time	CCEIS LCAP
Activity 2.2 The district will provide professional development to teachers instructing Focal Scholars on designated and integrated English Language Development to support our Focal Scholars who are identified as English learners.	Linh Nguyen IS TOSA	January 2024 - May 2025	Staff PD Evaluation Feedback Classroom Instructional Walkthroughs	Staff Time	LCAP



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Activity 2.3 Our Focal Scholars will be intentionally assigned to the classrooms with experienced teachers who have completed the Guided Language Acquisition by Design (GLAD) Certification.	Linh Nguyen Site Administrators Assistant Supt. of Personnel		Staff Assignment Audit Professional Development Participation	HR Support for Staff Assigned	LCAP
Activity 2.4 The focal school Sites will provide additional and/or extended day Tier 2 intensive reading interventions for our Focal Scholars who are performing 2 grade levels below standards and are in need of supplemental instruction.	Linh Nguyen IS TOSA Site Administrators	January 2024 - May 2025	Tier 2 Referral Process Tier 2 Intervention Program Progress Monitoring of Students Referred	Staff Time	CCEIS LCAP
Activity 2.5 Board policies will be updated to reflect the implementation of the MTSS Framework and Discipline Matrix to align with current state and federal mandates. (Current BP range from March 26, 2002 to March 7, 2019).	Linh Nguyen Maggie Spehar Kristi Schwiebert	January 2024 - May 2025	Board Agenda Board Adoption of Related Policies	Staff Time	LCAP

**Add more rows for Activities, as needed. **If the activity is expected to be “on-going,” the End Date would be the point in which the activity is fully implemented and could be initially assessed.*



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High Leverage Strategy #3

High Leverage Strategy #3:

Implement the district Equity Initiative to ensure a culture of belonging for students including parent engagement and education.

Expected Measurable Outcome(s)

By September 30, 2025, the district will implement a parent **communication protocol** designed specifically for Hispanic Families to improve communication and **parent engagement** based on a quarterly parent survey that will demonstrate increased engagement by 20% from baseline data. (A baseline to be established in January 2024)

RECOMMENDED

By September 30, 2025, CSD will strengthen the teacher-student relationship and sense of belonging, increasing the percentage favorable for these two areas on the survey by 10% as measured by the PBIS School Climate Survey for Students, Staff and Parents. (A baseline to be established in January 2024)

Applicable Root Cause(s):

RC #3: Lack of authentic communications and partnership contributes to disengagement with Hispanic/Latinx parents and families for whom English may be a barrier.

Target Population - Focal Scholars

- Target Schools: Three schools were selected based on their chronically absenteeism rates, major office referrals and the largest Hispanic Population.
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- K-3 grades are where most students were identified.
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- African American = 1 (0.30%)
- Unknown = 1 (0.30%)

Note: For SIGDIS only

Activity*	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/Methods for Evaluating Progress (as appropriate)	Resources Required (as appropriate)	Funding Source (SIGDIS Only)
Activity 3.1 The district and focal school sites will utilize the support of the Community & Communication Liaison that will facilitate ongoing communication and engagement of Hispanic Families.	Community & Communication Liaison Linh Nguyen Kristi Schwiebert Site Administrators	January 2024 - May 2025	Scheduled Advisory Meetings Thought Exchange Surveys	Staff Time	LCAP
Activity 3.2 The district will conduct bi-annual Hispanic parent engagement surveys to assess our Focal Scholar family needs and to identify resources that will increase parent communication and engagement.	Linh Nguyen Community & Communication Liaison	January 2024 - May 2025	Needs assessment surveys.	Staff Time	LCAP



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Activity 3.3 The district and focal schools will administer the PBIS School Climate Survey with Students, Staff and Families 2 times a year. Survey data gathered from our Focal Scholars, staff and their families will be disaggregated to assess areas of needs regarding SEL competencies, including teacher-student relationships and sense of belonging to identify next steps to improve school-home connectedness.	Maggie Spehar Site Administrators IS TOSA	January 2024 - May 2025	Analysis and outcomes of surveys to determine next steps.	Staff Time	CCEIS LCAP
Activity 3.4 Teachers of our Focal Scholars will conduct 2 biweekly Kelvin Survey checks with their students, focusing on a sense of belonging or teacher-student relationships to identify and provide additional support as needed.	Site Administrators IS TOSA Classroom Teachers	January 2024 - May 2025	Number Kelvin Survey Analysis of Surveys Next Steps if needed.	Staff Time	CCEIS LCAP
Activity 3.5 The District CCEIS Educational Partners will	Linh Nguyen Maggie Spehar	January 2024 - May 2025	Dates of Scheduled Meetings	Consultant Staff time	CCEIS LCAP



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convene quarterly to monitor the implementation and progress of the CCEIS plan for our Focal Scholars using all relevant data associated with the CCEIS plan and strategize improvements where needed to meet the expected measurable outcomes.	Kristi Schwiebert Consultant		Meeting Agendas Meeting Outcomes & Next Steps if necessary Participants evaluation & feedback from each meeting		
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**Add more rows for Activities, as needed. **If the activity is expected to be “on-going,” the End Date would be the point in which the activity is fully implemented and could be initially assessed.*