

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

**Board Presentation
November 16, 2023**





The purpose of this presentation is to provide an overview of the 2023 Compliance and Improvement Monitoring (CIM) for Comprehensive Coordinated Early Intervening Services (CCEIS) Plan in response to being identified by the California Department of Education as a District with significantly disproportionate representation of a student group.

Federal and State Monitoring of Disproportionality

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This is not a new process. Since the **U.S. Office of Civil Rights** first began to collect data on **Special Education** programs in 1968.

States are required to monitor districts specifically related to the **disproportionate representation** of racial and ethnic groups in special education and related services.

Districts must write a **Comprehensive Coordinated Early Intervening Services Plan (CCEIS)** to address the causes of disproportionality.

The CCEIS Plan Development process includes the input of a **Leadership Team and Educational Partners Group**.

“Disproportionality exists when a specific group is overrepresented or underrepresented in a specific category or area related to special education programs. Students in a given racial or ethnic group, can be over or underrepresented in special education, whether they represent a small minority of students or comprise the majority.” (Skiba, 2006)

Disproportionality exists in many forms and at various levels of the education system.

Over-representation of ethnically and linguistically diverse students in special education programs is the primary area of focus for most educational agencies.



Definition of “Disproportionality”

DISPROPORTIONALITY IS COMPLEX!

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Identifying the Root Causes of Disproportionality

New York University Technical Assistance
Center on Disproportionality
Metropolitan Center For Research On
Equity And The Transformation Of Schools

Contributing Factors

- » Discipline Policies & Practices
- » Interventions and Referrals
- » Instruction and Assessment
- » Access to Educational Opportunity
- » Cultural Dissonance
- » Teacher Bias, Expectations and Misconceptions
- » Family and Community
- » Sociodemographic

Individuals with Disabilities Act

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The Individuals with Disabilities Education Act (IDEA 2004) **requires states and local education agencies (LEAs) to take steps to address disproportionate representation.**

Disproportionality refers to the overrepresentation of a particular racial or ethnic group in one of four areas:

1. **Special education in general**
2. **Special education within a specific disability category**
3. **Disciplinary action assigned to students with disabilities**
4. **Placement of students with disabilities in more restrictive environments (LRE-Least Restrictive Environment)**

A district is found to be **SIGNIFICANTLY DISPROPORTIONATE** If a district is disproportionate for **3 consecutive years** for any group in any of the 4 areas.

Compliance & Improvement Monitoring (CIM)

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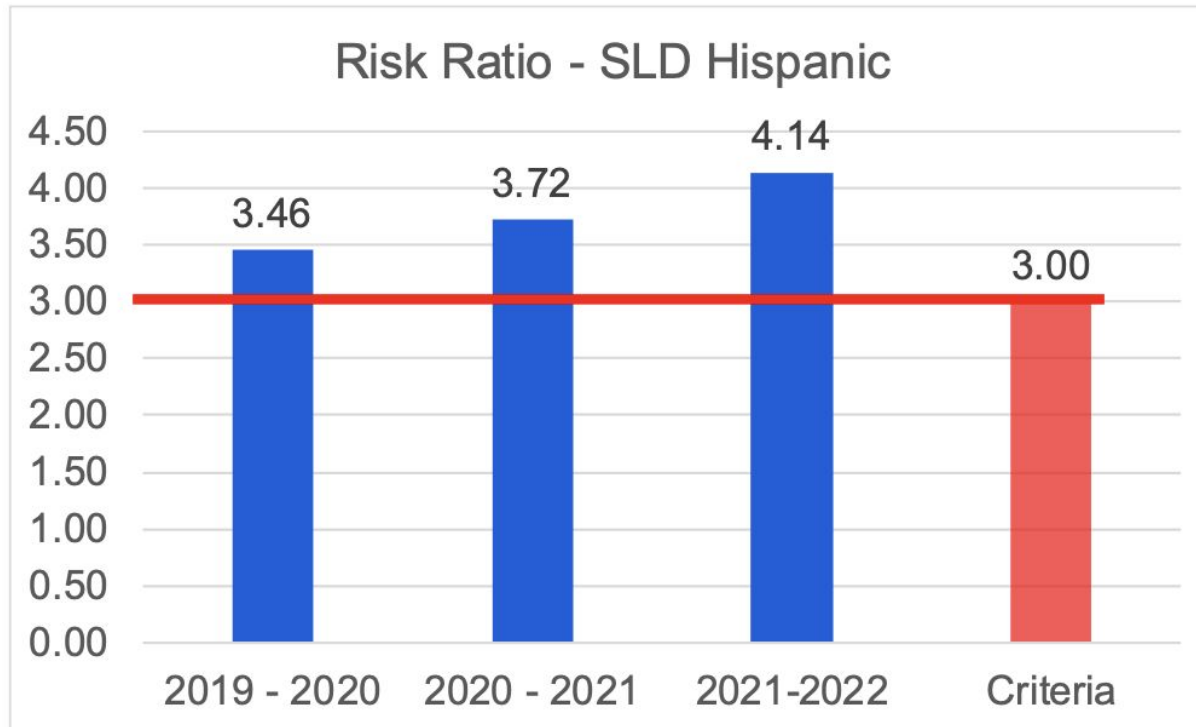


- » The California Department of Education's (CDE) monitoring framework uses a tiered system that differentiates the level of monitoring and technical assistance support for each LEA based on data analyses and the LEA's needs.
- » At the core of the monitoring framework, is the **Compliance and Improvement Monitoring (CIM)** process.

SIGNIFICANT DISPROPORTIONALITY

Cambrian School District

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- » The CDE calculates the **Risk Ratio** by disability and ethnicity annually.
- » **If the Risk Ratio exceeds 3.0**, the district is **determined to be Disproportionate**.
- » If this continues for **3 consecutive years**, the district is found to be **Significantly Disproportionate**.
- » **Cambrian has exceeded the Risk Ratio for three consecutive years** in the area of **Specific Learning Disability – Hispanic**.

Opportunities versus Obligations

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When found to be **Significantly Disproportionate**, the CDE requires that the district must:

- » **WRITE and IMPLEMENT** Comprehensive Coordinated Early Intervening Services (CCEIS) Plan.
- » **COMMIT 15%** of their Federal IDEA funding from Parts B and C to fund activities included in the CCEIS Plan.



CCEIS Plan is a General Education Plan!

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The CCEIS Plan is a **general education plan** meant to interrupt overrepresentation and disproportionality in special education. It is a **systems change** plan. The **CCEIS Plan** provides:

- » **targeted and meaningful interventions** focused
- » illuminating and addressing the **root causes underlying systemic processes which undermine equitable access** to educational experiences for **all students**.
- » This is an “**incubator plan**”. The **target group i.e. a control group** that will receive targeted interventions.
- » The **majority of the students** in the **Target Population must be selected from the identified group based on criteria** that is aligned with the data.
- » The district will establish **effective evidence based pre special education interventions that can be generalized to other groups** in the district.

CDE Compliance and Improvement Monitoring Process

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- » The CIM for CCEIS plan is a **multi-year process - 27 months**.
- » Student **progress is monitored** for **2 years following the end of the Plan cycle**.
- » **Progress and expenditures reports are provided to the CDE** during the 27-month CCEIS period **July 1, 2023 – September 30, 2025**.
- » Requires a **sustained focus on the areas in need of improvement to effect positive outcomes for ALL students** including students with disabilities (SWDs).
- » The **15% the IDEA federal dollars is set aside to invest in general education** so that **disproportionality is interrupted**.
- » Funds **MUST be used to supplement** not supplant district funding sources.
- » **Estimated CCEIS funds = \$100,505**

What are CIM for CCEIS Plan Components?

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- » The CIM for CCEIS Plan is based on Improvement Science and designed to be a system change plan to improve the outcomes for all students
- » The following slides outline the data gathering components utilized in the plan development process.

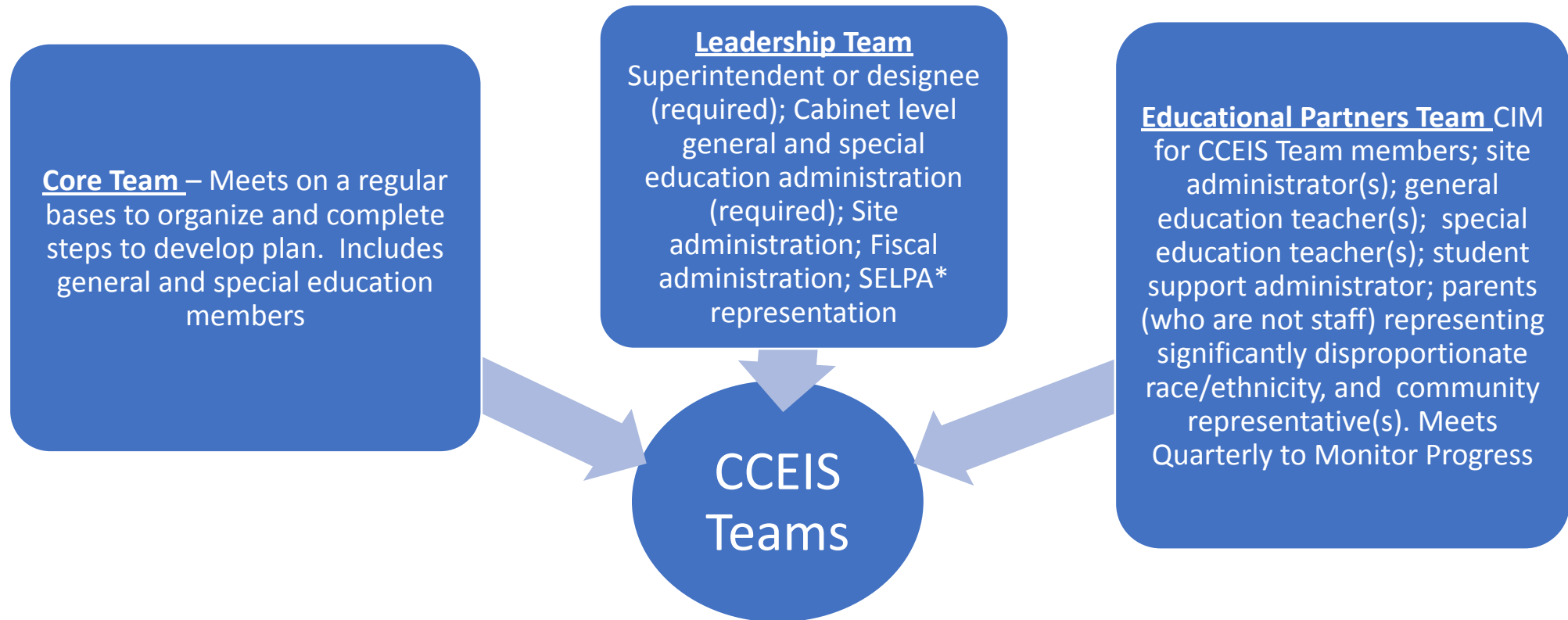
CIM for CCEIS Plan Required Components

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- » **Case Study** - The case study will provide information on students' progression from pre-referral to eligibility.
- » **Parent Voice** - Parent and family input are required component of the sim processes review is considering parent output period ensure parent participation on the educational partners team and gather qualitative parent input from empathy interviews and focus groups.
- » **Policies, Practices & Procedures** Empathy Interviews
- » **Qualitative and Quantitative Data Gathering**
 - » Academic, Discipline, & Attendance
 - » Focus Groups, including Parents, Students, Administrators, Teachers, Counselors, School Psychologists.
- » **Infrastructure Analysis**
- » **Initiative Inventory Activity** is designed to support a review of past and current initiatives, including any ongoing improvement plan.

TEAM COLLABORATION IS ESSENTIAL!

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Root Cause Analysis

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- » Determining the root causes of the significant disproportionality and what will be addressed in the CCEIS Plan is **pivotal** to the process.
- » The “root causes analysis” requires that LEAs **review and analyze what is causing the disproportionality**.
- » This review requires **district leaders and educational partners to address the areas that are lacking or deficient in the district and create a plan to interrupt the continued pattern of disproportionality**.
- » The **root cause selection flows from the data analysis and narrows the potential factors** specific to the LEA’s area(s) of significant disproportionality.
- » It includes **leverage points identified to improve equitable student outcomes**.



Three Primary Root Causes Identified for CSD

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The data from the various sources was presented to the Leadership Team and the Educational Partners Group. Based on the data that was shared and the subsequent discussion, the **Root Causes** for the disproportionality were identified and prioritized.

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.
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.
3. Lack of authentic communications and partnership contributes to disengagement with Hispanic/Latin X parents and families for whom English may be a barrier.



What's Next?

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Development of Action Plan

- » Measurable Student Outcomes
- » Activities
- » Budget Allocations
- » Present the Plan to the Board for consideration and approval
- » Implement the plan and progress monitor

Proposed CSD CIM for CCEIS Plan

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High Leverage Strategy (RC#1): Implement with fidelity a culturally responsive District Wide Behavior Matrix that includes alternatives to suspension, social emotional learning, and restorative practices.	High Leverage Strategy (RC#2): Build a system to support improved MTSS implementation	High Leverage Strategy (RC#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 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.	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.	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).

Board Discussion





CSD CIM for CCEIS Plan

Staff Recommends the Board Approve the CSD CIM for CCEIS Plan as presented.

See CSD CIM for CCEIS Plan Attachments.