

**2021 Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan**

This form collects brief information on the activities completed by the Local Educational Agency (LEA) as part of the programmatic improvement process to develop their action plan for implementation of their Comprehensive Coordinated Early Intervening Services (CCEIS). It includes the completion of the Programmatic Improvement Action Plan (3.2) and the Allowable Costs Budget (Form 2) that will be used as the basis for monitoring and reporting on the CCEIS progress and expenditures during the 27-month CCEIS period (July 1, 2021 – September 30, 2023).

**BACKGROUND INFORMATION**

<b>LEA Name:</b> Mountain View Los Altos High School District	<b>LEA Contact Name:</b> Nellie Meyer
<b>County District Code:</b> 43 69609 0000000	<b>LEA Contact Email:</b> nellie.meyer@mvla.net
<b>SELPA Name:</b> Santa Clara Area 1	<b>LEA Contact Phone:</b> 650-940-4650

**CCEIS Period 2021 Significant Disproportionality Indicator(s)**

(Refer to the Fiscal Year 2021 Notification Letter)

<b>Indicator</b>	<b>Race/Ethnicity/Disability Category</b>
Indicator 10	Race/Ethnicity LatinX
	Disability Category/ Specific Learning Disability

**DESCRIBE THE PLAN DEVELOPMENT ACTIVITIES FOR CCEIS**

**PHASE ONE: GETTING STARTED**  
**Find instructions for this phase at**  
<https://spptap.org/phase-1-getting-started/>

**1.1 Identify Leadership Team**

List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan.

Note: In small LEAs, multiple roles may be assigned to one administrator or team member.

<b>Member Name</b>	<b>Email</b>	<b>Title/Role</b>	<b>Member's Responsibility for Development, Implementation, and Monitoring of CCEIS Plan</b>
Nellie Meyer	nellie.meyer@mvla.net	MVLA Superintendent Cabinet	Decision Maker/Responsible for identifying individuals who will direct the day-to-day activities related to the development of the CCEIS Plan. The Superintendent is generally accountable for overseeing the development and successful implementation of the CCEIS plan.
Teri Faight	teri.faight@mvla.net	Associate Superintendent of Educational Services Cabinet	Decision Maker/Responsible for overseeing the final phase of completing the Plan and assisting with implementation until the position of the Assoc. Sup is filled.
Mike Mathiesen	mike.mathiesen@mvla.net	Associate Superintendent of Business Cabinet	Decision Maker in the area of budget and finance.
Wynne Satterwhite	wynne.satterwhite@mvla.net	Principal - LAHS	Decision Maker/Responsible for helping with the development of the Plan and its implementation at LAHS
Michael Jiménez	michael.jimenez@mvla.net	Principal - MVHS	Decision Maker/Responsible for helping with the development of the Plan and its implementation at MVHS
Neena Mand	neena.mand@mvla.net	Special Education Administrator	District Special Ed Administrator, Neena is involved in Coordination and Delivery. She is reviewing and finalizing the SEP plan and oversees the implementation of the SEP. She works closely with the Psychologists and Behaviorists. Neena represents Special Education.
Fabian MoralesMedina	fabian.morales@mvla.net	Assistant Principal	Participant/supporting implementation of Plan at LAHS. Fabian is also a member of the Core Team.
Heather Morelli	heather.morelli@mvla.net	Assistant Principal	Participant/supporting implementation of Plan at LAHS. Fabian is also a member of the Core Team.
Tiffany Karow	tiffany.karow@mvla.net	TOSA/Instructional Support Team	Participant/Facilitator/Note taker. Tiffany is actively involved in the process and helps with the logistics of setting up and recording Leadership and Stakeholder meetings. She is also on the Core Team and as a former

			Spanish teacher in the district, she represents Regular Education. She is also a trainer for specific Professional Development activities and provides one-on-one support and training to teachers.
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**Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Is this leadership team authorized to make decisions around the implementation of the CCEIS plan? If not, how will the decisions be made?**

Yes. Leadership Team members are involved in the creation of the CCEIS Plan and responsible for its execution. The CCEIS Plan is jointly developed, based on analysis of Quantitative and Qualitative Data gathered through interviews with members of various Focus Groups. As the Plan is evolving, the Leadership Group reviews and analyzes the data; identifies potential Root Causes and presents them to the Stakeholder Group for approval. Leadership members help determine the Measurable Outcomes and associated activities, and have input into the Criteria used in the selection of the Target Group of students. Upon completion, the entire plan is reviewed by the Leadership team before it is presented to, and approved by the Board of Trustees, and then sent up to the California Department of Education.

**1.2 Identify Stakeholder Group**

List members' names, roles, and CCEIS related responsibilities. Describe each group members' active involvement in developing, implementing, and evaluating the CCEIS Plan.

Note: Team composition requires a diverse group of parents and community members, **including representatives of the identified racial/ethnic category**. (In small school LEAs, multiple roles may be assigned to one administrator or team member.)

District Administrators:		
Role Member	Name(s)	CCEIS Plan Responsibilities for Development, Implementation and Monitoring of the CCEIS Plan
Superintendent, Cabinet	Nellie Meyer	Oversees the development and implementation of the CCEIS Plan
Associate Superintendent/Business and Fiscal Services Cabinet	Mike Mathiesen	Participant and Contributor, oversees the CCEIS Budget and advises on fiscal matters related to initiatives that will be designed to support students in the Target Group.
Associate Superintendent/Ed Services Cabinet	Teri Faught	Co-Oversees the development and implementation of the CCEIS Plan
Associate Superintendent/Personnel Cabinet	Leyla Benson	Participant and Contributor especially for any issues related to Human Resources.
Director of Student Services & Equity	Perla Pasallo	Participant and Contributor. Student Services for the district
Wellness Coordinator	William Blair	Participant and Contributor; Lead Role in advising on Mental Health and wellness related services and involved in issues related to Equity and Trauma-informed practices.
Retired, Special Projects and oversee the CCEIS Plan 1	Brigitte Sarraf	She has helped organize and facilitate some of the meetings and is instrumental in facilitating the writing of the plan and presenting it to the

		board for approval. Brigitte oversees Plan 1 of CCEIS
District Special Ed Administrator	Neena Mand	Participant and Contributor, Represents Special Ed. Neena has been deeply involved in gathering Referral data and because of her deep understanding of Special Ed, her insights are enormously valuable to this process.
<b>Site Administrators:</b>		
LAHS Principal	Wynne Satterwhite	Participant and Contributor; responsible for making sure that the Measurable Outcomes are achieved and the Actions are carried out as expected.
MVHS Principal	Michael Jiménez	Participant and Contributor; responsible for making sure that the Measurable Outcomes are achieved and the Actions are carried out as expected.
Alternative Ed Director	Bill Pierce	Participant and Contributor Alternative education perspective, input and feedback and Contributor
Assistant Principal at LAHS	Fabian Morales	Participant School site perspective, input and feedback and Contributor
Assistant Principal at MVHS	Heather Morelli	Participant and Contributor School site perspective, input and feedback
Assistant Principal at MVHS	Marti McGuirk	Participant and Contributor School site perspective, input and feedback
Assistant Principal at LAHS	Kristin Castillo	Participant and Contributor School site perspective, input and feedback
<b>Members of the Instructional Support Team and General Ed Teachers:</b>		
Instructional Support Team, representing General Ed	Tiffany Karow	Participant and Contributor Teacher coach and professional learning perspective

General Education Teacher, Instructional Coach and BTSA Support	Tim Farrell	Participant and Contributor Teacher coach and professional learning perspective
General Education Teacher, Instructional Coach	Marcey Winawer	Participant and Contributor; Marcey is deeply involved in the process and contributes in numerous ways to both Leadership and Stakeholder meetings.
IST, WASC Coordinator, AVID and General Education Teacher, Instructional Coach	Felitia Hancock	Participant and Contributor Grade level perspective, school goals/WASC perspective input and feedback
General Education Teacher, WASC Coordinator, LAHS	Sarah Alvarado	Participant and Contributor Grade level perspective, school goals/WASC perspective input and feedback
<b>Bargaining Unit Representative (Teacher):</b>		
Bargaining Unit Representative	Kristin Cardenas	Participant and Contributor: Union support and teacher contract perspective
<b>Special Education Teachers:</b>		
Special Education Coordinator, LA	Erica Starks	Participant and Contributor Special education teacher perspective
Special Education Coordinator, MV	Nicole Kopels	Participant and Contributor Special education teacher perspective
<b>Counselors and School Psychologist:</b>		
Counselor at LAHS, Coordinator of Latino Outreach Program	Ariel Rojas	Participant and Contributor, Team Leader of Spanish Speaking Parent meetings and translator at general stakeholder meetings. Together with Perla Pasallo, Ariel is very active in Community Outreach, and as a counselor he is an advocate for Latinx students. He seeks to improve the conditions for learning and strives to provide the services that are best suited to meet students' needs.

School Psychologist, LAHS	Nicolas Betancur	Participant and Contributor
<b>Other School Employees:</b>		
Community Liaison at LAHS	Jose Salazar	Participant and Contributor. Translates at meetings and translates all written communication for Latino-speaking parents. Informs parents and gathers their input and translates it back into English. Maria is deeply involved in all Community Outreach activities to our Latinx community.
Community Liaison at MVHS	Alma Ruelas	Participant and Contributor. Translates at meetings and facilitates groups of Latino-speaking parents. Like Maria, she supports PIQE, is often present at ELAC and DELAC meetings and supports all activities that support our Latinx community.
<b>Community and Partner District Representatives:</b>		
SELPA Director	Leo Mapagu	Participant, providing feedback and available to answer questions to help the district to make sure that the plan is technically sound and addresses all prompts in the template.
<b>Parents of Latinx Students:</b>		
Parent, Represents Latinx Community	Marili Silva	Participant and Contributor Parent perspective
Parent, Represents Latinx Community	Norma Moreno	Participant and Contributor Parent perspective
Parent, Represents Latinx Community	Paula Perez	Participant and Contributor Parent perspective
Parent, Represents Latinx Community	Veronica Jiménez	Participant and Contributor Parent perspective
Parent, Represents Latinx Community	Maribel Barajas	Participant and Contributor Parent perspective

Parents representing the student group identified as significantly disproportionate:		
Parent, Parent, Represents student group identified as significantly disproportionate	Nancy Lopez	Participant and Contributor Parent perspective
Parent, Parent, Represents student group identified as significantly disproportionate	Semi Gubriel	Participant and Contributor Parent perspective
Parent, Parent, Represents student group identified as significantly disproportionate	Marilu Cuesta	Participant and Contributor Parent perspective
Parent, Parent, Represents student group identified as significantly disproportionate	Leticia Cuevas	Participant and Contributor Parent perspective
Parent, Represents student group identified as significantly disproportionate	Giovanna Sivira	Participant and Contributor Parent perspective
Parent of Regular Ed, non Latino students:		
Parent, Represents Reg Ed student	Cathy Etheridge	Participant and Contributor Parent perspective

Provide:

- the dates the Stakeholder group met.
- a summary of the work completed by the Stakeholder group.
- a description of how the Leadership Team engaged with the Stakeholder group.
- a link to presentations, agendas, minutes, attendance records (as appropriate)

For Plan 2:

The Stakeholder group is composed of a broad range of district and community representatives, each of whom brings a unique perspective to the discussion of disproportionality. The group supports the district in developing a shared understanding of the CCEIS Program Improvement Process and provides feedback on how well the district is doing in addressing significant disproportionality. Responsibilities include reviewing the quantitative and qualitative data, contributing to determining and prioritizing root causes; brainstorming strategies, as well as reviewing and approving the CCEIS plan prior to review by the superintendent and the Board.

The Stakeholder Team held their first meeting on June 2, 2020 to establish working norms, develop a clear understanding of the CCEIS process, and the connections and differences between plan 1 and plan 2. [Stakeholder Meeting - June 2, 2021](#)

They met again on November 1st to review the qualitative and quantitative data and approved the root causes. [MVLA CCEIS Leadership and Stakeholder presentation](#)

The stakeholders met in January to identify the target student population and the action plan, which coordinates early intervening services, expected measurable outcomes, timeline and staff responsible for each action.

The Stakeholder Team will meet quarterly, if not monthly, thereafter to monitor the implementation of the plan.

The Leadership Team is composed of district and site decision-makers who occupy key leadership in the district and have responsibility for making final decisions related to program implementation about this and other district initiatives. The Team includes the Superintendent, district office personnel and site leadership, representing both special education and general education. The purpose of the Leadership Team is to oversee the LEA's Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) program improvement process. The Leadership Team oversees the work of the Core Implementation Team and makes final decisions about the program's direction.

The Leadership team met prior to the stakeholder meeting. Each prior Leadership meeting reviewed, discussed and approved the data/information that would be going to the Stakeholder meeting.

[CCEIS Leadership Team Mtg 9-2-21](#)

[CCEIS Leadership Team Mtg 10-27-21](#)

[MVLA CCEIS Leadership and Stakeholder presentation 10/2021](#)

[CCEIS Leadership Team Mtg 12-6-21](#)

[MVLA CCEIS Leadership Mtg SlideDeck 12/2021](#)

[CCEIS Stakeholder Team Mtg 1-6-22](#)

[MVLA CCEIS Stakeholder Mtg SlideDeck 1/6/2022](#)

[CCEIS Parent Mtg 1/19/21](#)

The MVLA Core Team is a small multidisciplinary group that supports the successful process of CCEIS. These are the workers who will coordinate the implementation of the CCEIS activities. The purpose of this team is:

Responsible for writing the CCEIS plan

Performing many of the activities related to implementing the plan

Directing quantitative and qualitative data gathering, convening various groups to identify root causes, overseeing program evaluation and periodic reporting to the Leadership Team on their progress

Implementations, monitoring, and recording

[CCEIS Core Team Mtg 8-16-21](#)

[CCEIS Core Team Mtg 8-18-21](#)

[CCEIS Core Team Mtg 8-25-21](#)

[CCEIS Core Team Mtg 9-1-21](#)

[CCEIS Core Team Mtg 9-10-21](#)

[CCEIS Core Team Mtg 11-5-21](#)

### **1.3 Contact the State Performance Plan Technical Assistance Project (SPP-TAP) at the Napa County Office of Education (NCOE) and CDE FMTA Consultant.**

Indicate how have you engaged with the CDE and SPP-TAP to understand and support the development of the CCEIS Plan:

- Accessing information via the SPP-TAP Website
- Meeting with CDE FMTA Consultant
- Meeting with SPP-TAP staff
- Participating in virtual Community of Practice (CoP) meetings
- Attending Introduction to Significant Disproportionality Webinar Series (NEW LEAs)
- Attending Significant Disproportionality for Continuing Local Educational Agencies Webinar
- Attending Workshops A and B (NEW LEAs)
- Participating in Consultations with CDE FMTA Consultant
- Other: Various readings and videos on my own

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

Name the TA Facilitator(s) and describe current and anticipated services. **LEAs must submit a copy of the contract or MOU for each TA facilitator.** To use a non-SPP-TAP TA facilitator, the LEAs must supply

a copy of the TA facilitator's resume and obtain written permission from the CDE by completing the Proposed TA Facilitator Eligibility Form located on the [CCEIS Padlet](#).

Note: LEAs are required to use TA Facilitation for a minimum of 10 hours for each area of identification.

**TA Facilitator Name:**

**List how many hours of service the TA Facilitator has provided to your LEA.**

**Describe how you have worked with your TA Facilitator in the development of this CCEIS plan.**

Members of the Leadership have been in contact with TAP Facilitators for advice and support. TA Facilitator Name: Dr. Mildred Browne, Ascendancy Solutions with support from her team including Suwinder Cooper and Gary McHenry

List how many hours of service the TA Facilitator has provided to your LEA. The TA Facilitators have provided over 30 hours of service.

Describe how you have worked with your TA Facilitator in the development of this CCEIS plan.

Our TA Facilitators have held many consultation meetings via phone or zoom with CCEIS Lead, Teri Faught. TA Facilitators also support the curation and organization of our data. TA Facilitator also held Focus Group interviews and organized qualitative feedback. TA Facilitators join our Core, Leadership, and Stakeholder Team meetings. At times as support and guidance, other times as facilitators.

Link to the Contract 2020-2021 Link to the Contract 2021-2022 for the TA Facilitator:

[Ascendancy Solutions.](#)

Dr. Mildred Browne, Gary McHenry, and Suwinder Cooper provided input/feedback in the writing of the 2021 Plan. They have provided over 30 hours in supporting the development of the 2021 CCEIS Plan.

This included assisting with data identification and identification of the root causes. A few members of the Leadership Team met with our TA Facilitator(s) prior to each meeting for support in planning and preparing for Leadership Team and Stakeholder Team meetings. Dr. Mildred Browne then provided guidance on the writing of the plan to incorporate input from meetings and meet CDE expectations. The TA Facilitators attended Stakeholder and Leadership Team meetings.

### **1.5 Gather Relevant Data**

*An LEA should gather and view data through a cultural lens. Data must be sorted by and analyzed with a focus on race, ethnicity, gender, and grade. The LEA should use both qualitative and quantitative data to complete their data analysis. Examples of both qualitative and quantitative data are available in the [CCEIS Padlet](#). This activity is included here to initiate gathering of data that is not readily available and plan the time necessary for this task prior to bringing stakeholders together.*

To inform practices and decision making, several types of data were collected and reviewed. The following data points were utilized:

MVLA's Local Control Accountability Plan (LCAP);

MVLA's Special Education Local Plan Area (SELPA)

Board Policy and Administrative Regulations regarding hiring, personnel, recruiting, students with IEP and Special Education;

Data (listed below) from school years 2018-2019, 2019-2020, 2020-2021 were reviewed by leadership and stakeholder teams:

- Student enrollment by race/ethnicity
- Enrollment of students with disabilities (SWD) by race/ethnicity and site
- Enrollment of SWD by grade and disabilities
- Students with Section 504 by school site and ethnicity
- Attendance and Discipline records by race/ethnicity
- ELPAC data
- EL Reclassification data
- Parent and student focus groups
- Suspension data

**PHASE TWO: DATA AND ROOT CAUSE ANALYSIS**  
Find instructions for this phase at  
<https://spptap.org/phase-ii-data-and-root-cause-analysis/>

**2.1 Complete a Local Educational Agency (LEA) Initiative Inventory**

Step 1: Describe Current Initiatives

Complete the table below for each of the LEA's current initiatives from both Special Education and General Education related to CCEIS that reflect interventions with differentiated levels of support.

<b>Initiative</b>	<b>Relationship to LCAP and other Initiative Goals/Priorities</b>	<b>Funding Source</b>	<b>Target Group</b>	<b>Leaders and Staff Responsible (as applicable)</b>	<b>Educational Area(s):</b> <ul style="list-style-type: none"> <li>● Curriculum and Instruction</li> <li>● Behavior</li> <li>● Family and Community Engagement</li> <li>● Climate</li> <li>● Social-Emotional Learning</li> <li>● Other: _____</li> </ul>
SST and SAT Process	LCAP Goals 1, 3, and 4	General Fund	All students exhibiting academic or behavioral challenges. Students on Early Warning List generated through DataZone	Site Administrators and teachers	<ul style="list-style-type: none"> <li>● Curriculum and Instruction</li> <li>● Behavior</li> </ul>
Attendance Policy	LCAP Goal 1 & 3	General Fund	All students with special attention to the needs of Latinx and SED students, and those selected for the CCEIS focus group	All Administrators	<ul style="list-style-type: none"> <li>● Behavior</li> <li>● Family and Community Engagement</li> <li>● Climate</li> <li>● Instruction</li> </ul>
Supervised study	LCAP Goal 1 & 2	General Fund	Students who were socially promoted in middle school, and/or have a low GPA and/or are credit deficient	School counselor	<ul style="list-style-type: none"> <li>● Curriculum and Instruction</li> <li>● Family and Community Engagement</li> </ul>
Mentoring program	LCAP Goal 1 & 2	General Fund / Outside community organization (Mentor	All students can participate  Traditionally, students' who are struggling academically and CCEIS focus group students	Mentor Tutor Connection	<ul style="list-style-type: none"> <li>● Family and Community Engagement</li> <li>● Social-Emotional Learning</li> </ul>

		Tutor Connectio n			
MVHS: ELD Advisory Rooms, Freshmen Village and Charla Time  LAHS:9th Grade Skills Innovation Team	LCAP Goal 1	General Fund	ELD students, Students in the CCEIS focus group	ELD Coordinator and teachers under guidance from Asst. Principals, with involvement of Community Liaisons	<ul style="list-style-type: none"> <li>● Curriculum and Instruction</li> <li>● Behavior</li> <li>● Climate</li> </ul>
Math & ELA support classes, referred to as "Skills Classes" or "Enhanced Classes"	LCAP Goal 1,2 & 3	General Fund	Students entering HS with Ds or Fs in Math or English	Site Administrators, and Counselors and Department Coordinators	<ul style="list-style-type: none"> <li>● Curriculum and Instruction</li> </ul>
On and Off-Site Professional Learning available to all staff: <ul style="list-style-type: none"> <li>● supporting Skills Teachers and teachers of English Learners</li> <li>● understanding the relationship between ELD &amp; ELA standards</li> <li>● modifying Tier 1 "First Instruction"</li> <li>● MVLA District Initiative for 2021 and beyond: Courageous Conversations: Equity, Bias, Inclusion</li> </ul>	LCAP Goal 4	Curriculum Institute  Learning Loss Mitigation Funds  MVLA Foundation	Directed at strengthening learning for all students	Site administrators together with members of the Instructional Support Team (IST)	<ul style="list-style-type: none"> <li>● Curriculum and Instruction</li> <li>● Social-Emotional Learning</li> </ul>
Math Support: <ul style="list-style-type: none"> <li>● ALEKS- adaptive math program for</li> </ul>	LCAP Goals 1	General Fund	Students with poor performance in math or low confidence in math	Algebra I teachers	<ul style="list-style-type: none"> <li>● Curriculum and Instruction</li> </ul>

Alg. I, and Enhanced Algebra. <ul style="list-style-type: none"> <li>Summer Academy with SVEF Elevate Math</li> </ul>		Lottery (instructional materials)		Summer school teachers with guidance from Instructional Support Team and Summer School Principal	
SDAIE classes	LCAP Goal 1	General Fund	ELL students	Associate Superintendent of Students Services	<ul style="list-style-type: none"> <li>Curriculum and Instruction</li> </ul>
Behavior Support and Behavior Contracts	LCAP Goals 1 & 3	General Fund	Students with patterns of disruption	Administrators, Counselors, Therapists, Teachers	<ul style="list-style-type: none"> <li>Behavior</li> <li>Climate</li> </ul>
Behavior Intervention Plans	LCAP Goal 3 & 4	General Fund	Special Education students with repeated patterns of disruption	Administrators, Behaviorist; Teachers	<ul style="list-style-type: none"> <li>Behavior</li> </ul>
Restorative Justice for behavioral, attendance, or academic integrity violations	LCAP Goal 1	General Fund	Students with behavioral, attendance, or academic integrity violations, including SPED students and English Learners	Administrators, Teachers	<ul style="list-style-type: none"> <li>Behavior</li> <li>Climate</li> </ul>
McKinney-Vento / Homeless Support and Referrals	LCAP Goal 1 & 2	General Fund & Title I  Learning Loss Mitigation Funds	Students who are identified as McKinney-Vento / Homeless	Community Resources Coordinator; Student Services Coordinators; Social Worker	<ul style="list-style-type: none"> <li>Other: Social Services Support</li> </ul>
Dedicated counselors to support students At-Promise, and English Learners	LCAP Goal 1 & 2	General Fund	Students identified as At-Promise or ELD	School Counselors	<ul style="list-style-type: none"> <li>Curriculum and Instruction</li> <li>Behavior</li> <li>Family and Community Engagement</li> </ul>

Alternative Placements at Moffet, AVHS, AV Opportunity, Summer School and concurrent enrollment in Academy programs (Freestyle, Middle College, College Now), including Foothill College Dual Enrollment	LCAP Goal 1 & 2	General Fund	Credit recovery; more suitable environment; addressing students unique interests and passions	Teachers, Counselors, Administrators	<ul style="list-style-type: none"> <li>Curriculum and Instruction</li> <li>Behavior</li> <li>Family and Community Engagement</li> </ul>
AVID	LCAP Goal 1	General Fund  MVLA Foundation	Students eligible for the AVID Program	AVID adheres to the AVID Coaching and Certification Instrument needed to be accredited every year.	<ul style="list-style-type: none"> <li>Curriculum and Instruction</li> <li>Family and Community Engagement</li> </ul>
PIQE/DELAC/ELAC/LU CHA/Cafecito	LCAP Goal 1 & 2	General Fund	Families of English Learners and other Latinx families	District and Site Leadership	<ul style="list-style-type: none"> <li>Curriculum and Instruction</li> <li>Family Engagement</li> <li>Social Emotional Learning</li> </ul>
Ellevation DataZone	LCAP Goal 1	Title III	English Learners	Principals, Teachers and other Administrators including DO personnel	<ul style="list-style-type: none"> <li>Curriculum and Instruction</li> <li>School Culture</li> </ul>
Challenge Day (LAHS) Camp Metamorph (MVHS)	Goal 1 & 3	General Fund  PTSA	All Students  Teachers	Student Services Personnel and Coordinator of Wellness, Teachers	<ul style="list-style-type: none"> <li>Behavior</li> <li>Family and Community Engagement</li> <li>Climate</li> <li>Social Emotional Learning</li> </ul>

*Step 2: Examine the Current Initiatives*

*Complete the table below to identify connections between initiatives and align efforts that relate to the CCEIS plan. Identify and describe any gaps in services for any student groups most in need of support.*

**Name Common Areas Among the Initiatives**

1. Provision of Professional Development for staff and administrators
2. Teacher training focused on Inclusion/Tier 1“First Instruction”.
  - a. Development of model, processes, and systems including universal tools that are consistent across all classes/grade levels and district
3. Interventions for students such as remedial skills classes, mentoring programs, intensive counseling support, AVID, etc.
4. Efforts directed at students, teachers, and/or families to ensure a more inclusive school climate.

**Identify Processes for Collaboration and Integration of the Initiatives, Including Timelines**

School year 2021-2021: Complete processes, model and systems

PD Days of SY 22-23: Provision of training to all staff and administrators

During SY 22-23: Provision of collaboration time for both general and special education staff to integrate initiatives.

**Describe any Groups of Students that are Not Served**

All students are identified and are being served.

**Identify Areas that are a Higher Priority than Others**

1. Teacher training centered on inclusive Tier 1“First Instruction” strategies.
2. Ensuring access to EL programs/classes at both comprehensive sites.
3. Site/district policies and practices for attendance, behavioral, and/or academic issues that lead to students being assessed for Special Education or placed into alternative settings.
4. Diversity, Equity and Inclusion, so students will get the supports they need through culturally responsive teaching
5. Parent Engagement, so the district works in collaboration with families to support student learning.

## 2.2 Complete a Programmatic Self-Assessment

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

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: \_\_\_\_\_

**Note:** Each of the tools leans toward either qualitative or quantitative data, therefore your data will need to be supplemented to ensure both types of data are used. For example, the Data Analysis Workbook is quantitative in nature, so additional self-assessment activities (such as focus groups, equity walks, empathy interviews) would need to be completed to gather qualitative data.

Describe how the self-assessment process was completed (who, how, what, and when).

In 2021, the Mountain View Los Altos Union High School District (MVLAUHSD) continued to be identified as Significantly Disproportionate for Hispanic/Latinx students in the disability category of Specific Learning Disability (SLD). The self-assessment process for the 2021 CCEIS Plan builds on the data collected for the 2020 plan to determine whether there are any additional root causes to consider.

### 2020 CCEIS PLAN CYCLE

In 2020, the Adapted Annotated Checklist for Addressing Racial Ethnic Disproportionality in Special Education (also referred to as the Wisconsin Checklist) was utilized as the programmatic self-assessment tool. The Checklist helped diverse stakeholders analyze racial and ethnic disparities in special education identification.

The team utilized the Wisconsin Checklist and the article, Identifying Root Causes of Disproportionality by Catherine Kramarczuk Voulgarides & Natalie Zwerger as the self-assessment tools to identify root causes and to also highlight some of the common policies, practices, and beliefs that placed Hispanic/Latinx students at a disadvantage to their peers in the Mountain View Los Altos School District. This checklist drove discussions in the focus groups. The focus group sessions included the following role groups: School Psychologists; Latinx Parents (Group 1); Latinx Parents (Group 2); Therapists; Students (Group 1); Students (Group 2); Special Education Teachers; Academic Counselors; Skills Teachers and General Education Teachers.

### 2021 CCEIS PLAN CYCLE

To build on the qualitative data gathered from the focus groups conducted for the 2020 CCEIS Plan, the following focus groups were facilitated with students and parents from the two high schools and include:

Los Altos High School

Parent Focus Group - September 20, 2021

Student Focus Group - September 21, 2021

Student Focus Group - October 8, 2021

Los Altos High School

Parent Focus Group - September 20, 2021

Student Focus Group - September 21, 2021

Student Focus Group - October 8, 2021

The qualitative data was organized into five different categories representing themes that emerged from discussions with stakeholders. The comments below are quoted and are intended to be representative of feedback received, but is not an exhaustive list.

1. Cultural Dissonance & Implicit Bias
2. The Student Experience
3. Student Teacher Relationship
4. Discipline
5. Lack of Targeted Academic and Behavioral Interventions for Hispanic/Latinx Students

Following are some of the notable quotes for each of the themes

Cultural Dissonance & Implicit Bias

- "A lot of Hispanic parents feel embarrassed because they know they are put at the end of the list. The Asian and the White communities get first priority."
- "Social media has a big influence and things go around the school like this freshman video about "F.. Mexicans" Front staff made a statement but it is false activism - nothing is done around campus." Student

Student Experience

- "Teachers lack relationships with the Hispanic kids and lack pushing them."
- "No, I don't feel I can trust the adults. You can't trust someone when they don't take the time to build the relationships. They focus on the material, on the curriculum. We need engagement. They don't try to engage the student. Make it fun to learn with activities that make it easier to understand and comprehend the material."
- "I don't know the word to say... it is kind of great being here but hard work."
- "Learning a different language is hard. It is the hardest part. Latin countries have a different system of learning. Moving here, it was hard to learn a new system."

- "I feel I need to get good grades.
- "It would be unfair to my parents, if I didn't do the only thing I need to do, which is to get a good education. I need to get good grades. My grades are good except in chemistry."
- "There is the pressure to have good grades both from the parents and from the teachers."
- "It is intimidating to ask the teachers for help."
- "There are too many students at this school and not enough teachers.
- "I can't really reach out to the teachers when I have questions because too many other kids are asking questions and the teachers are busy answering them."
- Challenge faced by the students include(from a teacher):
  - Navigating social capital, how school works and how school functions;
  - Understanding the difference between ELD 1 and 2;
  - A-G and what it will take to get to college versus a four year university;
  - Understanding the implications and importance of state assessments;
  - Hard to navigate Social Emotional Learning

### Student Teacher Relationship

- "I have never been motivated by a teacher. "I know you can do a level up!"
- That kind of encouragement."
- "Teachers do not give students enough encouragement. The lenient grades causes some students to be lazy."
- "The students I do see the teachers pushing are the White kids."
- "Instead of offering to help, teachers wait to be asked for help. They don't say, "Do you need help, let me show you."
- Where to go to get help? Going to a White teacher to ask for help is intimidating. A lot of it is about race. Intimidation of White people. "I feel... stupid because I am brown." We learned this growing up. Watching how we are treated. It has affected me. They always dominate, so I retreat and protect myself.
- "It feels like these people think badly of us. For us to not succeed. It begins in the classroom. The teacher says, "pair up" A white kid is not going to pick you, a brown kid. It starts in the class, where you feel belittled. It is about the way you are taught. Inclusive but intimidating."
- "Some of the teachers move too fast. They move to the next assignment quickly."
- "If I got an F, I feel ashamed and embarrassed in front of my class when they are all getting an A and I am getting an F."
- "There are a lot of issues. Kids loosing academically. Kids are sad, they don't talk too much. We hear of girls crying at school. The school is the kids second home."
- "There are a lot of issues with the teachers. This one teacher told this girl she was stupid. I don't know if teachers have the right to call a student stupid. What the teacher didn't know was this girl's work and she couldn't finish her project on time. She tried to change her class but could not - instead she lost her will to do the work. Our kids get insecure, when something like that happens. They don't want the teachers to hold that against them.

Teachers need to be more understanding and have to be trained to pay attention to the Hispanic youth.”

#### Discipline

- “Punishments are harder on the people of color.”
- “I forget to cover my nose with my mask when I get to class and I get asked to step out of class, get sent out of class for not having my nose covered. I have to wait out there for 10 minutes and I miss what he is saying.”
- “We experience racism from the office staff and some teachers. We get dress coded more often than the White students.”
- “There is a Neo-Nazi on the student council who has made anti-semitic comments to my Jewish friend saying, “ The holocaust should have taken her out.” He hasn’t been punished and he is allowed to stay on student council.”
- 
- Lack of Meaningful Engagement and Partnership with Hispanic/Latinx Families
- “We are always working, just because we don’t attend a school meeting, doesn’t mean we do not care.”
- “More kids are in special education because they can’t get a lot of support from their parents. They don’t know how to help their kids. The school assesses and decides what students need more help.”
- “Parents, they work so hard. They expect us to be independent.”
- “Parents don’t understand what goes on in school.”
- “My parents do not know how to support me.”
- “Parents are super busy and they can’t always focus their attention on us.”
- “We could use more support from our parents. They don’t say good job, I see you are working hard. But instead they say. “Why isn’t it an A, when I get 80%”
- “The school needs to make more of an effort to help the Hispanic community. I feel like they need to put in more effort at Los Altos High School. Our kids have low grades and are struggling. There are not a lot of resources for the Hispanic kids. That’s the reason why the kids are being identified with SLD.”
- “It is rare to see a Hispanic kid getting help. They don’t care. They need more Hispanic staff. If only there was enough staff for them to make a difference, someone to listen to them. Also it could be that our kids don’t want to go get help from the White teachers.”

#### Lack of Targeted Academic and Behavioral Interventions for Hispanic/Latinx Students

- “High school is made for White people and we have to defend ourselves. White kids have more resources available to them.”
- “The Latino Parents Outreach group, we opened our ears and we listened to the needs of our kids. Our kids are struggling at middle school and they are struggling at high school. They need someone to help them improve their grades.”

- "Our students shared, once they enter ninth grade, there is no one there to guide them. How to navigate the school to college pathway. There is nobody to give them the support when they are struggling, especially when they are jumping from middle to high school. Where to go. Who to talk to. What classes to take. When to apply for college. Nobody."
- "Our kids are referred to special education in middle school. They need to do a follow up when they enter high school. This is not being done and they are not being re-assessed."
- "Every kid needs to be treated individually. The kids need help."
- "The STAR test results come in the summer. Why is there a disparity between the White and the Hispanics when they are in the same class? What is going on in the class. I am not happy with the answers they give me."
- "There is not enough talk about the Tutorial Center, the school does not give information out to the students on how to access the Tutorial Center, how to make an appointment. The information on the Tutorial Center is not given by the teachers or the administration. You don't hear the announcements on the messages. There are only four Hispanic tutors. I never felt comfortable asking a White person for help so that is why I became a peer tutor."
- "There are kids who have not heard of AVID. Every Hispanic student should know about AVID."
- "The AVID teacher has helped. If it was not for AVID a lot of us would be sinking, sinking. Hispanic kids need a guide to help them organize their life."
- Students
- "The tutorial at the library is they have very few Hispanic tutors to help our kids with their assignments."
- "Of course I am concerned about his graduation. Students are not focused on what they need to graduate and nobody is saying anything to our kids. He is a good kid and I worry about him. I want him to go to college."
- We are supposed to have a yearly meeting with our counselor but it never happens. The counselors have a lot of cases.
- Counselors are not accessible. They could be more clear, what is a requirement and give more resources.
- My counselor goes off on a tangent. He doesn't help me. He never talks about college and what I need. He says, go to your case manager."
- "This school is not great at prioritizing mental health. The priority is on academic achievement, grades and scores."
- "The counselors, all they care about are grades. I wasn't listened to and I felt like I was talking to a brick wall. So I never went back."
- "I have to do everything on my own. There is no one there to help me. I can't really go to anyone. The therapy at school made it worse."
- "No one ever says, "how are you doing?" There really is no place to go to that is comfortable. Mental health is important and we need skills to handle life."
- "I was being bullied. I don't feel safe. The school didn't help at all."
- "When I have personal problems, I will ask my friends to help me."

- My son is in special education and so I need to stay on top of that. When we go to meetings they say, talk to your counselor. The communication does not work.
- I have been emailing my son's counselor for the last two years and he has not responded to my emails. He is my son's counselor and he should be there and I haven't been able to talk to him. Besides him, I don't know who else to go to.
- "He is lacking support. The push the counselor should be giving him."
- "My daughter went to her counselor and instead of encouraging her, the counselor was discouraging her by not listening to what she was requesting."
- "There are a lot of issues. Kids losing academically. Kids are sad, they don't talk too much. We hear of girls crying at school. The school is the kids' second home."
- "So we wrote a letter to the school board. We sent a letter to the board in the spring expressing our concerns around the lack of a high academic standard for our kids. The Latino Parents Outreach group requested a meeting with the school board. We have still not received a response to our letter. They have not listened to the needs of our kids we wrote in the letter."
- "The parents we are hoping the district will inform us and respond to our letter. In our letter we outlined what we would like to see changed. I am worried, we want to feel the support. We have not heard back from the board since the spring."
- "The Latino parents want to have ongoing conversations as a group and not just this one meeting."

Some of the patterns and themes that emerged revealed the following root causes:

**Root Cause #1:**

Lack of success in narrowing the achievement gap for approximately 15% of 9th graders entering the LEA with lower academic preparation than the rest of the 85% of their peers, due to insufficient, and appropriately targeted interventions to support their academic and behavioral development, so they may find success in the mainstream and are able to compete with their peers.

**Root Cause #2:**

Cultural Dissonance and Implicit Bias is one of several contributing factors to the lack of progress we are making in creating equitable educational experiences and outcomes for Latinx students, which then leads to the overidentification of Latinx students for Special Education.

**Root Cause #3:**

Lack of engagement and relationships partnership with Hispanic/Latinx students and families and our partner districts

Results from the focus groups were presented to the Stakeholder Group on November 1, 2021.

### 2.3 Conduct Policies, Practices and Procedures Review

*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. An LEA must address a policy, practice, or procedure it identifies as contributing to the significant disproportionality. In addition an LEA must publicly report on any revision of policies, practices, and procedures. (As directed in 34 CFR Section 300.646(c) and 300.646(d)(1)(ii-iii).)*

**Note:** *The policies, practices, and procedure review are part of the root cause analysis process. However, revisions do not have to be completed prior to submission of the CCEIS plan. The Policies, Practices, and Procedures Review Matrix can support this activity and can be found on the [CCEIS Padlet](#).*

Describe the process of reviewing the LEA's Policies, Practices, and Procedures that relate to the significant disproportionality identification.

Data on Policies, Procedures and Practices was gathered via the work from the CORE CCEIS Team, We used the [Review MVLA policies and procedures](#) document to split the tasks, Then we added our notes, findings and color-coded change or no change in this [POLICY EQUITY ANALYSIS TOOL](#) document. After prepping for our Leadership meeting, CCEIS Leadership Team Mtg 9-1-21 [agenda](#) and [slides](#) and agreed we should consider adding into our action plan:

- Sub-group discuss and work on:
  - Consider adding in questions into interview and interest letter questions regarding equity
  - Implicit bias training for folks on interview panel
  - Strengthening the SST process and interventions used to provide a better Tier 2 support which will, hopefully, decrease the number of students being referred to special education

Did your LEA revise any policies, practices, or procedures?

- Yes  
 No

Describe what policies, practices, and/or procedures have been or will be revised.

Board Policies are currently up to date and will be reviewed annually with CSBA updates for

revisions required by changes in the Ed. Code.  
The EL Master Plan – under revision during CCEIS 2021 Plan implementation  
The MTSS Committee – being written by the MTSS Handbook  
SST Manual Revision – being written by the Admin Council

*Describe how the policies, practices, and/or procedures have been or will be publicly shared (e.g., School Board meeting minutes, posting on LEA website).*

MVLA records updated School Board policies in board minutes and posts on the MVLA website.  
The EL Master Plan – shared with the Board, District Leadership, and DELAC.  
Information about the MTSS Handbook will be presented at a future board meeting when complete.  
The presentation will be posted online in the board meeting minutes.  
The SST Manual will be presented to staff at a staff meeting and posted on MVLA and site websites.

*Describe how the policies, practices, and/or procedures have been or will be internally disseminated and implemented.*

The SST Manual, MTSS Handbook, and EL Master Plan will be disseminated through District coordinated professional development facilitated at school sites. The overarching theme of the training is MTSS implementation. All three documents support the implementation of Tiered support. The CCEIS 2021 Plan's measurable outcomes focus on the writing or revision of these documents. The CCEIS 2021 Plan will need to incorporate activities that support training teachers to implement the practices at their school sites.  
School sites will provide training on the importance of alternatives to suspension as part of training on MTSS, which includes providing culturally responsive and trauma-informed practices.

## **2.4 Complete Reflective Data Analysis:**

**Note:** *This analysis should provide information that will connect and validate the selected root causes, target populations, measurable outcomes and related activities reported in 2.5, 3.1, and 3.2.*

*Briefly describe the LEA (e.g., demographics, culture, history of significant disproportionality).*

The Mountain View Los Altos High School District is a comprehensive public high school district (9-12) located in the heart of Silicon Valley, serving a diverse student body from both professional and working-class families. MVLA consists of two high schools, including Los Altos High School (LAHS) and Mountain View High School (MVHS), Alta Vista High School (AVHS), the continuation high school, and a number of alternative programs. Our attendance area includes highly affluent sections of Los Altos, Los Altos Hills, and Mountain View as well as low-income housing sections of Mountain View. Enrollment of 4,563 students in the district during the 2020-21 school year includes 37.6% Caucasian, 25.6% Latino, 24.9% Asian, 1.2% African American, .1% American Indian, 1.9% Filipino..4% Pacific Islanders, and 8.1% Two or More Races. In addition, Student groups at MVLA

are Foster Youth 0.1%, Homeless 0.9%, English Learners 6.1%, Students with Disabilities 11.7%, Socioeconomically Disadvantaged 19.4% (2020, CBEDS Day).

As a district, we value a learning environment in which students and staff work together in a spirit of unity and mutual respect. We are committed to the process of continuous learning and the application of knowledge. We value the diversity of our paths while promoting a community in which members have an equal opportunity to excel as people and learners.

We are grateful to our community of staff, students, and parents that have remained committed to the success of our students.

On the pages to follow the reader will see the following:

1. Data Summary in specific categories- This summarizes the number and percentage of students in the district, the number and percentage of students in special education, the number and percentage of students in the disability category of Specific Learning Disability, the number and percentage of students who are Homeless, Foster Youth or have a Section 504 plan. Graduates and the number of students who meet the A-G requirements for the University of California is listed as well.
2. Student Referrals to special education- We want to compare the number of students who are identified as special education in the district as opposed to the number of students who entered the district with an I.E.P.
3. Students who enter the district with an I.E.P Last year most of the students in special education were identified outside the district. We want to see if that pattern is still true.
4. English Language Learners with an I.E.P.- We simply want to see how many English Language Learners are also in special education because many districts refer Long Term English Learners to special Education..

In **2017-18, Hispanic** students were 25.79% of the district population of 4304 students, and

- 48.89% in special education,
- 72.00% in the disability category of Specific Learning Disability,
- 55.56% of the nine (9) Foster Youth students,
- 77.38% of the Homeless student population,
- 15.89% of students with students with a Section 504 plan
- Hispanic students made up 63.11% of all suspended students, and 45.11% of students reported as chronically absent
- 229 (25.61%) of the 894 graduates were Hispanic. 118 (51.53%) of the 229 graduates met the A-G requirements for the University of California

**Asian** students were 23.03% of the district population, and

- 9.34% in special education,
- 0% in the Disability category of Specific Learning Disability,
- 0% Foster Youth
- 3.57% of Homeless student enrollment and
- 21.88% of students with a Section 504 plan
- Asian students made up 6.80% of all suspended students, and 11.3% of students reported as chronically absent
- 248 (27.74%) of the 894 graduates were Asian. 226 (91.1%) met the A-G requirements for the University of California

**White** students were 40.10% of the population, and

- 41.77% in special education,
- 28.00% in the disability category of Specific Learning Disability,
- 22.22% of Foster Youth students,
- 7.14% of the Homeless student population and
- 57.81% of students with a Section 504 plan
- White students made up 23.30% of all suspended students, and and 34.27% of students reported as chronically absent
- 402 (44.96%) of the 894 graduates were White. 334 (83.08%) of students met the A-G requirements for the University of California

In **2018-19, Hispanic** students were 25.76% of the district population of 4394, and

- 49.64% of students in special education,
- 66.21% of students in the disability category of Specific Learning Disability,
- 20% of the five (5) foster youth students,
- 84.21% of the Homeless student population and
- 14.35% of students with a section 504 plan
- Hispanics made up 61.20% of all suspended students, and 46.47% of students reported as chronically absent.
- Hispanics were 230 (24.67%) of 932 graduates. 112 (48.69%) met the A-G requirements for the University of California

**Asian** students were 23.17% of the population in 2018-19, and

- 11.64% in special education,
- 5.48% in the disability category of Special Learning Disability,
- 0% in Foster Youth,
- 2.63% of the Homeless student population, and
- 24.31% of students with a Section 504 plan
- Asians made up 9.00% of all suspended students, and 9.38% of students reported as chronically absent
- Asian students were 267 (28.3%) of the 932 graduates. 244 (91.4% of 267 graduates met the A-G requirements for the University of California.

**White** students were 38.7% of the district population, and

- 38.72 % in special education,
- 28.31% in the disability category of Specific Learning Disability
- 40% of the 5 Foster Youth students
- 0% of the Homeless student population, and
- 58.10% of students with a Section 504 plan
- White students made up 17.12% of all suspended students, and 32.39% of students reported as chronically
- White students were 424 (45.4%) of the 932 graduates. 349 (82.31 %) met the A-G requirements for the University of California

**2019-20, Hispanics** were 25.84% of the district population of 4548 students, and

- 41.06% in special education,
- 54.55% in the disability category of Specific Learning Disability,
- 25% of four (4) Foster Youth students,
- 88.89% of the Homeless student population, and

- 14.00% of students with a Section 504 plan
- Hispanic students made up 61.25% of all suspended students. Chronic absenteeism data is not yet available.
- Hispanic students were 219 (23.52%) of the 931 graduates. 109 (49.77%) of graduates met the A-G requirements for the University of California

**Asian** students were 23.22% of the district's population, and

- 8.67% in special education,
- 2.27% in the disability category of Specific Learning Disability
- 25% (1 of 4 Foster Youth)
- 0% of Homeless students, and
- 22.57% of student with a Section 504 plan
- Asian students made up 8.75% of all suspended students. Chronic absenteeism data is not yet available.
- Asian students were 316 (33.94%) of the 931 graduates. 281 (88.92% of graduates met the A-G requirements for the University of California

**White** students were 37.20% of the district's enrollment, and

- 30.44% in special education,
- 21.97% in the disability category of specific Learning Disability,
- 25% (1 of 4 Foster Youth),
- 2.78% of the Homeless student population, and
- 58.69% of students with a Section 504 plan.
- White students made up 25% of all suspended students. Chronic absenteeism data is not yet available.
- White students were 378 (40.60%) of the 931 graduates. 281 (74.34%) of the graduates met the a-g requirements for the University of California.

In 2020-21, **Hispanic** students were 25.6% of the student population and 47.6% in special education

- 63.4% in the disability category of Specific Learning Disability
- 28.5% of the 7 Foster Youth students
- 91.8% of the district's homeless population
- 14.7% of students with a Section 504 plan
- 50% of the two suspended students and a
- chronic absenteeism rate of 46.7%
- 39.3% of graduates met the A-G requirements for the University of California

**Asians** students were 27.3% of the district's population and 9.2 % in special education

- 0% in the disability category of Specific Learning Disability
- 14.3% of the 7 Foster Youth Students
- 0 homeless students
- 16.1% of students with a Section 504 plan
- 0 suspensions and a
- chronic absenteeism rate of 16.4%
- 85.6% of Asian graduates met the A-G requirements for the University of California

**White** students were 36.6% of the district's population and 32.2% in special education  
26.8% in the disability category of Specific Learning Disability

- 28.5% of the 7 Foster Youth students
- 0 Homeless students
- 58.8% of students with a Section 504 plan
- 50% of the 2 suspensions and a
- chronic absenteeism rate of 27.4%
- 85.8% of White Students met the A-G requirements for the University of California

### **Changes in Demographics from CDE Dataquest**

Enrollment in the district continues to increase. This appears to be a pattern in high wealth districts. There has been an increase in students of 462 since the 2016-17 school year.

- African Americans have declined by 10 students
- American Indians have increased by 2 students
- Asian students have increased by 233
- Filipino Students have declined by 7 students
- Hispanic Students have increased by 97 students
- Pacific Islanders have declined by 4 students
- White students have increased by 1 student
- Two or more Race students have increased by 140 students
- Students who did not report ethnicity increased by 11 students

The largest increase is in Asian students with 233, followed by Two or More Race students with 140

### **Referrals to Special Education by School**

In 2020-21, there were 76 students referred to special education at Los Altos High School. 29 were Hispanic, 12 were Asian, 30 were White.

38 students were assessed. 22 qualified for special education. Of those 8 were Hispanic, 5 were Asian and 9 were White. 2 students qualified for the disability category of Specific Learning Disability. One was Hispanic and one was White.

There were 35 referrals to special Education at Mountain View High. 15 students were assessed. 10 qualified for special education. Of those, 3 were Hispanic, 6 were Asian and one was White. 3 students qualified for Specific Learning Disability. One was Latin X and 2 were Asian.

### **Students entering the District with an IEP**

47 Freshmen entered the district with an IEP at Los Altos High. 22 were Hispanic. 22 students qualified for the disability category of Specific Learning Disability. 13 were Hispanic.

51 Freshmen entered the District with an IEP at Mountain View High. 18 were Hispanic. 23 students

qualified for the disability category of Specific Learning Disability. 12 were Hispanic.

The majority of students in the disability category of Specific Learning Disability continue to be identified outside of the district. 52 students were assessed for special education during the 2020-21 school year. Only five students were identified for the disability category of specific learning disability whereas 45 students entered the district with a designation of Specific Learning Disability on their I.E.P. Of those 24 were Hispanic.

### **English Language Learners with an IEP**

In 2020-21, there were 241 English Language Learners. 169 were at Mountain View High, 65 were at Los Altos High and 7 were at Alta Vista High School. 66 English Language Learners had an IEP 37 were at Mountain View, 20 were at Los Altos and one was at Alta Vista.

Currently, Mountain View High School has a more robust EL program with its course offerings and supports for EL students. We see this positive impact on the students when looking at the quantitative data. 57% of Los Altos High School's EL students have an IEP whereas 22% of Mountain View High School's EL students have an IEP. Due to this intersectionality between a strong EL program and fewer IEP, starting in the 2022-2023 school year, we are growing an equally robust program for our EL students at Los Altos High School.

### **Students in the AVID program**

The AVID program has a history of being successful helping students prepare for College. We wanted to see the enrollment breakdown of students in the Avid program in the district. There were 372 students participating in the AVID program. 159 were at Mountain View High and 213 were at Los Altos high. 313 of the AVID students were Hispanic. The AVID program has helped students in the district meet the A-G requirements for the University of California. In the class of 2021, 56.4 % of Hispanic graduates met the A-G requirements for the University of California

What does the data show:

- Hispanic students are still disproportionately assigned to special education and the specific disability category of Specific Learning Disability
- Hispanic students are likely to be referred to special education if they are struggling while White students opt for a Section 504 plan.
- If Hispanic students require an alternative placement, they are likely to be assigned to Alta Vista as opposed to Middle College or College Now. Over 60% of enrollment at Alta Vista are Hispanic students
- There continues to be a large achievement gap between Hispanic students and White and Asian Students. In the class of 2021, 94% of Asian graduates and 89% of White graduates met the a-G requirements for the University of California compared to 56% of Hispanic students.
- Hispanic students require greater academic and emotional support. Additional Interventions may prove to be helpful. This is supported by the progress of 9th graders in the target group who are receiving additional support. These students have raised their grade point average from their 8th grade year.

- Since a sizable number of students enter the district with an IEP participation with the feeder districts continues to be a priority

### **Qualitative Data from Focus Groups with Parents and Students**

Focus groups were conducted with parents and students from Los Altos High School and Mountain View High School for the 2021 CCEIS Plan cycle.

Parent Focus Group - September 20, 2021

Student Focus Group - September 21, 2021

Student Focus Group - October 8, 2021

From Parent Focus Group - October 14, 2021

Student Focus Group - October 19, 2021

The qualitative data was organized into five different categories representing themes that emerged from discussions with stakeholders. The comments below are quoted and are intended to be representative of feedback received, but is not an exhaustive list.

1. Cultural Dissonance & Implicit Bias
2. The Student Experience
3. Student Teacher Relationship
4. Discipline
5. Lack of Targeted Academic and Behavioral Interventions for Hispanic/Latinx Students

Analysis of the quantitative data and the qualitative data collected through focus groups from Los Altos High School and Mountain View High School revealed the following root causes:

#### **Root Cause #1:**

Lack of success in narrowing the achievement gap for approximately 15% of 9th graders entering the LEA with lower academic preparation than the rest of the 85% of their peers, due to insufficient, and appropriately targeted interventions to support their academic and behavioral development, so they may find success in the mainstream and are able to compete with their peers.

#### **Root Cause #2:**

Cultural Dissonance and Implicit Bias is one of several contributing factors to the lack of progress we are making in creating equitable educational experiences and outcomes for Latinx students, which then leads to the overidentification of Latinx students for Special Education.

#### **Root Cause #3:**

Lack of engagement and relationships partnership with Hispanic/Latinx students and families and our partner districts

For detailed summary of findings and notable quotes see Section 2.2

Our CCEIS 2020 plan has really taught us that having an Academic Support Class for freshmen/sophomore students with the criterion of struggling in school has made a substantial impact on their parent communication, attendance, support in class, and having a staff manager that plays a case-manager-type role that can oversee their progress and struggles and intervene when need. Due to this, we are building upon this by adding more support and resources into our Academic Support Classes (tutors as an example). Any target group student who is not able to be in an Academic Support Class (e.g., due to schedule conflict), that students will be assigned a mentor teacher to fulfill the same responsibilities as this class.

Fill in the following table to indicate the tools/strategies used to gather relevant data, the process used to analyze the data, and the findings from each data source.

Focus	Tool/Strategy	Process	Findings
Qualitative	<p>Annotated Checklist for Addressing Racial Disproportionality in Special Education, by Dan Losen. (Also referred to as the Wisconsin)</p> <p><i>Identifying the Root Causes of Disproportionality</i> New York University Technical Assistance Center on Disproportionality by Catherine Kramarczuk &amp; Natalie Zwerger.</p>	<p>Sixty to ninety minute focus groups were conducted by Technical Assistant Facilitators. The Wisconsin self assessment tool was utilized for the 2020 CCEIS Plan to focus the conversation around specific questions related to the overidentification of Hispanic/Latinx students in the category of Specific Learning Disability. During the 2021 CCEIS self-assessment phase, the CCEIS Team conducted focus interviews and focus group sessions with students and parents.</p> <p>Technical Assistant Facilitator provided the context to have participants formulate potential hypotheses around the contributing factors. Anecdotal data was captured through written notes and compiled into summaries for root cause analysis. The data was organized using categories from evidence based research outlined in the article, <i>Identifying the Root Causes of Disproportionality</i>. Results from the focus groups and analysis of potential root causes were presented to the Stakeholders on November 1 2021.</p>	<p>See Section 2.4 for a detailed summary of the findings of the focus group data and root causes along with notable quotes from participants.</p> <p>Potential Root Causes for the 2021 CCEIS Plan include the following:</p> <p><u>Root Cause #1:</u></p> <p>Lack of success in narrowing the achievement gap for approximately 15% of 9th graders entering the LEA with lower academic preparation than the rest of the 85% of their peers, due to <b>insufficient, and appropriately targeted interventions</b> to support their academic and behavioral development, so they may find success in the mainstream and are able to compete with their peers.</p> <p><u>Root Cause #2:</u></p> <p><b>Cultural dissonance and implicit bias</b> leading to the overidentification of Latinx students for Special Education</p> <p><u>Root Cause #3:</u></p>

			<b>Lack of engagement and relationships with</b> Hispanic/Latinx students and partnership and Hispanic/Latinx families and our partner districts
Quantitative	Significant Disproportionality	The District is disproportionate for the assignment of Hispanic students to the disability category of Specific Learning Disability	In 2020-21, Hispanic students were 25.9% of the district's population, 47.6% in special education and 63.4% in the disability category of Specific Learning Disability
	More academic and emotional support to students in the target group during first semester	This was a strategy to help student who were in the target group improve academically so they would not be referred to special education	29 students at Los Altos and 15 at Mountain View improved their English grade during the first quarter. 20 students at Los Altos and 22 students at Mountain View High improved their Math grade
	Students assigned to special education as opposed to recommendation for a Section 504 plan	There is a comparison of Hispanic, Asian and White students on several indicators in the report	14.7% of Hispanic students, 24% of Asian students have a Section 504 plan as opposed to 60% of students with a Section 504 IPlan who are White. White students tend to have a Section 504 plan as opposed to Hispanic students who are disproportionately assigned to special education.
	The achievement gap	The district has been creating more support for students to prepare them for College	56.4% of Hispanic students meet the A-G requirements for the University of California as opposed to 89% of White students and 94% of Asians. Progress is being made but the gap continues to grow.

	<p>Students entering the district with an I.E.P</p>	<p>To decrease disproportionality in the district there must be an agreement with the feeder students on strategies to keep students out of special education</p>	<p>In 2020-21, 98 students entered the district with an IEP 40 were Hispanic. Of those 25 were assigned to the disability category of Specific Learning Disability. More students came into the district with an IEP than those students who were assessed and qualified for special education in the district.</p>
	<p>English Language Learners with an I.E.P</p>	<p>Districts often refer long-term English Learners to special education. Is this true at MVLA as well?</p>	<p>There are 266 English Language Learners in the District. 66 have an IEP.</p>
	<p>Student referrals to special education</p>	<p>What is the student's journey into special education? Is it based on referrals to special education or students entering the district with an I.E.P?</p>	<p>In 2020-21, there were 111 referrals to special education. 38 were Hispanic, 23 were Asian, 45 were White. 53 of 111 were assessed resulting in 32 who qualified for special education. Of those 11 were Hispanic, 11 were Asian and 10 were White. On 15 students qualified for Specific Learning Disability. Two were Hispanic. Students enter the disability category of Specific Learning Disability before they enter the district.</p>

Identify who was involved in the discussions about the data analysis. Briefly summarize the **prioritized** findings of the data analysis (including trends and patterns).

**2.5 Determine Root Cause(s) Based on Data**

Describe the identified Root Cause(s) of disproportionality and briefly reference the data that supports the root cause(s).

**Note:** Root causes of disproportionality include an intersection between beliefs and practices and should describe an identified LEA gap or deficiency that will be addressed by the LEA.

<b>Root Cause</b>	<b>Describe the Data Source(s) that Supports the Root Cause</b>
<p><b>Insufficient, and appropriately targeted interventions</b> to support the academic, socio-emotional behavioral development of Hispanic/Latinx students so they may find success in the mainstream and are able to compete with their peers.</p> <p><i>(This is more of a shortened version of what is in the next column in blue from your slides for tomorrow's leadership meeting)</i></p>	<p>Lack of success in narrowing the achievement gap for approximately 15% of 9th graders entering the LEA with lower academic preparation than the rest of the 85% of their peers, due to insufficient, and appropriately targeted interventions to support their academic and behavioral development, so they may find success in the mainstream and are able to compete with their peers.</p> <p>With regards to academics, students shared: <i>"there is not enough talk about the Tutorial Center, the school does not give information out to the students on how to access the Tutorial Center, how to make an appointment. The information on the Tutorial Center is not given by the teachers or the administration. You don't hear the announcements on the messages. There are only four Hispanic tutors. I never felt comfortable asking a White person for help so that is why I became a peer tutor."</i></p> <p><i>"There are kids who have not heard of AVID. Every Hispanic student should know about AVID." "The AVID teacher has helped. If it was not for AVID a lot of us would be sinking, sinking. Hispanic kids need a guide to help them organize their life."</i></p>

*"We are supposed to have a yearly meeting with our counselor but it never happens. The counselors have a lot of cases.  
"Counselors are not accessible. They could be more clear, ABOUT what is a requirement and give more resources. 'My counselor goes off on a tangent. He doesn't help me. He never talks about college and what I need. He says, "go to your case manager."*

*Students also shared their experience with regards to their social emotional well-being: "This school is not great at prioritizing mental health. The priority is on academic achievement, grades and scores." "The counselors, all they care about are grades. I wasn't listened to and I felt like I was talking to a brick wall. So I never went back." "I have to do everything on my own. There is no one there to help me. I can't really go to anyone. The therapy at school made it worse." "No one ever says, "how are you doing?" There really is no place to go to that is comfortable. Mental health is important and we need skills to handle life." "I was being bullied. I don't feel safe. The school didn't help at all." "When I have personal problems, I will ask my friends to help me." "High school is made for White people and we have to defend ourselves. White kids have more resources available to them."*

From the parent perspective:

*"The Latino Parents Outreach group, we opened our ears and we listened to the needs of our kids. Our kids are struggling at middle school and they are struggling at high school. They need someone to help them improve their grades." "Our students shared, once they enter ninth grade, there is no one there to guide them. How to navigate the school to college pathway. There is nobody to give them the support when they are struggling, especially when they are jumping from middle to high school. Where to go. Who to talk to. What classes to take. When to apply for college. Nobody." "Our kids are referred to special education in middle school. They need to do a follow up when they enter high school. This is not being done and they are not being reassessed." "Every kid needs to be treated individually. The kids need help." "The tutorial at the library, the*

	<p><i>problem is that they have very few Hispanic tutors to help our kids with their assignments."</i></p> <p><i>"The STAR test results come in the summer. Why is there a disparity between the White and the Hispanics when they are in the same class? What is going on in the class. I am not happy with the answers they give me."</i></p> <p><i>"Of course I am concerned about his graduation. Students are not focused on what they need to graduate and nobody is saying anything to our kids. He is a good kid and I worry about him. I want him to go to college."</i></p> <p><i>"So we wrote a letter to the school board. We sent a letter to the board in the spring expressing our concerns around the lack of a high academic standard for our kids. The Latino Parents Outreach group requested a meeting with the school board. We have still not received a response to our letter. They have not listened to the needs of our kids we wrote in the letter." "The Latino parents want to have ongoing conversations as a group and not just this one meeting."</i></p> <p><i>"My son is in special education and so I need to stay on top of that. When we go to meetings they say, talk to your counselor. The communication does not work." "I have been emailing my son's counselor for the last two years and he has not responded to my emails. He is my son's counselor and he should be there and I haven't been able to talk to him. Besides him, I don't know who else to go to.</i></p> <p><i>"He is lacking support. The push the counselor should be giving him." "My daughter went to her counselor and instead of encouraging her, the counselor was discouraging her by not listening to what she was requesting." "We hear of girls crying at school. The school is the kids' second home."</i></p>
<p><b>Cultural Dissonance and Implicit Bias</b> leading to the overidentification of Latinx students for Special Education.</p>	<p>Cultural dissonance and implicit bias is one of several contributing factors to the lack of progress we are making in creating equitable educational experiences and outcomes for Latinx students, which then leads to the over-identification of Latinx students for Special Education.</p>

	pull quotes for this section
<b>Lack of engagement and relationships</b> with Hispanic/Latinx students and partnership and Hispanic/Latinx families and our partner districts	<p><i>From the parent perspective:</i></p> <p><i>"We are always working, just because we don't attend a school meeting, doesn't mean we do not care." "The school needs to make more of an effort to help the Hispanic community. I feel like they need to put in more effort at Los Altos High School. Our kids have low grades and are struggling. There are not a lot of resources for the Hispanic kids. That's the reason why the kids are being identified with SLD." What I have seen is, "it is rare to see a Hispanic kid getting help. They don't care. They need more Hispanic staff. If only there was enough staff for them to make a difference, someone to listen to them. Also it could be that our kids don't want to go get help from the White teachers."</i></p> <p><i>"There are more kids in special education because they can't get a lot of support from their parents. They don't know how to help their kids. The school assesses and decides what students need more help."</i></p> <p><i>From the student perspective:</i></p> <p><i>"Parents are super busy and they can't always focus their attention on us." "Our parents, they work so hard. They expect us to be independent." and they "don't understand what goes on in school." One student shared, "my parents do not know how to support me." "We could use more support from our parents. They don't say good job, I see you are working hard. But instead they say. "Why isn't it an A, when I get 80%"</i></p> <p><i>Pull some quotes re: feeder districts</i></p>

**PHASE THREE: PLAN FOR IMPROVEMENT**  
**Find instructions for this phase at**  
<https://spptap.org/phase-iii-plan-for-improvement/>

### **3.1 Identify Target Population**

**Note:** For more information about how to identify the target population, see the Target Population Flow Chart on the [CCEIS Padlet](#).

*IDEA funds reserved for CCEIS are for students in the LEA, particularly, but not exclusively, students from those groups that were “significantly over identified” who need additional support to be successful in the general education environment.*

*LEAs may not limit CCEIS solely to students of the racial or ethnic group for which the LEA is significantly disproportionate.*

*Complete the tables on the next page using estimates from current student data.*

*The estimated student numbers:*

- *Must be greater than zero*
- *Must represent the students expected to receive CCEIS services*
- *Cannot equal the number of all students*
- *Cannot be exclusively students with disabilities*

*Actual numbers of targeted students served will be provided on the Quarterly Progress Reports.*

<b>Students Currently <u>Not</u> Identified as Needing Special Education</b> <b>2021 CCEIS Service Period: July 1, 2021 to September 30, 2023</b>		
<b>Report Periods</b>	<b>Description of Targeted Student Population</b>	<b>Number of Students Currently <u>Not</u> Identified as Needing Special Education Receiving CCEIS Initiatives</b>
<p><i>First 12 months: 7/1/2021 to 6/30/2022</i></p>	<p>Success Scholars (aka Target Population) consists of:</p> <ul style="list-style-type: none"> <li>● Incoming/current 9th grader</li> <li>● GPA 2.0 or lower</li> <li>● 'Not met Standard', or 'Nearly Met Standard' on SBAC 7th grade scores OR iReady 8th grade scores</li> <li>● RFEP, EL, LTEL or SED</li> <li>● Attendance (10 unexcused absences from school in one school year)</li> </ul>	<p><i>40 students at each comprehensive high school. A total of 80 students</i></p>
<p><i>Second 12 months: 7/1/2022 to 6/30/2023</i></p>	<p>Success Scholars (aka Target Population) consists of:</p> <ul style="list-style-type: none"> <li>● Incoming/current 9th grader</li> <li>● GPA 2.0 or lower</li> <li>● 'Not met Standard', or 'Nearly Met Standard' on SBAC 7th grade scores OR iReady 8th grade scores</li> <li>● RFEP, EL, LTEL or SED</li> <li>● Attendance (10 unexcused absences from school in one school year)</li> </ul>	<p><i>40 students at each comprehensive high school. A total of 80 students</i></p>
<p><i>Last 3 months: 7/1/2023 to 9/30/2023</i></p>	<p>Success Scholars (aka Target Population) consists of:</p> <ul style="list-style-type: none"> <li>● Incoming/current 9th grader</li> <li>● GPA 2.0 or lower</li> <li>● 'Not met Standard', or 'Nearly Met Standard' on SBAC 7th grade scores OR iReady 8th grade scores</li> <li>● RFEP, EL, LTEL or SED</li> <li>● Attendance (10 unexcused absences from school in one school year)</li> </ul>	<p><i>40 students at each comprehensive high school. A total of 80 students</i></p>
<p><b>Total Target Students to be served during this 27-month period (non-duplicative count)</b></p>		

<b>Students Currently Identified as Needing Special Education</b> <b>2021 CCEIS Service Period: July 1, 2021 to September 30, 2023</b>		
<b>Time Periods</b>	<b>Description of Targeted Student Population</b>	<b>Number of Students Currently Identified as Needing Special Education Receiving CCEIS Initiatives</b>
First 12 months: 7/1/2021 to 6/30/2022	Success Scholars (aka Target Population) consists of: <ul style="list-style-type: none"> <li>● Incoming/current 9th grader</li> <li>● GPA 2.0 or lower</li> <li>● 'Not met Standard', or 'Nearly Met Standard' on SBAC 7th grade scores OR iReady 8th grade scores</li> <li>● RFEP, EL, LTEL or SED</li> <li>● Attendance (10 unexcused absences from school in one school year)</li> </ul>	0
Second 12 months: 7/1/2022 to 6/30/2023	Success Scholars (aka Target Population) consists of: <ul style="list-style-type: none"> <li>● Incoming/current 9th grader</li> <li>● GPA 2.0 or lower</li> <li>● 'Not met Standard', or 'Nearly Met Standard' on SBAC 7th grade scores OR iReady 8th grade scores</li> <li>● RFEP, EL, LTEL or SED</li> <li>● Attendance (10 unexcused absences from school in one school year)</li> </ul>	
Last 3 months: 7/1/2023 to 9/30/2023	Success Scholars (aka Target Population) consists of: <ul style="list-style-type: none"> <li>● Incoming/current 9th grader</li> <li>● GPA 2.0 or lower</li> <li>● 'Not met Standard', or 'Nearly Met Standard' on SBAC 7th grade scores OR iReady 8th grade scores</li> <li>● RFEP, EL, LTEL or SED</li> <li>● Attendance (10 unexcused absences from school in one school year)</li> </ul>	
<b>Total Target Students to be served during this 27-month period (non-duplicative count)</b>		



### 3.2 Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome. (You may cut and paste empty tables for additional outcomes and related activities. You may also add more rows to the activities table).

### CCEIS Plan: Roadmap for implementation of Plan 2

Measurable Outcome # 1	Indicator(s)	Root Causes	Target Population
<p><b>Goal:</b> Students in the Target Group will improve their academic achievement on all relevant Board-Adopted Indicators, by a minimum of 5 percentage points each year.</p>	<p>Disproportionate referral of Latinx students to special education with specific learning disabilities.</p>	<p>Lack of success in narrowing the achievement gap for approximately 15% of 9th graders entering the district with lower academic preparation than the rest of the 85% of their peers, due to insufficient, and appropriately targeted interventions to support their academic and behavioral development, so they may find success in the mainstream and are able to compete with their peers.</p>	<ul style="list-style-type: none"> <li>● Incoming/current 9th grader</li> <li>● GPA 2.0 or lower</li> <li>● 'Not met Standard', or 'Nearly Met Standard' on SBAC 7th grade scores OR iReady 8th grade scores</li> <li>● RFEP, EL, LTEL or SED</li> <li>● Attendance (10 unexcused absences from school in one school year)</li> </ul>

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
<p>Activity 1.1: Professional learning and an instructional coach will be provided to support the staff in the implementation of universal design (including designated and integrated ELD), and effective literacy instruction. Students will</p>	<p>Equity Alliance Committee</p> <p>Associate Superintendent of Ed Services</p>	<p>January 2021 - June 2022</p>	<p>Walk-through observations with feedback,</p> <p>Agendas from trainings.</p>	<p>Curriculum Institute funding.</p> <p>Funding for PD Days, conferences</p>

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benefit with consistent and effective Tier 1 academic strategies.	Site Admin IST PL Planning Committee		Feedback from students on inclusivity  Student attendance and GPA data	
Activity 1.2: Assign Target Group students to appropriate teacher/class/support during ACT/Tutorial period. This will provide the targeted support and intervention in the area of need for the student.	Site Admin  Students' teachers	February 2022 - ongoing	Feedback from teachers.  Student attendance and GPA data	Supported by Case Managers using CCEIS Budget
Activity 1.3: Improve the interventions in our SAT and SST process to strengthen our effective support for Tier 2 students' success. Include a creation of a staff/parent handbooks for Student Success Team. This handbook will be shared with appropriate stakeholders to strengthen the understanding of our processes, procedures, and consistency.	Associate Superintendent of Ed Services  Site Admin	October 2021 - May 2022	At each quarter review SST rosters, interventions, and progress.  Review of special education referrals for students in the target population	NA
Activity 1.4: Provide target group students with an academic support teacher. The academic support teacher will support the student with SEL, relationship building, overseeing academic needs and success, outreach to the family, referrals to ACT/Tutorial and overall be a rock and an advocate for the student.	Associate Superintendent of Ed Services  Site Admin IST	June 2022 - June 2023	Communication log  GPA and attendance  Student and family feedback from survey	Supported by Case Managers using CCEIS Budget

<p>Activity 1.5: The MTSS leadership team will work with a consultant to continue to define our MTSS framework for behavior, SEL and academics starting with tier 1 first instruction and will also support the instructional coaches. Specifically for our MTSS academics: 1) Assess the current state of literacy instruction, determining fidelity of implementation and consistency of practices. 2) Determine any areas of the curriculum that need to be enhanced to meet the needs of all students, especially but not limited to English Learners.</p>	<p>Associate Superintendent of Ed Services Site Admin IST PL Planning Committee</p>	<p>January - May 2022 planning framework and rollout  June 2022 - ongoing rollout, training and implementation of strategies</p>	<p>Agendas and resources from the trainings  Data: improvement in GPA, attendance, SST referrals</p>	<p>CCEIS Plan #1 budget</p>
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Measurable Outcome # 2	Indicator(s)	Root Causes	Target Population
<p><b>Goal:</b> MVLA will address cultural dissonance issues to provide equitable experiences as measured by students demonstrating an improvement in Target Group academic achievement on all relevant Board-Adopted Indicators by a minimum of 5 percentage points</p>	<p>Disproportionate referral of Latinx students to special education with specific learning disabilities.</p>	<p>Cultural Dissonance and Implicit Bias is one of several contributing factors to the lack of progress we are making in creating equitable educational experiences and outcomes for Latinx students, which then leads to the overidentification of Latinx students for Special Education.</p>	<ul style="list-style-type: none"> <li>● Incoming/current 9th grader</li> <li>● GPA 2.0 or lower</li> <li>● 'Not met Standard', or 'Nearly Met Standard' on SBAC 7th grade scores OR iReady 8th grade scores</li> <li>● RFEP, EL, LTEL or SED</li> <li>● Attendance (10 unexcused absences from school in one school year)</li> </ul>

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
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<p>Activity 2.1: Professional learning and an instructional coach will be provided to support the staff in the implementation of culturally responsive teaching. Students will benefit with consistent and effective Tier 1 strategies used in the culturally responsive classroom.</p>	<p>Equity Alliance Committee  Associate Superintendent of Ed Services  Site Admin  IST  PL Planning Committee</p>	<p>January 2021 - June 2022</p>	<p>Walk-through observations with feedback,  Agendas from trainings.  Feedback from students on inclusivity  Student attendance and GPA data</p>	<p>General funds/CI budget</p>
<p>Activity 2.2: Work with teachers to support and implement equitable grading practices, (for example: making the Aeries scale 50%-100% as default instead of having teachers change the Aeries scales individually) that is fair and supportive for all students. Students will benefit from fair and flexible grading students that supports rigor, their learning, and growth.</p>	<p>Associate Superintendent of Ed Services  Site Admin  IST  PL Planning Committee</p>	<p>Training 1/2022 - 1/2023</p>	<p>Communication in course information sheets  Noted in GPA improvement in our students  Feedback from students showing understanding for grading practice.</p>	<p>General funds/CI budget</p>
<p>Activity 2.3: Collaborate with HR as a think tank to develop practices that would support hiring practices to include implicit bias training, diverse panels, and equity-based questions.</p>	<p>Associate Superintendent of Ed Services  HR</p>	<p>January 2022</p>	<p>Documentation of meetings and minutes.</p>	<p>General funds</p>
<p>Activity 2.4: Work with CCEIS parents and students to develop a quarterly survey for them to obtain their feedback.</p>	<p>Associate Superintendent of Ed Services    Site Admin</p>	<p>February 2022   Ongoing quarterly</p>	<p>Creation of Survey  Survey results  Improved survey results with</p>	<p>Supported by Case Managers using CCEIS Budget</p>

			ongoing implementation	
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Measurable Outcome # 3	Indicator(s)	Root Causes	Target Population
<p><b>Goal:</b> MVLA will increase engagement and strengthen parent connectedness to the school community as measured by a 10% increase in LatinX student attendance and participation in school activities and parent surveys as measured by sign-in sheets, surveys, and committee members.</p>	<p>Disproportionate referral of Latinx students to special education with specific learning disabilities.</p>	<p>Lack of engagement and relationships partnership with Hispanic/Latinx students and families and our partner districts</p>	<ul style="list-style-type: none"> <li>● Incoming/current 9th grader</li> <li>● GPA 2.0 or lower</li> <li>● 'Not met Standard', or 'Nearly Met Standard' on SBAC 7th grade scores OR iReady 8th grade scores</li> <li>● RFEP, EL, LTEL or SED</li> <li>● Attendance (10 unexcused absences from school in one school year)</li> </ul>

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
<p>Activity 3.1: Implement a Family Partnership Council that includes parents from DELAC or Target group to help identify strategies to improve services to families, enhance parents' understanding of how to access interventions for their students, and to strengthen communication and relationships between teachers, administrators and Latinx families.</p>	<p>Community Outreach Specialist</p>	<p>January 2022 - family outreach and solidification of membership</p>	<p>Leadership agendas and minutes, Parent advisory draft/final document,</p>	<p>General funds</p>

		March 2022 and ongoing, quarterly meetings	information packets and presentations, Surveys List of parents participating on the Family Partnership	
<p>Activity 3.2:</p> <p>Collaborate with both partner districts to ensure</p> <ul style="list-style-type: none"> <li>a) common expectations with respect to academic performance and behavior,</li> <li>b) vertical alignment of curriculum,</li> <li>c) consistency across the three districts in best practices, interventions, instructional strategies, grading practices and acquisition of academic vocabulary.</li> </ul>	<p>Associate Superintendent of Ed Services</p> <p>Student Services &amp; Equity Director</p> <p>Site Admin</p> <p>IST</p>	January 2022 - ongoing	<p>Meeting agendas</p> <p>List of Collaborative objectives accomplished</p> <p>Improved transition for our freshmen and documents with increased GPA, attendance, and survey feedback.</p>	General funds/CI budget
<p>Activity 3.3:</p> <p>Provide speaker talks in Spanish and webinar series specific to LatinX to empower parents and in this way increase their presence and participation in the different activities of their students, and they feel an integral part of MVLA</p>	<p>Associate Superintendent of Ed Services</p> <p>Community Outreach Specialist</p>	<p>5/2022: Develop scope and sequence based on the feedback and needs of families.</p> <p>7/2022: Begin advertising the speaker</p>	<p>Powerpoint slides of the presentations</p> <p>List of the webinar series specific to empowering parents</p> <p>Feedback survey</p>	CCEIS Budget

		seminars to families. 9/2022 - 2/2023: Hold the seminars.		
Activity 3.4 Ensure that all forms of communication are also translated into Spanish.	Superintendent Associate Superintendents Site Admin	1/2022 - ongoing	Evidence from online forms, websites, agendas, presentations, and outreach communication.  parent feedback surveys	General funds
Activity 3.5 Increase direct support and communication to our Target Group families.  Frequent (monthly email or phone with positive updates), communication on how to navigate the high school system (including grades, Aeries, attendance expectations, etc)  Celebration nights to celebrate good work from our target group students and families	Associate Superintendent of Ed Services  Student Services & Equity Director  Site Admin	3/2022 - ongoing	Communication log  Agendas for activities  Feedback surveys from students and parents  Improved attendance and GPA	Supported by Case Managers using CCEIS Budget

**Note:** Information described in the Measurable Outcomes and Activities will be monitored through quarterly progress reporting.

**3.3 Complete Budget Forms**

Complete both budget forms embedded below.

**Budget Form 1: 2021 BUDGET ALLOCATION**

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

2020 Resource <b>3310</b> Allocation	2020 Resource <b>3315</b> Allocation
\$655,504	\$0

**Provide the Fiscal Year 2021–22 allocation awarded for Resource Codes 3310 and 3315:**

Provide the 2021 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.

2021 Resource <b>3310</b> Allocation	2021 Resource <b>3315</b> Allocation
\$651,076	\$0

**In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2021–22 allocations the LEA was awarded for resource codes 3310 and 3315:**

2021 CCEIS Resource 3312 <b>3312</b> = 15% of 3310		2021 CCEIS Resource 3318 <b>3318 = 15% of 3315</b>		Total 2021 CCEIS Budget (3312 plus 3318)
\$114,896	plus	\$0	equals	\$114,896

The above 15 percent set-aside amounts will be the 2021-22 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 2021 CCEIS Budget indicated above to complete the 2021 Allowable Costs Budget form on the next page.**  
**Budget Form 2: 2021 ALLOWABLE COSTS BUDGET**

Complete the table below to reflect the **Total 2021 CCEIS Budget** as reported on the 2021 Budget Allocation. CCEIS expenses for 2021 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 2021 CCEIS period is July 1, 2021, through September 30, 2023. The CCEIS 15 percent set-aside must be fully expended by September 30, 2023.

2021 Budget Line Items	Brief Description of 2021 CCEIS Activities	Amount for each CCEIS Activity
1000-Certified Salaries	2 academic support teachers @ \$20,000	\$40,000
2000-Classified Salaries	IA / tutor (6)	\$38,000
3000-Employee Benefits	Benefits for IA	\$12,896
4000-Materials and Supplies	Recognition Assemblies	\$4,000
5000-Services and Other Operating Costs	Speakers for LatinX Speaker series Field trips	\$15,000
5100 Contract Services (ICR cannot be used for Object Code 5100)	Technical Assistance Facilitator = \$5,000	\$5000
5800 Contract Services		

7300-Indirect Cost Rate (ICR) CDE-approved rate of _____ percent)	\$
Total Amount for 2021 CCEIS Activities. The amount must equal the Total 2021 CCEIS Budget as indicated on the 2021 Budget Allocation Summary.	\$114,896

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

LEA Business Fiscal Officer (Print Name & Signature)	Date Signed: Contact Phone:
SELPA Business Fiscal Officer (Print Name & Signature)	Date Signed: 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 [CCEIS Padlet](#).

**PHASE FOUR: IMPLEMENTING, EVALUATING AND SUSTAINING**  
**Find instructions for this phase at**  
[HTTPS://SPPTAP.ORG/PHASE-IV-IMPLEMENTING-EVALUATING-AND-SUSTAINING/](https://spptap.org/phase-iv-implementing-evaluating-and-sustaining/)

**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	Email
Teri Faught	Progress Reports <input type="checkbox"/> Expenditure Reports <input type="checkbox"/> Both Reports	teri.faught@mvla.net
Mike Mathiesen	<input type="checkbox"/> Progress Reports Expenditure Reports <input type="checkbox"/> Both Reports	mike.mathiesen@mvla.net

**4.2 Evaluate Effectiveness**

Describe the 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.

The core and leadership teams will be responsible for collecting, reviewing, and analyzing data on a quarterly basis to make informed decisions and adjust the plan as appropriate.  
 The data points will continue to be drawn from Aeries, local assessment data, task completion data, participant data, parent @ student surveys, and CDE Dashboard. Quarterly meetings with our Stakeholders will also be a source of analysis and adapting the place as needed. Targeted students will be addressed to gauge the success of the intervention and supports during these convenings.

### **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.

In order to build support and sustainability, each of the action items will be included in the district's LCAP action steps and thus tied to sustained funding.

The Associate Superintendent of Educational Services will hold a quarterly meeting with the core and leadership teams. The goals of these meetings will be to revisit the outcomes, actions, and review data that measures progress on these items and the impact to reducing disproportionality. These meetings will reinforce alignment between the district's CCEIS plan and LCAP.

### **4.4 Complete and Submit SPP-TAP Feedback survey**

*List staff responsible for completing and submitting survey provided by SPP-TAP at the end of the CCEIS period.*

<b>Staff Name</b>	<b>Title</b>	<b>LEA/Agency</b>	<b>Email</b>
Teri Faught	Associate Superintendent of Educational Services	MVLA	teri.faught@mvla.net

**CCEIS Plan Signatures**

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

*Printed Name and Signature*

*Date*

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*LEA Superintendent*

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*Special Education Director*

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*School Board Chairperson*

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*SELPA Director*