

Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

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

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

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

<https://padlet.com/sedmonitoring/1920monitoring>

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

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

CCEIS activities must:

- Include children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment
- Address the needs of those student subgroups that were identified as the basis for the LEA's identification as significantly disproportionate, but not exclusively, for those student subgroups
- Focus on instructional activities for children age three through twelfth grade with primary focus on age three through third grade
- Allow expenditures on children ages three through five if an LEA has an established preschool program as part of the educational system
- Focus on academic and behavioral instructional services and professional development
- Occur within the allowable CCEIS budget period (27 months)

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

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

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

- CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable Comprehensive Coordinated Early Intervening Services (Comprehensive CEIS), please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.
- Reserve 15 percent of the Fiscal Year 2020–21 IDEA grant funds for CCEIS. (Refer to the OSEP regulations, Questions C-3-6, page 21)
- IDEA funds budgeted for the 2020 CCEIS plan must be exhausted within the 27-month report period: July 1, 2020, through September 30, 2022. Implementation of CCEIS cannot begin until written approval of the CCEIS Plan is provided by the CDE.
- Clarification on appropriate use of CCEIS funds:
 - **Supplement not supplant:** CCEIS funds should only be used to supplement, and not supplant, activities funded with, and implemented utilizing, Part B funds or other federal funds (See 34 CFR section 300.266(e).) (Refer to the OSEP regulations, Question C-3-7, Page 21 of 28).
 - **Professional development:** CCEIS professional development events are for preschool through grade twelve personnel who are responsible for students who need additional academic and behavioral supports to succeed in the general education environment. (Refer to the OSEP regulations, Questions C-3-8, page 22)
 - Personnel who exclusively serve students with individualized education programs (IEPs) cannot be funded using CCEIS funds. However, special education personnel can be included in professional development activities associated with the implementation of CCEIS under certain circumstances. For example, if they do not increase the cost of the professional development, the quality of the professional development does not decrease, and their participation does not lead to the exclusion of personnel who are serving students defined as needing additional support, then special education personnel may be included in professional development.

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

Phase 1

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

There are 23 members on the Leadership Team. Members of the CORE Leadership Team are designated with an asterisk. Most members of the Leadership Team also participated in Stakeholder meetings. Fifteen members of the Leadership Team make up the Core Leadership team. They will be working in small groups, each group in charge of addressing the challenge stemming from a particular Root Cause and helping with the design and implementation of the Activities associated with a particular Measurable Outcome. Members of the Technical Facilitator Group, Ascendancy Solutions, were present at all Leadership Team and Stakeholder meetings, and the facilitators conducted all Focus Group meetings.

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan	Email
Nellie Meyer	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.	Nellie.Meyer@mvla.net
Cheryl Hazell-Small	Interim Director: Special Education	Contractor - Identified to direct the development process of the CCEIS Plan and to work closely with the TAP Facilitators so that the process is carried out with fidelity. Contract Expired 12/31/2020 -	

		Cheryl is no longer working for MVLA. Her duties were taken over on January 5, 2021 by Brigitte Sarraf	
*Brigitte Sarraf	Interim Associate Superintendent of Educational Services	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. Brigitte took over Cheryl's responsibility from the time that Cheryl's contract expired.	Brigitte.Sarraf@mvla.net
Leyla Benson	Associate Superintendent Human Resources Cabinet	Decision Maker and active member and contributor of the Core Team. She is responsible for all HR related matters that are connected to the Measurable Outcomes and the implementation of the final Plan	Leyla.Benson@mvla.net
Mike Mathieson	Associate Superintendent Cabinet	Decision Maker in area of budget and finance	Mike.Mathiesen@mvla.net
*Wynne Satterwhite	Principal - LAHS	Decision Maker/Responsible for helping with the development of the Plan and it's implementation at LAHS	Wynne.Satterwhite@mvla.net
*Michael Jiménez	Principal - MVHS	Decision Maker/Responsible for helping with the development of the Plan and it's implementation at MVHS	Michael.Jimenez@mvla.net
*Kristin Castillo	Assistant Principal - LAHS	Participant/supporting implementation of Plan at LAHS, especially in the area of student services, including mental health and wellness, attendance and discipline	Kristin.Castillo@mvla.net
*Huong Vo	Assistant Principal -	Participant/supporting implementation of Plan at	Huong.Vo@mvla.net

	MVHS	MVHS, especially in the area of student services, including mental health and wellness, attendance and discipline	
Tim Farrell	TOSA/BTSA/Instructional Support Team	Participant, General Ed Representative	tim.farrell@mvla.net
*Daniella Quinones	Assistant Principal	Participant/supporting implementation of Plan at MVHS. Daniella directs many activities related to English Learners, related to both instruction and support. She also is in charge of the school's Community Outreach program.	daniella.quinones@mvla.net
*Erica Starks	SPED Coordinator-LAHS	Participant, highly involved in data collection and analysis. Special Education Representative for LAHS	erica.starks@mvla.net
*Nicole Kopels	SPED Coordinator-MVHS	Participant, highly involved in data collection and analysis. Special Education Representative for MVHS.	nicole.kopels@mvla.net
Elvis Lopez	Account Technician	Participant, responsible for supporting the team by providing budget and finance related technical information	elvis.lopez@mvla.net
Kathy Sulaver	Interim Director of SPED	Participant. Kathy joined the process in late September when she assumed the role of Interim Director, and she has participated in all relevant meetings since that date. As the Interim Special Ed Director, Kathy is involved in Coordination and Delivery. She is reviewing and finalizing the SEP plan and oversees the implementation of the SEP. She is a collaborator in the CCEIS process and	Kathy.sulaver@mvla.net

		attends both Leadership and Core Team meetings, as well as the Stakeholder Group meetings. She works closely with the Psychologists and Behaviorists and will be involved in the review and revision of MVLA's MTSS system. Kathy represents Special Education.	
*Marcey Winawer	TOSA/Instructional Support Team	Participant/Facilitator/Note taker. Marcey 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 Math 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.	marcey.winawer@mvla.net
*Nicolas Betancur	Psychologist	Participant and contributor. He attended Focus Group meetings and all Leadership Team, Core Team and Stakeholder meetings. Highly involved and influential in the development of the Plan as his position in the district enables him to provide much needed insight into the process of identifying students for SPED and the reasons why so many Latinx students are referred. Nicolas will have a prominent role in the re-design of the district's MTSS system.	nicolas.betancur@mvla.net
*Paige Price	TOSA/Instructional Support Team	Participant; assisted Cheryl during the last six weeks of her assignment with the	paige.price@mvla.net

		CCEIS process. She attended most meetings and is involved in planning meeting agendas, making presentations, conducting professional development activities, and supporting teachers in the classroom. Paige will have an active role in the redesign of the MTSS system. As an English teacher, Paige represents General Ed.	
*Sarah Alvarado	WASC Coordinator/Teacher LAHS	Participant: Important role in connecting the outcomes of the CCEIS Plan with the WASC Action Plan. Sarah is a Social Studies Teacher at LAHS and represents General Ed.	sarah.alvarado@mvla.net
*Kim Rogers	WASC Coordinator/AV ID Teacher MVHS	Participant: Important role in connecting the outcomes of the CCEIS Plan with the WASC Action Plan. Kim is a Social Studies Teacher at MVHS, and represents General Ed.	kim.rogers@mvla.net
*William Blair	Coordinator of Wellness and Mental Health	Participant, highly involved in the analysis of LEA Initiatives and contributor of information that relates to Wellness and Mental Health. William is also involved in planning activities and trainings in regard to the district's latest initiative: Courageous Conversations re. Equity, Bias, and Inclusiveness. As a former English teacher in the district, William represents General Ed.	william.blair@mvla.net
Sumita Gosala	Asst. Director - SPED	Participant. Sumita has made some contributions to	sumita.gosala@mvla.net

		collecting data from SIRAS. She represents Special Education.	
*Teri Faught	Distance Learning Director Cabinet	Participant and Decision maker. Involved in overseeing development of some components of the plan, providing tech support, coordinating communication with stakeholders, collecting input via chats and Google Forms, and providing all-around support for the process. Teri joined the team late, but has participated in Stakeholder meetings and Focus groups before. As a former science teacher in the district, Teri represents General Ed.	teri.faught@mvla.net

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

Yes. Leadership Team members are deeply involved in the creation of the Plan and responsible for its execution. The 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 CDE.

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

No

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

N/A

The district got a late start and a slow ramp-up as far as the CCEIS process is concerned. The chief reason for this were transitions in key leadership roles. Our Superintendent was in her first year in the district when we were notified that we were Significantly Disproportionate, which was in January 2020. In June of the same year our Special Education Director resigned and returned to a position closer to her home. In August 2020, the Associate Superintendent, Educational Services went on leave and the position is still vacant. Below is a list of meetings that are well documented, with an entry on the calendar, and most with a set of minutes, and sometimes a list of participants and the name of the person conducting the meeting. However, we also know of some early meetings that took place to orient staff to the CCEIS process, which were conducted by the Associate Superintendent an/or the Special Ed Director. Unfortunately, records in support of these meetings were lost in the transition.

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

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan
<p>Members of the Stakeholder Group are responsible for reviewing relevant data that gives rise to the identification of Root Causes; approving the Root Causes and the Criteria used for identification of the Target Group of students. Stakeholders also have a role in helping to shape, and approve the Measurable Outcomes and Action Items in the Plan. The Stakeholder Group will continue to be part of the CCEIS roll out and will attend periodic meetings to review progress and contribute to the Quarterly Progress Reports.</p>		
<p>District Administrators:</p>		
<p>Nellie Meyer</p>	<p>Superintendent, Cabinet</p>	<p>Oversees the development and implementation of the CCEIS Plan</p>
<p>Mike Mathieson</p>	<p>Associate Superintendent/Business and Fiscal Services Cabinet</p>	<p>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.</p>

Leyla Benson	Associate Superintendent/ Personnel Cabinet	Participant and Contributor especially for any issues related to Human Resources.
Teri Faught	Distance Learning Administrator Cabinet	Participant and Contributor; Provides Tech Support for meetings; involved in designing initiatives for students and provides general support for the process.
William Blair	Coordinator of Wellness	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.
Brigitte Sarraf	Interim Associate Superintendent-Education Services--Retired from the same position on June 30, 2017. She continues to be involved with the district in a limited capacity, helping with Special Projects and continues to oversee the district's Comprehensive Academic Accountability System that was designed by her during her tenure of 50 years with the district.	Joined the Educational Services team in September and took over some of the responsibilities relative to bringing the CCEIS process to conclusion and finalizing the CCEIS Plan starting in mid December. Since January 5, 2021 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.
Cheryl Hazell-Small	Interim Director--Special Education No longer working for the District	Cheryl was responsible for directing and monitoring the entire CCEIS process, including scheduling meetings with Focus Groups, Leadership Team and Stakeholders; preparing agendas and minutes and keeping accurate records. She participated in facilitating some of the Leadership and Stakeholder meetings.

		Cheryl's contract ended on December 31, 2020 at which time her duties were assumed by Brigitte Sarraf. Cheryl is no longer under contract with the district and no longer represents the district.
Kathy Sulaver	Interim Special Ed Director	Participant and Contributor, Represents Special Ed. Kathy has been deeply involved in gathering Referral data and because of her deep understanding of Special Ed and the district in general (having retired from the position of Special Director four years ago), her insights are enormously valuable to this process.
Site Administrators:		
Wynne Satterwhite	Site Principal, LAHS	Participant and Contributor; responsible for making sure that the Measurable Outcomes are achieved and the Actions are carried out as expected.
Michael Jiménez	Site Principal, MVHS	Participant and Contributor; responsible for making sure that the Measurable Outcomes are achieved and the Actions are carried out as expected.
Bill Pierce	Site Principal, AVHS	Participant and Contributor
Perla Pasallo	Asst. Principal, LAHS	Participant and Contributor. Oversees Parent Outreach Program at LAHS and is an advocate for Latino Community; co-directs the district's PIQE program with Daniella Quiñones at MVHS. Perla oversees scheduling of students and works closely with the Counseling Department.
Galen Rosenberg	Asst. Principal, LAHS	Participant and Contributor; instrumental in helping the group fine-tune the Root Causes and Measurable Outcomes.
Daniella Quiñones,	Asst. Principal, MVHS	Participant and Contributor. Oversees Parent Outreach Program at MVHS and is an advocate for Latino Community; co-directs the district's PIQE program with Perla Pasallo.
Huong Vo	Assistant Principal, Student	Participant and Contributor

	Services Coordinator at MV	
Kristin Castillo	Assistant Principal-Student Services Coordinator at LAHS	Participant and Contributor
Members of the Instructional Support Team and General Ed Teachers:		
Paige Price	Instructional Support Team, representing General Ed	Paige assisted Cheryl with her CCEIS related responsibilities in November and December and was actively involved in gathering notes and verifying attendance at the meetings to inform the Plan. Paige prepared the presentation to the Leadership and Stakeholders in December and contributed charts and graphs representing the data collected by the Technical Facilitators. Paige will continue to be involved in the implementation of the Plan.
Tim Farrell	General Education Teacher, Instructional Coach and BTSA Support	Participant and Contributor
Marcey Winawer	General Education Teacher, Instructional Coach	Participant and Contributor; Marcey is deeply involved in the process and contributes in numerous ways to both Leadership and Stakeholder meetings.
Kim Rogers	General Education Teacher, WASC Coordinator, and AVID Teacher at MVHS Represents General Education	Participant and Contributor
Sarah Alvarado	General Education Teacher, WASC Coordinator, LAHS	Participant and Contributor
Bargaining Unit Representative (Teacher):		

Kristin Cardenas	Bargaining Unit Representative	Participant and Contributor
Special Education Teachers:		
Erica Starks	Special Education Teacher, LA	Participant and Contributor
Nicole Kopels	Special Education Teacher, MV	Participant and Contributor
Counselors and School Psychologist:		
Ariel Rojas	Counselor at LAHS, Coordinator of Latino Outreach Program	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.
Marti McGuirk	Counselor at MVHS	Participant and Contributor
Nicolas Betancur	School Psychologist, LAHS	Participant and Contributor
Other School Employees:		
Maria Hoerni	Community Liaison at LAHS	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.
Alma Ruelas	Community Liaison at MVHS	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.
Community and Partner District Representatives:		

Leo Mapagu	SELPA Director	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.
Christine Case-Lo	Community Member, CAC President	Participant and Contributor
Jennifer Keicher	Los Altos Elementary District Representative	Participant and Contributor
Arianna Mays	Mountain View/Whisman Elementary District Representative	Participant and Contributor
Parents of Latinx Students:		
Marili Silva	Parent, Represents Latinx Community	Participant and Contributor
Norma Moreno	Parent, Represents Latinx Community	Participant and Contributor
Paula Perez	Parent, Represents Latinx Community	Participant and Contributor
Veronica Jiménez	Parent, Represents Latinx Community	Participant and Contributor
Maribel Barajas	Parent, Represents Latinx Community	Participant and Contributor
Parents representing the student group identified as significantly disproportionate:		
Nancy Lopez	Parent, Parent, Represents student group	Participant and Contributor

	identified as significantly disproportionate	
Leticia Cuevas	Parent, Parent, Represents student group identified as significantly disproportionate	Participant and Contributor
Giovanna Sivira	Parent, Represents student group identified as significantly disproportionate	Participant and Contributor
Parent of Regular Ed, non Latino students:		
Cathy Etheridge	Parent, Represents Reg Ed student	Participant and Contributor

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

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

July and August, 2020 A small group of teacher leaders and administrators were introduced to the Significant Disproportionality Mandated Process and the requirements related to developing and submitting the CCEIS Plan to the CDE. In this meeting the group learned about the process and received orientation as to their role in this process as well as the timeline for the process. Evidently, two orientation meetings were held for employees who later joined either, or both of the Stakeholder and Leadership Teams. Both of these meetings were conducted by the former Special Education Director and the former Associate Superintendent. Specifics about these meetings, e.g., minutes and exact dates were lost in the transition. Participants however recalled these meetings to have taken place as stated.

December 15, 2020 The Stakeholder Group met to review the progress of the plan. Considering that this was the first meeting of the full Stakeholder Group, including administrators, teachers, parents, community members and others, the first half of the meeting was devoted to re-orienting the group to its purpose and to explain the CCEIS process in much detail. The meeting was facilitated by Cheryl Hazell-Small, Dr. Savage and Dr. Browne, from Ascendancy Solutions. Both qualitative and quantitative data were presented along with suggestions of the Root Cause Analysis. There was no time for discussion of the data or for Stakeholders to give input other than through questions and comments in the chat.

Between the meeting on December 15 and January 13, Stakeholders received several updates and drafts of the emerging Plan, including a full set of Quantitative Data and summaries of Qualitative data reflecting the comments gathered in the Focus Groups. Multiple iterations of drafts were sent out and each one included a feedback loop to give members of the Stakeholder Group the opportunity to provide written feedback on the data, the emerging Root Causes and the proposed Measurable Outcomes. This feedback further informed the draft document that was then presented to the group on January 13 for in-depth discussion both in a large and small group setting, and the use of breakout rooms to create settings more conducive to authentic discussions. Again, we ran out of time and participants asked for continuance of this meeting until January 19.

January 13, 2021: The Stakeholder Group met to review and approve the Root Causes the Leadership Team was recommending to the Stakeholders for their approval. After an hour-long discussion, the Root Causes were presented for a vote and received 100% approval. The group then went to breakout rooms to discuss proposed Measurable Outcomes and began crafting revisions to these Outcomes and provide feedback. Breakout rooms were chosen to create more intimate settings, likely to be more conducive to engender authentic discussions. This process took longer than anticipated, and after close to three hours, a vote was taken to end the meeting and reconvene on Tuesday, January 19th to complete the task.

January 15, 2021:

The January 13 meeting only had six Latino parents in attendance. The team felt that we needed broader representation from this group, and requested the opportunity to have a separate meeting conducted in Spanish, prior to the full team reconvening on the 19th. Latinx parents offered to call other families and invite them to a meeting from 6 to 8:15 pm on Friday, January 15, 2021. Both schools used their list of parents who typically attend LUCHA, Cafecito and PIQE meetings to invite more parents to this special meeting.

36 Latinx parents attended this meeting. The minutes from the meeting are provided in the Appendix . The two major takeaways from this very rich and fruitful discussion was that interventions and support must start in elementary and middle school, and that the high school and feeder districts must work more closely with one another to create seamless educational experiences for their students. Parents also commented on the stark difference in expectations and academic rigor between the two districts. The other thought that was offered is for more parents to become more involved, and to take greater responsibility to enter into active partnerships with the school. The group recognized the extensive outreach programs that our schools currently have and labeled them as “rich and useful sources of vital information”. The

group approved the Root Causes and agreed to reconvene shortly to discuss and provide feedback on the proposed Measurable Outcomes.

January 19, 2021: This meeting provided opportunities to seek additional input and recommendations for modifications of the Measurable outcomes and the activities associated with them. The meeting format involved six facilitated small group discussions in breakout rooms. Spanish speaking parents were grouped so that the small group discussion could be conducted in Spanish as opposed to using a translator, which would take time away from the actual discussion. The facilitators of each group reported back to the large group. The meeting ended with a discussion of, and a vote to approve the Criteria for the selection of the Target Group of students.

A decision was made to take all the recommendations that were offered and incorporate them into the proposed Measurable Outcomes and have them reflected in the accompanying activities. A document was created both in English and Spanish and was sent out on January 21 as a Google Form to all Stakeholders. This provided Stakeholders a final opportunity to reflect on the proposal, offer further insights and comments, and then vote on the proposal. The outcome was an approval rate of 82.4%.

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

Members of the Leadership have been in contact with TAP Facilitators for advice and support. The person appointed on January 5, 2021 to lead the effort of completing the Plan has contacted SPP-Tap at Napa County Office of Education and the CDE Consultant Brad Lacy on several occasions to better understand the requirements of the process. This was necessary because she had no involvement in the process prior to November 2020 and did not become the lead until January 5, 2021, hence she missed all prior orientation meetings that may have occurred in Spring and Summer 2020. TAP Facilitators provided support along the way in many ways, including finding information on the TAP Website, communicated on the district's behalf with the FMTA Consultant at the CDE, and provided frequent and direct support to the district's former and present Leads during this process, in person, by phone, Zoom and via email. TAP facilitators conducted all Focus Group meetings and had a notable presence at all Leadership and Stakeholder meetings, many of which they directed.

Members of the Leadership Team participated in:

- Meetings with TAP Facilitators using the Wisconsin tool to gather information on October 26, 2020
- Leadership Team meeting facilitated by the TAP contractors on December 8, 2020
- CCEIS Workshop A and B (attended by some Core Leadership Team members)

Core Team met:

- August 20, 2020
- September 28, 2020
- October 5, 2020
- October 6, 2020
- October 19, 2020
- November 2, 2020
- December 7, 2020

Focus Group Meetings conducted by TAP Facilitators:

- Psychologists-June 29, 2020
- Latinx Parents-September 28, 2020
- Mental Health Providers/Therapists: November 5, 2020
- Latinx Parents-November 5, 2020
- ELD, ELA and Math Coordinators-November 17, 2020
- LAHS Students-November 17, 2020
- Academic Counselors-November 18, 2020
- Special Ed Teachers-November 18, 2020
- Survey Skills Teachers-November 19, 2020
- Administrators and key leaders-(This meeting was listed in the TAP Facilitators' notes as having been facilitated by Dr. Laura Savage, but no date nor minutes are included. Several of the administrators listed stated that the meeting was on their calendar)
- General Ed Teachers-December 9, 2020
- MVHS Students-December 10, 2020

Stakeholder Meetings

- December 15, 2020
- January 13, 2021
- January 15, 2021
- January 19, 2021

1.4 Choose Technical Assistance (TA) Facilitator(s)

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

Collectively, **Ascendancy Solution** contractors provided a combined number of 212 hours of service and support to MVLA during this process, from June 2020 through December 18, 2020. In January, the Ascendancy Contract was renewed for another maximum \$6000 in support during the Spring semester 2021, ending on June 30, 2021. The purpose of this extension was for the Lead Facilitator and the Data Analyst to help the district in kicking off the implementation phase of this process and giving technical advice to the district's lead as the plan is being completed. Please see copies of both contracts in the Appendix, Item # 4.

It should be noted that the reason for the large number of hours of support that TAP Facilitators provided was chiefly caused by the transitions in the district and the fact that KEY leadership positions (Director of Special Education and Associate Superintendent of Educational Services) were vacant for a good part of the year, and still are. This created a serious leadership vacuum which contributed to the slow ramp-up and the district's over-reliance on our Technical Facilitators.

It should also be mentioned that the person who became the lead for the CCEIS process in October 2020, had initially been contracted to fill the position as Interim Director of Special Education. Because of the absence of a District person to lead the CCEIS effort, since the Educational Service Position was still vacant, the district invited the Interim SPED Director to lead the CCEIS process on behalf of the district, and backfilled the now vacant Interim SPED Directorship with a retiree from the district. This decision was made because the Interim SPED Director was already spending a good amount of time helping out with CCEIS Plan, and was also completing the SEP Plan.

The support we received from the Technical Facilitator Team was not only appreciated, but desperately needed. Frankly, given our circumstances, we could NOT have done this without the help from Ascendancy Solutions. However, the fact that a group of folks from outside the district essentially led the process created tension among the staff and became an excuse for the district to "not own the problem, and the issues associated with the problem". The pushback came from internal stakeholders who felt that we were presented with a "cherry-picked" list of feedback from Focus Group meetings, shared with us through the filters of outsiders, who "really did not know our community or recognized the efforts of our staff and the many, highly effective systems we have put in place over the years". While it took some time, we eventually arrived at a conclusion that recognized that in spite of all the great things this district does for students and our community, some students do not seem to be able to access the rich array of support and curricular offerings the district has to offer. We accepted the feedback as a true reflection of perceptions held by a few people who expressed their concerns at Focus and Stakeholder meetings. We are ready to move forward to tackle these problems in a solution-oriented manner, to strengthen our systems and to serve our most vulnerable populations in a more targeted, intentional and more effective manner.

Name	Current Service	Anticipated Service
Dr. Mildred Browne	Lead Technical Facilitator, AscendancySolutions (Her group conducted all Focus Group interviews, the file reviews, as well as participating in Leadership and Stakeholder meetings)	Will continue to consult and support completion of the Plan as well as provide guidance on the implementation of the Plan. The number of hours of her services were not discernible from the invoices received by the district.
Mr. Gary McHenry	Data Analyst	Will continue to consult on data collection and interpretation; has provided 15 hours of support to date, collecting, analyzing and summarizing data.
Dr. Laura Savage	Conducted most Focus Group Meetings	Contract expired December 31, 2020/work completed. Prior to the expiration of her contract, Dr. Savage provided 41.5 hours conducting Focus Group meetings and reporting the findings from her qualitative data analysis to the Leadership and the Stakeholders.
Dr. Zaida McCall-Perez	Conducted Parent Focus Group Meeting on September 28, 2020	Contract expired December 31, 2020/work completed. Prior to the expiration of her contract, Dr. Perez provided 9 hours of support conducting Focus Group meetings.
Dr. Suwinder Cooper	Administered the Wisconsin Instrument during the Leadership Team meeting on October 26, 2020	Contract expired December 31, 2020/work completed. Dr. Cooper provided 9 hours of support administering the Wisconsin Instrument during the Leadership Team meeting in October.
M. Giambona, Consulting Psychologist	Conducted one of the Student Focus Groups	Contract expired December 31, 2020/work completed. Prior to contract expiration, Mr. Giambona invoiced the

		district for two hours, conducting Student Focus Group interviews.
Dr. Cheryl Hazel-Small	Was assigned to lead the CCEIS process and complete the CCEIS plan.	Dr. Small's contract expired on December 31, 2020. Prior to that date she spent 109 hours on CCEIS related activities, but left the district before most interactive Leadership and Stakeholder meetings were completed and the Plan was written.

1.5 Gather Relevant Data

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

- Data Sources**
- CDE DataQuest*
 - CDE Dashboard*
 - DataZone
 - SIRAS Database
 - MVLA Comprehensive Accountability System
 - District Annual Performance Review
 - Board-approved Indicators of Academic Achievement
 - Performance of Latino students on District Indicators
 - Disaggregated Achievement reports focused on the Achievement Gap
 - Distribution of Students across the Curriculum (Access to AP)
 - Summary of File Review by MVLA School Psychologists
 - LCAP
 - Feeder District Data (Dashboard and DataQuest for MVW and Los Altos Elementary)
 - ELPAC
 - Smarter Balanced Assessment results 2018-19
 - SST Referral and Outcome data

*State indicators are based on data that is collected consistently across the state of California from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. In addition to DataQuest and the Dashboard, state indicators include:

- Academic Indicators, reported separately for English Language
- English Learner Progress
- English Learner Reclassification Rates
- Graduation Rate
- College and Career Readiness
- Special Education Procedural Manual
- Description of Process for transitioning Students with IEPs from 8th Grade to 9th grade
- Qualitative Data collected by Technical Facilitators
- ELPAC Data

Quantitative Data presented in the Reflective Data Analysis (Section 2.3 of this Report) include the following:

- Student enrollment by ethnicity (2016-2019)
- Enrollment in special education by ethnicity and disability category (2016-2019)
- Student designation with the disability category of Specific Learning Disability by ethnicity (2016-2019)
- Foster Youth by Ethnicity.Homeless students by ethnicity (2016-2019)
- 504 Caseload by school site and ethnicity (2016-2019)
- Suspensions by ethnicity (2016-2019)
- Chronic absences by ethnicity (2016-2019)
- The number of graduates and percentages who met the A-G requirements by ethnicity (2016-2019)
- Changes in Demographics from 2016-2020
- Special Education Referrals by ethnicity and school site (2016-2019)
- English Learners with IEPs for 2020 and 2021
- English Language Learners' Redesignations from 2016-2019
- Summary of MVLA's Student Achievement on Board-adopted Indicators relative to District Targets - ALL STUDENTS
- Summary of MVLA's Student Achievement on Board-adopted Indicators relative to District Targets - Latinx STUDENTS
- Mountain View Whisman Enrollment by ethnicity 2015-2019
- Mountain View Whisman Enrollment in the disability category of Specific Learning Disability by ethnicity (2015-2018)
- [Hispanic SLD File Reviews and Summary](#)

The only other data that would have been helpful to have is a list of all students who were referred for either an SST or SAT review process. It would be interesting to see how many of those students actually ended up referred to, and admitted to Special Ed. And for those who fell into this category, how many were given a Section 504 Plan prior to being referred to Special Education. Unfortunately, this data is not readily available, and we ran out of time in collecting in before the due date of this plan. However, we consider this data crucial to rounding out our

understanding of our overidentification issue, and will include this information as we prepare to undertake the writing of our next plan as well as considering it for our first mandated Quarterly Progress Report.

Phase 2

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

Enter your LEA initiatives that align or have some areas of integration with the efforts to address disproportionality.

To better understand the relationship of Initiatives and Interventions to the District's **LCAP** goals, we are providing a list of the LCAP Goals right here.

Goal #1: All students will receive high quality, 21st Century instruction in Common Core and NGSS standards by highly qualified teachers. The instructional environment and overall school climate contribute to full attendance, positive behavior, and opportunities to meet individual academic, social and emotional needs.

Goal #2: Improve the performance of ALL students in math (Algebra II and Geometry) with the specific goal of increasing the rate of students who complete Algebra II with a C or better to 95% by the time they complete their senior year.

Goal #3: Improve the performance of English Language Learners on Board-adopted Indicators and on State Dashboard measures.

Goal #4: Implement changes to the service delivery model in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE).

Initiative and Funding Source	Relationship to LCAP and other Initiative Goals/Priorities	Target Group	Leaders and Responsible Staff (as applicable)	Educational Area(s): <ul style="list-style-type: none"> ● Curriculum and Instruction ● Behavior ● Family and Community Engagement ● Climate ● Social-Emotional Learning ● Other: _____
SST and SAT Process General Fund	LCAP Goals 1, 2,3, and 4	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"> ● Curriculum and Instruction ● Behavior
District's Attendance Policy General Fund	LCAP Goal 1	All students with special attention to the needs of Latinx and SED students, and those selected for the Target Group	All Administrators	<ul style="list-style-type: none"> ● Behavior ● Engagement ● Climate ● Instruction
Supervised study General Fund	LCAP Goal 1	At-promise students, latinos, RFEP, SED	School counselor	<ul style="list-style-type: none"> ● Curriculum and Instruction ● Family and Community Engagement
Mentoring program	LCAP Goal 1	At-risk students'	Mentor Tutor Connection	<ul style="list-style-type: none"> ● Family and Community Engagement ● Social-Emotional Learning

General Fund / Outside community organization (Mentor Tutor Connection)		Students in the Target Group		
ELD Advisory room and Intervention teams at LAHS (EL, 9th grade), Freshmen Cohort (Freshman Village) (During Distance Learning) General Fund	LCAP Goal 3	ELD students , Students in the Target Group	ELD Coordinator and teachers under guidance from Asst. Principals, with involvement of Community Liaisons	<ul style="list-style-type: none"> ● Curriculum and Instruction ● Behavior ● Climate
Math & ELA support classes, referred to as “Skills Classes” or “Enhanced Classes” General Fund	LCAP Goal 1,2 & 3	At-promise students, Latinos, RFEP, SED, SPED. Students entering HS with Ds or Fs in Math or English	Site Administrators, and Counselors and Department Coordinators	<ul style="list-style-type: none"> ● Curriculum and Instruction
Training for Skills Teachers and teachers of English Learners. Enhance understanding of the relationship between ELD ELA standards.	LCAP Goal 3	Skills teachers At-promise students, Latinos, RFEP, SED, SPED students	SPED department, SPED Director, IST	<ul style="list-style-type: none"> ● Curriculum and Instruction ● Social Emotional Learning

<p>Training on modifying "First Instruction".</p> <p>General Fund (Curriculum Institute)</p> <p>Title III</p>				
<p>A very robust Professional Development Program that encourages teachers to attend professional conferences and workshops as well as engage in intensive work with their peers in Course Team configurations. In addition the Instructional Support Team provides individualized support to teachers in their classrooms on a regular basis. The IST also hosts an annual Learning Palooza, featuring a series of workshops and topics</p>	<p>LCAP Goal 1, 2, and 4</p>	<p>Directed at strengthening learning for all students</p>	<p>Site administrators together with members of the Instructional Support Team (IST)</p>	<ul style="list-style-type: none"> ● Curriculum and Instruction ● Social-Emotional Learning

<p>identified by teachers, relevant to their needs at that time. The district sponsors and funds many Professional Development activities as part of its ongoing "Curriculum Institute"</p> <p>General Fund</p> <p>Learning Loss Mitigation Funds</p> <p>MVLA Foundation</p>				
<p>ALEKS-adaptive math program for Alg. I, and Enhanced Algebra. Summer Academy, including ALEARN</p> <p>General Fund Lottery (instructional materials)</p>	<p>LCAP Goals 1, & 2</p>	<p>Students with poor performance in math</p>	<p>Teachers with guidance from Instructional Support Team and Summer School Principal</p>	<ul style="list-style-type: none"> • Curriculum and Instruction
<p>Exploring possibility of district wide SDAIE classes</p> <p>General Fund</p>	<p>LCAP Goal 3</p>	<p>ELL students</p>	<p>Associate Superintendent of Students Services</p>	<ul style="list-style-type: none"> • Curriculum and Instruction

Increased Behavior Support and Behavior Contracts General Fund	LCAP Goals 1 & 4	Students with patterns of disruption	Administrators, Counselors, Therapists, Teachers	<ul style="list-style-type: none"> ● Behavior ● Climate
Behavior Intervention Plans General Fund	LCAP Goal 4	Special Education students with repeated patterns of disruption	Administrators, Behaviorist; Teachers	<ul style="list-style-type: none"> ● Behavior
Interventions for behavioral, attendance, or academic integrity violations based upon the Restorative Justice philosophy General Fund	LCAP Goal 1	Students with behavioral, attendance, or academic integrity violations, including SPED students and English Learners	Administrators, Teachers	<ul style="list-style-type: none"> ● Behavior ● Climate
McKinney-Vento / Homeless Support and Referrals General Fund & Title I Learning Loss Mitigation Funds	LCAP Goal 1	Students who are identified as McKinney-Vento / Homeless	Community Resources Coordinator; Student Services Coordinators; Social Worker	<ul style="list-style-type: none"> ● Other: <u>Social Services Support</u>
Dedicated Counselors to support students	LCAP Goal 1 & 3	Students identified as At-Promise or ELD	School Counselors	<ul style="list-style-type: none"> ● Curriculum and Instruction ● Behavior

At-Promise, including a Counselor dedicated to support English Learners General Fund				<ul style="list-style-type: none"> Family and Community Engagement
Alternative Placements at Moffet, AVHS, AV Opportunity, Summer School and concurrent enrollment in Academy programs and other district offsite programs, incl. Foothill College Dual Enrollment General Fund	LCAP Goal 1	Credit recovery; more suitable environment; addressing students unique interests and passions	Teachers, Counselors, Administrators	<ul style="list-style-type: none"> Curriculum and Instruction Behavior Family and Community Engagement
MVLA District Initiative for 2021 and beyond: Courageous Conversations: Equity, Bias, Inclusion General Fund	LCAP Goal 1, 3 and 4	Educational Equity means that each child receives what they need to develop to their full academic and social potential.	Teachers, Counselors, Administrators	<ul style="list-style-type: none"> Curriculum and Instruction Behavior Family and Community Engagement Climate
AVID General Fund	LCAP Goal 1	Students eligible for the AVID Program	AVID Teaches with guidance from their principals and	<ul style="list-style-type: none"> Curriculum and Instruction Family and Community Engagement

MVLA Foundation			help from the Instructional Support Team	
PIQE/DELAC/ELAC/LUCHA Cafecito General Fund	LCAP Goal 1 and 3	Families of English Learners and other Latinx students	District and Site Leadership	<ul style="list-style-type: none"> ● Instruction ● Family Engagement ● Social Emotional Learning
Ellevation Title III	LCAP Goal 3	English Learners	Principals, Teachers and other Administrators including DO personnel	<ul style="list-style-type: none"> ● Curriculum and Instruction ● School Culture
Challenge Day Camp Metamorph General Fund PTSA	Goal 1	All Students	Student Services Personnel and Coordinator of Wellness	<ul style="list-style-type: none"> ● Behavior, Family and Community Engagement ● Climate ● Social Emotional Learning

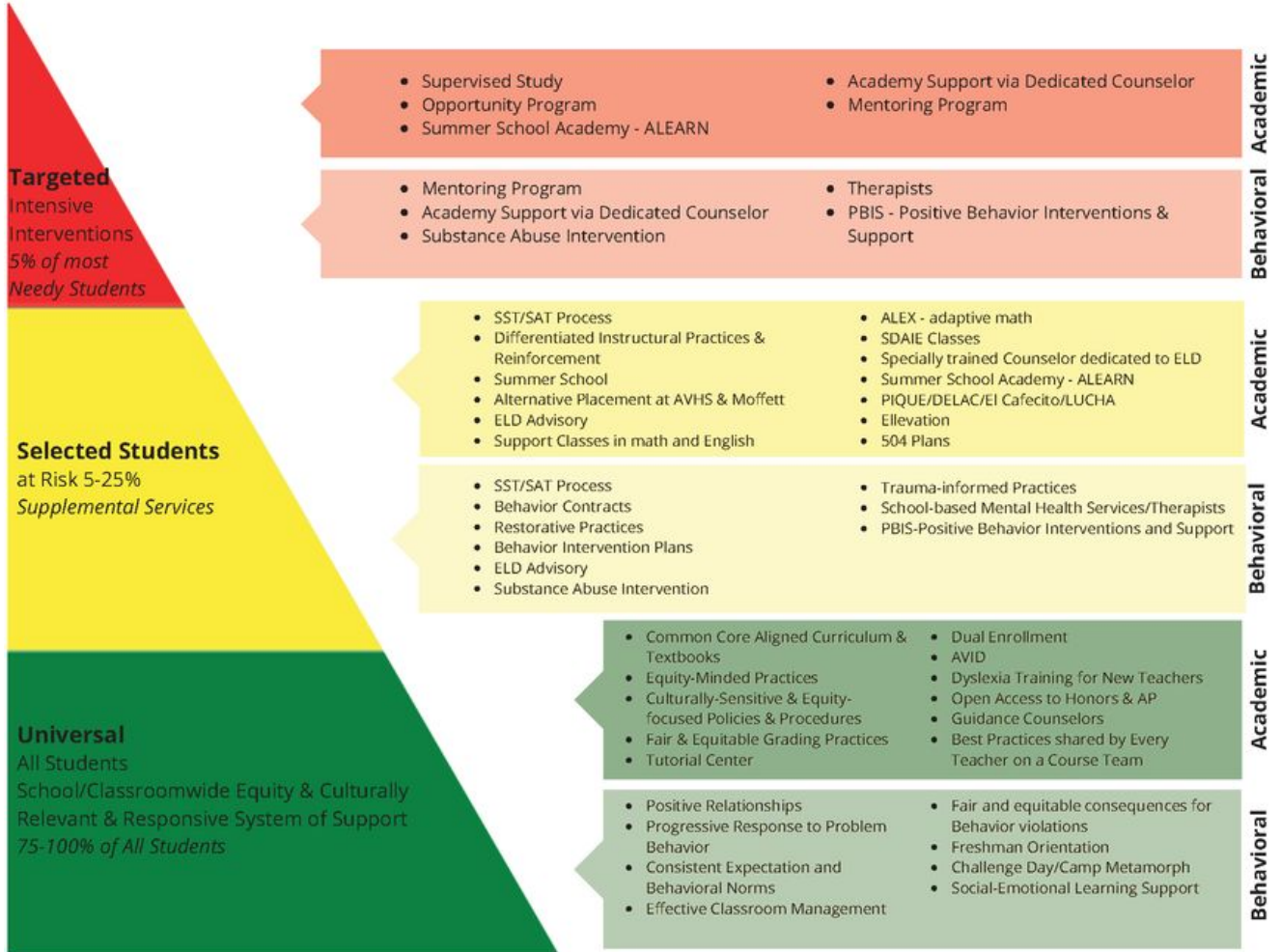
The review of the LEA Initiatives revealed that the district has many interventions in place, some of which have proven helpful and others not so much. The district is lacking a system by which to measure the impact and effectiveness of some of these interventions as a means to decide what works and what does not, and if a particular initiative or intervention is not proving to positively impact student learning, performance and behavior, or school climate and mental health-related conditions, then it must be retired and a more effective, research-based intervention must be identified and incorporated into the Multi-Tiered System of Support..

The review also revealed that while there exists a conspicuous array of initiatives and interventions, there is no system-wide, consistent understanding of how students get access to these interventions, when and by whose initiation. In other words, the district lacks a well thought-out coherent Multi-Tiered Intervention System (MTSS) that is clearly understood by all who work with students at risk, and especially those responsible for the progress and well-being of students in the Target Group. To that end, the district has organized this loosely-coupled list of Initiatives and Interventions into the framework of a typical MTSS system. This is the first step toward taking what we have, and begin to build a coherent system of support for our students. With proper staff training and overall accountability to show that the system is applied and used with fidelity across the district and over time, we hope to address and narrow the achievement gap that the analysis of our academic data reveals. We consider building a better MTSS system to be a vital component of improving academic performance among our Latinx

students in general, but especially those who have been identified to be part of the Target Group of students who will be monitored for 27 months. This review also revealed that we need to be more intentional about ensuring that our pedagogy is culturally relevant, our curriculum reflects the history and backgrounds of all students we serve in our district, and that we deliver culturally Responsive Positive Behavior Interventions.

Our large array of initiatives and interventions has been reorganized to more closely resemble a typical definition of an MTSS system. Most of these interventions have proven to be effective and helpful, but few people in the organization understand how this system can be activated to provide timely and appropriate support to our most vulnerable students, namely those at risk of being identified for Special Education services. To strengthen our system we will have to partner with a third party provider to provide us with training so that we learn to use this system with greater fidelity and achieve greater success in helping to reverse the trend of overidentification of Latinx students for Special Education.

Below, see a schematic or model that shows how the interventions have been reorganized into Tier 1, 2, and 3 Interventions. However, this system still needs work to make it more effective at all levels. Granted, our Tier 1 interventions need to be used more consistently and effectively, but more importantly, we have to take a close look at what our most vulnerable students need, and design supports that are specifically aimed at keeping these students from being identified for Special Education.



2.2 Complete a Programmatic Self-Assessment

Identify one or more of the approved Self-Assessment Tools used:

- **Annotated Checklist for Addressing Racial Disproportionality**
- Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process
- **Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook**

Identify other relevant Self-Assessment Tools used:

- Quality Standards for Inclusive Schools: Self-Assessment Instrument
- Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide
- Other: _____

The annotated **Checklist for addressing Racial/Ethnic Disproportionality (Wisconsin Checklist)** encompasses three components that address: (1) district and school resource issues, (2) system policy, procedures, and practice issues at the district, school and classroom levels, and (3) environmental factors to identify possible root causes of disproportionality. The tool is useful in determining racial and ethnic disparities and in identifying inappropriate policies and practices that may be contributing to inequitable practices and disparities in data.

Members of the Technical Facilitator Team used this tool to help the district discover disparities and inequities that may be partially or wholly responsible for the overidentification of Latinx students for Special Education. In addition, the Technical Facilitators provided protocols and questions for the file review, the analysis of Board Policies and Administrative Regulations as well as a template/format for the review of district initiatives.

Input from stakeholders was gathered through many FOCUS Group meetings conducted by one or more members of the Technical Facilitator Team. Meeting dates for these Focus Groups are listed on page 18 of this report.

The input from these various meetings was collected, analyzed and presented as Qualitative Data to the Leadership Team and Stakeholder Group by Dr. Laura Savage. The information from her presentation was summarized and organized into six potential themes which became the catalyst in identifying the likely Root Causes for the district's disproportionate identification of Latinx students for Special Education. (See below)

Qualitative Data

An Analysis of the Qualitative Data collected through interviews with stakeholders attending Focus Group meetings was organized into six different categories representing themes that emerged from discussions with stakeholders. The comments below are paraphrased and are intended to be representative of feedback received, but is not an exhaustive list.

1. Interventions and Referrals
2. Differentiated Access to Educational Opportunities
3. Instruction and Assessment
4. Community Partnerships
5. Teacher Expectations and Equitable treatment
6. Cultural Dissonance

The table below provides examples of comments that were collected from stakeholders. A more inclusive summary of ALL comments that were generated in the Focus Groups and Leadership and Stakeholder meetings can be found in the [Minutes from Focus Groups, Leadership, and Stakeholder Team Meetings](#)

Interventions and Referrals	Differential Access to Educational Opportunities	Instruction and Assessment
<p>Opportunities for underserved students to be successful in the mainstream are very limited. A few exist, but there is no coherent system of options for these students. Lack of a coordinated and comprehensive system of MTSS (Multi Tiered System of Support). We need help with organizing our interventions into such a system, and training staff on the effective utilization of this system of support.</p>	<p>More training needed in differentiated instruction for general ed teachers.</p>	<p>Many Latino students enter high school ill prepared for the rigor and competitiveness of the MVLA educational experience. Big difference in expectations between the high school and one of its feeder districts.</p>
<p>Some students find it difficult to be successful in our lowest level of regular College Prep (a-g approved) classes because we have been told that our a-g classes typically</p>	<p>Need more and better instruments to assess students' needs, especially to differentiate between literacy needs vs. the need to address a true learning disability. More</p>	<p>Latino students do not always benefit from the same level of advocacy from their families as other students do.</p>

are at a level of most other district's honors classes.	reliable information would help in more accurate placement of students in courses as well as identification of SPED.	
Special Ed is seen as one of "few available interventions" available for students who are not successful in the mainstream. (Note: SPED is NOT an intervention to help students become successful in Gen Ed), however some teachers believe this to be the case.	Be more proactive, and less reactive!	Lack of strategic programs to improve language acquisition at LAHS for English Learners and lack of intentional instruction if the development of academic vocabulary in general.
General confusion between what is an intervention as opposed to what is an accommodation.	Identification and use of research-based best practices in improving literacy and the performance of historically underserved students.	Open Access has the unintended consequences of creating situations where students enroll in classes that are not the best fit for them.
Newcomers and Beginning English Learners are particularly vulnerable and unsuccessful on most Academic Indicators.	We claim to have "Open Access", and we do, but it does not help a student be successful, if the student lacks the basic skills to be successful in academically challenging and competitive courses.	Many Latino students get identified for SPED in elementary school and then carry that label as they enter high school.
While there are some support classes for 9th graders, very little is available for grade 10 and up.	Many of our classes have a Euro-centered view of the world, when half of our students do not see themselves reflected in this point of view.	Students could benefit from being taught how to study as opposed to being taught how to take a test.
SST process exists, but with limited interventions available, it is difficult to craft meaningful and effective support plans.	Teachers do not always feel they have the support they need to be effective in addressing the needs to help struggling students.	We need a unifying vision across all three of our schools and the schools in our Feeder Districts as we think about how to ameliorate the performance and opportunity gaps in grades 2-12.
Lack of curricular options, e.g. Vocational Classes and	Latino students don't have access to resources before	

culturally appropriate electives.	they come to MVLA, e.g., medical care, parents with extra time to advocate.	
It is challenging to accurately distinguish a student's lack of progress as being a function of a disability, vs. a function of lacking literacy. Assessment tools to determine a student's academic proficiency in the student's native language are needed.		

Family and Community Partnerships	Teacher Expectations, Misconceptions and Equity	Cultural Dissonance
Improve districtwide understanding of Latino students, their community, and their needs.	Rules and regulations are inconsistently applied. White students often get a pass both in terms of discipline and attendance; Latino students are dealt with more harshly.	Discipline and consequences for absences are meted out inconsistently among students, depending on their status and often based on ethnic or racial identification.
Explore systems that would help parents to help their students with school work.	Teachers at LAHS in particular are frustrated by having so many English Learners on their campus and no coordinated program to teach language acquisition and development.	Lack of access for students of color to mainstream leadership opportunities.
Help the community understand and appreciate that AVHS is a great place and an alternative where students have access to curriculum and instructional practices that are geared to helping them become successful. Going to AVHS is NOT a punishment, but an opportunity.	Some teachers and staff treat students of color differently from their high achieving White and Asian peers. In general, teachers have lower expectations for brown and black students as they do for their White and Asian students.	"Culturally responsive practices and pedagogy" are talked about, but there is little action to train staff and then support them in the implementation of these practices.
Find ways to partner with parents in seeking solutions to	There is a general phenomenon that students	An apparent system-wide perception that if a student

their students' lack of success, instead of creating adversarial conditions.	who "do not get it" are left behind, because the majority of students who "do get it", are pushing to move forward.	can't make it in honors or AP, or in our "ordinary CP programs" then the student must belong in SPED.
Help parents understand what options are available in the district other than identifying students for special ed.	There is a sense that when "you don't make the grade in my class, there must be something wrong with you, and you must belong in Special Ed.	SPED students are seen as "second class citizens".
Many Latino parents are grateful for the tremendous outreach to our Latino Community that our schools do. Our schools try hard to create a sense of belonging and inclusivity, but in spite of this, some students and some families still feel they are not getting the support they need for their children to be successful and they feel disenfranchised.	A large number of students who fail in our district and those who are in special ed, would just be average in other districts. <i>(This was also confirmed by the audit conducted by Principal's Exchange).</i>	Hate speech is not always dealt with.
To get attention, parents have to advocate hard or threaten legal action.	Students are made to feel that they are incapable or bad people, instead of students who need different approaches or interventions.	No support for EL students at LAHS.
If you ask parents, they will tell you that "there is incredible outreach".	Teachers are frustrated because they want to do right by their students but they do not have the right tools in their tool bags.	District does not have a comprehensive teacher support system, but leaves it up to each site to design and decide what the school needs.
The district is doing lots to be inclusive and to create a "sense of belonging".	There is a sense that the district feels burdened by having to "deal with these kids", and finding ways to support them is burdensome and viewed as an imposition. <i>(This appeared as an isolated comment, and not a theme).</i>	District office is not responsive or supportive when teachers ask for training or Professional Development. <i>(Represents one single person's opinion and does not emerge as a theme).</i>

	Lack of success, lack of a sense of belonging causes anxiety and depression in some students.	Do we screen assessments for being culturally relevant and appropriate?
	Students feel unprepared for the degree of rigor they find when they get to high school.	Our own implicit racial and cultural biases influence how we see and react to our students.
	Perceptions about “how to do school”; when a student looks like they aren’t doing what they’re supposed to do, they jump to SPED”.	Students of color need more role models of teachers and staff who look like them.
	Some students feel that teachers don’t want to help them. When they ask for help, they just get referred to “something”.	Lack of empathy for students’ socioeconomic status and conditions.
	Latino teachers tend to support the minority students more by calling on them and checking to see how they are doing, other teachers don’t.	District office staff do not acknowledge the existence of implicit bias and the impact it has on student learning. The district has not made any progress in this area. <i>(Represents a minority opinion and does not emerge as a theme).</i>
		White students have unexcused absences, but Latinos get Saturday school, white students do not.

2.3 Complete Reflective Analysis of **Quantitative** Data

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

The Mountain View Los Altos High School District (MVLA) is a comprehensive public high school district located in the heart of Silicon Valley, serving a diverse student body from both professional and working-class families. The District has two comprehensive high schools, an alternative high school and a large Adult Education program. There is also a Middle College and College Now program in conjunction with the Palo Alto Unified School District and Foothill Community College. In the Middle College and College Now program students take most of their classes on the Foothill College Campus. In 2019, 4544 students were enrolled in the district. The ethnic breakdown is as follows: 1.2% African American, .11% American Indian, 23.2% Asian, 1.9% Filipino, 25.8% Hispanic, .5% Pacific Islanders, 37.2% White and 9.7% Two or More Races. .3% of students did not report ethnicity. 18.4% of students are socioeconomically disadvantaged, 5.5% are English Language Learners, .8% of Homeless and only 4 students are in the Foster Youth program.

The six-year Board-adopted district goals which are included in the Local Control and Accountability Plan from 2017-2022 include:

Improve academic achievement of all students at all performance levels by:

- Aligning curriculum, grading systems and practices
- Promoting achievement of students in Science, Technology, Engineering and Math
- Supporting the well-being of students and staff
- Providing facilities that optimally enhance learning
- Maintaining fiscal stability

NOTE: Even though the Local Control and Accountability Plan is being replaced by the Learning Continuity and Attendance Plan, the goals remain the same.

Summarized on the pages to follow is a data summary in specific categories which shows

- Enrollment numbers and percentages by ethnicity
- Special education numbers and percentage by ethnicity
- Specific Learning Disability numbers and percentages by ethnicity
- Foster Youth numbers and percentages by ethnicity
- Homeless student numbers and percentages by ethnicity
- Section 504 numbers and percentages by ethnicity
- Suspensions numbers and percentages by ethnicity
- Chronic absence numbers and percentages by ethnicity
- Number of students in each ethnic group who graduate and the percentage who met the A-G requirement for the University of California

Outlined below is the data source for each category and how numbers and percentages are determined

Category	Source of Data	Determination of Percentage	Year
Enrollment	CDE Dataquest MVLA Aeries	n/a	2016, 2017, 2018 2019
Special Education Numbers & Percentages	CDE Dataquest MVLA Aeries	<u>Special Ed. Numbers</u> Total Enrollment	2016, 2017, 2018 2019
SLD Numbers and % by Ethnicity	CDE Dataquest MVLA Aeries	<u>SLD Numbers</u> <u>Special Ed Numbers</u>	2016, 2017, 2018 2019
Foster Youth	CDE Dataquest MVLA Aeries	<u>Number by Ethnicity</u> Total Foster Youth	2016, 2017, 2018 2019
Homeless	CDE Dataquest MVLA Aeries	<u>Number by Ethnicity</u> Total Homeless	2016, 2017, 2018 2019
Section 504	MVLA Aeries	<u>Number by Ethnicity</u> Total Section 504	2016, 2017, 2018 2019
Suspensions	CDE Dataquest MVLA Aeries	Unduplicated Suspensions by <u>Ethnic Group</u> Total Number of Suspensions	2016, 2017, 2018 2019
Chronic Absences	CDE Dataquest No data for 2019	<u>Chronic Absenteeism Count</u> <u>Chronic Absenteeism Eligible Enrollment</u>	2016, 2017, 2018 No data for 2019

MVLA Data Analysis

Enrollment in Specific Categories

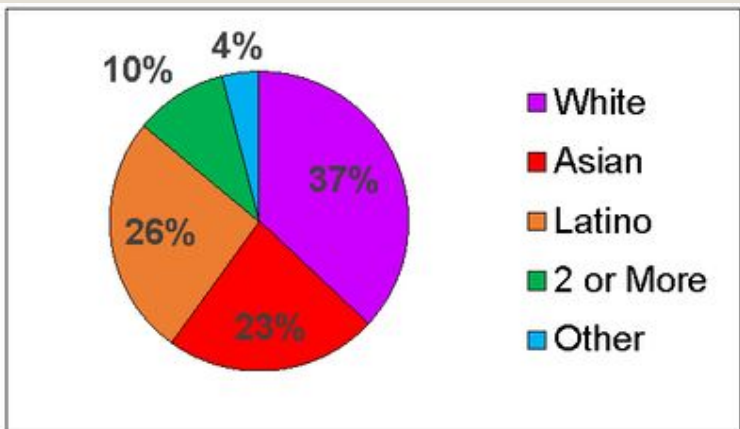
Updated January 7, final revision January 16, 2021

The graphs and charts below are intended to give the reader a quick graphic representation of the data analysis that follows each graph. The source for all data, both the charts/graphs and the data in the Table, represents data found on CDE Dataquest, with the exception of Suspensions and Chronic Absenteeism, which reflect data from the District's Student Information System, AERIES. [Enrollment Data in Specific Categories](#)

Enrollment Data in Specific Categories
2019-20

Total Enrollment
Total Enrollment: 4528

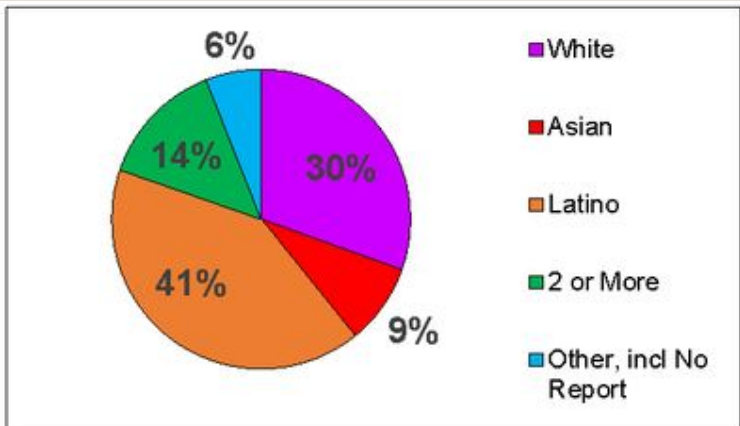
(Percents Rounded)



Enrollment Data in Specific Categories
2019-20

Enrollment in SPED
Latino Students make up 41%

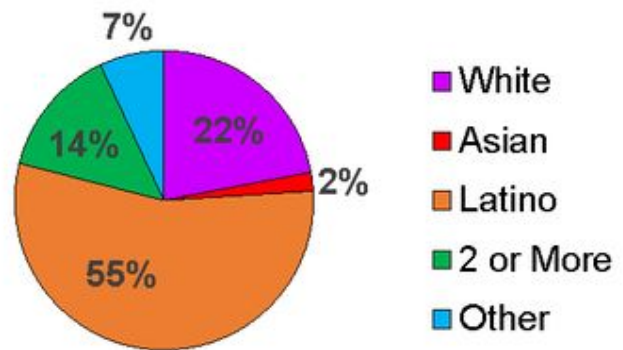
(Percents Rounded)



Enrollment Data in Specific Categories
2019-20

Students Identified with a Special Learning Disability (SLD)
Latino Students make up 55%

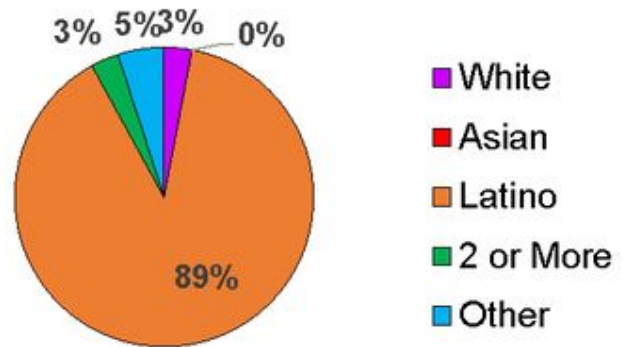
(Percents Rounded)



Enrollment Data in Specific Categories
2019-20

District's Homeless Population
Latino Students make up 89%

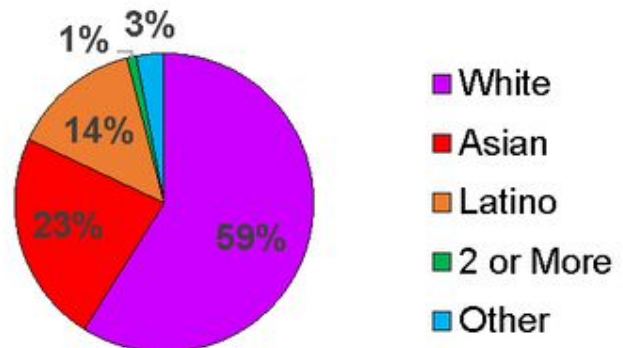
(Percents Rounded)



Enrollment Data in Specific Categories
2019-20

Students with 504 Plan
Latino Students make up 14%

(Percents Rounded)



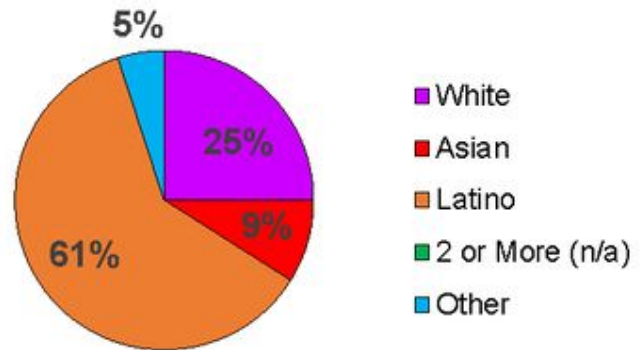
Enrollment Data in Specific Categories

2019-20

All Suspensions

Latino Students make up 61%

(Percents Rounded)



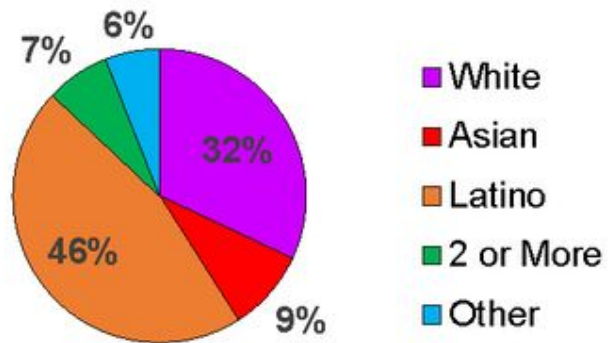
Enrollment Data in Specific Categories

2018-19

Student Chronic Absences

Latino Students make up 46%

(Percents Rounded)



Enrollment in Specific Categories

This is a narrative summary, comparing Hispanic, White and Asian Students on key demographic indicators.

In **2016-17**, **Hispanic** students were 26.07% of the district population of 4101 students, and

...

- 47.18% in special education,
- 68.66% in the disability category of Specific Learning Disability,
- 33.33% of the six (6) Foster youth,
- 79.55% of the Homeless population
- 15.52% of students with a Section 504 plan
- Hispanic students made up 62.24% of all suspended students, and 46.13% of students reported as chronically absent
- 230 (25.69%) of the 895 graduates were Hispanics. 100 (43.48%) of the 230 graduates met the A-G requirements for the University of California.

Asian students were 22.02% of the district population, and

- 4.87% in special education,
- 0% in the disability category of Specific Learning Disability
- 0% in Foster Youth,
- 4.55% of the Homeless student population,
- 19.10% of students with a Section 504 plan
- Asian students made up 7.14% of all suspended students, and 9.27% of students reported as chronically absent
- 191 (21.34%) of the 895 graduates were Asian. 169 (88.48%) met the A-G requirements for the University of California

White students were 41.77% of the district population, and

- 47.95% in special education,
- 31.34% in the disability category of Specific Learning Disability,
- 50.00% 3 of 6 Foster youth students,
- 6.82% of the Homeless population.
- 61.49% of students with a Section 504 plan
- White students made up 22.45% of all suspended students, and 33.70% of students reported as chronically absent
- 405 (45.25%) of the 895 graduates were White. 335 (82.72%) met the A-G requirements for the University of California.

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 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 absent
- 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.

Changes in Demographics

There has been an increase in enrollment between the 2016-17 and 2019-20 school year. Enrollment has increased by 447 students since the 2016-17 school year

- Asian students have increased by 152 students
- Hispanic students have increased by 7 students
- White students have declined by 19 students
- Two or more races increased by 211 students
- Hispanic are the largest percentage of the Homeless population at 79%.
- The Foster Youth population is very small averaging 6 students over the four years

The chart below includes enrollment data from 2016-2019. The enrollment information was taken from CDE Dataquest.

Ethnicity	2016	2017	2018	2019	Change
African Amer	65	51	56	56	-9
American Ind.	3	3	4	5	-1
Asian	903	991	1018	1056	153
Filipino	94	102	81	88	-6
Latino	1069	1110	1132	1175	106
Pac. Islander	20	19	15	21	1
White	1713	1726	1701	1692	-21
2 or More	231	302	373	441	210
Not Reported	3	0	14	14	11
Total	4101	4304	4394	4548	447
Program					
Special Ed.	390	407	421	565	175
English Learn	321	286	269	250	-71
Foster Youth	6	9	5	4	-2
Homeless	44	84	38	36	-8

Special Education Referrals by School

Source: CDE Dataquest, SIRAS and School Site Data compiled by Special Education Coordinators. To maintain consistency and data fidelity, referral data reported here reflects teacher reported data, since not all data was available in SIRAS.

The Pie Charts below are intended to give the reader a quick visual of the ethnic distribution of students referred to Special Education. Please note that any data extracted from AERIES, the district's local student information system, considers a student to be Latinx if the student answered "yes" to the question on the enrollment form that asks whether the student considers him or herself to be Hispanic. It is unclear whether DataQuest reports the data in the same manner, or whether Hispanic students who claim 2 or more races are reported solely in that category, and are not included in the Hispanic count. This question is currently being researched by the district's Student Database Technician.

More detailed data tables can be accessed by clicking on this link: [Special Education Referrals by School](#)

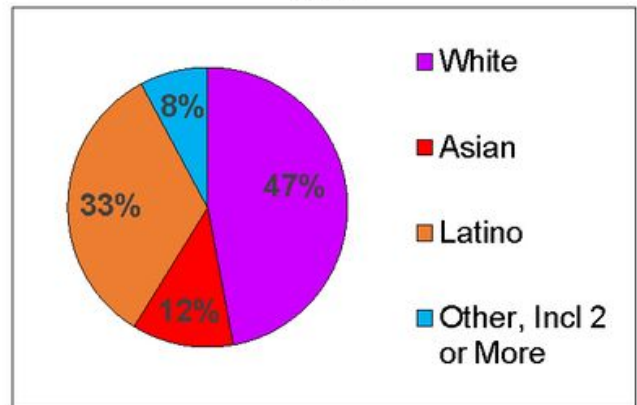
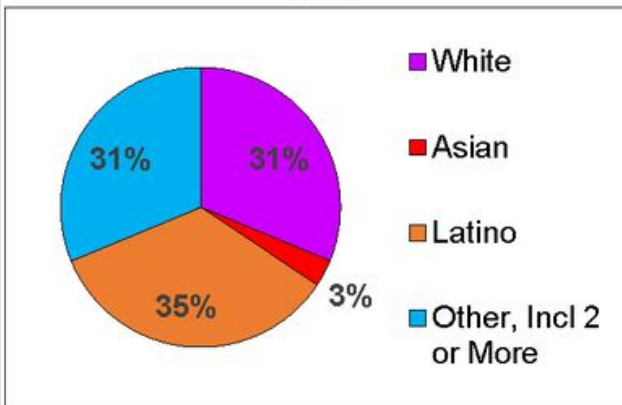
This data shows referrals, the number qualifying for SPED and those who qualify on the basis of a Specific Learning Disability, as well as the number of incoming 9th graders who enter high school with an IEP, contrasting Latinx students and White and Asian students.

Referrals to Special Education
(Actual Numbers Reported by SPED Coordinators)

2016-17

MVHS
All: 32

LAHS
All: 51

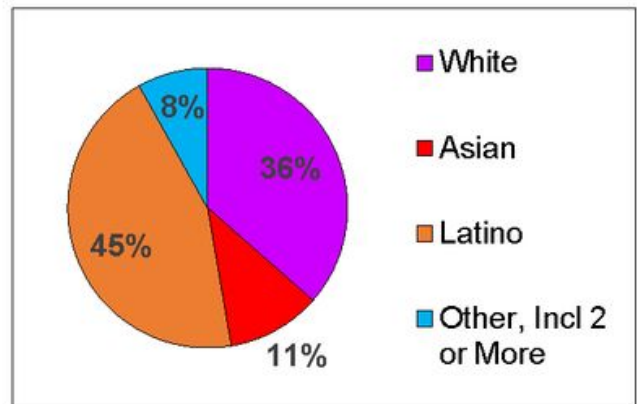
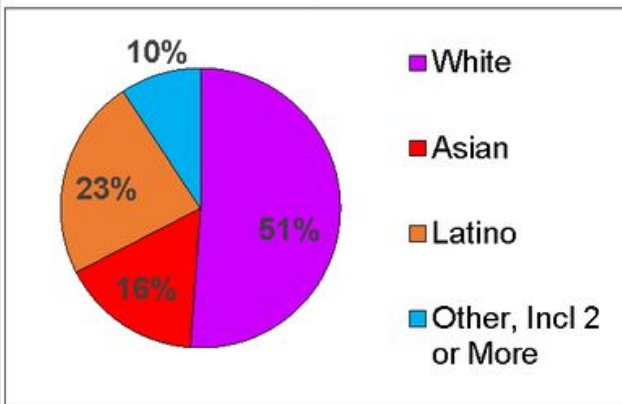


Referrals to Special Education
(Actual Numbers Reported by SPED Coordinators)

2017-18

MVHS
All: 43

LAHS
All: 74

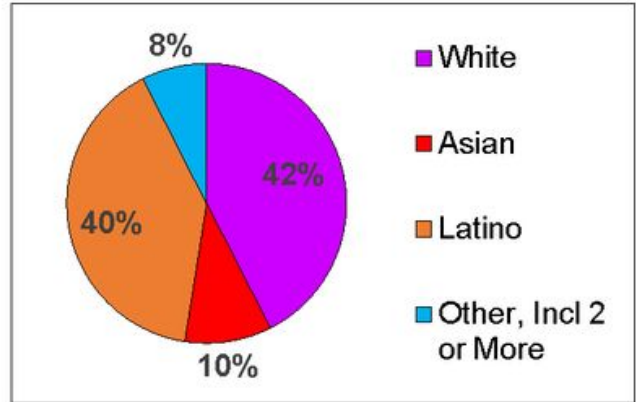
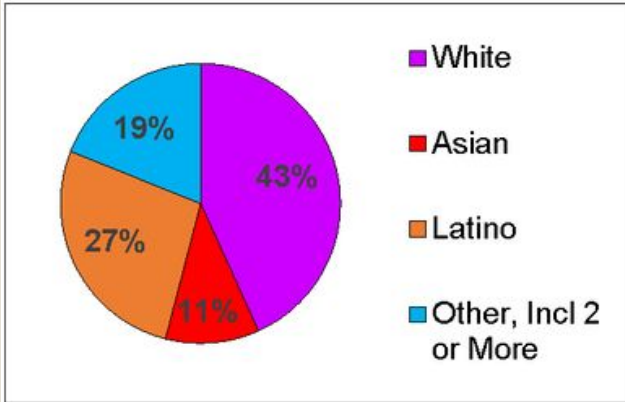


Referrals to Special Education
(Actual Numbers Reported by SPED Coordinators)

2018-19

MVHS
All: 37

LAHS
All: 40

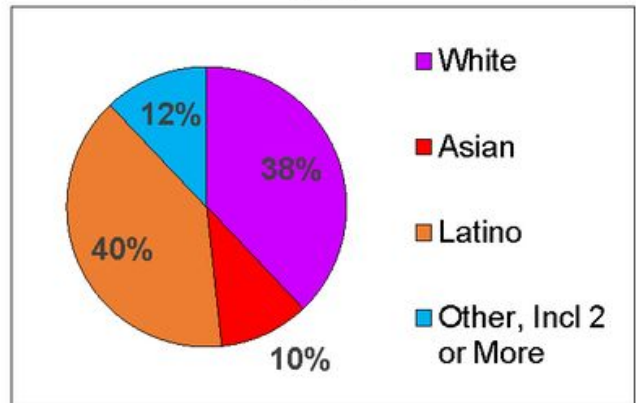
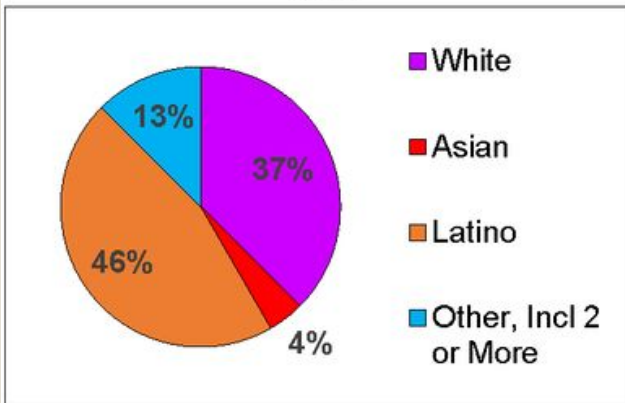


Referrals to Special Education
(Actual Numbers Reported by SPED Coordinators)

2019-20

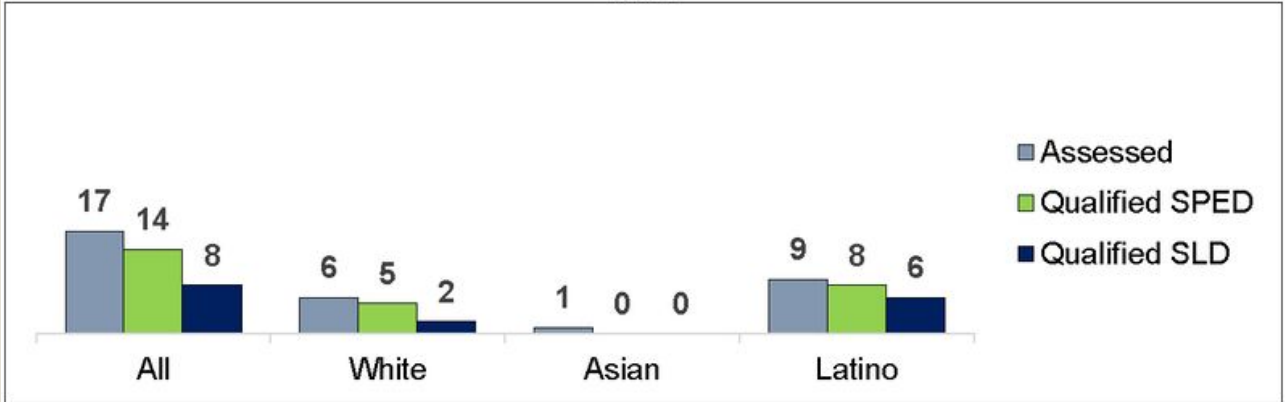
MVHS
All: 24

LAHS
All: 58



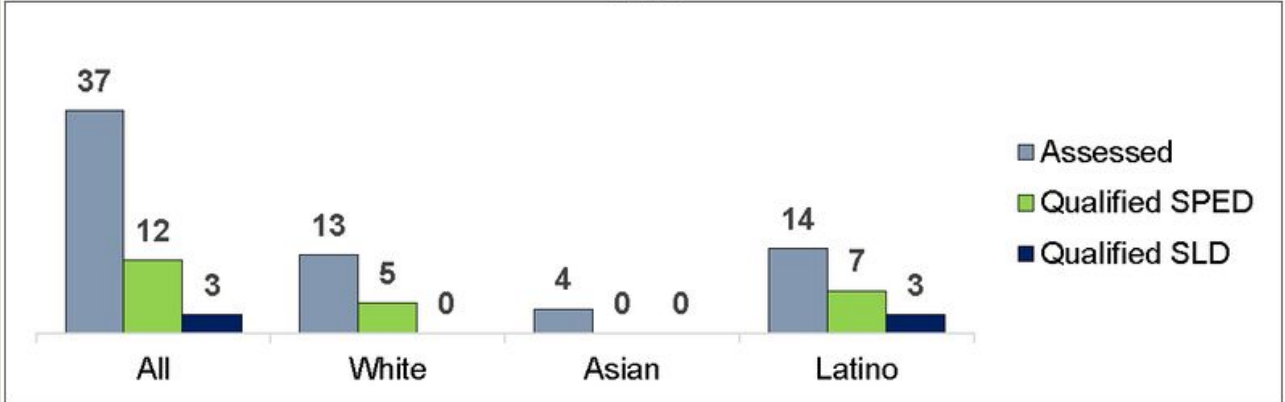
Students Tested for SPED: Qualifying for SPED,
and Numbers of SPED Students Qualifying under SLD

2019-20
MVHS



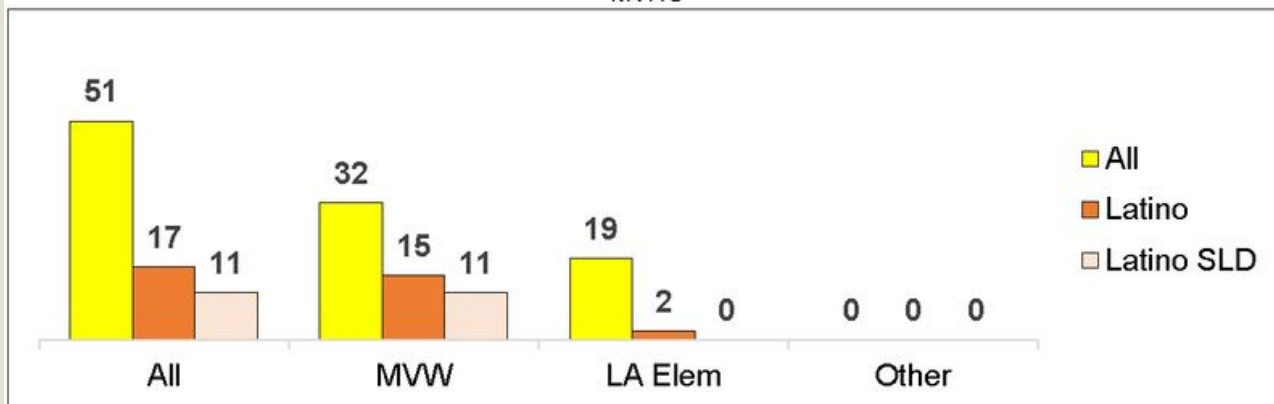
Students Tested for SPED: Qualifying for SPED,
and Numbers of SPED Students Qualifying under SLD

2019-20
LAHS



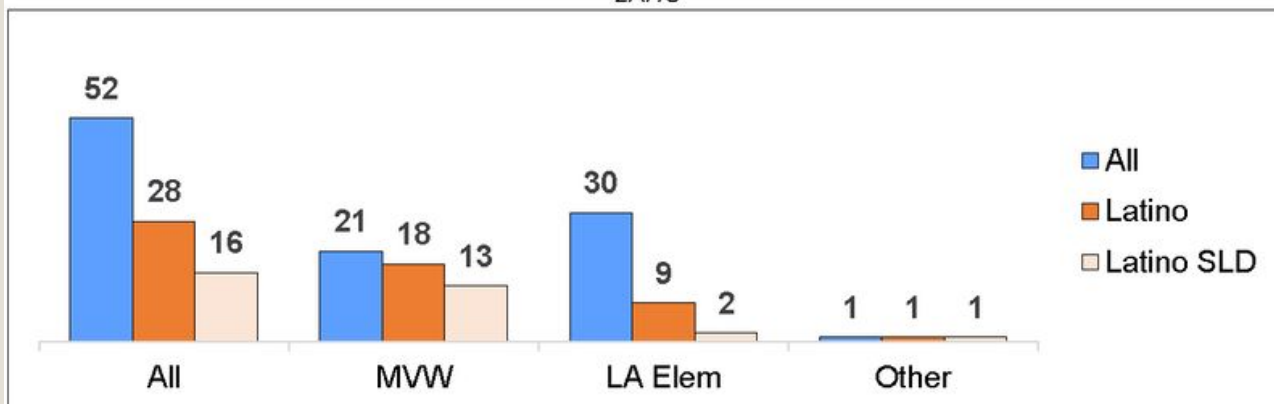
Incoming 9th Graders with IEPs
by Feeder District: All vs Latino

2019-20
MVHS



Incoming 9th Graders with IEPs
by Feeder District: All vs Latino

2019-20
LAHS



Below is a narrative summary of **referrals to special education** by school site for 2016/17 through 2019/20. The summary lists the number of students referred from each of our comprehensive high schools and those qualifying for SLD. The narrative compares the total number to the number in each of three ethnic groups: Hispanic, Asian and White. Information on the number of students who entered our schools with an I.E.P is also included. Referral date from Alta Vista is not included in this narrative since AVHS does not typically refer students to SPED. However, this link: [Enrollment at Alta Vista High School \(District's Continuation School\)](#) will take the reader to a table that shows six years' of enrollment data for AVHS, disaggregated to show number and percentage of students by ethnicity and program participation.

In **2016**, there were 32 students referred from **Mountain View High**. 22 Students qualified for Special Education, and 4 for SLD.

- There were 11 Hispanic students referred. 9 qualified for SPED and 3 qualified for the disability category of Specific Learning Disability (SLD).
- There was 1 Asian student referred. 1 student qualified for SPED. No Asian student qualified for SLD.
- There were 10 White students referred. 7 students qualified for SPED, and one student qualified for SLD

Thirty-two (32) 9th graders entered Mountain View with an I.E.P. 9 were Hispanic (28%). 10 of the 32 students qualified for SLD, including 4 Hispanic students (44%).

There were 51 student referrals at **Los Altos High School**. 33 qualified for Special Education, and 9 for SLD.

- There were 17 Hispanic students referred. 11 qualified for SPED and 4 qualified for SLD.
- There were 6 Asian Students referred. 4 qualified for SPED and 2 for SLD.
- There were 24 White students referred. 14 qualified for SPED and 1 for SLD.

Forty-four (44) 9th graders entered Los Altos with an I.E.P. 19 were Hispanic (43%). 20 of the 44 students qualified for SLD including 15 Hispanic students (79%).

In **2017**, there were 43 students referred from **Mountain View High**. 30 students qualified for special education and 7 for SLD.

- There were 10 Hispanic students referred. 7 qualified for SPED, and 3 students qualified for SLD.
- There were 7 Asian students referred. 6 qualified for SPED, and no Asian student qualified for SLD.
- There were 22 White Students referred. 13 students qualified for SPED and 3 qualified for SLD.

Thirty-eight (38) 9th graders entered the district with an I.E.P. 10 were Hispanic (26%). 11 of the 38 students qualified for SLD, including 7 Hispanics (70%).

There were 74 students referred from **Los Altos High School**. 36 students qualified for special education, and 14 for SLD.

- There were 33 Hispanic students referred. 15 qualified for SPED and 11 for SLD.
- There were 8 Asian students referred. 5 qualified for SPED; no Asian student qualified for SLD.
- There were 27 White Students referred. 16 qualified for SPED and 3 for SLD.

Fortyfive (45) 9th graders entered Los Altos with an I.E.P. 26 were Hispanic (58%). 26 out of 45 students qualified for SLD, including 19 Hispanic students (73%).

In **2018**, there were 37 students referred from **Mountain View**. 21 qualified for special education, and 7 for SLD.

- There were 10 Hispanic students referred. 7 qualified for SPED and 2 for SLD.
- There were 4 Asian students referred. 3 qualified for SPED. No Asian students qualified for SLD.
- There were 16 White students referred. 9 qualified for SPED and 4 for SLD.

Thirty-nine (39) 9th graders entered Mountain View High with an I.E.P. 17 were Hispanic (44%). 21 out of the 39 students qualified for SLD, including 13 Hispanics (76%).

There were 40 referrals at **Los Altos**. 15 qualified for special education, and 4 for SLD.

- There were 16 Hispanic students referred. 6 qualified for SPED and 4 for SLD
- There were 4 Asian students referred. One qualified for SPED. No Asian student qualified for S.L.D.
- There were 17 White students referred. 6 qualified for SPED. No White students qualified for SLD.

Sixty (60) 9th graders entered Los Altos with an I.E.P. 30 were Hispanics (50%). 27 out of 60 students qualified for SLD, including 22 Hispanic students (73%).

In **2019**, there were 24 students referred from **Mountain View High school**. 14 students qualified for special education and 8 for SLD.

- There were 11 Hispanic students referred. 8 qualified for SPED, and 6 for SLD.
- There was one referral of an Asian student. The student did not qualify for SPED.
- There were 9 White students referred. 5 qualified for SPED and 2 for SLD..

Fifty-one (51) 9th graders entered Mountain View High with an I.E.P. 17 were Hispanic (33%). 21 out of the 51 students qualify for SLD, including 11 qualified Hispanics (65%).

There were 58 student referrals from **Los Altos High School**. 12 qualified for special education and 3 for SLD.

- There were 23 Hispanic student referrals. 7 qualified for SPED and 3 for SLD.
- There were 6 Asian student referrals. No Asian student qualified for SPED.
- There were 22 White student referrals. 5 students qualified for SPED. No White students qualified for SLD.

Fifty-two (52) 9th graders entered Los Altos High with an I.E.P. 28 were Hispanic (54%). 27 of the 52 students qualified for SLD, including 16 Hispanics (57%).

There are certain patterns that emerge from this referral data.

- Los Altos High had **223** referrals to special education over a four-year period compared to **136** at Mountain View.
- There were 32 referrals at Mountain View in 2016. There were 51 at Los Altos
- There were 43 referrals at Mountain View in 2017. There were 74 at Los Altos
- There were 37 referrals at Mountain View in 2018. There were 40 at Los Altos

- There were 24 referrals at Mountain View in 2019. There were 58 at Los Altos
- Over the four years...
- **89 Hispanic students** were referred from Los Altos. **22 (24.70%)** qualified for SLD.
- **42 Hispanic students** were referred from Mountain View. **14 (33.33%)** qualified for SLD.
- **201 students** entered Los Altos as 9th graders with an I.E.P. **100 (49.75%)** were designated as SLD.
- **103 Hispanic students** entered Los Altos. Of those **62 (60.2%)** were designated as SLD
- **160 students** entered Mountain view High as 9th graders with an I.E.P. **63 (39.4%)** were designated as SLD.
- **53 Hispanic students** entered Mountain View. Of those, **34 (64.20%)** were designated as SLD.

Other Relevant Data includes:

English Learners with IEPs - 2020/21

27% of the 241 English Language Learners have an I.E.P. in 2020-21

24% of the 250 English Language Learners had an I.E.P. in 2019-20

EL Students with IEPS - 2020-21			
School	# of EL Students	# of Students with IEP	% of Students with IEP
MVHS	169	37	22%
LAHS	65	26	40%
AVHS	7	1	14%
MVLA	241	66	27%

EL Students with IEPS - 2019-20			
School	# of EL Students	# of Students with IEP	% of Students with IEP
MVHS	167	36	22%
LAHS	70	20	29%
AVHS	13	5	38%

MVLA	250	61	24%
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MVW 9th Grade Enrollment in Math (2020)

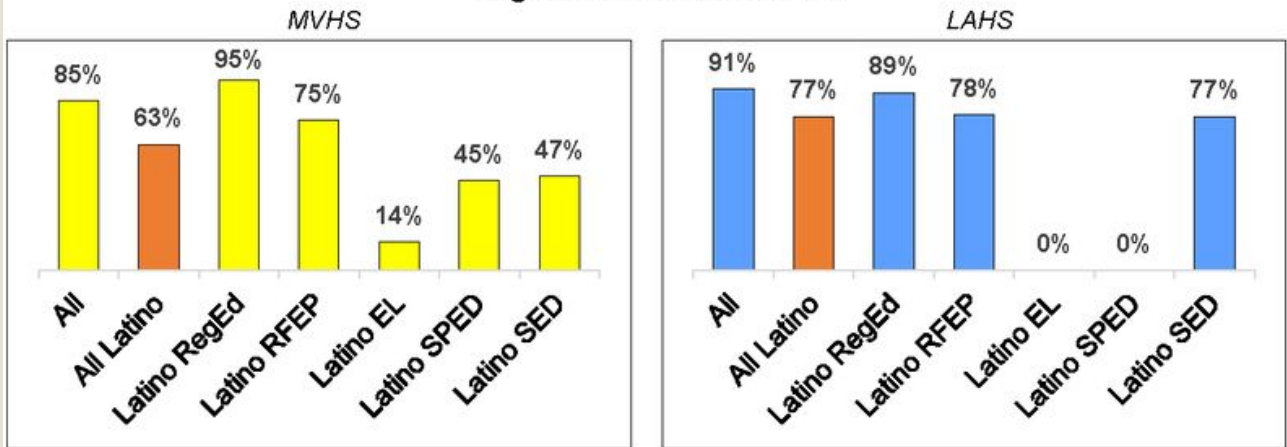
Percents reflect the percentage of students of the total # students enrolled in that class, e.g., 75% of all students enrolled in Algebra I Enhanced at MVHS are Latinos from MVW. MVW represents 55% of total 9th grade enrollment at MVHS, and 38% at LAHS. Supported by other assertions heard at the last Stakeholder meeting, this data does support the claim that Latino students from MVW are highly overrepresented in 9th grade math classes below Geometry when they enter high school. Their success rate in those classes is currently being reviewed, and their future performance in subsequent classes they will be taking will be tracked as well.

Subject	MVHS - Latino	LAHS - Latino	MVHS - Caucasian	LAHS - Caucasian
Algebra I Enhanced	75%	100%	13%	0%
Algebra I	59%	84%	23%	6%
Geometry	28%	54%	44%	38%
Geometry H	14%	21%	49%	21%
Algebra II	9%	0%	48%	50%
Algebra II H	5%	8%	47%	58%

A graphic representation of Latinx student performance on Key Board-adopted Indicators follows. More detailed information is available on the tables that can be accessed by clicking on the following link: [Latinx Disaggregated Targets & Achievements - 2020](#)

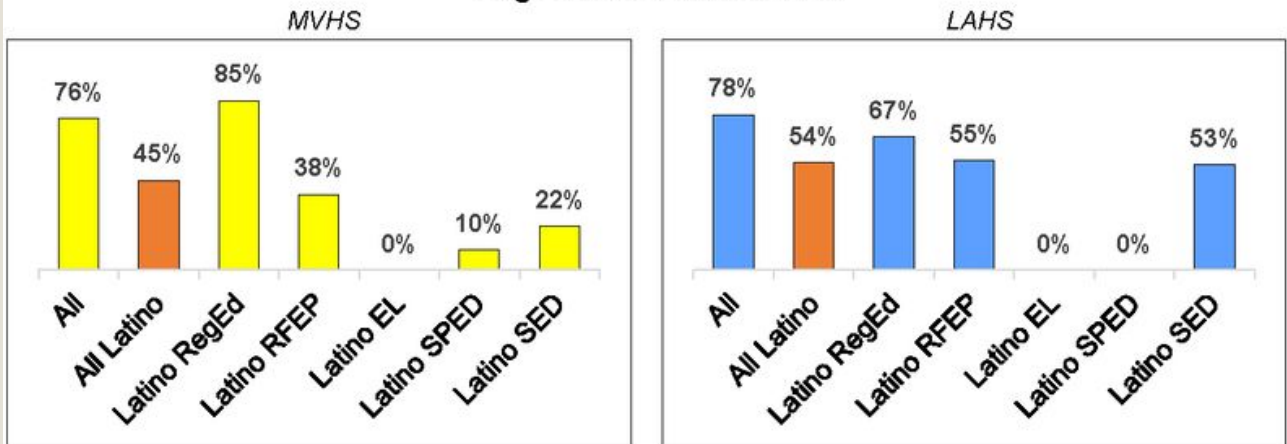
Student Performance Compared to District Targets
2020 by Ethnic Subgroup
 (Select Indicators)

Algebra 2 Completion
Target for All Students: 95%



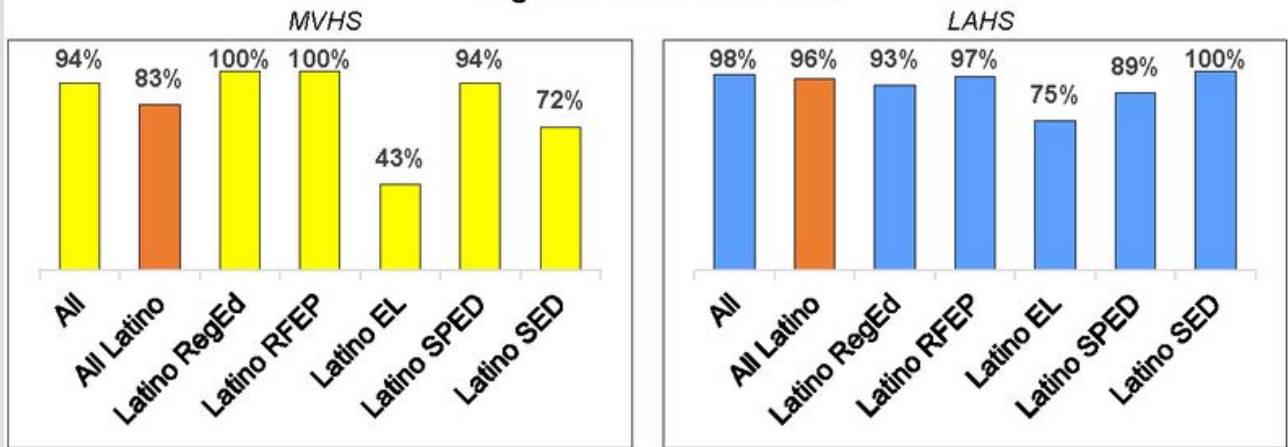
Student Performance Compared to District Targets
2020 by Ethnic Subgroup
 (Select Indicators)

a-g Completion
Target for All Students 85%



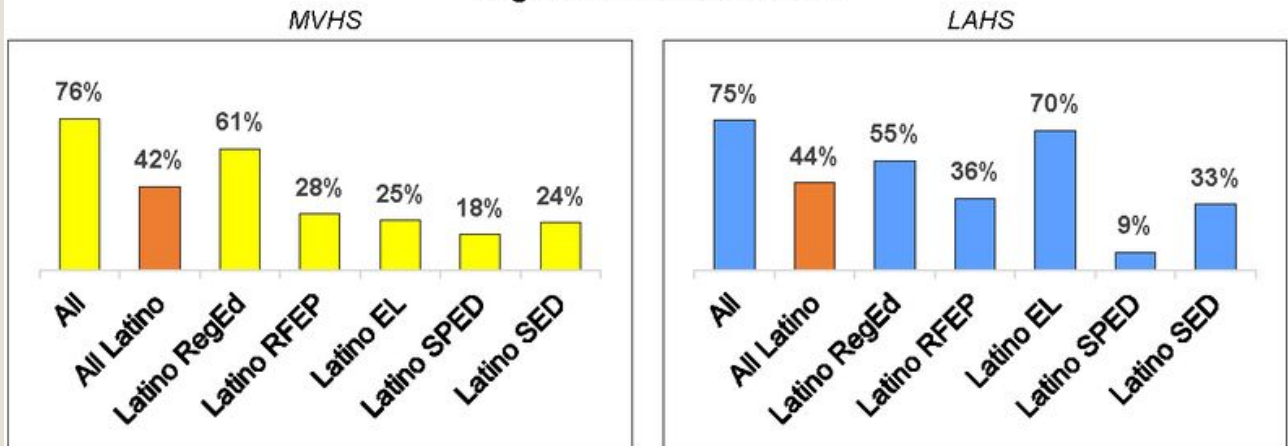
Student Performance Compared to District Targets
2020 by Ethnic Subgroup
 (Select Indicators)

Graduation Rate
Target for All Students: 98%



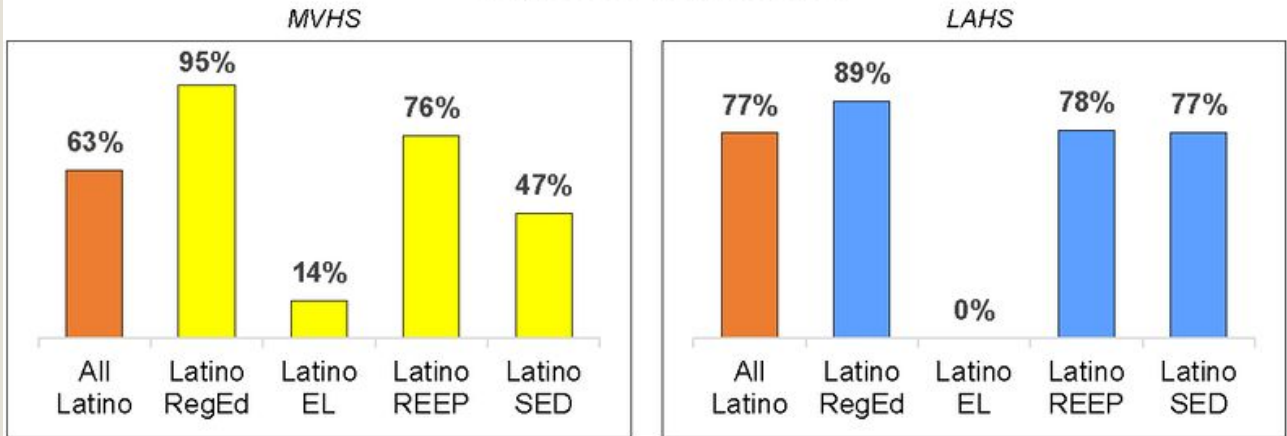
Student Performance Compared to District Targets
2020 by Ethnic Subgroup
 (Select Indicators)

GPA 3.0 or Better
Target for All Students: 85%



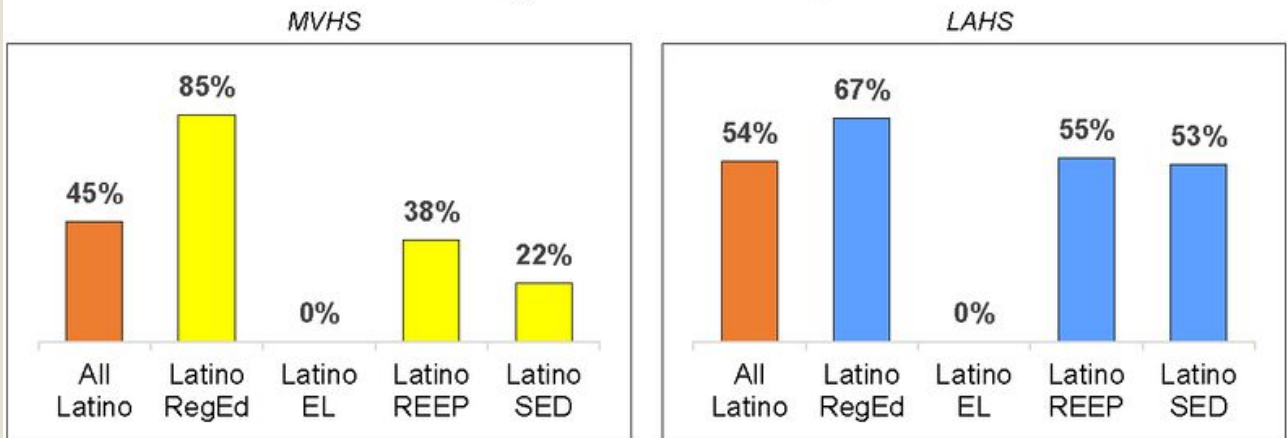
Latino Performance on Indicators
Disaggregated by Latinos with Multiple Identifiers
 2019-20

Algebra 2 Completion
Target for All Students: 95%



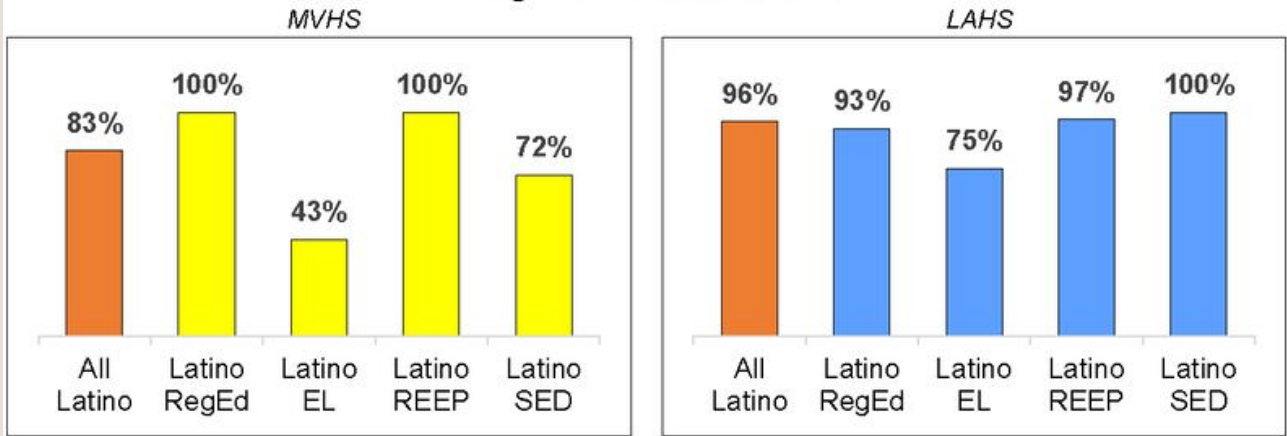
Latino Performance on Indicators
Disaggregated by Latinos with Multiple Identifiers
 2019-20

a-g Completion
Target for All Students 85%



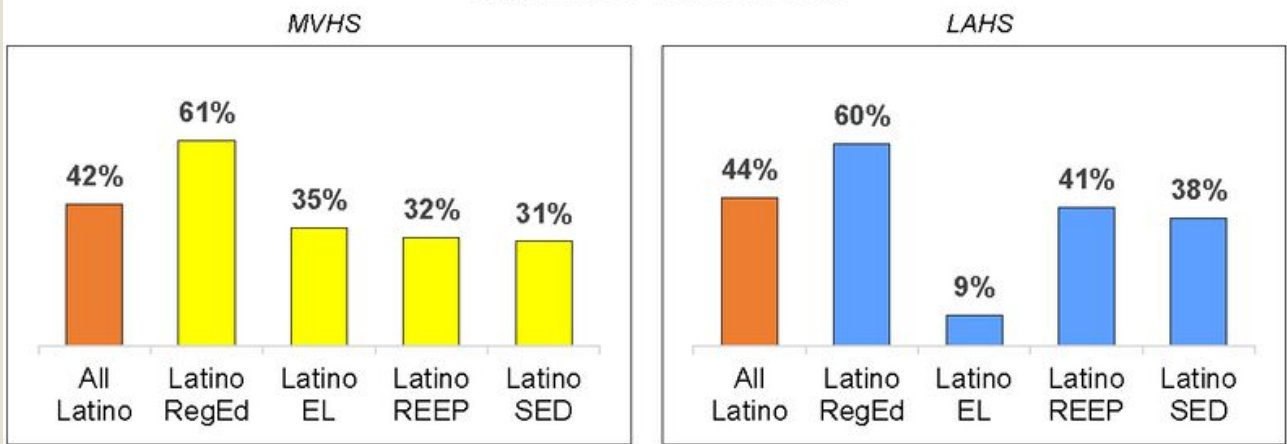
Latino Performance on Indicators
Disaggregated by Latinos with Multiple Identifiers
 2019-20

Graduation Rate
Target for All Students: 98%



Latino Performance on Indicators
Disaggregated by Latinos with Multiple Identifiers
 2019-20

GPA 3.0 or Better
Target for All Students: 85%



Mountain View Whisman and Los Altos Elementary school District are both Feeder Districts to the Mountain View Los Altos High School District. It is important to look at the data from these two districts to better understand the issues underlying MVLA's Over-identification of Latinx students for Special Education, especially in the disability category of SLD.

Review of the Mountain View Whisman School District

Enrollment Data Source: CDE Dataquest

The Mountain View Whisman Elementary School District is also significantly disproportionate on the Element of Hispanic students assigned to the disability category of Specific Learning Disability. Enrollment in special education for this district is examined beginning with the 2015 School year. On the pages to follow is enrollment in the Whisman Elementary District and Los Altos Elementary District beginning with the 2015 school year. The Mountain View Whisman District had an enrollment of 5082 in 2019 compared to 3999 students enrolled in Los Altos Elementary. Since 2015, the Mountain View Whisman District declined by two (2) students compared to a 639 student decline in Los Altos Elementary.

In 2015, there were 440 students in special education. 64% of the students in special education were Hispanic (282). 164 (58.15%) of the 282 Hispanic students in special education were assigned to the disability category of Specific Learning Disability (SLD). Hispanic student's make-up 83.67% of student assigned to Specific Learning Disability

In 2016, there were 432 students in special education. 65.2% of the students in special education were Hispanic (282). 165 (58.51%) of the 282 Hispanic students were assigned to the disability category of Specific Learning Disability. Hispanic students make up 84.62% of students assigned to Specific Learning Disability.

In 2017 there were 442 students in special education. 61% (269) students in special education were Hispanic. 167 (62.82%) of the 269 students were assigned to the disability category of Specific Learning Disability. Hispanic students make up 86.08% of the students assigned to the disability category of Specific Learning Disability.

In 2018, there were 493 students in special education. 60.4% (298) were Hispanic. 161 (54.02%) of the 298 students were assigned to the disability category of Specific Learning Disability. Hispanic students make up 79.7% of the students assigned to the disability category of Specific Learning Disability.

Hispanic Students make up over 60% of special education enrollment and over 54% of Hispanic students are assigned to the disability category of Specific Learning Disability. It will be important to work with the feeder district on strategies to reduce significant disproportionality

Mountain View Whisman Elementary School District

**Enrollment
Data Source: CDE DataQuest**

Student Group	Year					
	2015	2016	2017	2018	2019	Difference
African Amer	80	79	76	73	71	-9
Amer Indian	4	2	2	4	3	-1
Asian	655	741	795	854	922	267
Filipino	155	154	139	132	130	-25
Latino	2117	2041	1937	1873	1777	-340
Pac Islander	24	28	31	24	27	3
White	1470	1546	1579	1552	1507	37
2 or More	516	534	572	596	618	102
Not Reported	63	0	1	2	27	-36
Total	5084	5125	5132	5110	5082	-2

Mountain View Whisman Elementary School District

**Enrollment in Special Education and Specific Learning Disability
Data Source: CDE DataQuest**

2015						
Student Group	Enrollment		Special Ed Enrollment		SLD Enrollment	
	#	%	#	%	#	%
African Amer	80	1.60%	0	0.00%	0	
Amer Indian	4	0.01%	0	0.00%	0	
Asian	655	12.90%	42	9.55%	0	
Filipino	155	3.00%	0	0.00%	0	
Latino	2117	41.60%	282	64.09%	164	83.67%
Pac Islander	24	0.05%	0	0.00%	0	
White	1470	28.90%	116	26.36%	32	16.33%
2 or More	516	10.10%	0	0.00%	0	
Not Reported	63	1.20%	0	0.00%	0	
Total	5084		440	8.65%	196	44.55%

2016						
Student Group	Enrollment		Special Ed Enrollment		SLD Enrollment	
	#	%	#	%	#	%
African Amer	79	1.54%	0	0.00%	0	0.00%
Amer Indian	2	0.04%	0	0.00%	0	0.00%
Asian	741	14.46%	46	10.65%	0	0.00%
Filipino	154	3.00%	0	0.00%	0	0.00%

Latino	2041	39.82%	282	65.28%	165	84.62%
Pac Islander	28	0.55%	0	0.00%	0	0.00%
White	1546	30.17%	104	24.07%	30	15.38%
2 or More	534	10.42%	0	0.00%	0	0.00%
Not Reported	0	0.00%	0	0.00%	0	0.00%
Total	5125		432	8.43%	195	45.14%

2017						
Student Group	Enrollment		Special Ed Enrollment		SLD Enrollment	
	#	%	#	%	#	%
African Amer	76	1.48%	0	0.00%	0	0.00%
Amer Indian	2	0.04%	0	0.00%	0	0.00%
Asian	795	15.49%	51	11.54%	0	0.00%
Filipino	139	2.71%	0	0.00%	0	0.00%
Latino	1937	37.74%	270	61.09%	167	86.08%
Pac Islander	31	0.60%	0	0.00%	0	0.00%
White	1579	30.77%	110	24.89%	27	13.92%
2 or More	572	11.15%	11	2.49%	0	0.00%
Not Reported	1	0.02%		0.00%	0	0.00%
Total	5132		442	8.61%	194	43.89%

2018						
Student Group	Enrollment		Special Ed Enrollment		SLD Enrollment	
	#	%	#	%	#	%
African Amer	73	1.43%	0	0.00%	0	0.00%

Amer Indian	4	0.08%	0	0.00%	0	0.00%
Asian	854	16.71%	45	9.13%	0	0.00%
Filipino	132	2.58%	0	0.00%	0	0.00%
Latino	1873	36.65%	298	60.45%	161	79.70%
Pac Islander	24	0.47%	0	0.00%	0	0.00%
White	1552	30.37%	123	24.95%	27	13.37%
2 or More	596	11.66%	27	5.48%	14	6.93%
Not Reported	2	0.04%	0		0	0.00%
Total	5110		493	9.65%	202	40.97%

Review of the Los Altos Elementary District

Enrollment Data Source: CDE Dataquest

Los Altos Elementary is the other feeder school district for the Mountain view Los Altos Union High School District. Special education enrollment is summarized below.

In the 2015 school year, Los Altos Elementary had an enrollment of 4638 students. 360 students or 7.76% were in special education. Of those, 15.83% were Asian, 4.16% were 2 or More Races, 13.33% were Hispanic/Latin X students and 66.66% were White. There were 106 students assigned to the disability category of Specific Learning Disability. Of those, 24.53% were Hispanic/Latin X and 75.47% were White

In the 2016 school year, Los Altos Elementary had an enrollment of 4527 students. 330 students or 7.28% were in special education. Of those, 15.15% were Asian, 3.63% were 2 or More Races, 13.03% were Hispanic/Latin X and 66.06% were White. There were 93 students assigned to the disability category of Specific Learning Disability. Of those, 23.65% were Hispanic and 76.35% were White.

In the 2017 school year, Los Altos Elementary had an enrollment of 4403 students. 343 or 7.79% were in special education. Of those 17.20% were Asian, 9.03% were 2 or More Races, 14.86% were Hispanic/Latin X and 58.89% were White. There were 97 students assigned to the disability category of Specific Learning Disability. Of those, 11.34% were 2 or More Races, 19.58% were Hispanic and 69.07% were White.

In the 2018 school year, Los Altos Elementary had an enrollment of 4246 students. 337 or 7.93% were in special education. Of those, 17.21% were Asian, 9.49% were 2 or More Races, 15.13% were Hispanic/Latin X and 58.16% were White.

The largest group of students in special education at Los Altos Elementary are White. The largest group of students in special education in the Mountain View Whisman District are Hispanic/Latin X. The largest group of students in the disability category of Specific Learning Disability in Los Altos Elementary are White. The largest group of students in the disability category of Specific Learning Disability in Mountain View Whisman District are Hispanic/Latin X. It would appear that the Mountain View Los Altos District enrolls a lower percentage of students from Los Altos Elementary with the designation on their Individual Education Program (I.E.P) as qualifying on the basis of a Specific Learning Disability.

Los Altos Elementary School District

**Enrollment
Data Source: CDE DataQuest**

Student Group	Year					
	2015	2016	2017	2018	2019	Difference
African Amer	25	23	22	21	23	-2
Amer Indian	7	8	8	7	8	1
Asian	1441	1442	1481	1454	1376	-65
Filipino	33	26	27	27	25	-8
Latino	343	360	333	335	320	-23
Pac Islander	6	5	8	9	9	3
White	2224	2142	1998	1870	1727	-497
2 or More	551	516	515	510	496	-55
Not Reported	8	5	11	13	17	9
Total	4638	4527	4403	4246	3999	639

Los Altos Elementary School District

**Enrollment in Special Education and Specific Learning Disability
Data Source: CDE DataQuest**

2015						
Student Group	Enrollment		Special Ed Enrollment		SLD Enrollment	
	#	%	#	%	#	%
African Amer	25	0.54%	0	0.00%	0	0.00%
Amer Indian	7	0.15%	0	0.00%	0	0.00%
Asian	1441	31.07%	57	15.83%	0	0.00%
Filipino	33	0.71%	0	0.00%	0	0.00%
Latino	343	7.40%	48	13.33%	26	24.53%
Pac Islander	6	0.13%	0	0.00%	0	0.00%
White	2224	47.95%	240	66.67%	80	75.47%
2 or More	551	11.88%	15	4.17%		0.00%
Not Reported	8	0.17%	0	0.00%	0	0.00%
Total	4638		360	7.76%	106	

2016						
Student Group	Enrollment		Special Ed Enrollment		SLD Enrollment	
	#	%	#	%	#	%
African Amer	23	0.51%	0	0.00%	0	0.00%
Amer Indian	8	0.18%	0	0.00%	0	0.00%
Asian	1442	31.85%	57	17.27%	0	0.00%
Filipino	26	0.57%	0	0.00%	0	0.00%
Latino	360	7.95%	43	13.03%	22	23.66%

Pac Islander	5	0.11%	0	0.00%	0	0.00%
White	2142	47.32%	218	66.06%	71	76.34%
2 or More	516	11.40%	12	3.64%	0	0.00%
Not Reported	5	0.11%	0	0.00%	0	0.00%
Total	4527		330	7.29%	93	

2017						
Student Group	Enrollment		Special Ed Enrollment		SLD Enrollment	
	#	%	#	%	#	%
African Amer	22	0.50%	0	0.00%	0	0.00%
Amer Indian	8	0.18%	0	0.00%	0	0.00%
Asian	1481	33.64%	59	17.20%	0	0.00%
Filipino	27	0.61%	0	0.00%	0	0.00%
Latino	333	7.56%	51	14.87%	19	19.59%
Pac Islander	8	0.18%	0	0.00%	0	0.00%
White	1998	45.38%	202	58.89%	67	69.07%
2 or More	515	11.70%	31	9.04%	11	11.34%
Not Reported	11	0.25%	0	0.00%	0	0.00%
Total	4403		343	7.79%	97	

2018						
Student Group	Enrollment		Special Ed Enrollment		SLD Enrollment	
	#	%	#	%	#	%
African Amer	21	0.49%	0	0.00%	0	0.00%
Amer Indian	7	0.16%	0	0.00%	0	0.00%
Asian	1454	34.24%	58	17.21%	0	0.00%

Filipino	27	0.64%	0	0.00%	0	0.00%
Latino	335	7.89%	51	15.13%	17	25.00%
Pac Islander	9	0.21%	0	0.00%	0	0.00%
White	1870	44.04%	196	58.16%	51	75.00%
2 or More	510	12.01%	32	9.50%	0	0.00%
Not Reported	13	0.31%	0	0.00%	0	0.00%
Total	4246		337		68	

2.4 Determine Root Cause(s) Based on Data

Provide the identified Root Cause of disproportionality and describe the Root Cause (including supporting data).

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

Both, the Quantitative Data and Qualitative Data served as the foundation from which the Root Causes emanated.

All of the data was shared and discussed with members of the Leadership Team and the Stakeholder Group over several meetings. Many of these charts, graphs and tables were shared with them via email, in anticipation of discussions at the meetings.

The academic performance data represents data that is presented at a Public Board meeting each year in December and is periodically distributed to appropriate end-users, including those closest to the level of students, where the data is hoped to inform instructional practices and decisions made about curriculum and grading. The data is collected, analyzed and distributed by the Ed Services Department in the district. Getting this data into the hands of the practitioners is a responsibility shared with the Associate Superintendent/Ed Services the Principals and Assistant Principals at the school sites, with help from the Instructional Support Team (IST), which works directly with Course Teams in different departments.

This cycle of setting goals and targets, collecting data and comparing it to the targets, sharing the data with practitioners and then making instructional decisions based on the data is part of the district's "Continuous Improvement" effort.

Root Cause	Description of Root Cause with Supporting Data															
<p>Root Cause #1:</p> <p>Lack of Academic Preparedness: About 150 rising 9th graders arrive at our schools each year with significant academic deficits in Literacy, Numeracy and Academic Language, and the need for targeted, intensive early interventions that are far greater than what other students need.</p>	<p>Between 10% to 15% of students enter the MVLA high school district each year with far greater academic needs and gaps in achievement than most other students. This is based on data from our Annual Transition Lists for entering Freshmen, showing their grades in English and Math, their GPA and performance in SBAC scores, when available. Data supporting this claim can be accessed by clicking on the following links that take the reader to our Transition Lists for the last three years:</p> <ul style="list-style-type: none"> • Transition List - Class of 2023 • Transition List - Class of 2024 • Transition List - Class of 2025 <p>The great majority of these students, between 80 to 85% are Latinx. This includes students who have missed years of schooling, or some months of schooling over multiple years. A significant number of these students are English Learners.</p> <p>Because of inconsistent access to effective, early interventions some of these students are referred for Special Education assessment. Because of their lack of success in General Ed, and the inability to compete with peers who generally are at grade level or have exceeded grade level, these students are referred to SPED, and typically qualify for SPED in the Category of Special Learning Disability. Supporting Data: Based on data contained in Section 2.3, in 2018/19, 493 students in the Mountain View Whisman district were in Special Education. 60% of these students were Hispanic, and they made up 80% of the students assigned to the disability category of SLD. Of the 98 incoming 9th graders who entered MVLA with an IEP in 2018/19 from our two Feeder Districts, 49 (50%) were Hispanics; double the percentage of their representation in the population. X of the 49 students came from MVW.</p> <p>Other compelling data include the following: 2019 SBAC - by Feeder School, NOT meeting Standard in ELA:</p> <table border="1" data-bbox="599 1625 1449 1843"> <thead> <tr> <th colspan="5" data-bbox="599 1625 1449 1686">MVHS</th> </tr> <tr> <th data-bbox="599 1686 766 1787"></th> <th data-bbox="766 1686 934 1787">Blach (LASD)</th> <th data-bbox="934 1686 1102 1787">Egan (LASD)</th> <th data-bbox="1102 1686 1270 1787">Graham (MVW)</th> <th data-bbox="1270 1686 1449 1787">Crittenden (MVW)</th> </tr> </thead> <tbody> <tr> <td data-bbox="599 1787 766 1843">Latino</td> <td data-bbox="766 1787 934 1843">1</td> <td data-bbox="934 1787 1102 1843">0</td> <td data-bbox="1102 1787 1270 1843">11</td> <td data-bbox="1270 1787 1449 1843">6</td> </tr> </tbody> </table>	MVHS						Blach (LASD)	Egan (LASD)	Graham (MVW)	Crittenden (MVW)	Latino	1	0	11	6
MVHS																
	Blach (LASD)	Egan (LASD)	Graham (MVW)	Crittenden (MVW)												
Latino	1	0	11	6												

Caucasian	2	0	1	0
Asian	0	0	0	0
Other	0	0	0	0
Total	3	0	12	6
% Test Takers	2%	0%	10%	14%

LAHS				
	Blach (LASD)	Egan (LASD)	Graham (MVW)	Crittenden (MVW)
Latino	1	4	7	3
Caucasian	1	0	0	1
Asian	1	2	2	0
Other	0	0	0	0
Total	3	7	9	5
% Test Takers	8%	3%	15%	7%

2019 SBAC - by Feeder School, NOT meeting Standard in **Math**:

MVHS				
	Blach (LASD)	Egan (LASD)	Graham (MVW)	Crittenden (MVW)
Latino	1	0	19	8
Caucasian	3	0	0	0
Asian	1	0	1	3
Other	1	0	1	0
Total	6	0	24	11
% Test	4%	0%	20%	26%

Takers				
LAHS				
	Blach (LASD)	Egan (LASD)	Graham (MVW)	Crittenden (MVW)
Latino	2	7	16	15
Caucasian	3	3	1	1
Asian	2	4	3	0
Other	0	0	0	1
Total	7	16	20	20
% Test Takers	18%	7%	32%	28%

A table with the actual number of students in ethnic categories can be accessed by clicking on the following link: [Enrollment Data in Specific Categories](#)

Some teachers perceive Special Ed as the only remedy and the only meaningful “intervention” and last resort that might help these students to find success. (We do recognize that SPED is not an intervention, but that does not mean that some staff members, in their desperation to find help for these students, regard it as such.)

Some general observation and conclusion from the data, include the following:

Latinx students, particularly boys, are referred for SpEd, often because of their lack of literacy skills and their inability to compete with and thrive like other students do in our highly-academically focused and robust a-g approved courses. There is a strong belief that if students were better prepared and had the requisite skills, they too would find success in the mainstream classroom. **Supporting Data: Latinx students are referred to Special Education at almost twice the rate of other students. Also see comments from staff in the minutes from the Focus Groups.**

Many of these students have also experienced disparate treatment in regard to discipline. The perception that they lack

the ability to succeed academically diminishes their sense of self-worth, which often leads to inappropriate behaviors, which then become the reason for suspensions without much consideration given to the Root Causes or their inappropriate behaviors. **Supporting data: 60% of all suspended students are Latinx students while they make up only 25% of the district's population. By comparison, suspension data for 2018-19 shows Asian students accounting 9% of all suspensions when they were 23% of the population, and White students making up 17% of suspensions when they made 39% of the population. Clearly, Latino students are highly overrepresented in the area of suspensions compared to their percentage in the population.**

Latinx students, especially those from MVW arrive in the 9th grade with skill deficiencies that require remediation, especially in math. This prevents Latinx students from being placed in Geometry and Biology, the standard subjects for 9th grade students at MVLA. A typical intervention for these students is placement in Algebra or Enhanced Algebra when they enter high school. By the time they have completed these courses, if they even complete them with a C or better, they find themselves on a track that puts them behind the rest of students in our two schools and prevents them from completing the a-g requirement at the same rate as other students. **Supporting data: In 2018-19, 49% of Latino Students completed a-g, while 91% of Asian, and 82% of White students did so. Further documentation can be found on page 54, in regard to MVW 9th Grade Enrollment in Math, Class of 2024 and 2023. The table with Data in Specific Categories, with a link found on page 38, shows more detail, as do the Indicator Summaries referenced by a link on page 50. Noteworthy data on these tables show that only 3% of White and Asian students at MVHS, at the end of their 9th grade have a D or F on their transcript, while 18% of Latino students do. Data for LAHS is similar.**

Another important data point is the impact that this lack of preparedness upon entering high school has on student's ability to access Advanced Placement courses at rates similar to those of White and Asian students. The link takes you to tables that show disparity in representation between Latinx students and White and Asian students in accessing AP.

[Distribution of Students Across the Curriculum - 2019-20](#)

Lack of coordination, collaboration and articulation with our Feeder District MVW in the form of shared interventions, best

	<p>practices, common expectations both, for academics and behavior, and shared professional development, are all considered to be major reasons for the lack of progress that Latinx students are making in grades 9-12, especially those who are also English Learners, and students on Free and Reduced Lunch. These students come to the high school district unprepared to compete with their counterparts coming from the Los Altos Elementary district. The gap in performance between Latinx students and White and Asian students is striking, as can be seen from all academic data provided in this report.</p> <p>It should be noted that the MVW district is disproportionate in the same Element as MVLA is, namely in the overidentification of Hispanic students for Special Education, with Specific Learning Disability being the category of identification.</p> <p>For more supporting data please refer to the following link to better understand the Performance Gap between Latinx students and their White and Asian counterparts: Indicator Snapshot, Summary, & Latino Achievement Gap Sheet - 2020</p>
<p><u>Root Cause #2:</u></p> <p>Lack of consistency in practice and application of the district’s Multi-Tiered System of Support and early access to this system for students who enter high school with a need for intensive support either in the area of academics or behavior, or both.</p>	<p>The purpose of the district’s Multi-Tiered System of Support is to provide support and interventions to address academic deficits as well as behavioral challenges as early as possible to create the conditions needed for the student to be successful in the mainstream. <u>Supporting data:</u> The numbers of Latinx students referred for Special Ed assessment and the number identified on the basis of SLD and admitted to SPED speak for themselves. (See Reflective Data Analysis in Section 2.3 as well as additional Academic Performance data for Latinx students referenced in the link on page 50 of this report.</p> <p>MVLA has a multitude of interventions and initiatives in place that are intended to support students and to help narrow the achievement and opportunity gaps that exist in our district. While some initiatives and interventions are indeed effective, others are not. We suspect that a lack of uniformity in the use of our Student Study Team process across the district has a lot to do with the overidentification of Latinx students for SPED.</p> <p>Similarly, the lack of consistent, early access to targeted interventions to recoup learning loss before it is too late through faithful implementation of a strong and coherent MTSS system is another contributing factor to this Root Cause. Along with this goes the lack of understanding of how a high quality</p>

	<p>MTSS system can be used to improve learning and prevent referral to Special Ed, which we will remedy through targeted training of staff.</p> <p>Latinx students who are also English Learners are most at risk of failure in our district. This points to deficiencies in services to English Learners and lack of effective strategies that help students acquire academic language and basic skills so that they have equitable access to grade level curriculum, and can compete with students of other ethnicities. ELPAC data and Chronic Absentee data here.</p> <p>Focus Groups consisting of general education and special education teachers, School Psychologists, administrators and parents and students commented on the lack of consistency across sites regarding the implementation of systematic early interventions. Parents also spoke of a need to increase transparency, clarity and consistency around specific prevention and intervention strategies..</p>
<p><u>Root Cause #3:</u></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>	<p>The qualitative data suggests that there is a bias towards Latinx students, especially males, and that negative perceptions color staff beliefs in their capacity to learn at the same rate as others. This was reported especially by parents and students, but was also mentioned in interviews with some teachers on the Core Team. It appears that the belief that students “don’t belong in the mainstream and would be better served in Special Ed” is strongest when it comes to socio-economically disadvantaged students, especially if they are of Latino descent.</p> <p>The qualitative data furthermore suggests that there is a need for clear systemic inclusive approaches to classroom discipline procedures, interventions and expectations. <u>Supporting Data:</u> See 2.3 of this Plan where Qualitative data summaries are presented and the previously referenced Table with data on the Achievement Gap among Latinx students, link to be found on page 50. Support for this Root Cause includes data on the disparity of suspensions, Chronic Absenteeism and of course, academic achievement.</p> <p>The district has taken a number of steps to increase educational equity across the district:</p> <ul style="list-style-type: none"> ● revised grading practices ● increased alignment of assessment and instructional practices ● training and modeling of culturally appropriate interactions with students and community

- Courageous conversations, and, years ago, cultural sensitive training with Glen Singleton.

In spite of these efforts to increase educational equity across the district, we still see inconsistencies among teachers in regard to what they are expecting of students, and in their belief in students' capacity to learn and grow under the right conditions.

Interviews with staff, parents and students and feedback from focus groups as well as the analysis of hard data indicate that the high rate of suspensions of Latinx students is at least in part, a function of a lack of consistent system-wide discipline practices along with an absence of restorative practices carried out with fidelity in all classrooms.

Disparities in discipline practices by race, gender and perceived ability is evidenced not only by the number of suspensions, but also by referrals of Latinx students to administrators, and their high rate of transfer to AVHS, the district's continuation school. **Supporting Data: A link to AVHS disaggregated Annual Enrollment data, can be found on page 47 in this Plan. Suspension Data reported as part of Section 2.3 in this Plan, shows that Latinx students are suspended at a rate nearly three times that of students in other ethnic categories. This trend is not new, but has continued for many, many years.**

Phase 3

3.1 Complete Review of Policies, Practices, and Procedures

Guidance: (Upon identification of significant disproportionality, an LEA must) Provide for the annual review and, if appropriate, revision of the policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals (to ensure compliance.) 34 *CFR* Section 300.646

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

YES

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

NO

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

No revisions have been made to any of our policies or procedures. They all have been recently reviewed and reauthorized by the Board of Trustees. MVLA BPs and ARs are based on model policies provided by CSBA. The review of our policies has confirmed that they are adequate and all policies and Administrative Regulations consistently speak to the importance of, and focus on, equity. We have determined that our issue is not the language of the policies and regulations, but rather a lack of consistent application to these policies. We are planning on weaving a review of applicable policies and regulations into Extended Cabinet Meetings, and infusing the same into appropriate district-wide professional development activities. Furthermore, we are contemplating creating a nexus between administrative staff evaluations and evidence that would show that policies and regulations are not applied or carried out as expected.

The Procedural Handbook for SpEd needs to be reviewed and updated, to include all recent legislation, and relevant Policies and Procedures.

3.2a Develop Programmatic Improvement Action Plan

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

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

Measurable Outcome #1: (Root Cause #1)

Outcome #1:

Students in the Target Group will improve their academic achievement on all relevant Board-Adopted Indicators, including those indicators specifically developed to track performance of students in the Target Group by a minimum of 5%age points each year, over their performance at the time of their identification as members of the Target Group. (First Progress Report of impact on Target Students to be available at the end of the 1st semester, 2021/22)

Indicator/Element(s):

Overidentification of Latinx students for Special Education.

Root Cause(s):

Lack of Academic Preparedness

Target Population:

Students in the Target Group.

Activity 1.1 (Root Cause #1)

Strengthen ongoing collaboration with our two Partner Districts (encouraged and supported by all three Boards of Trustees and their Superintendents) to ensure common expectations with respect to academic performance and behavior, appropriate vertical alignment of curriculum, as well as increasing consistency as much as possible, across the three districts, in best practices, interventions, instructional strategies, grading, and acquisition of academic vocabulary.

Staff Responsible:

Associate Superintendents, Educational Services from all three districts, together with MVHS and LAHS principals and principals from our four Feeder schools.

Timeline:

The process of Articulation and Collaboration with our Partner Districts is to start as soon as this Plan is approved by the CDE, and shall continue indefinitely.

Data Sources/Methods for Evaluating Progress:

Documentation of joint meetings held, and outcomes achieved as delineated in meeting agendas and minutes.

Measurable Outcome #2: (Root Cause #2)

Outcome # 2
Develop and implement a robust, culturally responsive Multi-Tiered System of Support (MTSS) for academic, social-emotional and behavioral needs specific to the needs of students in the Target Group, designed to result in a 25% reduction in the number of referrals of Targeted Latino students to SST (Student Study Team), and will not exceed 10% of students from the Target Group being referred for Special Education assessment. (First Progress Report for Target students to be available at the end of the 1st semester, 2021/22)

Indicator/Element(s):

Overidentification of Latinx students for Special Education.

Root Cause(s):

Lack of consistency in practice and application of the district’s Multi-Tiered System of Support.

Target Population:

Students in the Target Group.

Activity: 2.1 (Root Cause #2)

The District will contract and collaborate with the Santa Clara County Office of Education in converting our extensive array of initiatives and interventions into a coherent, multi-tiered “system” of support (MTSS) and train staff on the effective utilization of such a system so that everyone in the organization understands how this MTSS system works, who will benefit from it, and how students can access these services.

Staff Responsible:

Associate Superintendents, Ed Services, Business and Human Resources

Timeline:

A contract is expected to be awarded by May 1, 2021 and the system will be in place by August 2021.

Data Sources/Methods for Evaluation Progress:

Evidence of signed contract; record of training of staff and evidence of refinement of the existing model.

Activity 2.2 (Root Cause # 1 and 2)

As part of developing a stronger and more coherent MTSS program, explore a model whereby students in the Target Group, and others most critically at risk of not succeeding in high school, receive interventions that are research-based and built on what we know to work best for students:

- AVID strategies
- Strong Case Management
- A curriculum-based support class (similar to an AVID or Pre-Avid class) that includes explicit teaching of study skills as well as self-advocacy
- Teachers highly trained in differentiated instruction, literacy, numeracy and academic language instruction.
- Social Services and expanded resources to reduce factors that lead to absenteeism
- Restorative practices in the classroom to address and prevent discipline issues at the lowest level and to reduce suspensions
- Pathways that lead to success and stronger preparation for College and Career options,, e.g., Pre-AVID, Pre-AP, Dual Enrollment, Accessible Career Technical Programs.

Staff Responsible:

Principals and Leadership Team with guidance and support from Associate Superintendent of Educational Services.

Timeline:

Planning team to be assembled by May 1, 2021. Interventions ready for implementation August 2021.

Data Sources/Methods for Evaluation Progress:

Record of meeting agenda and minutes. Evidence that new interventions and supports have been added or incorporated into existing structures. Showing impact that these strategies have on teaching, learning and student behavior and result in overall improved academic achievement.

Measurable Outcome #3: (Root Cause #3)

Outcome #3:
Latinx students will enjoy equitable classroom experiences and achieve equitable outcomes as verified through multiple sources of feedback, including surveys, interviews with students, parents and staff. Students in the Target Group will demonstrate performance gains of 5%age points on academic indicators, tracked as part of MVLA’s expanded Comprehensive Accountability System, and show a 25% reduction in suspension and Chronic Absenteeism. (First Progress Report for Target students to be available at the end of the 1st semester, 2021/22)

Indicator/Element(s):

Overidentification of Latinx students for Special Education

Root Cause(s):

Cultural Dissonance and Implicit Bias

Target Population:

Students identified to be part of the Target Group

Activity 3.1 (Root Cause #3)

Provide training and Professional Development in culturally responsive pedagogy and instruction to teachers and staff working with students in the Target Group, with periodic refresher activities to sustain the positive impact of this training on student well being, student learning and the culture of the school.

Staff Responsible:

Director of Distance Learning, together with members of the Instructional Support Team and the Coordinator of Wellness and Mental Health.

Timeline:

Begin Training Fall 2021 and continue support in this area through targeted Professional Development indefinitely.

Data Sources/Methods for Evaluation Progress:

Record of training events and Professional Development opportunities with a focus on equity and culturally responsive pedagogy and the number of teachers participating in each event.

Activity # 3.2 (Root Cause #3)

Enforce consistent and equitable application and implementation of district policies, regulations and practices through the district’s staff evaluation system as well making this part of teacher training, to ensure Latinx students and other students of color enjoy equitable experiences and outcomes, and have access to educational opportunities to the same extent as other students do.

Staff Responsible:

Associate Superintendent in HR

Timeline:

Planning begins in Spring 2021. Implementation begins Fall 2021.

Data Sources/Methods for Evaluation Progress:

Evidence of training that has occurred of all those with responsibilities for staff evaluation.

Activity # 3.3 (Root Cause #3)

Continue the district’s initiative on “Courageous Conversations” to engender inclusiveness, equitable practices and reducing cultural dissonance and implicit bias.

Staff Responsible:

Equity Task Force under the Direction of Superintendent

Timeline:

Begin Fall 2021 and to continue indefinitely.

Data Sources/Methods for Evaluation Progress:

Evidence of meetings of this group and record of recommendations and activities to be implemented. Survey results and notes from interviews with students, staff and parents to show greater satisfaction among stakeholders with regard to equitable opportunities, access and experiences.

Activity # 3.4 (Root Cause # 1, 2 and 3)

Establish a Parent Steering Committee or Advisory Board by inviting parents from students in the Target Group to help identify strategies to improve services to families, enhance parents’ understanding on how to access interventions for their students, and to strengthen communication and relationships between teachers, administrators and Latinx families.

Staff Responsible:

Assistant Principals and other staff involved in Community Outreach.

Timeline:

Planning to begin immediately with full implementation fall 2021 and to continue indefinitely.

Data Sources/Methods for Evaluation Progress:

Evidence of meetings of this group and record of recommendations and activities suggested for implementation. Survey results and notes from interviews with students, staff and parents to show greater satisfaction among stakeholders with regard to students experiencing more equitable opportunities and equitable treatment as well as parents reporting a greater sense of inclusivity and belonging, and reporting enhanced effort on part of the school to help the Latinx community understand how schools work and how their students' improvement in learning is supported.

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

3.2b Complete Budget Forms

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

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

Step 2: Complete both documents.

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

2020 Budget Allocation

(Final Copy to be submitted as a separate file)

Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS)

Individuals with Disabilities Education Act of 2004, Part B Grant

Complete the required information for the identified local education agency (LEA)

LEA Name:	Mountain View Los Altos High School District
County District Code:	4369094334116
LEA Contact Name:	Mike Mathiesen
LEA Contact Email:	mike.mathiesen@mvla.net
SELPA Name:	SELPA 1, Santa Clara County
SELPA Contact Email:	lmapagu@sccoe.org

Provide the Fiscal Year 2019-20 allocation award for Resource Codes 3310 and 3315:

2019 Resource 3310 Allocation	2019 Resource 3315 Allocation
\$ 773,705	\$ 0

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

Provide the 2020 allocations the SELPA provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

2020 Resource 3310 Allocation	2020 Resource 3315 Allocation
\$ 795,047	\$ 0

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

2020 CCEIS Resource 3312 3312 = 15% of 3310		2020 CCEIS Resource 3318 3318 = 15% of 3315		Total 2020 CCEIS Budget (3312 plus 3318)
\$ 119,257	plus	\$ 0	equals	\$ 119,257

The above 15 percent set-aside amounts will be the 2020-21 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CCEIS Progress and Expenditure Reports. **Please use the Total 2020 CCEIS Budget indicated above to complete the 2020 Allowable Costs Budget**

2020 Allowable Costs Budget

(Final Copy will be submitted as a separate file)

**Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS)
Individuals with Disabilities Education Act of 2004 (IDEA), Part B Grant**

Complete the table below to reflect the Total 2020 CCEIS Budget as reported on the 2020 Budget Allocation. CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.

The 2020 CCEIS period is from July 1, 2020, through September 30, 2022. The CCEIS 15 percent set-aside must be fully expended by September 30, 2022.

LEA Name:	Mountain View Los Altos High School District
Special Education Local Plan Name:	SELPA 1, Santa Clara County

2020 Budget Line Items	Brief Description of 2020 CCEIS Activities	Amount for each CCEIS Activity
1000 - Certified Salaries	<ul style="list-style-type: none"> Substitute salaries to release teachers to participate in ongoing articulation and collaboration with the district's four feeder schools; additional pay for teachers for work outside of the work day Case Manager/Counselor for Target Students Additional ELD support for LAHS 	\$ 60,000
2000 - Classified Salaries		\$
3000 - Employee Benefits		\$ 10,000
4000 - Materials and Supplies	Instructional Materials for classroom use and Professional Development training supplies	\$ 9,257
5000 - Services and Other Operating Costs		\$
5100 and 5800 Contract Services	<ul style="list-style-type: none"> Contract with Ascendancy Solutions, Technical Facilitators Contract with a 3rd party vendor to provide training and help with the reorganization of the district's MTSS system Training in Culturally Responsive Practices and Implicit Bias Training in Differentiation 	\$ 40,000
7300 - Indirect Cost Rate (ICR) CDE-approved rate of ___ percent) Note: ICR cannot be used for Object Codes 5100		\$ 0

Total Amount for 2020 CCEIS Activities. The amount must equal the Total 2020 CCEIS Budget as indicated on the 2019 Budget

\$ 119,257

The authorized agents validate the accuracy of the information reported:
The following agents are required to sign, date and provide their contact phone numbers

- LEA Superintendent
- LEA Special Education Director
- SELPA Director
- SELPA/LEA Business Fiscal Officer

Please verify, sign, and email directly to the SigDisp@cde.ca.gov.

2020 Target Student Population

(Final Copy will be submitted as a separate file)

The Comprehensive Coordinated Early Intervening Services (CCEIS) are to be provided to a targeted population.

The purpose of this document is to assist the local educational agency (LEA) to define the target student population to receive CCEIS and estimate the number of students to receive such services.

Reporting on this activity requires the following:

- The definition of the target student population to receive the CCEIS and CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). Please refer specifically to Questions C-3-2 and C-3-3, pages 19 and 20, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-q-a-2-23-17.pdf>.
- The estimated number of students expected to receive CCEIS during the 27-month period within which the local educational agency (LEA) must expend the 15 percent set aside of IDEA funding for CCEIS. The total estimated number of students for the entire 27-month period must be an unduplicated student count.

Targeted Student Population Reporting

The LEA must complete the following Targeted Student Population Reporting Charts based on 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

LEA Name	Mountain View Los Altos High School District
Special Education Local Plan Area Name:	SELPA 1, Santa Clara County

Directions: Complete the following Target Student Population Charts for the 2020 CCEIS Service Period. Please feel free to add additional pages as needed.

The following links, [MVHS CCEIS Target Group - Feb 2021 to Oct 2023](#), [LAHS CCEIS Target Group - Feb 2021 to Oct 2023](#), will take you to the group of students who have been selected to be part of the Target Group with their demographic characteristics and other relevant information.

Students <u>Currently Not Identified</u> as Needing Special Education 2020 CCEIS Service Period: July 1, 2020 to September 20, 2022		
Report Periods	Description of Targeted Student Population	Number of Students <u>Currently Not Identified</u> as Needing Special Education Receiving CCEIS Initiatives
First 12 months: 7/1/2020 to 6/30/2021	The Target population is composed of students at risk of being identified for special education with specific learning disabilities at disproportionate rates. The subgroup at risk are Hispanic students enrolled in Mountain View High School and Los Altos High School. The criteria used to identify	42 at MVHS 43 at LAHS

	<p>students for the Target Group of current 9th and 10th grade students are as follows: Any student with a GPA of 2.25 was initially considered to be qualified for identification to receive CCEIS services designed to keep these students out of special education. Students who were eventually picked to be part of a cohort of students at each of our two comprehensive school sites had to also meet a minimum of three additional identifiers, which included:</p> <ol style="list-style-type: none"> 1. Students who had earned one or more D or F in an academic course either in the 8th grade or the first semester of this school year. 2. Students currently enrolled in an Enhanced or Skills class in mathematics and or English. 3. Students who were placed in the 9th grade in Algebra I or in Algebra I plus a back-up class, called Enhanced Algebra. (85% of entering 9th graders typically enroll in Geometry). 4. Students identified to be socioeconomically disadvantaged, based on qualifying for Free or Reduced Lunch. 5. Students with 1 or more suspensions. 6. Students who are 	
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	<p>English Learners.</p> <ol style="list-style-type: none"> 7. Students currently on a Section 504 Plan. 8. Students with more than 10 full day absences. <p>This initial query of students with a GPA of 2.25 or lower generated a list of 84 students at MVHS and 95 at LAHS. This list was narrowed down by searching for students who also met at least 3 of the above qualifying criteria, which reduced the list at MVHS down to 59 students and 75 students at LAHS.</p> <p>The principals at both high schools were then asked to work with their Assistant Principals and a counselor/teacher representative to pick around 40 students each from this list of students. Principals were able to suggest other students with compelling reasons to be considered for the target group. In the end 95% of students selected came from the original list.</p> <p>MVHS selected 46 students for their Target Student Cohort. LAHS selected 43. The MVHS Cohort had the following characteristics:</p> <ul style="list-style-type: none"> 38 Hispanics 5 Caucasian 2 Asian 1 African American 24 English Learners 24 Latinx English Learners 10 RFEP 	
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	<p>4 LTELs 13 English ONLY 46 with 1 or more D/F 3 with 10 or more absences 45 enrld. Algebra/Alg Enh. 6 with Section 504 Plan 24 Male and 22 Female 34 9th graders 12 10th graders</p> <p>The LAHS Cohort has the following characteristics: 30 Hispanics 6 Caucasian 2 Asian 2 African American 2 Other 10 English Learners 6 Latinx English Learners 21 RFEP 0 LTELs 11 English ONLY 43 with 1 or more D/F 3 with 10 or more absences 42 Enrld. Algebra/Alg Enh. 6 with Section 504 14 Plan 19 Male and Female 32 9th graders 11 10th graders</p>	
<p>Second 12 months: 7/1/2021 to 6/30/2022</p>	<p>The Target Group remains essentially the same, unless a student disenrolls from the district.</p>	
<p>Last 3 months: 7/1/2022 to 9/30/2022</p>	<p>The Target Group remains essentially the same, unless a student disenrolls from the district.</p>	
<p>Total Target Students served during this 27 month period</p>	<p>85</p>	

**Students Currently Identified as Needing Special Education
2020 CCEIS Service Period: July 1, 2020 to September 20, 2022**

Report Periods	Description of Targeted Student Population	Number of Students <u>Currently Identified</u> as Needing Special Education Receiving CCEIS Initiatives
First 12 months: 7/1/2020 to 6/30/2021	The MVHS Target Group of 46 students includes four awaiting assessment for special education and three who were just processed through the Student Support Team, with potential for future SPED assessment.	4 students at MVHS
Second 12 months: 7/1/2021 to 6/30/2022	The Target Group remains essentially the same, unless a student disenrolls from the district.	
Last 3 months: 7/1/2022 to 9/30/2022	The Target Group remains essentially the same, unless a student disenrolls from the district.	
Total Target Students served during this 27 month period		89

Please ensure to indicate the Total Target Students served on the Quarterly Progress Reports.

Please verify, scan, and submit electronically with the CCEIS Programmatic Improvement plan to SigDisp@cde.ca.gov.

Phase 4

4.1 Implement Programmatic Improvement Action Plan

List staff responsible for oversight of CCEIS activities (including submission of Progress Report and Quarterly Expenditure Reporting Forms). If these are submitted from different departments (such as business and program), two individuals may be identified.

Staff Name	Reports to Submit (Progress, Budget, or Both)	Email
Nellie Meyer, Superintendent	Responsible for general oversight of the execution and implementation of the Plan, including monitoring the completion of the quarterly Progress Reports	nellie.meyer@mvla.net
Mike Mathiesen, Assoc. Superintendent, Business Services	Responsible for periodic Budget Reports	mike.mathieson@mvla.net
Associate Superintendent, Ed Services (position currently vacant)	Responsible for writing the Progress Reports and implementation and execution of the Measurable Outcomes and Actions in the Plan	TBA
Brigitte Sarraf, (Retired Assoc. Sup, Ed Services)	Responsible for Progress Reports and implementation and execution of the Goals and Actions in the Plan until a permanent Assoc. Superintendent is appointed	brigitte.sarraf@mvla.net

4.2 Evaluate Effectiveness

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

The district has a very robust and comprehensive data collection system in place that is part of the district's board-adopted accountability system. The tracking of the data specific to the Measurable Outcomes' impact on Target Students will become part of this comprehensive system. The results will be communicated to the Board of Trustees through our Annual Data Review and will serve as the foundation for the quarterly progress reports to the CDE. Periodic updates of progress made will be shared with the Leadership Team and the Stakeholder Group.

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.

The accomplishment of our goals and the successful implementation of the associated action items are not at risk because of insufficient funding. Our challenge will be to create a unified vision that all stakeholders, especially our teachers are willing to support and buy into. The board and upper management are fully committed and highly vested in reducing/eliminating disproportionate identification of Latinx students for special education, and strengthening the academic achievement of our Latinx students and any other student in the mainstream who is at risk of failing or doing poorly in our schools. To that end, we will continue to fine-tune our academic programs and instructional practices, enhance and make our MTSS system stronger and more impactful, expand our acclaimed and successful outreach programs to our Latino community, and continue our "Courageous Conversations" to reduce bias and cultural dissonance and enhance inclusivity, as well as continuing our focus on equitable opportunities and equitable outcomes for all students. While all students will benefit from some of the Outcomes we are seeking, and the Actions we will implement, the District's Accountability System will need to be expanded to include indicators that are specific to tracking performance and growth of the 80+ students districtwide, who have been selected for the Target Group.

4.5 Complete and Submit CDE Feedback survey

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

Staff Name/Title	LEA/Agency	Email
TBA, depending on whether currently vacant position in Ed Services is filled by the	Mountain View Los Altos High School District	brigitte.sarraf@mvla.net

<p>time this survey is due. This will be the responsibility of the Associate Superintendent</p>		<p>(Interim, email only good until permanent Associate Superintendent has been named)</p>
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Appendix:

1. Slide Decks from Leadership and Stakeholder Group Meetings
 - a. [MVLA SEP CCEIS Progress Slide Deck](#)
 - b. [MVLA Leadership Meeting: CCEIS Plan - 12-8-2020](#)
 - c. [MVLA Leadership Meeting: CCEIS Plan - 12-15-2020](#)
2. Slide Deck from [SPED Articulation Meeting with Feeder Districts - Jan 2021](#)
3. [SELPA I CAC Parent Handbook](#)
4. Contracts with Ascendancy Solution, TAP Facilitator Group
 - a. [2020](#)
 - b. [2021](#)

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

- Significant Disproportionality CCEIS Plan Form
- 2020 Budget Allocation and 2020 Allowable Costs Budget Form
- 2020 Target Student Population Form
- Contract or memorandum of understanding for technical assistance
- CCEIS Plan signature Form

Prepared by California Department of Education January 2020