



Board Agenda Item #	V C: Informational/Discussion Item
Date:	October 14, 2021
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, Chief Executive Officer
Staff Lead:	Dr. Artis Callaham, Director of Special Education Erdinc Acar, Chief Academic Officer
RE:	Review and discussion of Magnolia Science Academy 1 Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

**Proposed Board Recommendation**

No action required.

**Background**

Under the Federal Individuals with Disabilities Education Act (IDEA) requirements, if an LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to provide CCEIS to students in the LEA. These services are for children from age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly overidentified who need additional academic and behavioral supports.

CCEIS activities must:

- Address the factors contributing to the significant disproportionality.
- Focus on academic and behavioral instructional services and professional development.
- Consider age three through twelfth grade instructional activities with a primary focus on students age three through third grade.
- Allow expenditures on preschool if an LEA has an established preschool program as part of the Preschool–12 educational system
- Occur within the allowable CCEIS budget period of 27 months.

IDEA also requires that LEAs provide for the review and, if applicable, revision of the policies, procedures, and practices it identifies as contributing to the significant disproportionality, including a policy, practice or procedure that results from a failure to identify, or the inappropriate identification of, a racial or ethnic group (or groups); and publicly report any revision of policies, practices, and procedures.

MSA-1 got engaged in developing its CCIS plan with the help of our stakeholders composed of school, home office staff, SELPA director, diverse group of parents and community members, including representatives of the identified racial/ethnic category. The following were key activities that happened during this phase.

- January 31, 2021- Submitted the Assurance of Compliance with authorized signatures.
- March 3, 2021- Combined Leadership Team and Stakeholder Group; Reviewed 4 phases of CCEIS Plan, the format and due dates.
- March 9, 2021- Leadership Team discussed pacing charts, planned meetings, and added additional members of stakeholder group.
- March 17, 2021- Leadership Team and Stakeholder Group completed responsibilities for respective teams, identified data sources, and registered for Workshop A
- April 20, 2021- Combined Teams looked at examples of data sources and initiatives and discussed self assessment instruments.
- May 4, 2021- Combined Teams Reviewed Magnolia Data related to Hispanic SLD and EL populations and identified data gaps
- May 11, 2021- Examined Magnolia's initiative inventory and discussed EL Master Plan; Analyzed Data and selected Self Assessment Tool.
- May 25, 2021- Stakeholder Group participated in overview and introduction to self assessment instrument
- May 27, 2021 - Stakeholder Group re-capped disproportionality, discussed data findings (exiting students, ELs, LTELs, MTSS, RTI, etc.), Data Analysis Workbook (SPPTAP.org), File review data shared, next steps: (reflect on data, identify root causes, watch CCEIS videos), Attended CCEIS workshop on June 9, 2021.
- June 11, 2021- Stakeholders completed NYU Self Assessment generating risk ratios
- September 10, 2021- Re-organized Leadership Team and Stakeholder Group
- September 28, 2021 - Stakeholder Group reviewed and provided additional input for draft of CCEIS Plan to be incorporated by Leadership Team.
- September 30, 2021 - Submitted the CCEIS plan to CDE.

Attached plan explains information on the activities completed by MSA-1 as part of the programmatic improvement process to develop its action plan for implementation of their (CCEIS). It includes the completion of the Programmatic Improvement Action Plan (3.2) and the Allowable Costs Budget (Form 2) that will be used as the basis for monitoring and reporting on the CCEIS progress and expenditures during the 27-month CCEIS period (July 1, 2021 – September 30, 2023).

### **Budget Implication**

MSA-1 will reserve 15 percent of its 611 and 619 IDEA grant funds to provide CCEIS to students in the LEA. For the Fiscal Year of 2021–22 the amount identified is \$13,443.75.

### **Attachments**

MSA-1 2021 Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

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

*Note: this is the optional alternative format of the 2021 CCEIS Plan document.*

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

**BACKGROUND INFORMATION**

LEA Name: Magnolia Science Academy 1	LEA Contact Name: Brad Plonka
County District Code: 6119945	LEA Contact Email: bplonka@magnoliapublicschools.org
SELPA Name: El Dorado Charter SELPA	LEA Contact Phone: 818-609-0507

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

*(Refer to the Fiscal Year 2021 Notification Letter)*

Indicator	Race/Ethnicity/Disability Category
Element 10	Hispanic/Specific Learning Disability (SLD)

**Previous Significant Disproportionality Indicator(s)**

Year(s)	Indicator	Race/Ethnicity/Disability Category

**DESCRIBE THE PLAN DEVELOPMENT ACTIVITIES FOR CCEIS**

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

**1.1 Identify Leadership Team**

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

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

<b>Member Name</b>	<b>Email</b>	<b>Title/Role</b>	<b>Member's Responsibility for Development, Implementation, and Monitoring of CCEIS Plan</b>
Mustafa Sahin	msahin@magnoliapublicschools.org	Facilities (Principal MSA-1 2011-21)	Ensure initial draft of CCEIS Plan written under direction of Prior Principal shows continuity; ensures smooth transition for implementation of CCEIS plan
Brad Plonka	bplonka@magnoliapublicschools.org	Principal MSA-1 2021-Present	Ensure a diverse stakeholder group, schedule stakeholder meetings, distribute appropriate gen ed and SPED responsibilities
Lori Morley	lmorley@magnoliapublicschools.org	Dean/SPED Coordinator	Perform file reviews, gather SPED data
Erdinc Acar	eracar@magnoliapublicschools.org	Chief Academic Officer	Communicate with local district, gather data on practices and procedures of local district
Artis Callaham	amcallaham@magnoliapublicschools.org	SPED Director	Distribute SPED responsibilities, act as liaison with LEA and Facilitator
Katie Mann	kmann@magnoliapublicschools.org	Director of EL and ELA Programs	Evaluate existing programs, implement CCEIS early intervention organization wide
Azniv Fotolyan	afotolyan@magnoliapublicschools.org	Dean of Academics MS	Implement CCEIS early intervention at the Gen Ed level, observe, provide coaching and feedback



Frank Bidak	fbidak@magnoliapublicschools.org	Dean of Academics HS	Implement CCEIS early intervention at the Gen Ed level, observe, provide coaching and feedback

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Is this leadership team authorized to make decisions around the implementation of the CCEIS plan? If not, how will the decisions be made?

As policy makers and administrative members of Magnolia Public Schools and of the MSA-1 Campus, the members of this team have decision-making authority. The process for LEA approval of this CCEIS plan is:

1. Gather data, analyze data
2. Draft the CCEIS plan with team members under the guidance of Technical Assistance Facilitator Dennis Doyle
3. Seek input from stakeholders. When stakeholders provide input, the plan will be shared with the Superintendent.
4. Submit the plan to Superintendent for initial approval.
5. Submit the plan for approval to CDE by Sept. 30, 2021
6. The Board will approve the plan prior to implementation.
7. Using the stakeholder team, meet quarterly and make decisions and revisions about the implementation of the CCEIS plan throughout the 27 months.

**1.2 Identify Stakeholder Group**

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

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

Role	Member Name(s)	CCEIS Plan Responsibilities for Development, Implementation and Monitoring of the CCEIS Plan
Superintendent	Alfredo Rubalcava	Oversee development, implementation, and monitoring of CCEIS Plan
Cabinet Level Leader-General Education	Erdinc Acar	Communicate with local district, gather data on practices and procedures of local district
Cabinet Level Leader-Special Education	Artis Callaham	Distribute responsibilities for special education, reflect on history of SPED/EL placements
Director of Curriculum (or Similar)	Traci Lewin	Evaluate existing programs, implement CCEIS early intervention organization wide
SELPA Director (or Designee)	Sean Andrew	Review CCEIS Plan and provide feedback
Director of Assessment (or Similar)	David Yilmaz or rep	Monitor effectiveness of CCEIS Plan during implementation
Appropriate Grade Level General Education Teacher	Feiran Yang	Help revise Gen Ed policies, practices, and procedures, implement modified procedures at the site level
Appropriate Grade Level Special Education Teacher	Chelsi Bisbey	Help revise SPED policies, practices, and procedures, implement procedures at the site level
Parent (diverse representation, not district employee/s)	Balbina Lopez	Provide input and feedback on CCEIS Plan from the parent perspective

Community Representative	Deborah Buttita	Provide input from the perspective of Mitchell Family Clinic, a community partner for over ten years.
Principal or Site Level Administrator	Brad Plonka	Implement CCEIS early intervention at the Gen Ed level
Human Resources Administrator (optional)	Barbara Torres	Support with processing stipend for CCEIS Coordinator
Fiscal Services Representative	Harun Ciftci	Provide calculations for CCEIS budget and monitor expenditures
Bargaining Unit Representative (optional)	N/A	
Other:	David Garner	Analyze data, provide input and feedback on CCEIS Plan
Other:	Jasmin Gomez	Reflect on patterns of prior assessment, recommend procedural changes, Cumulative reviews, bilingual assessments

<p>Provide:</p> <ul style="list-style-type: none"> <li>● the dates the Stakeholder group met.</li> <li>● a summary of the work completed by the Stakeholder group.</li> <li>● a description of how the Leadership Team engaged with the Stakeholder group.</li> <li>● a link to presentations, agendas, minutes, attendance records (as appropriate)</li> </ul>
<ul style="list-style-type: none"> <li>● March 3, 2021- Combined Leadership Team and Stakeholder Group; Reviewed 4 phases of CCEIS Plan, the format and due dates.</li> <li>● March 9, 2021- Leadership Team discussed pacing chart, planned meetings, and added additional members of stakeholder group.</li> <li>● March 17, 2021- Leadership Team and Stakeholder Group completed responsibilities for respective teams, identified data sources, and registered for Workshop A</li> <li>● April 20, 2021- Combined Teams looked at examples of data sources and initiatives and discussed self assessment instruments.</li> <li>● May 4, 2021- Combined Teams Reviewed Magnolia Data related to Hispanic SLD and EL populations and identified data gaps</li> </ul>

- May 11, 2021- Examined Magnolia's initiative inventory and discussed EL Master Plan; Analyzed Data and selected Self Assessment Tool.
- May 25, 2021- Stakeholder Group participated in overview and introduction to self assessment instrument
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- June 11, 2021- Stakeholders completed NYU Self Assessment generating risk ratios
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**1.3 Contact the State Performance Plan Technical Assistance Project (SPP-TAP) at the Napa County Office of Education (NCOE) and CDE FMTA Consultant.**

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

- X Accessing information via the SPP-TAP Website
- X Meeting with CDE FMTA Consultant
- X Meeting with SPP-TAP staff
- X Participating in virtual Community of Practice (CoP) meetings
- X Attending Introduction to Significant Disproportionality Webinar Series (NEW LEAs)
- X Attending Significant Disproportionality for Continuing Local Educational Agencies Webinar
- X Attending Workshops A and B (NEW LEAs)
- X Participating in Consultations with CDE FMTA Consultant
- Other: Brown Bag Q&A Session

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

Name the TA Facilitator(s) and describe current and anticipated services. **LEAs must submit a copy of the contract or MOU for each TA facilitator.** To use a non-SPP-TAP TA facilitator, the LEAs must supply a copy of the TA facilitator's resume and obtain written permission from the CDE by completing the Proposed TA Facilitator Eligibility Form located on the [CCEIS Padlet](#).



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

TA Facilitator Name: Dennis Doyle, PhD

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

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

Our TA Facilitator assisted in leadership team and stakeholder group identification, facilitated our self-assessment, provided direction for our policies, practices and procedures and initiatives reviews, and assisted in identifying qualitative and quantitative sources of data including file reviews. Dr. Doyle guided us through the process of analyzing data and identifying root causes for Magnolia's significant disproportionality. In addition, he assisted us in the development of measurable outcomes and CCEIS activities related to identified root causes and ensured they were appropriate for our target population. He ensures an equity lens is used throughout the continuous improvement process and shares best practices and promising strategies for addressing disproportionality.

**1.5 Gather Relevant Data**

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

Initiated gathering of the following data for data analysis in conjunction with the CCEIS Pacing Chart:

- EL Master Plan
- POWER Class Criteria (English Intervention Class)
- EL and RFEP data from the last three years
- Individual Education Plans from SEIS
- Stakeholder Surveys
- ELPAC score reports
- MPS Uniform Compliance Manual
- Illuminate Education Student Profiles (Student Information System that houses student transcripts and assessment data)



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

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

Step 1: Describe Current Initiatives

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

Initiative	Funding Source	Target Group	Leaders and Staff Responsible (as applicable)	Educational Area(s):
2020-2021 Illuminate Education	General Fund	All Students	HOST School Admin Teachers Office Staff	X Curriculum and Instruction X Behavior X Family and Community Engagement ___ Climate ___ Social-Emotional Learning ___ Other: _____
2020-2021 Title I Program	Title I	School- wide	School Admin 2 Title I Coordinators (1 for Math and the other for English)	X Curriculum and Instruction ___ Behavior ___ Family and Community Engagement ___ Climate X Social-Emotional Learning ___ Other: _____
2020-2021 ELD Program McGraw-Hi II Study Sync	General Fund	ELD Students	School Admin ELD	X Curriculum and Instruction ___ Behavior X Family and Community Engagement ___ Climate ___ Social-Emotional Learning ___ Other: _____
2020-2021 SEL Program (Zones of Regulation)	General Fund	All Students	School Admin Teachers	X Curriculum and Instruction X Behavior ___ Family and Community Engagement X Climate X Social-Emotional Learning ___ Other: _____

2020-2021 Care Solace (Mental Health Services)	General Fund	All Students	School Psychologist School Admin	<input type="checkbox"/> Curriculum and Instruction <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Climate <input checked="" type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____
2020-2021 Chicago School of Psychology : trainings, interns	General Fund	All Students	School Psychologist School Admin	<input type="checkbox"/> Curriculum and Instruction <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____
2020-2021 MyOn:Self sustain reading program for Middle School students	General Fund	All Middle School Students	Gen Ed Teachers Admin	<input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____
2020-2021 APEX: Credit Recovery for High School students	After School Funds	All High School Students	Admin Afterschool Staff	<input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____
2020-2021 NWEA (MAP)-Asses sment tool for Math and Reading	General Fund	All Students	Admin Teachers	<input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____
2020-2021 IXL: Personalized Learning platform for all core subjects	General Fund	All Middle School Students	Math and Science Teachers Admin	<input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input checked="" type="checkbox"/> Other: Enrichment/ Scaffolding to reach a wide range of learners

2020-2021 NextGen: Next Generation Mathematics - generates unlimited rigorous SBAC style math problems organized by grade level, targets and standards	General Fund	All Middle School Students	Math Teachers Admin	X Curriculum and Instruction ___ Behavior ___ Family and Community Engagement ___ Climate ___ Social-Emotional Learning ___ Other: _____
2020-2021 Parent Academy: 10 courses for parents, Self paced courses	Title Funds	All Parents	PACE Coordinator Principal	___ Curriculum and Instruction ___ Behavior X Family and Community Engagement X Climate ___ Social-Emotional Learning ___ Other: _____
2020-2021 Multi Tiered System of Support: Universal Design for Learning and Social Emotional Learning	General Fund	All Students	Admin School Psychologist Teachers	X Curriculum and Instruction X Behavior X Family and Community Engagement X Climate X Social-Emotional Learning ___ Other: _____
2020-2021 Positive Behavior Intervention System	General Fund	All Students	Admin PBIS Teams	___ Curriculum and Instruction X Behavior X Family and Community Engagement X Climate X Social-Emotional Learning ___ Other: _____

2020-2021 Saturday School	Title I	All Students	Admin Teachers	<input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____
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Step 2: Examine the Current Initiatives

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

<b>Name Common Areas Among the Initiatives</b>
Under the umbrella of Multi Tiered Systems of Support, we see commonalities among many of the initiatives including Universal Design for Learning Pedagogy (Project Based Learning (PBL), IXL, Studysync, Next Gen Math), Positive Behavior Support (Restorative Justice, Community Building Circles, Zones of Regulation), Social Emotional Learning (Chicago School Partnership, Care Solace, Zones of Regulation) and Promising Academic Practices. These initiatives help MSA-1 to increase or decrease support for students as needed.

<b>Identify Processes for Collaboration and Integration of the Initiatives, Including Timelines</b>
Magnolia Public Schools subscribe to “All Means All” when collaboratively deciding on our initiatives and practices. In reviewing promising practices for schoolwide reform and comprehensive Multi-Tiered Systems of Support (MTSS) implementation, we collect data to determine how best to implement targeted initiatives with fidelity. MSA-1 has several processes that encourage collaboration and integration of the initiatives. For example, our PBIS program uses assemblies to promote positive behavior models and reward the hard work of our students. Monthly assemblies support our MTSS and PBIS initiatives for both behavior and academics. Additionally, in preparation for the WASC, there is a timeline that allows for coordinated review and determination of the effectiveness of programs (MSA-1 currently has a two year extension for their accreditation through June 2022). Finally, our LCAP review provides a timeline for integration and collaboration for our initiatives.

<b>Describe any Groups of Students that are Not Served</b>
All students are served to some extent. Programs are designed to support all students functioning at various levels. Parents and teachers have recommended that Saturday School help with learning loss and enrichment. However, EL’s should be more specifically targeted to ensure we are monitoring progress and implementing the program on a continuous basis.

<b>Identify Areas that are a Higher Priority than Others</b>
Our highest priority is Academic Achievement and Learning Loss Mitigation. Social Emotional Learning is also a high priority area as indicated by the increased support in this area provided by new hires and outside mental health and university partners.



## 2.2 Complete a Programmatic Self-Assessment

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

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

Annotated Checklist for Addressing Racial Disproportionality

Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process

Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook

Identify other relevant Self-Assessment Tools used:

Quality Standards for Inclusive Schools: Self-Assessment Instrument

Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide

Other: \_\_\_\_\_

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

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

3/16/21 Discussed Data Sources Needed to populate the notebook

4/20/21 Team looked at sample data sources

5/04/21 Reviewed our actual data and identified gaps with respect to Hispanic SLD

5/11/21 Selected NYU Workbook as most appropriate for examining risk ratios for our self assessment

5/27/21 Stakeholder group met to have initial discussion regarding significant disproportionality, specifically over-identification of Hispanic SLD students at Magnolia Science Academy-1. The Leadership team viewed a video that provided an overview of the NYU workbook.

6/11/21 The Stakeholder group completed the self-assessment using data that populated the formulas in the workbook. Our critical analysis as a result of completing the calculations and risk ratios the NYU workbook found:

- The classification rates of students with LD, ED, and SI are as follows:
  - 1/1 Black student with disabilities classified as having a learning disability
  - 85/105 Hispanic students are classified as having a LD (81%)
  - 0% of White and Asian Students who receive special education services are classified as LD.
- MSA-1 has no students who are classified with Emotional Disturbance
- While 5.7% (6 of 105) Hispanic students qualify for SI, and 33.3% (1 of 3 ) Asian students



- qualify under SI, none of MSA-1's Black or White students are identified under SI.
- MSA-1's student population is trending upward, with enrollment growing each year since its inception. From the 18/19 school year through the 20/21 school year, 13 students were referred to special education and only 2 students qualified for special education services. Only 1 of those 2 students qualified for services under SLD. MSA-1's data in the NYU Steinhardt Assessment tool was gathered by Lori Morley, our SPED Coordinator from 2016-2021 and currently Acting Dean of Students for MSA-1. During team meetings, Lori Morley was joined by Erdinc Acar (Chief Academic Officer), Mustafa Sahin (Principal of MSA-1), Artis Callaham (Director of Special Education and Support Services), Traci Lewin (Director of Math Programs), Katie Mann (Director of EL and ELA Programs), Chelsi Bisbey (RSP Teacher; SPED Coordinator 20-21 School Year), Brad Plonka (Principal 20-21, MSA-1), Azniv Fotolyan (Dean of Academics, MSA-1) and Dr. Dennis Doyle (Technical Advisor) to review and disaggregate the data included in our demographic information together, and we noted several trends and observations.
- First, in examining our data calculations from the NYU Steinhardt Assessment tool, we validated our multi-tier risk ratios resulting in disproportionality for Hispanic SLD at MSA-1 in special education. In summary, Hispanic students make up 90.3% of the district population and make up 96.3% of students in the district classified as having a disability. Additionally, of Hispanic Students with disabilities, 81% are classified as having a learning disability.

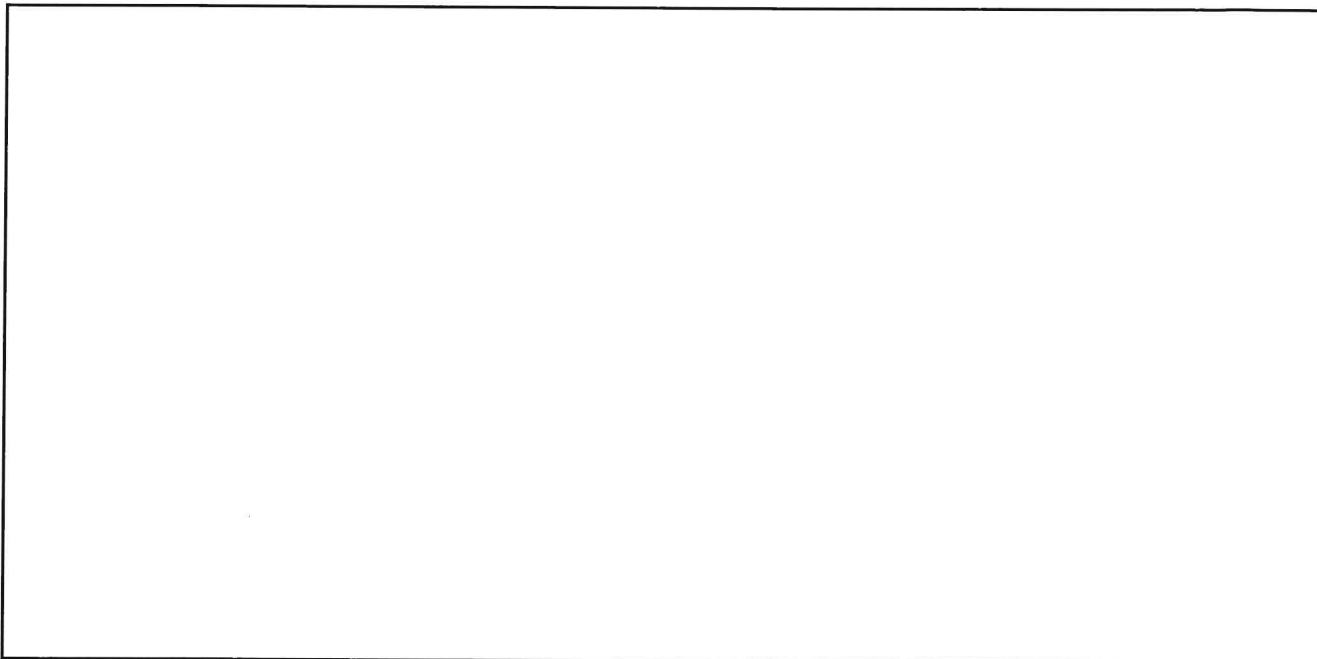
9/3/21 The stakeholder group met to discuss risk ratios calculated in the workbook and to determine what other data was needed for the dispro review.

9/7/21 The MSA-1 School Site team met to further analyze the NYU Workbook. They completed Section 2.2. of the CCEIS Plan.

9/15/21 MSA-1 SPED coordinator and MPS Special Education and Support Services Director met with T.A. Dennis Doyle to revise Sections 2.2, 2.3, and 2.4.

9/16/21 MSA-1 SPED coordinator and MPS Special Education and Support Services Director met with T.A. Facilitator Dennis Doyle to draft and revise 2.5 Root Causes.

9/21/21 MSA-1 SPED coordinator and MPS Special Education and Support Services Director met with T.A. Dennis Doyle to discuss our Target Population. The team was joined by Katie Mann, EL Coordinator for MPS, and Mustafa Sahin (former principal MSA-1) and together, the team revised EL information in our Plan and wrote our first measurable outcomes.



### ***2.3 Conduct Policies, Practices and Procedures Review***

Upon identification of significant disproportionality, an LEA must provide for the annual review and, if appropriate, revision of the policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals. An LEA must address a policy, practice, or procedure it identifies as contributing to the significant disproportionality. In addition an LEA must publicly report on any revision of policies, practices, and procedures. (As directed in 34 *CFR* Section 300.646(c) and 300.646(d)(1)(ii-iii).)

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

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

The process of reviewing MSA-1's policies, practices, and procedures took place on two levels:

Our first level of policy, practice, and procedural review occurred at a central level at our Magnolia Public Schools Office where our director of Special Education and our Director of EL and EL Programs work to implement programs and write policies which might better serve our students.

- (Policy) An outcome of our SEP for the past two years has been the development of a comprehensive SPED implementation manual. We reviewed our MPS board approved (May 2021) MPS SPED Compliance Manual and we realized that, while it addresses equity in supporting students and ensuring that we use testing materials free from bias to ensure equity in assessment and identification of Individuals with Exceptional Needs (IWEN's), there was not a process for exiting SLD Students who met their IEP Goals and who have consistently demonstrated at or above grade level academic performance.
- (Practice) Upon observing the implementation of the testing program, we realized the SLD students' accommodations are not in TOMS (Testing Operations Management System) at the beginning of the school year. Therefore, they are not made available to all students throughout the school year and are not utilized with all assessments. Many students were not aware of their accommodations, and many did not know how to access them.
- (Practice) Although CDE allows schools to adjust the ELPAC criteria for students with special needs to exclude them from up to two domains on the ELPAC if they align with the student's eligibility and it is written into their IEP, there is only one of our LEA's implementing this practice with consistency and fidelity.
- (Policy) Upon reviewing Procedural Rights and Safeguards, parents are presented with their rights at all encounters with the staff for any SPED meetings. There is an area in all MPS offices displaying parents procedural rights and safeguards. MPS has its own Board Approved (June 2021) Alternative Disputes Resolution Policy. However, there is not a delineated procedure for exiting students once the data indicates a student is no longer eligible for Special Education Services.
- (Policy) Magnolia Public Schools has an effective 504 implementation plan. The students' 504's are developed by the coordination of services team and reviewed at least annually to make any adjustments as needed to assist students in gaining educational benefit in school.
- (Policy/Practices) In Reviewing the Child Find practices as in the MPS SPED Compliance Manual and our MPS Petitions it is our policy that we complete cumulative reviews annually to determine the need for special education, 504, and GATE services. In this practice, for the last two years since we created SEP's we began to include the organization-wide practice of checking all incoming secondary student cumulative records to ensure that previously identified students have been assessed in their primary language prior to receiving IWEN eligibility. Students requiring primary language assessment are referred to our bilingual psychologist for assessment if the primary language is Spanish. The students are referred to one of our Non Public Agency partners if the student's primary language is other than Spanish.
- (Policy/Practices) In reviewing our School Petitions and SPED Compliance Manual, we reviewed our SPED referral process. We realized we implement interventions for a six



week period after the SSPT meeting in many cases. However, this is usually done only at the two MPS elementary schools. Student data is tracked very well using the scope and sequence along with the formative assessments embedded in the program. We review teacher criterion tests and IAB assessments where applicable. Students' needs are identified and addressed on an individual basis. Some students are determined to need glasses, closer seating to the instructor, homework assistance, etc. If the student has a health impairment requiring assistance such as Diabetes, Hearing Deficits, etc. those students receive assistance immediately via a 504 plan as academic functioning does not need to be a factor in order to be eligible under the Americans with Disabilities Act. At the secondary level, the support following the SSPT is not as well documented. This may be an area for the CCEIS team to review for possible changes in practices.

Second, at our school site, MSA-1, this review happened locally between our teachers and admin. Our school site teachers and admin team met to discuss our practices and protocols on the MSA-1 campus and how we address the needs of our English learner population (a group of students related to our disproportionality). We reviewed the following data sources: EL Master Plan, POWER Class Criteria (English Intervention Class), EL and RFEP data from the last three years, and our general practices regarding how we support our students who are dually identified as EL and SLD in the classroom. Our local team found:

- (Practice) We support our EL student population through a comprehensive ELD program. This includes Integrated ELD provided by all general education core class teachers, as well as Designated ELD instruction provided by all ELA teachers. We utilize StudySync, a board and state approved curriculum for both ELA and ELD instruction. All EL level 1 and 2 students receive an additional course of Designated ELD, in addition to the comprehensive support they receive in other courses, as is required by our EL Master Plan. Finally, our school also reviews SBAC and MAP assessment scores in order to determine enrollment in POWER intervention courses for students who are EL levels 3 or 4.
- (Practice) Our school site team also reviewed how effectively we monitor progress of students by grade level within a single academic year very well, (with Dept. Chairs and admin meeting to discuss a student's growth on measures of grade level competency in the fall, winter, and spring using NWEA MAP scores and the previous year's SBAC). We reviewed meeting agendas, and reflected on how we use data to drive decisions about rostering and cycling students in and out of intervention classes based on their needs and growth *within a school year*. However, we noted we have *no procedure for reviewing data from year to year* to ensure that students who are not successful in intervention were moved up to a higher tier of support.
- (Procedure) After reviewing our general education population as a team, our Admin in charge of Special Education and our Special Education Coordinator met to review the NYU Assessment tool which we filled out at the end of the 2020-21 school year. As a team, we conducted an internal audit of SEIS (Special Education Information System) IEPs for students who were designated EL students and who were eligible for Special Education services under SLD. We observed that we included ELD goals and feedback about student progress toward ELD goals with fidelity. This indicated to us that we support language growth in our dually identified students by ensuring goals are written

for each student; However, we also observed that we lacked a procedure for record review as students enrolled in our campus. To elaborate, when a student enrolls on our campus, a record review might impact our disproportionality rates because it would allow us a process for ensuring that students received appropriate assessment in their educational history, and help us to determine whether or not they have received appropriate language intervention.

- (Procedure) Stakeholder Survey: Our Dispro team noted that on our Stakeholder Survey, questions and opportunities to provide feedback to our school about Special Education and the Assessment process were given to staff and not students and their families.



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

Yes

No

<p><i>Describe what policies, practices, and/or procedures have been or will be revised.</i></p> <p>At a district/Charter Management Organization (CMO) level:</p> <ul style="list-style-type: none"><li>• (Policy) For the past two years the SPED Charter Management Organization (CMO) level team has worked to create a MPS Special Education Compliance Manual to outline all timelines, practices, and procedures for Special Education. The manual is inclusive of Federal and State laws, mandates and policies, school site practices and procedures for supporting SPED, 504, EL, Dually Identified and Gifted students. The manual was written as an outcome of the CDE CCEIS process as schools were being identified as disproportionate or out of compliance in different areas. The first draft of the manual was approved in June of 2021.</li><li>• (Revision) The manual will now be edited to include a procedure for exiting SLD students who are deemed "No Longer Eligible." An additional section will be included to improve our practices of supporting students with testing accommodations and supporting students whose eligibility may be adversely impacting their ability to show mastery on the ELPAC due to their area of identified disability.</li><li>• (Procedure) ELPAC accommodations are captured on the IEP for every student who is a dually identified student. The classroom and testing accommodations are captured in 100% of the IEP's for Dually Identified students. The problem we see is that the accommodations are not being implemented with fidelity. Only one school out of ten Magnolia campuses have successfully implemented the accommodations processes.</li><li>• (Revision) All EL and SPED Coordinators will ensure that the accommodations are input in TOMS in September of each school year. All Dually identified students will have a grid completed that outlines the psychological processing areas of strength and weakness and align the impact with the ELPAC goals. If there is evidence that a student is consistently doing well in all assessment areas, except the area of processing deficits, the student will have the ELPAC assessment criteria adjusted accordingly.</li></ul> <p>Progress and intervention will be monitored and reported on a monthly basis. The adjustments needed in the ELPAC criteria will be documented in the students' IEP. Authentic work samples will be required and the performance compared to samples of grade and age level expectations.</p> <p>Students will be pulled into small group sessions to go over the embedded supports in the TOM's system. The embedded supports will be available in all assessments including IAB's and MAP testing. The students will be taught how to access and utilize these accommodations. This will be revisited again in January to ensure students are aware of accommodations prior to the ELPAC testing in February. Additionally, when scheduling</p>
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Summative ELPAC assessments, Dually Identified students will be scheduled later in the testing window, when possible, to allow for additional time for language development and test preparation time. Accommodations will be reviewed and revised in the Spring prior to the SBAC assessments.

- (Policy) In reviewing the SPED compliance manual, the team realized there is no procedure for exiting students who have demonstrated grade and age level academic performance.
- (Revision) A reintegration process - (exiting from special education) process will be added to the MPS Special Education Compliance Manual. In a celebratory manner we will outline the criteria, monitor and develop transition plans for students who are eligible for exiting from Special Education.
  - The SPED and EL team will review student assessment and performance data and monitor academic progress. When a student is demonstrating grade and age level academic performance on the SBAC in both ELA and Mathematics and/or, proficiency for one full year in the same designated areas in the academic classroom, the student will be eligible for reintegration.
  - Transitioning out of SPED will focus on students with Specific Learning Disabilities and will include a fading plan in the annual or triennial IEP prior to exiting.
  - Support will continue in the general education program with progress monitoring.
  - To ensure success and reduce recidivism, we will monitor the student's progress for two consecutive years after the student is exited.
  - Considerations:
    - IDEA mandates
    - Data to support academic advantages for students remaining in SPED indefinitely
    - How do we integrate
    - Collaboration
    - Develop a structured reintegration plan
    - Input from all teachers, parents students focusing on individual student's abilities, needs and performance over a full calendar year
  - Outcomes for Reintegration should include:
    - A focus on instruction and the student rather than compliance
    - Students can receive support for disability under 504 plan if on grade level
    - Students increase participation, involvement and progress in general education
  - Criteria for Consideration: Students demonstrate the ability to perform successfully and gain educational benefit in the general education setting.
    - Proficient or advanced on state assessments
    - Consistently passing grades in ELA and Mathematics
    - Completing A-G requirements or State Diploma requirements
    - Compliance with Compulsory Attendance Requirements

At our school site level, we will revise and encode the following practices and procedures:

- (Practice) MSA-1 will develop a protocol to help us create more support for our EL students in the general education population so that their deficits in language do not remain the same from year to year. To elaborate, we will not only compare student progress in ELA and MATH intervention from the Fall, Winter, and Spring to ensure that students are making progress, and receiving support as they move toward grade level proficiency- but we will also develop a protocol to ensure that from year to year (i.e. from the 20/21 to the 21/22 school year) students who receive our Tier 2 support of a power class and do not make progress toward the grade level standard are offered a more intensive support the following year.
- (Procedure) MSA-1 will develop a procedure for evaluating whether or not a student may be exempt from a specific domain of the ELPAC based on their SLD eligibility. To elaborate, the MSA-1 academic and special education team (including our school psychologist) will develop a criteria for determining whether or not a student is eligible for a domain exemption on the ELPAC (i.e. exempt from reading domain because Triennial assessment shows visual processing deficits that interfere with reading).
- (Procedure) MSA-1 will produce a survey for Special Education Families to gain stakeholder feedback about our program, the assessment process, and supports. MSA-1 will revise the stakeholder survey to include specific questions about tiers of intervention support. Questions on the current survey were deemed to be general "Do you feel engaged in your classes?" and "Do you attend tutoring when you need help?" and not specific to tiers of intervention like "If you were enrolled in a POWER class, did your reading skills improve?"

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

Magnolia Public Schools uses Board on Track, a Web-based system that provides a means for immediately publishing and revising Board meeting agenda items, support documents, policies and procedures. This innovative system allows the administration to quickly and easily create, approve and track agenda items and other correspondence.

All Magnolia Public Schools policies and procedures are shared, voted upon and approved publicly at our Board Meetings, posted on our LEA Website or in special cases, made available to stakeholders when needed or upon request.

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



Magnolia has a strong interdisciplinary team of educational professionals working with the MPS board of directors to design, develop, implement and monitor all policies and procedures throughout Magnolia schools. These teams provide instruction for program implementation, guidance, support and monitoring to ensure smooth operations. All policies must be reviewed by the C-Team (Chief Team, i.e. Chief Financial Officer, Chief Operations Officer, Chief Executive Officer, etc.), then presented and voted upon by the members of the MPS School Board.

Magnolia Public/ Charter Schools are provided guidance and support through collaboration with our home office team in the following areas:

**Accountability Team** - The Accountability team measures the academic results of the organization against the established goals in the organization's charter, accountability plan and annual LCAP goals. The accountability team takes the lead with regard to any policy changes, updates or amendments. The policy reviews/ changes are presented and disseminated among the school site teams inclusive of all stakeholders, presented to school leadership teams, presented to C Team, reviewed by legal team and auditors and presented to the MPS board for approval. Implementation is done at all levels of management inclusive of schools, home office team and administrative team.

**Academic Team** - The Academic Team Supports all 10 MPS schools in developing and aligning curriculum and instruction with state standards and CDE mandates. This team provides curricular, implementation, guidance and support to all educational faculty and staff.

**Fiscal Services Team** - The Fiscal team monitors budgetary processes and measures the financial expenditures against budgeted goals. The team oversees the 10 charter schools' finances to balance revenues and expenditures.

**Operations Team** - This team supports schools by handling non-instructional support for schools, such as human resources, student and parent services, transportation, food services, emergency readiness, field trip procedures, state and local compliance, and any task requiring significant logistical support.

**Facilities and Legal** - Ensures safe and cost effective facilities, reviews all budgetary items, addresses legal and compliance concerns.

**Communications Department** - This team creates and manages organizational branding across MPS social media platforms to support the MPS Mission, Vision, Goals and Strategic plan. The marketing and communications members work to secure philanthropic support, and create social media campaigns around specific events, programs and initiatives. This team works to increase student enrollment.

**CEO Department** - Provides fiscal oversight and compliance support for all 10 schools, all CMO departments and services as a liaison between the schools, the public and all stakeholders, districts, authorizers and the state of California.

**Note:** Any actions tied to this review that are not completed should be included in section 3.2.

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

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

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

MSA-1 is a charter school located in Reseda, CA. MSA-1 is a STEAM school, whose mission is to provide a college preparatory educational program emphasizing Science, Technology, Engineering, Arts and Math in a safe environment that cultivates respect for self and others. According to our annual stakeholder survey, parents and students choose the school for its family atmosphere, open door policies, and smaller size (as compared to public, LAUSD district schools of residence). MSA-1 offers a fully inclusive Special Education program with RSP support; therefore, 100% of our students are placed in the least restrictive environment.

We have no previous history of significant disproportionality. In the 2020-21 school year, MSA-1's demographics are as follows:

- 708 students enrolled in grades 6-12; 341 Students are female, 367 Students are Male.
- 4 students attending are Black (.56%), 639 are Hispanic (90.3%), 27 are White (3.8%), 38 are Asian (5.4%)
- 109 students in the total population qualify for special education services as students with disabilities (SWD).
- The classification rates of students with LD, ED, and SI are as follows:
  - 85/105 Hispanic students with disabilities are classified as having a LD (81%)
- MSA-1 has no students who are classified with Emotional Disturbance

In some ways, our initiative of a multi-tiered system of intervention seems to be working to prevent students from the general education population from being referred to special education. For instance, from the 18/19 school year through the 20/21 school year, 13 students were referred to special education and only 2 students qualified for special education services. Only 1 of those 2 students qualified for services under SLD through a comprehensive psychoeducational assessment. In our multi-tiered system of intervention initiative, intensive, tier two supports include POWER classes and Saturday School. Of the over 100 students

enrolled in POWER classes due to deficits in reading or math skills (and based on their MAP scores which are used to track student progress) over the course of these 3 years, only 1 student has qualified for special education under SLD. However, we determined that there is room for improvement in our Multi-Tiered System of intervention for our general education students; to elaborate, in our analysis we discussed how strengthening our instructional practices would impact our students directly and our focus should be on the research-based strategies of Universal Design for Learning and Project Based Learning.

Second, we also examined our disproportionate Hispanic/SLD population in relation to our Illuminate Education platform. Illuminate, our Student Information System, tags and tracks our dually identified students (i.e. they are EL students and also a student with a disability), and it also houses NWEA, SBAC, and ELPAC testing information.. We reflected our use of this platform to help general education teachers to identify students who need additional support, and determined that we might improve upon our use of this system by helping us to ensure students who are new to school and are designated EL or LTEL students have had a thorough record review by a qualified, designated staff member, and the information has been shared with teachers and support staff. This record review would impact our English Learner population because it would ensure that students who needed more intensive or targeted support were programmed into appropriate programs/classes at the onset of the school year, and it would impact our special education population because it would allow us the opportunity to determine if any students who have met their goals, sustained good grades for a full academic year might be classified as "no longer eligible" for special education services. Finally, a file review would allow us to disseminate important student performance data to our staff who use this data to inform their classroom instruction and implementation of UDL (universal design for learning).

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

Focus	Tool/Strategy	Process	Findings
Qualitative	Stakeholder Surveys	Each year, MSA-1 administers a stakeholder survey to students, parents, and staff. Families provide feedback regarding the curriculum, accessibility to programs, teacher/admin procedures and protocols. We reviewed qualitative feedback from stakeholders in the following areas: Climate of Support in Academic Learning, Discipline/Rules/Norms, Safety, Sense of Belonging (School Connectedness).	<ul style="list-style-type: none"> <li>● In 20-21 (our year of distance Learning) 80% of our students were satisfied with the climate of support in Academic Learning; Only 60% of our students felt a strong sense of belonging at our campus</li> <li>● Comments included: “Most teachers go out of their way to help students...” and “Everyone is treated fairly.”</li> <li>● Stakeholder survey included the opportunity for staff to report how SPED dept. supported them; However, it did not include questions to parents about whether or not supports and interventions were accessible to students. Questions about support were general (i.e. Does your child attend tutoring for support?). We noted that questions specific to supports (i.e. Does your child participate in a POWER Class? if so, has their reading improved?) could help us to understand student and parent perception of available academic supports for our struggling students.</li> </ul>



<p>EL Master Plan</p>	<p>Each year, our Director of EL and ELA Programs presents a Professional Development regarding changes to the EL Master Plan at our beginning of the year inservice. She reviews the plan and delineates how support for LTEL students, EL students, and Initial students is provided Magnolia Wide. Individual school sites implement this plan. During this Disproportionality review, our team reviewed this plan and discussed how it serves our EL student population as this is the most at-risk population. Our controlling questions for these discussions were: Do we implement this plan with fidelity? What are the ways we can improve the implementation of EL support for our struggling students? Do we have any school site policies or procedures that support/ negate this plan?</p>	<ul style="list-style-type: none"> <li>• MSA-1 enrolls any student who scores a 1 or 2 on the ELPAC into a support class (POWER Class) for language support. This POWER class provides an additional period of Designated ELD to these students.</li> <li>• Our campus implements approved, integrated and designated ELD curriculum with fidelity in its ELA classes. This comprehensive ELD curriculum ensures that all students, regardless of EL level, are receiving both integrated and designated ELD instruction as is required.</li> <li>• Teachers in all core classes provide Integrated ELD through the use of the CHATS framework and SDAIE strategies to support all students in their instruction (Tier 1 support)</li> </ul>
<p>Review of Multi-Tiered System of Support</p>	<p>MSA-1 does utilize an RTI model of support for students who are struggling and are at risk of developing a discrepancy that could qualify them for SLD or trigger a referral to special education; Our team reviewed the Tier 1 supports implemented and evaluated in our classrooms (CHATS framework, UDL); Tier 2 Supports (POWER Classes); and Tier 3 Supports (SSPT plans)</p>	<ul style="list-style-type: none"> <li>• We observed that referrals to Special Education often happen when a student is in Tier 1 support and are often parent led. They should be happening at the Tier 3 level of support so we found that this might potentially contribute to our disproportionality because we need to make sure a student is being given all tiers of support before referral to Special Education</li> </ul>

<p>Quantitative</p>	<p>NYU Steinhardt Workbook</p>	<p>By reviewing student IEP's in SEIS, student demographic information, and district demographic information and using the formulas included in the NYU workbook</p>	<ul style="list-style-type: none"> <li>We have disproportionality in Element 10 the number of Hispanic students who are eligible for special education services under SLD.</li> </ul>
<p>CALPADS Reports; SEIS Plan reports</p>	<p>Reviewed the number of students who were referred to Special Education, evaluated with a comprehensive psycho-educational assessment, and qualified under SLD</p>	<ul style="list-style-type: none"> <li>Our disproportionality is not a result of over-identification of Hispanic students as SLD when they are referred to special education for comprehensive assessment at MSA-1. The students we have who are Hispanic SLD were assessed and determined eligible at other LEA's prior to their enrollment at MSA-1.</li> <li>From the 18/19 school year through the 20/21 school year, 13 students were referred to special education and only 2 students qualified for special education services. Only 1 of those 2 students qualified for services under SLD.</li> </ul>	<ul style="list-style-type: none"> <li>Our disproportionality is not a result of over-identification of Hispanic students as SLD when they are referred to special education for comprehensive assessment at MSA-1. The students we have who are Hispanic SLD were assessed and determined eligible at other LEA's prior to their enrollment at MSA-1.</li> <li>From the 18/19 school year through the 20/21 school year, 13 students were referred to special education and only 2 students qualified for special education services. Only 1 of those 2 students qualified for services under SLD.</li> </ul>
<p>ELPAC Scores for dually identified students (EL and Disabilities) 2019-2021.</p>	<p>We could not gather ELPAC data from 2019/20 school year due to the impact of the COVID-19 pandemic and subsequent school closures, as well as changes to the ELPAC requirements due to the pandemic; Therefore, we evaluated ELPAC data from the 2019 through 2021 Data. We looked specifically at students who were dually identified as EL and Students with Disabilities; we examined whether or not they</p>	<ul style="list-style-type: none"> <li>Students who are dually identified as EL and as a Student with a Disability consistently scored lowest in the area of Reading</li> <li>Our most current data shows that 67 students are dually identified as English Learners and as a Student with a Disability</li> <li>Based on our most current data, 5/67 students who are dually identified as EL and a Student with a Disability reclassified on their most</li> </ul>	<ul style="list-style-type: none"> <li>Students who are dually identified as EL and as a Student with a Disability consistently scored lowest in the area of Reading</li> <li>Our most current data shows that 67 students are dually identified as English Learners and as a Student with a Disability</li> <li>Based on our most current data, 5/67 students who are dually identified as EL and a Student with a Disability reclassified on their most</li> </ul>

		<p>progressed on the ELPAC or reclassified. We also looked at their four domains to examine progress in the areas of listening, speaking, reading, and writing.</p>	<p>recent ELPAC; 35/67 students who are dually identified improved their overall score since their last ELPAC.</p>
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Identify who was involved in the discussions about the data analysis. Briefly summarize the **prioritized** findings of the data analysis (including trends and patterns).

MSA-1's data in the NYU Steinhardt Assessment tool was gathered by Lori Morley, our SPED Coordinator from 2016-2021 and Acting Dean of Students for MSA-1. During team meetings, Lori Morley was joined by Erdinc Acar (Chief Academic Officer), Mustafa Sahin (then Principal of MSA-1), Dr. Artis Callaham (Director of Special Education and Support Services), Traci Lewin (Director of Math Programs), Katie Mann (Director of EL and ELA Programs), Chelsi Bisbey (RSP Teacher; SPED Coordinator 20-21 School Year), Brad Plonka (Principal 21-22, MSA-1), Azniv Fotolyan (Dean of Academics, MSA-1) and Dr. Dennis Doyle (Technical Assistance Facilitator). Together we reviewed and disaggregated the data included in our demographic information and assessment outcomes, and we noted several trends and observations.

First, in examining our data in the NYU Steinhardt Assessment tool, we validated consecutive year risk ratios that showed significant disproportionality exists in the number of Hispanic students MSA-1 also has as eligible under SLD in special education. In brief, Hispanic students make up 90.3% of the district population and make up 96.3% of students in the district classified as having a disability. Additionally, of Hispanic Students with disabilities, 81% are classified as having a learning disability.

Additionally, our team also looked at individual IEPs for students who are dually identified as a Student with a Disability and an English Learner, ELPAC data from 2019 through 2021, stakeholder surveys, and individual student records. Our team also noted that students who were dually identified as both EL and SWD had a low rate of reclassification from year to year on the ELPAC. The lowest scores achieved by students who were dually identified as EL and as a Student with a Disability on the ELPAC were in the area of reading.

The team also realized that we only identified one Latinx student with a Specific Learning Disability in our school, over the period of 2019 through 2021. We reviewed practices and policies to determine how we could better serve our students. The team highlighted the fact that SLD is the one area where students are deemed to be "no longer eligible" once they have achieved sustained grade/age level performance. We reviewed LACOE and LAUSD's trends in exiting students from Special Education. We found promising reintegration practices and policies in those LEAs that the team plans to incorporate into our MPS practices. The following information will be incorporated into our policies and practices as a result of this CCEIS plan. Our program will be redesigned to independently accommodate for processing area deficits, fully integrate into the general education program and ensure that exiting special education when appropriate for the student will be achieved.

Additional discussions took place regarding our Dually Identified students. Students who are in SPED and have a disability that is adversely impacting their ability to function in a processing area that indicates clear alignment with the area on the ELPAC where they are having difficulty demonstrating mastery. If the team established the appropriate criteria and reviewed the psych files, Dually Identified students may be able to reclassify as Redesignated English Language Proficient (RFEP) at a higher rate. This may in turn increase their self esteem and motivation to improve academically. In the 20-21 school year, 28 students were dually identified in our middle school Students with Disabilities population, and 48 students were dually identified in our high



school students with disabilities population.

**Note:** *This is a narrative description of the data analysis and findings. Additional charts and tables are not needed.*

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

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

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

Root Cause	Describe the Data Source(s) that Supports the Root Cause
<p>When language development is not supported through instruction, the discrepancy that qualifies a student for a Specific Learning Disability continues to impact the number of Hispanic students who qualify for special education under the eligibility of SLD.</p>	<ul style="list-style-type: none"> <li>● ELPAC Reports reveal that the reclassification rate of students who are dually identified as a student with a disability and also, an EL student is 7.46%, compared to the full EL population of MSA-1 which has a 10.4% reclassification rate. Our school-wide RFEP rate is above the state’s RFEP rate, which is at 8.6%, but our dually-identified population falls below the state average. Only 52% of our students improved their ELPAC scores from 2019 to 2021. Below average reclassification rates keep students with disabilities dually identified as EL/SWD, and this may affect the number of Hispanic students who continue to be eligible as a student with a SLD.</li> <li>● Our dually identified Students who are both an EL Student and a Student with a Disability generally improve from year to year on the ELPAC (which suggests their English proficiency is developing), but they struggle to reclassify (which suggests they are not English Proficient in the academic setting). When students remain dually identified as EL and Specific Learning Disabled it may or may not indicate their language development is not adequately supported or accounted for in our instruction or systems of intervention (i.e. POWER Classes, Saturday School, Tutoring, SSPTs).</li> </ul>

	<ul style="list-style-type: none"> <li>SEIS IEP Student Files reveal that students with disabilities are able to be exempt from one domain of the ELPAC and that MSA-1 does not have criteria outlined for how to evaluate whether or not a student might qualify for an exemption from the reading/writing sections (esp. when the student's identified Specific Learning Disability (SLD) is shown to impact the student's ability to read).</li> </ul>
<p>Some of the students identified as SLD who are English Language Learners, did not have an assessment completed in their primary language to rule out language acquisition as the primary cause for students' performance.</p>	<p>Cumulative Reviews indicated evidence that there was not an assessment in the students' primary language in some cases, prior to determining SLD eligibility. Our bilingual psychologist assesses these students to determine if the assessments were valid because we find that previous institutions do not always assess students in the appropriate language.</p>
<p>Lack of criteria and lack of a process for exiting special education.</p>	<p>Cumulative Review - 0% of our students with SLD had their academic progress monitored and reviewed to determine if they are on grade level and have demonstrated this performance over a designated length of time. In reviewing our SPED Compliance Guidelines, we realized we did not have a process for systematically reviewing students to transition out of SPED, nor did we have an established criteria for exiting students.</p>

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

### **3.1 Identify Target Population**

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

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

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

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

The estimated student numbers:

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

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



<b>Students Currently <u>Not</u> Identified as Needing Special Education</b> <b>2021 CCEIS Service Period: July 1, 2021 to September 30, 2023</b>		
<b>Report Periods</b>	<b>Description of Targeted Student Population</b>	<b>Number of Students Currently <u>Not</u> Identified as Needing Special Education Receiving CCEIS Initiatives</b>
First 12 months: 7/1/2021 to 6/30/2022	6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics.	15
Second 12 months: 7/1/2022 to 6/30/2023	6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics.	15
Last 3 months: 7/1/2023 to 9/30/2023	6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics.	15
<b>Total Target Students to be served during this 27-month period</b> <b><i>(non-duplicative count)</i></b>		15

<p align="center"> <b>Students <u>Currently Identified</u> as Needing Special Education</b>  <b>2021 CCEIS Service Period: July 1, 2021 to September 30, 2023</b> </p>
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Time Periods	Description of Targeted Student Population	Number of Students <u>Currently Identified</u> as Needing Special Education Receiving CCEIS Initiatives
First 12 months: 7/1/2021 to 6/30/2022	N/A Students not currently identified as needing special education	N/A
Second 12 months: 7/1/2022 to 6/30/2023	N/A	N/A
Last 3 months: 7/1/2023 to 9/30/2023	N/A	N/A
<b>Total Target Students to be served during this 27-month period (non-duplicative count)</b>		N/A

**3.2 Develop Programmatic Improvement Action Plan**

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

<b>Measurable Outcome # 1</b>	<b>Indicator(s)</b>	<b>Root Causes</b>	<b>Target Population</b>
By September 30, 2023, MSA-1 will develop and implement a procedure for reviewing 100% of incoming 6th grade student files who are dually identified EL and Students with Disabilities in order to determine previous services provided and to make informed decisions regarding the most impactful services for each student.	10	Some of the students identified as SLD who are English Language Learners, did not have an assessment completed in their primary language to rule out language acquisition as the primary cause for students' performance.	6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics.

<b>Activity</b>	<b>Staff Responsible for Implementation and Monitoring</b>	<b>Timeline</b>	<b>Data Sources/ Methods for Evaluating Progress</b>	<b>Funding Sources and Types of Expenditures</b>
Activity 1.1: Designated Special Education, school site EL Coordinator, and Title 1 staff will conduct a file review of student cumulative files.	EL Coordinator and Title 1 Staff	30 days from receipt of Cumulative File	Cumulative File Review Document	Title I, General Fund



<p>Activity 1.2: EL and Title 1 Coordinators will work with Deans of Academics to enroll students into the appropriate EL services.</p>	<p>EL and Title 1 Coordinators and Dean of Academics</p>	<p>Within 30 Days from the start of the school year</p>	<p>CALPADS data and Infinite Campus Schedule Reviews</p>	<p>Title 1 funds, General Fund</p>
<p>Activity 1.3: After review of incoming student IEP's, designated SPED staff will determine students who require a primary language, psycho-educational assessment and will generate an Assessment Plan for students to receive an evaluation, and the results will be presented or shared at an amendment, 30 day, annual, or triennial meeting.</p>	<p>Designated SPED staff</p>	<p>Within 60 days from receipt of the Signed Assessment Plan</p>	<p>IEP, CALPADS data, SEIS student files</p>	<p>SPED funding and General fund</p>

Measurable Outcome # 2	Indicator(s)	Root Causes	Target Population
<p>By June 2022, MSA-1 will establish a procedure for exiting students from Special Education along with a process for continued progress monitoring. The procedure will be added to our compliance manual so that if students meet a defined set of criteria sustained for a meaningful period of time, they may be determined "no longer eligible" for special education.</p>	<p>10</p>	<p>Lack of criteria and lack of a process for exiting special education.</p>	<p>6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics.</p>

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures



Activity 2.1: Revise our policies and procedures in MPS Uniform Compliance Guide for Special Education and obtain Board Approval for updated policies by June 2022.	Director of Special Education and Support Services	by June 2022	MPS Uniform Compliance Guide for Special Education	SPED Funding and General Fund
Activity 2.2: Establish criteria for a student to be determined "no longer eligible" for SPED services. (i.e. Goal achievement, student consistently functioning at or above grade level academically)	Director of Special Education and Support Services, MSA-1 SPED team	by Jan 2022	MPS Uniform Compliance Guide for Special Education	SPED Funding and General Fund
Activity 2.3: Implement the use of criteria for a student to be determined "no longer eligible" for special education services at MSA-1's school site.	Special Education Staff	by Jan 2022	MPS Uniform Compliance Guide for Special Education and Student IEP's	SPED Funding and General Fund

Measurable Outcome # 3	Indicator(s)	Root Causes	Target Population
By June of 2023, MSA 1 faculty will receive at least ten (10) hours of professional development centered on MTSS - UDL (Universal Design for Learning) focused on ELD Instruction.	10	When language development is not supported through instruction, the discrepancy that qualifies a student for a Specific Learning Disability continues to impact the number of Hispanic students who qualify for special education under the eligibility of SLD.	6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics.

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 3.1: By June of 2022, MPS 1 Faculty will receive a minimum of four (4) hours of professional development centered on (I Excel) IXL Math and ELA program implementation with pathways to meet needs of EL students.	Vice Principal and Deans of Academics organize and facilitate PD on MSA-1 Campus; Staff attends	by June 2022	Meeting Agenda and Attendance Roster; Coaching sessions and classroom observations by Deans of Academics.	CCEIS Funding; ELOG Funding
Activity 3.2: By June of 2022, MSA 1 faculty will receive a minimum of four (4) hours of professional development centered on Project Based Learning (PBL) with an emphasis on hands-on learning and language acquisition for EL students.	Vice Principal and Deans of Academics organize and facilitate PD on MSA-1 Campus; Staff attends	by June 2022	Meeting Agenda and Attendance Roster; Coaching sessions and classroom observations by Deans of Academics.	CCEIS Funding ELOG Funding

Measurable Outcome # 4	Indicator(s)	Root Causes	Target Population
By September of 2023 our Target Population, the <b>MSA-1/15 Team</b> , will meet their individual academic growth targets on the NWEA MAP test in the areas of Reading and Mathematics and 75% of our target population students will advance by one level on the ELPAC assessment.	10	When language development is not supported through instruction, the discrepancy that qualifies a student for a Specific Learning Disability continues to impact the number of Hispanic students	6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are

	who qualify for special education under the eligibility of SLD.	performing at least one year below grade expectancy in Reading and/or Mathematics.
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Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 4.1: Identify and provide a stipend for a CCEIS Coordinator to facilitate the supports provided to our target population, the MSA-1/15 Team.	CCEIS Coordinator	January 2022	Personnel Action Form	CCEIS Funding
Activity 4.2: Develop Individual Portfolios for each MSA-1/15 student to ensure progress monitoring and implementation of supports.	CCEIS Coordinator	Monthly	Portfolios for MSA 1/15	CCEIS Funding
Activity 4.3: Collect and disaggregate baseline data for MSA-1/15 students; Conduct data collection for MSA-1/15 students to include NWEA MAP scores, ELPAC Scores, and Grades. Achievement data will be presented by the students of MSA-1/15 to their parents with teacher facilitation (i.e. student-led conferences).	CCEIS Coordinator, Title I and EL Coordinator	Monthly	NWEA MAP Results, LPAC Scores, Grades Infinite Campus SIS System	CCEIS Funding
Activity 4.4: Provide small group instruction for MSA1/15 students who are not meeting progress monitoring benchmarks. Support instruction would be offered one time a week during SSR period until benchmarks are met.	CCEIS Coordinator	Weekly during one SSR Period	NWEA MAP Results, Grades, Infinite Campus SIS System	CCEIS Funding

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



**3.3 Complete Budget Forms**

Complete both budget forms embedded below.

**Budget Form 1: 2021 BUDGET ALLOCATION**

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

2020 Resource <b>3310</b> Allocation	2020 Resource <b>3315</b> Allocation
\$85,970.00	\$0

**Provide the Fiscal Year 2021–22 allocation awarded for Resource Codes 3310 and 3315:**  
 Provide the 2021 allocations the SELPA provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

2021 Resource <b>3310</b> Allocation	2021 Resource <b>3315</b> Allocation
\$89,625.00	\$0

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

2021 CCEIS Resource 3312 3312 = 15% of 3310		2021 CCEIS Resource 3318 3318 = 15% of 3315		<b>Total 2021 CCEIS Budget (3312 plus 3318)</b>
\$13,443.75	plus	\$0	equals	\$13,443.75

The above 15 percent set-aside amounts will be the 2021-22 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CCEIS Progress and Expenditure Reports. **Please use the Total 2021 CCEIS Budget indicated above to complete the 2021 Allowable Costs Budget form on the next page.**

**Budget Form 2: 2021 ALLOWABLE COSTS BUDGET**

Complete the table below to reflect the **Total 2021 CCEIS Budget** as reported on the 2021 Budget Allocation. CCEIS expenses for 2021 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.

The 2021 CCEIS period is July 1, 2021, through September 30, 2023. The CCEIS 15 percent set-aside must be fully expended by September 30, 2023.

2021 Budget Line Items	Brief Description of 2021 CCEIS Activities	Amount for each CCEIS Activity
1000–Certified Salaries		\$
2000–Classified Salaries	CCEIS Coordinator will provide Facilitation, guidance and support to ensure the CCEIS plan is carried out.	\$3,000.00
3000–Employee Benefits		\$
4000–Materials and Supplies	Software for virtual portfolios Student accounts (ex: Proud to be Primary)	\$4,243.75
5000–Services and Other Operating Costs		\$3,000
5100 Contract Services (ICR cannot be used for Object Code 5100)		\$
5800 Contract Services		\$3,200
7300–Indirect Cost Rate (ICR) CDE-approved rate of ____ percent)		\$
Total Amount for 2021 CCEIS Activities. The amount must equal the Total 2021 CCEIS Budget as indicated on the 2020 Budget Allocation Summary.		\$13,443.75

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

LEA Business Fiscal Officer (Print Name & Signature) Harun Ciftci <i>Harun Ciftci</i>	Date Signed: Sep 30, 2021 Contact Phone: 213-628-3634
SELPA Business Fiscal Officer (Print Name & Signature) Erin Finnell <i>Erin Finnell</i>	Date Signed: Sep 30, 2021 Contact Phone:(530) 295-2486

**Note:** *This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available on the [CCEIS Padlet](#).*



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

**4.1 Implement Programmatic Improvement Action Plan**

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

Staff Name	Reports to Submit	Email
Brad Plonka	<input type="checkbox"/> Progress Reports <input type="checkbox"/> Expenditure Reports <input checked="" type="checkbox"/> Both Reports	bplonka@magnoliapublicschools.org
CCEIS Coordinator	<input checked="" type="checkbox"/> Progress Reports <input type="checkbox"/> Expenditure Reports <input type="checkbox"/> Both Reports	???????????

**4.2 Evaluate Effectiveness**

<p>Describe the <u>process</u> 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.</p>
<p>MSA-1 will complete an ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan.</p> <p>Measurable Outcome 1: Data will be collected by designated staff from student cumulative files. Data will include previous transcripts, student disciplinary reports, ELPAC scores, IEPs, and any additional records included in student files. Collection and analysis of data will occur within 30 days of receipt of the student’s cumulative file. Data will be shared by designated staff with CCEIS Coordinator, deans of academics, special education staff, and EL/Title 1 Staff. Compliance will be monitored by administration at the school site level.</p> <p>Measurable Outcome 2: Data will be collected by designated special education staff from Student IEPs at a school site level to determine if students need additional assessment or may be determined no longer eligible for special education services. Implementation of the criteria for file review will be ongoing, and progress toward being determined “no longer</p>



eligible" for special education services will occur quarterly (using IEP progress reports), annually (at the time of IEP annual reviews), and triennially (at the time of comprehensive assessment). At a District, Magnolia-wide level, information from MPS's Uniform Compliance Guide will be revised and shared with stakeholders, approved by the School Board and publicly communicated on our district web-site and at appropriate school meetings.

Measurable Outcome 3: Data regarding MSA-1's offering of professional development and staff attendance to professional development will be collected each time PD is held using an agenda or attendance sheet. Compliance and progress of implementation of UDL and PBL will be monitored by Deans of Academics during instructional classroom observations (monthly) and informal/formal evaluations (twice per semester).

Measurable Outcome 4: Math and English Departments at the MSA-1 School site will administer MAP testing In the Fall and Spring (with an optional Winter administration). Data will be collected by the CCEIS Coordinator after administration of those assessments. ELPAC data will also be collected after its administration to students at the end of the academic school year when score reports become available. CCEIS coordinator will also monitor grades monthly, and share information with parents/families in student led conferences on a quarterly basis.

On a quarterly basis, our stakeholder group will consider when we need additional input and feedback through our stakeholder survey and interviews as appropriate. The Programmatic Improvement Action Plan will be revised as data informs outcomes.

**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.

Every aspect of the MSA-1 CCEIS Plan has been designed to sustain the activities in the plan and more broadly to support continuous improvement both for MSA-1 and all schools in the Magnolia Public Schools Science Academy network. The process to add formal policies, practices and procedures that are revised on an annual basis is overseen by the Accountability Department that ensures ongoing monitoring - in particular to reduce disproportionality.

The goal is to institutionalize all practices and to take them to scale. LCFF/LCAP funding will be prioritized to address gaps from an equity perspective targeting students who are furthest from receiving equitable outcomes.

Assessments will be continuously monitored through file reviews to ensure that they are linguistically and culturally appropriate.

MSA-1 will seek additional funding and grants to ensure that needed professional development is provided moving forward and current funding will be re-purposed to address root causes through blended initiatives including LCAP, Title I and other external support opportunities.

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

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

Staff Name	Title	LEA/Agency	Email
Brad Plonka	Principal	MSA 1	bplonka@magnoliapublicschools.org
Artis Callaham	Dir., SPED and Support Services	MPS	amcallaham@magnoliapublicschools.org

**CCEIS Plan Signatures**

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

Printed Name and Signature	Date
Alfredo Rubalcava , Superintendent and CEO <i>Alfredo Rubalcava</i>	9/28/2021
LEA Superintendent	
Artis M. Callaham Ed.D., Director SPED and Support SVCS <i>Artis M. Callaham Ed.D.</i> <small>Artis M. Callaham Ed.D. (Sep 29, 2021 15:32 PDT)</small>	Sep 29, 2021
Special Education Director	
Sandra Covarrubias, MPS Board Chairperson <i>[Signature]</i>	9/29/2021
School Board Chairperson	
Ginese Quann, El Dorado SELPA Director <i>Ginese Quann</i>	Sep 30, 2021
SELPA Director	
Harun Ciftci <i>Harun Ciftci</i>	Sep 30, 2021
Interim Chief Financial Officer	






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Final Audit Report

2021-09-30

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Final Audit Report

2021-09-30

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