



Board Agenda Item #	II A: Information/Discussion Item
Date:	October 13, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Artis Callaham, Director of Special Education Erdinc Acar, Chief Academic Officer
RE:	Review and discussion of Magnolia Science Academy 1 and Magnolia Science Academy 5 Comprehensive Coordinated Early Intervening Services (CCEIS) Plans

**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 Comprehensive Coordinated Early Intervening Services (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.

The rationale for the CDE Monitoring is to monitor Race and Ethnic equity in the classification of SPED students. The CDE therefore requires schools to ensure that the percentage of students eligible for any category be less than 30% for any ethnic group.

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 and MSA-5 got engaged in developing its CCIS plan with the help of our educational partners 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.

- April 7, 2022- Submitted the Assurance of Compliance with authorized signatures.
- April 7, 2022- Participated in the Developing a Comprehensive Coordinated Early Intervening Services Plan Webinar
- April 8, 2022 - Participate in the Significant Disproportionality for Continuing Local Educational Agencies Webinar
- May 10, 2022- Combined Leadership Team and educational partner Group; Reviewed 4 phases of CCEIS Plan, the format and due dates. Leadership Team discussed pacing charts, planned meetings, and added additional members of educational partner group. Leadership Team and educational partner Group completed responsibilities for respective teams, identified data sources, and registered for Workshop A
- May 17, 2022- Combined Teams looked at examples of data sources and initiatives and discussed self assessment instruments.
- June 8, 2022 - Attended CCEIS Workshop B - MSA- 5 only
- May 31, 2022- Combined Teams Reviewed Magnolia Data related to Hispanic SLD and EL populations and identified data gaps. Examined Magnolia's initiative inventory and discussed EL Master Plan; Analyzed Data and selected Self Assessment Tool.
- June 7, 2022- educational partner Group participated in overview and introduction to self assessment instrument
- June 14, 2022- educational partners completed Success Gaps Rubric Assessment generating risk ratios
- August 9, 2022 - educational partner 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.
- August 23, 2022- Re-organized Leadership Team and educational partner Group
- September 13, 2021 - educational partner Group reviewed and provided additional input for draft of CCEIS Plan to be incorporated by Leadership Team.
- October 12, 2022 - Educational Partner Meetings to review data, actions and update plans.

MSA-1 and MSA-5 will be submitting completed plans to CDE by November 1, 2022 as part of the programmatic improvement process to develop its action plan for implementation of their (CCEIS). The plans will include the completion of the Programmatic Improvement Action Plan and the Allowable Costs Budget 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, 2022 – September 30, 2024).

### **Budget Implication**

MSA-1 and MSA-5 will reserve 15 percent of its IDEA grant funds to provide Comprehensive Coordinated Early Intervening Services to students in the LEA.

### **Attachments**

None