

Agenda Item:	V A: Information/Discussion Item
Date:	June 17, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Artis M. Callaham, Ed.D., Director of SPED and Support Krystal Zavala, Special Programs Coordinator
RE:	MPS Excellent Progress toward CDE Significant Disproportionality Compliance

**Informational Item:**

The CDE Technical Assistance Facilitator (TAF), Dennis Doyle is requesting time to present to the board the excellent progress made by MSA 1, MSA 5, and MSA 2 toward progress on Disproportionality Compliance.

**Purpose:**

Four of our MPS Schools have been working very diligently with the CDE and our TAF to address the disproportionality of Special Education Student eligibility.

- MSA 1, and 5 - are in Significant Disproportionality for Hispanic (Latino) students for the SLD eligibility. MSA 5 has successfully met the CDE requirement for no longer being in Significant Disproportionality this past 23-24 school year.
- MSA 2 has been in Disproportionality for two years and this school year 23-24, they were found to be out of danger of becoming Significantly Disproportionate.
- MSA San Diego is currently in Significant Disproportionality for White students identified under Other Health Impairment, (OHI).

**Background:**

The Individuals with Disabilities Education Act (IDEA 2004) requires states and local education agencies (LEAs) to take steps to address disproportionality. Disproportionality refers to the “overrepresentation” of a particular racial or ethnic group in one of four areas:

- special education in general;
- special education within a specific disability category;
- disciplinary action; or
- more restrictive environments.

Annually, LEAs with disproportionate student outcomes for three sequential years for the same racial or ethnic group in the same element or indicator are identified as Significantly Disproportionate by the CDE.

Under IDEA, LEAs with Significant Disproportionality are required to identify and address contributing factors to disproportionality as part of their comprehensive coordinated early intervening services (CCEIS). These systems change efforts require collaborative work between general education and special education.



**Analysis and Impact:**

MSA 1 and 5 have developed and implemented plans to address the disproportionality. The schools provide the state with quarterly reports and amend the plans annually to reduce the disproportionate numbers of students who are over-identified.

MPS schools have implemented the following procedural changes based on the following new board-approved policies over the past three years.

- The Alternative Dispute Resolution Policy
- Reintegration of SPED students into General Education Policy
- ELPAC - domain removal qualifications

**Budget Implications:**

None

**Exhibits:**

- MSA 1- CIM for CCEIS Plan
- MSA 5 - CIM for CCEI Plan



COMPLIANCE AND IMPROVEMENT  
MONITORING

# 2023 CIM for CCEIS ABBREVIATED ACTION PLAN

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



Local Educational Agencies (LEAs) who have been approved by the California Department of Education (CDE) to continue their 2022 CCEIS Plan as a 2023 Abbreviated CIM for CCEIS Action Plan should complete this document and submit by September 30, 2023, to the CDE via email: [intensivemonitoring@cde.ca.gov](mailto:intensivemonitoring@cde.ca.gov).

LEA Name: MSA 1	Contact Name: Brad Plonka
Contact Email: <a href="mailto:bplonka@magnoliapublicschools.org">bplonka@magnoliapublicschools.org</a>	Contact Phone Number: (818) 609-0507
Significant Disproportionality Indicator(s)/Element(s): 10 for Hispanic students with SLD eligibility	

## CONFIRM COMPLETION OF POLICIES, PRACTICES AND PROCEDURES REVIEW

The Policies, Practices and Procedures (PPP) Review for significantly disproportionate LEAs should be completed annually. Please list the date of the last Review and note when/how revisions to the PPP were publicly shared.

Date of Last Policies, Practices and Procedures Review: 3/16/2022; 5/22/2023
<p>Method/Date PPP Revisions Shared: The annual required process of reviewing MSA-1's policies, practices, and procedures related to our significant disproportionality took place on two levels: Our first level of PPP review was conducted at a centralized level at our Magnolia Public Schools (MPS) Administrative Offices.</p> <p>Our Director of Special Education and our Director of EL and ELA Programs reviewed board policies and implementation of programs related to our Hispanic SLD Indicator and determined that a policy with codified procedures to address the needs of our EL students prior to referral to a Student Study Team for special education assessment would better serve the language and learning needs of our students.</p> <p>At the second specific site level, it was recommended that those designated processes and step by step procedures be developed with an accompanying policy that will be beta tested during the 2023-24 school year with our MSA-1 Target Population acting as a test bed. The results will serve as proof of concept. The prototype will be adjusted based upon outcomes and feedback and will then be brought to the MPS Board for approval and subsequent implementation at all MSA sites the following year.</p> <p><u>Additional PPP findings:</u> the newly implemented Reintegration Policy for all MPS Schools that was developed through our last CCEIS Plan has had a positive impact on student outcomes consistent with the goals set forth in the previous plan. In-depth reviews of designated students' academic</p>

functioning and progress were systematically conducted with the desired effect and qualified students were exited where IEP goals had been fully met, students have demonstrated grade level proficiency for two consecutive years based on formative and summative assessments.

Finally, our EL Master plan has recently been revised to incorporate more support for specific EL special education students. Those students who qualify may have one domain of the ELPAC removed if there is a clear connection between a student's special education eligibility that is clearly aligned with their difficulty in passing a related particular domain of the ELPAC exam. This revision in the EL Master plan was presented to the MPS Board on August 10 of 2023 for implementation beginning in the 23-24 school year. Upon approval, the new policy was shared publicly on our MPS website and broadly disseminated internally to all sites along with necessary professional development to ensure fidelity in implementation.

The PPP review and plans for new policies were discussed at our Joint CIM for CCEIS/Ed Partners meeting on June 13, 202, and September 26, 2023.

## IDENTIFY TARGET POPULATION

Individuals with Disabilities Education Act (IDEA) funds reserved for CCEIS are for students in the LEA who are, "particularly, but not exclusively, children in those groups that were significantly over-identified, including children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment and children with disabilities." (See 34 CFR Section 300.646(d)(2).) "An LEA may not limit comprehensive CEIS...to children with disabilities." (See 34 CFR Section 300.646(d)(3).

Please describe the LEA selected criteria for the students that will be provided CCEIS with the 2023 CIM for CCEIS budget. Include the disaggregated breakdown of the Target Population by race and ethnicity.

We recalculated our data using the NYU Steinhardt Assessment tool, just as we had previously validated consecutive year risk ratios that led to our Hispanic SLD significant disproportionality at MSA-1. While Hispanic students make up 90.3% of the district population they make up 96.3% of students in the district classified as having a disability. Additionally, of those Hispanic Students with disabilities, 81% are classified as having a learning disability. Our team conducted file reviews and determined the unmistakable pattern that our case study reveals: our Hispanic SLD pupils are indeed dually identified as Students with a Disability and as an English Learner. Our file reviews and quantitative data focused on ELPAC data from 2019 through 2022, stakeholder surveys, and individual IEP and enrollment student cumulative 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.

Our case study of our overidentified Hispanic SLD (root causes) can be summed up as 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. They are further characterized as not having had robust, comprehensive ELD prior to enrollment at Magnolia Public Schools.

Five previously identified Target Population students who met their goals are being exited and will continue to be monitored for at least a two year period. Therefore, for the 23-25 target group MSA 1 will identify an additional 10, primarily Hispanic, general education students who meet the above criteria - specifically pupils who are currently or are at risk of becoming LTEL's. The team will review 6th and 7th grade students who meet the aforementioned criteria. RFEP students who are having difficulty

may also be considered for participation in the Target Population. 21 specific students will be in the target population for 23-25.

Complete the table below **using estimates from current student data**. Actual numbers of targeted students served will be provided on the Quarterly Progress and Expenditure Reports.

Estimated Number of Students to Receive CCEIS		
2023 CCEIS Service Period: July 1, 2023, to September 30, 2025	Estimated number of students currently <i>not</i> identified as needing Special Education that will receive CCEIS	Estimated number of students <i>currently identified</i> as needing Special Education that will receive CCEIS
Total Students to be served during this 27-month period ( <i>non-duplicative count</i> )	21	0

### 2023 BUDGET ALLOCATION

Provide the Fiscal Year 2022–23 allocation awarded for Resource Codes 3310 and 3315.

2022 Resource <b>3310</b> Allocation	2022 Resource <b>3315</b> Allocation
\$ 108,931.00	\$

Provide the Fiscal Year 2023–24 allocation awarded for Resource Codes 3310 and 3315.

(Provide the 2023 allocations the Special Education Local Plan Area 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.)

2023 Resource <b>3310</b> Allocation	2023 Resource <b>3315</b> Allocation
\$ 91,847.82	\$

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2023–24 allocations the LEA was awarded for resource codes 3310 and 3315:

2023 CCEIS Resource 3312 <b>3312</b> = 15% of 3310		2023 CCEIS Resource 3318 <b>3318 = 15% of 3315</b>		<b>Total 2023 CIM for CCEIS Budget (3312 plus 3318)</b>
\$ 13,777.17	<b>plus</b>	\$	<b>equals</b>	\$ 13,777.17

The above 15 percent set-aside amounts will be the 2023-24 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CIM for CCEIS Progress and Expenditure Reports.

### ALLOWABLE COSTS BUDGET

Please use the Total 2023 CIM for CCEIS Budget indicated above to complete the 2023 Allowable Costs Budget. Complete the table below to reflect the **Total 2023 CIM for CCEIS Budget** as reported on the

2023 Budget Allocation. CCEIS expenses for 2023 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://sites.ed.gov/idea/files/significant-disproportionality-ga-03-08-17-2.pdf>. The 2023 CCEIS period is July 1, 2023, through September 30, 2025. The CCEIS 15 percent set-aside must be fully expended by September 30, 2025.

2023 Budget Line Items	Brief Description of 2023 CCEIS Activities	Amount for each CCEIS Activity
1000–Certified Salaries	CCEIS Coordinator will provide facilitation, guidance, and support to ensure the CCEIS plan is carried out.	\$7000.00
2000–Classified Salaries		\$0
3000–Employee Benefits		\$1,750.00
4000–Materials and Supplies	Software for EL software and training	\$2,000.00
5000–Services and Other Operating Costs		\$0
5100–Contract Services (ICR cannot be used for Object Code 5100)	Professional Development	\$0
5800–Contract Services*	Working with consultant through CCEIS process	\$2,663.46
7300–Indirect Cost Rate (ICR) CDE-approved rate of <u>2.64</u> percent)		\$363.71
Total Amount for 2023 CCEIS Activities. The amount must equal the Total 2023 CCEIS Budget as indicated on the 2023 Budget Allocation Summary.		\$13,777.17

\*Services for the same vendor are capped at \$25,000 in 5800 Budget Line. The remainder must be moved into the 5100 Budget Line.

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

LEA Business Fiscal Officer (Print Name & Signature)	Date Signed: Contact Phone:
SELPA Business Fiscal Officer (Print Name & Signature)	Date Signed: Contact Phone:

**Note:** This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available on the 2023 CIM for CCEIS Padlet.

## 2023 Abbreviated CIM for CCEIS Action Plan

Please provide any needed changes to the approved 2022 CCEIS Action Plan to indicate the activities that will be funded with the 2023 CIM for CCEIS budget. Including:

- If needed, adjust measurable outcomes and activities based on data from implementation of the 2022 CCEIS Plan
- As appropriate, adjust the contents of the 2022 CCEIS Action Plan to reflect the July 1, 2023–September 30, 2025, CCEIS period (update timelines, responsible staff, target population, activities, etc.)

Measurable Outcome # 1	Indicator(s)/Element(s)	Root Causes	Target Population
By June of 2025, at least 80 % of the MSA 1 target population will show at least one level of improvement on the ELPAC in the Reading domain.	Indicator 10	The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors	21 primarily Hispanic Students who are EL learners and/or approaching LTEL status in Grades 6 and 7

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 1.1: School will enhance CCEIS target population interventions by having staff members trained to implement English 3D, a program designed to accelerate language development for ELs who lack advanced linguistic knowledge and skills. The additional Instruction began in the 23-24 school year.	CCEIS interventionist, school leadership team	Training began with 22-23 school year; Instruction began 23-24 school year and is ongoing	ELPAC assessment results CCEIS Target Population Progress Monitoring Data: MAP, IAB, English 3D Data, SBAC results	CCEIS

Measurable Outcome # 2	Indicator(s)/Element(s)	Root Causes	Target Population
By June of 2025 - Approximately 30% percent of students in the target	ELPAC Assessment Results and other	Correlation between LTEL's and SLD	21 primarily Hispanic Students who are EL learners and/or

population will be Reclassified as Fluent English Proficient (RFEP).	reclassification requirements	identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors	approaching LTEL status in Grades 6 and 7
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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 2.1: For ELPAC testing universal testing accommodations will be implemented for all students in the CCEIS Target Population; smaller group settings will be provided, as will additional proctoring. Students will be instructed on how to access and utilize universal ELPAC testing accommodations	ELPAC Coordinator and Testing Coordinator	Beginning with 23-24 school year and ongoing	ELPAC Test Results	CCEIS and

Measurable Outcome # 3	Indicator(s)/Element(s)	Root Causes	Target Population
Target Population students will show an increase of at least one English Language Proficiency Indicator (ELPI) level as evidenced by ELPAC results.	Indicator 10	The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors	21 primarily Hispanic Students who are EL learners and/or approaching LTEL status in Grades 6 and 7



Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 3.1: ELD formative assessments of EL students on the Target Population will provide the basis for more concentrated and targeted ELD interventions during small group instruction. Target population students will receive extra support during tutoring and Saturday School.	ELPAC Coordinator and Testing Coordinator	Beginning with 23-24 school year and ongoing	ELPAC Test Results	CCEIS and Title 3 funds
Activity 3.2: External factors impacting the Target Population will be addressed by wrap-around services brokered through the Community Schools Grant.	CCEIS interventionist and Director of Community Schools and Partner Engagement	Beginning with 23-24 school year and ongoing	Attendance data, chronic absenteeism data, family support referrals, social worker caseloads	CCEIS and Community Schools Grant

Measurable Outcome #4	Indicator(s)/Element(s)	Root Causes	Target Population
By June 2024, complete a pilot study of pre-referral steps utilizing the Target Population as a test bed with a goal of Magnolia Public Schools system wide implementation in the 24-25 school year.	Indicator 10	The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors	Latino Students who are EL learners in or approaching LTEL status Grades 6 and 7

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 4.1: Utilize the tools and checklists provided by the Imperial County SELPA	EL Coordinator CCEIS Interventionist	Pilot would run 23-24 school year	Questionnaires and checklists provided by the	CCEIS funds

including cumulative file checks, English Learner extrinsic factors, English Learner Parent, Teacher and Student Questionnaires	Director of Special Education Special Programs Coordinator		Imperial County SELPA	
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*Duplicate the tables above for each additional Measurable Outcome and Activities.*

**Abbreviated CIM for CCEIS Plan Signatures**

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the Abbreviated CIM for CCEIS Action Plan using the 2023 CIM for CCEIS Budget.

Printed Name and Signature	Date
LEA Superintendent	
Special Education Director	
School Board Chairperson	
SELPA Director	

Submit completed plan to [intensivemonitoring@cde.ca.gov](mailto:intensivemonitoring@cde.ca.gov) by September 30, 2023.



COMPLIANCE AND IMPROVEMENT  
MONITORING

# 2023 CIM for CCEIS ABBREVIATED ACTION PLAN

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(CIM) for Comprehensive Coordinated Early Intervening Services (CCEIS)



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LEA Name: Magnolia Science Academy 5	Contact Name: Ali Kaplan
Contact Email: akaplan@magnoliapublicschools.org	Contact Phone Number: 818-609-0507
Significant Disproportionality Indicator(s)/Element(s): Element 10 Hispanic/ Specific Learning Disability (SLD)	

## CONFIRM COMPLETION OF POLICIES, PRACTICES AND PROCEDURES REVIEW

The Policies, Practices and Procedures (PPP) Review for significantly disproportionate LEAs should be completed annually. Please list the date of the last Review and note when/how revisions to the PPP were publicly shared.

Date of Last Policies, Practices and Procedures Review: 3/16/2022, 5/22/2023
<p>Method/Date PPP Revisions Shared: The annual required process of reviewing MSA-5's policies, practices, and procedures related to our significant disproportionality took place on two levels: Our first level of PPP review was conducted at a centralized level at our Magnolia Public Schools (MPS) Administrative Offices.</p> <p>Our Director of Special Education and our Director of EL and ELA Programs reviewed board policies and implementation of programs related to our Hispanic SLD Indicator and determined that a policy with codified procedures to address the needs of our EL students prior to referral to a Student Study Team for special education assessment would better serve the language and learning needs of our students.</p> <p>At the second specific site level, it was recommended that those designated processes and step by step procedures be developed with an accompanying policy that will be beta tested during the 2023-24 school year with our MSA-5 Target Population acting as a test bed. The results will serve as proof of concept. The prototype will be adjusted based upon outcomes and feedback and will then be brought to the MPS Board for approval and subsequent implementation at all MSA sites the following year.</p> <p><u>Additional PPP findings:</u> the newly implemented Reintegration Policy for all MPS Schools that was developed through our last CCEIS Plan has had a positive impact on student outcomes consistent</p>

with the goals set forth in the previous plan. In-depth reviews of designated students' academic functioning and progress were systematically conducted with the desired effect and qualified students were exited where IEP goals had been fully met, students have demonstrated grade level proficiency for two consecutive years based on formative and summative assessments.

Finally, our EL Master plan has recently been revised to incorporate more support for specific EL special education students. Those students who qualify may have one domain of the ELPAC removed if there is a clear connection between a student's special education eligibility that is clearly aligned with their difficulty in passing a related particular domain of the ELPAC exam. This revision in the EL Master plan was presented to the MPS Board on August 10 of 2023 for implementation beginning in the 23-24 school year. Upon approval, the new policy was shared publicly on our MPS website and broadly disseminated internally to all sites along with necessary professional development to ensure fidelity in implementation.

The PPP review and plans for new policies were discussed at our Joint CIM for CCEIS/Ed Partners meeting on June 13, 2023 and September 26, 2023.

### IDENTIFY TARGET POPULATION

Individuals with Disabilities Education Act (IDEA) funds reserved for CCEIS are for students in the LEA who are, "particularly, but not exclusively, children in those groups that were significantly over-identified, including children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment and children with disabilities." (See 34 CFR Section 300.646(d)(2).) "An LEA may not limit comprehensive CEIS...to children with disabilities." (See 34 CFR Section 300.646(d)(3).

Please describe the LEA selected criteria for the students that will be provided CCEIS with the 2023 CIM for CCEIS budget. Include the disaggregated breakdown of the Target Population by race and ethnicity.

A Total of ten 6th and 7th grade general education students who are English Language Learners (including Long Term English Learners\* and/or 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 level expectancy in Reading and/or Mathematics. English Learner data: Our 6th grade Target Population includes 2 Hispanic students who are LTEL, 2 who are at risk of becoming LTEL, and 2 who are newcomers. Our 7th grade Target Population includes 4 students who are LTEL, and 2 who have scored 4's on the ELPAC test but are not able to reclassify in other reclassification requirements. EL students who have been referred to SSPT and require targeted interventions prior to referral for special education are a priority to avoid over identification of Hispanic SLD. Root causes also included students who had been reclassified but subsequently were not making adequate progress. For the 23-25 targeted group MSA 5 will identify additional students who meet this criteria.

\*Students in the target population who have scored below 4 on the ELPAC test for more than 5 years are considered LTELs.

Complete the table below **using estimates from current student data**. Actual numbers of targeted students served will be provided on the Quarterly Progress and Expenditure Reports.

Estimated Number of Students to Receive CCEIS
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2023 CCEIS Service Period: July 1, 2023, to September 30, 2025	Estimated number of students currently <u>not</u> identified as needing Special Education that will receive CCEIS	Estimated number of students <u>currently identified</u> as needing Special Education that will receive CCEIS
Total Students to be served during this 27-month period (non-duplicative count)	10	0

**2023 BUDGET ALLOCATION**

Provide the Fiscal Year 2022–23 allocation awarded for Resource Codes 3310 and 3315.

2022 Resource <b>3310</b> Allocation	2022 Resource <b>3315</b> Allocation
\$ 36,261.00	\$

Provide the Fiscal Year 2023–24 allocation awarded for Resource Codes 3310 and 3315. (Provide the 2023 allocations the Special Education Local Plan Area 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.)

2023 Resource <b>3310</b> Allocation	2023 Resource <b>3315</b> Allocation
\$ 29,900	\$

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2023–24 allocations the LEA was awarded for resource codes 3310 and 3315:

2023 CCEIS Resource 3312 <b>3312</b> = 15% of 3310		2023 CCEIS Resource 3318 <b>3318 = 15% of 3315</b>		<b>Total 2023 CIM for CCEIS Budget (3312 plus 3318)</b>
\$ 4,485.00	<b>plus</b>	\$	<b>equals</b>	\$ 4,485.00

The above 15 percent set-aside amounts will be the 2023-24 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CIM for CCEIS Progress and Expenditure Reports.

**ALLOWABLE COSTS BUDGET**

Please use the Total 2023 CIM for CCEIS Budget indicated above to complete the 2023 Allowable Costs Budget. Complete the table below to reflect the **Total 2023 CIM for CCEIS Budget** as reported on the 2023 Budget Allocation. CCEIS expenses for 2023 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://sites.ed.gov/idea/files/significant-disproportionality-ga-03-08-17-2.pdf>. The 2023 CCEIS period is July 1, 2023, through September 30, 2025. The CCEIS 15 percent set-aside must be fully expended by September 30, 2025.

2023 Budget Line Items	Brief Description of 2023 CCEIS Activities	Amount for each CCEIS Activity
1000–Certified Salaries		\$00
2000–Classified Salaries	He (Edgar) is providing CCEIS focus students during SSR classes, working on students' achievement gap	\$3,363.75
3000–Employee Benefits	Benefit	\$1,121.25
4000–Materials and Supplies		\$00
5000–Services and Other Operating Costs		\$00
5100–Contract Services (ICR cannot be used for Object Code 5100)		\$00
5800–Contract Services*		\$00
7300–Indirect Cost Rate (ICR) CDE-approved rate of _____ percent)		\$00
Total Amount for 2023 CCEIS Activities. The amount must equal the Total 2023 CCEIS Budget as indicated on the 2023 Budget Allocation Summary.		\$4,485.00

\*Services for the same vendor are capped at \$25,000 in 5800 Budget Line. The remainder must be moved into the 5100 Budget Line.

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

LEA Business Fiscal Officer (Print Name & Signature)	Date Signed: Contact Phone:
SELPA Business Fiscal Officer (Print Name & Signature)	Date Signed: Contact Phone:

**Note:** This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available on the 2023 CIM for CCEIS Padlet.

**2023 Abbreviated CIM for CCEIS Action Plan**

Please provide any needed changes to the approved 2022 CCEIS Action Plan to indicate the activities that will be funded with the 2023 CIM for CCEIS budget. Including:

- If needed, adjust measurable outcomes and activities based on data from implementation of the 2022 CCEIS Plan
- As appropriate, adjust the contents of the 2022 CCEIS Action Plan to reflect the July 1, 2023–September 30, 2025, CCEIS period (update timelines, responsible staff, target population, activities, etc.)

Measurable Outcome # 1	Indicator(s)/Element(s)	Root Causes	Target Population
By June of 2025, Los Lobos 10, our Target population, will show an increase of 10% or more in Math and Reading RIT scores as measured in NWEA assessments.	Indicator 10	The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors	Latino Students who are EL learners in or approaching LTEL status in Grades 6 and 7

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 1.1: Los Lobos Target population students completion of assignments will be monitored on a daily basis and information provided by teachers will be communicated to students, tutors, and parents.	EL Coordinator Los Lobos Coach	Beginning with the 23-24 school year and ongoing	Math and Reading RIT scores as measured in NWEA assessments.	CCEIS and Title 1
Activity 1.2: ELD formative assessments of EL students on the Los Lobos 10 Target Population will provide the basis for more concentrated and targeted ELD interventions.	EL Coordinator Los Lobos Coach	Beginning with the 23-24 school year and ongoing	ELPAC and related ELD formative assessments	CCEIS and Title 3

Measurable Outcome # 2	Indicator(s)/Element(s)	Root Causes	Target Population
By June of 2025, Each individual student within Los Lobos 10 target population will show an increase of 10% in attendance.	Indicator 10	The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and	Latino Students who are EL learners in or approaching LTEL status in Grades 6 and 7

		inconsistent ELD due to external socioeconomic factors	

Activity	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 2.1: Our Los Lobos 10 coach will monitor daily attendance, health & well being of the target population and will refer families to Mitchell Family Counseling and The Chicago School of Professional Psychology in coordination with our Director of Student Services and Director of Community Schools and Partner Engagement.	EL Coordinator Los Lobos 10 Coach Director of Community Schools and Partner Engagement Director of Student Services	Beginning with the 23-24 school year and ongoing	Attendance data, chronic absenteeism data, family support referrals, social worker caseloads	CCEIS funds, Title 1, and Community Schools Grant
Activity 2.2: Ensure that all Target Population students and their families receive current legal requirements in focused letters that provide education regarding attendance	EL Coordinator Los Lobos 10 Coach Director of Community Schools and Partner Engagement Director of Student Services	Beginning with the 23-24 school year and ongoing	Attendance data, chronic absenteeism data, family support referrals, social worker caseloads	CCEIS funds, Title 1, and Community Schools Grant

Measurable Outcome #3	Indicator(s)/Element(s)	Root Causes	Target Population
By June 2024, complete a pilot study of pre-referral steps utilizing the Target Population as a test bed with a goal of Magnolia Public Schools system wide implementation in the 24-25 school year.	Indicator 10	The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors	Latino Students who are EL learners in or approaching LTEL status Grades 6 and 7



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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 3.1: Utilize the tools and checklists provided by the Imperial County SELPA including cumulative file checks, English Learner extrinsic factors, English Learner Parent, Teacher and Student Questionnaires	EL Coordinator Los Lobos 10 Coach Director of Special Education Special Programs Coordinator	Pilot would run 23-24 school year	Questionnaires and checklists provided by the Imperial County SELPA	CCEIS funds

*Duplicate the tables above for each additional Measurable Outcome and Activities.*

**Abbreviated CIM for CCEIS Plan Signatures**

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the Abbreviated CIM for CCEIS Action Plan using the 2023 CIM for CCEIS Budget.

Printed Name and Signature	Date
LEA Superintendent	
Special Education Director	
School Board Chairperson	
SELPA Director	

Submit completed plan to [intensivemonitoring@cde.ca.gov](mailto:intensivemonitoring@cde.ca.gov) by September 30, 2023.