Guidance Document for
Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

Phase One: Getting Started

PHASE & PHASE ACTIVITIES To be completed by LEA	PHASE REQUIREMENTS To be used by LEA and CDE to check for adequacy
1.1 Identify and convene a Leadership Team Leadership Team: List members name and responsibilities. Note: In small LEAs, multiple roles may be assigned to one administrator or team member.	The Leadership Team has a minimum of 3 cabinet level decision-makers who are responsible for the oversight of the CCEIS Plan, including (but not limited to) convening a diverse stakeholder group and overseeing development, implementation, and monitoring of the CCEIS Plan. Leadership Team Members are empowered to make decisions and their responsibilities are delineated and documented.
1.2 Identify and convene a Stakeholder Group Stakeholder Group: List members name and role. Note: In small school LEAs, multiple roles may be assigned to one administrator or team member.	Stakeholder Group Members require a range of participants including (but not limited to): Cabinet Level Leaders: General Education Cabinet Level Leaders: Special Education Director of Curriculum (or Similar) SELPA Director (or Designee) Director of Assessment (or Similar) Appropriate Grade Level General Education Teachers Appropriate Grade Level Special Education Teachers Bargaining Unit Representative Representatives from Community Organization Parents (representing the student group(s) identified as significantly disproportionate) Superintendent (or Designee) Principal or Site Level Administrators Human Resources Administrator Business Services Representative Others Group members' active involvement in developing and evaluating the CCEIS Plan through the 4-Phase Process is delineated and documented. *Note:* Team composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category.

1.3 Contact the SPP-TAP at Napa County Office of Education (NCOE) and CDE FMTA Consultant List the types of technical assistance support or engagement received and anticipated.	The LEA is committed to the following activities and will send at least a leadership or stakeholder team member (must select at least 3): • Accessing information via the SPP-TAP Website • Communicating with CDE Focused Monitoring Technical Assistance (FMTA) Consultant • Communicating with SPP-TAP staff • Participating in virtual Community of Practice meetings • Attending a Regional Session • Attending a CCEIS Workshop
1.4 Choose Technical Assistance (TA) facilitator(s) Name the facilitator(s) and list their current and anticipated services.	TA Facilitator(s) provide assistance in developing and implementing the CCEIS plan. This year the CDE is requiring a minimum of 10 hours per identification area. This includes but is not limited to all activities outlined in the Four Phase Process. *Note:* A contract or MOU with one or more SPP-TAP TA Facilitator is required. If an LEA desires to use a non SPP-TAP TA Facilitator, prior approval from CDE FMTA Consultant must be obtained.
1.5 Gather relevant data List the *types* of data that are used to inform decision making. Include areas of missing data (data gaps).	Well-defined types of varied data to inform decision-making and improve practice are listed. The data gathered (or to be gathered) is disaggregated by race/ethnicity and gender, and include academic, placement, discipline, and attendance elements. Areas where data is missing or is not current collected and is required for goal and budget development are identified.

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2.1 Complete a Local Educational Agency (LEA) Initiative Inventory List current LEA initiatives that align or have some areas of integration with the efforts to address disproportionality.	A comprehensive list of LEA-wide and school-wide initiatives, including funding sources and intended outcomes is provided. The purpose of each initiative, including its relationship to the Strategic Plan or Organizational Priorities, is provided. Target groups, leaders, responsible staff, and educational areas are identified. The initiatives are aligned and integrated to address significant disproportionality. Examples include: Local Control Accountability Plan (LCAP), LEA Improvement Initiatives (e.g., Title I, Title III), Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), Multi-Tiered System of Support (MTSS), Performance Indicator Review (PIR), Comprehensive Review (CR)
2.2 Complete a Programmatic Self-Assessment List Programmatic Self-Assessment tool(s) used and describe process of completion.	At least 1 of the 3 CDE Approved Programmatic Self-Assessment tools is used and rationale for tool selection is provided. The assessment includes: • Methods for obtaining both quantitative and qualitative data • Policy, Procedure, and Practices Review (must be reviewed annually by all LEAs) • LEA Initiative Inventory Review • Self-Assessment Results Review *Note:* • *Newly identified LEAs must complete one of the self-assessment tools.* • *Continuing LEAs with new areas of identification need to review previous self-assessment results and analyze progress towards the measureable outcomes of the existing CCEIS plan. They may need to complete a self-assessment tool based on the new area of identification and/or lack of progress.* • *Continuing LEAs with the same area(s) of identification (three years or less) need to review previous self-assessment results and analyze progress towards the measurable outcomes of the existing CCEIS plan.*

	The CDE-recommended Self-Assessment options are: • Annotated checklist for addressing racial disproportionality • Preventing Disproportionality by Strengthening District Policies and Procedures – an Assessment and Strategic Planning Process • Equity in Education – Addressing Racial/Ethnic Disproportionality in Special Education, Volume 1 *Note: These are studied with the Leadership Team and Stakeholder Group and process for completion is described.*
2.3 Conduct reflective data analysis Describe the processes used to collect, analyze and interpret data.	Data analysis processes include engagement of Leadership Team and Stakeholder Group in discussions about assessment outcomes from section 2.2 above and are fully described. The teams' findings reflect identification of patterns that impact areas of significant disproportionality. Written analysis includes results of assessment and data review and consideration of findings, including conclusions related to significant disproportionality.
2.4 Determine root cause(s) based on data *2.4a Name the identified root cause(s) of significant disproportionality.*	The root cause analysis is a thorough process that narrows the potential factors specific to the LEA's area(s) of significant disproportionality. It includes leverage points identified to improve equitable student outcomes. *Note: Root causes of significant disproportionality include an intersection between beliefs and practices.*
2.4b Describe how data supports each determination.	The collected evidence and data are clearly described and used. The analysis displays a deeper understanding of possible root cause(s) of Significant Disproportionality. The inquiry results help guide the selection of Focus Area(s) and development of a data-driven Programmatic Improvement Action Plan.

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Phase Three: Plan for Improvement

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3.1a Select area(s) of focus List selected area(s) of focus and describe their connection to the identified root cause(s).	Description of one or more selected Focus Area(s) is adequately addressed and supports connection to the identified root cause(s) of Significant Disproportionality. • Area of Focus One: Closing the Opportunity and Access Gap • Area of Focus Two: Culturally Responsive School Environments • Area of Focus Three: Positive Behavior Interventions and Supports • Area of Focus Four: Using a Multi-Tiered System of Supports • Area of Focus Five: Access to, and Achieving in, the Least Restrictive Environment *NOTE: There are five suggested focus areas. If one or more of these five areas were not a priority, another focus area is selected. Issues of race and culture are reflected in at least one of the selected focus areas.*
3.1b Complete Review of Policies, Practices, & Procedures Indicate if policies, practices, and procedures related to root causes have been reviewed and revised.	Description of policy, practice, and/or procedure revision(s) is clear and documented. Plans for how revisions will be publicly shared are specific (who, when, and how) and complete. Requirements under IDEA, Part B, Subsection F, Sec. 300.646 (c) (1) Provide for the annual review and, if appropriate, revision of the policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals, to ensure that the policies, practices, and procedures comply with the requirements of the Act. (2) Require the LEA to publicly report on the revision of policies, practices, and procedures described under paragraph (c)(1) of this section consistent with the requirements of the Family Educational Rights and Privacy Act, its implementing regulations in 34 CFR part 99, and Section 618(b)(1) of the Act.

3.2a Develop Programmatic Improvement Action Plan Complete Programmatic Improvement Action Plan.	All sections of the Action Plan are adequately completed to include clear, measurable outcomes documented. For example, in the form of SMARTE Goals. These are: Specific, Measurable, Attainable, Realistic, Time-Related, and, Equitable. Each measurable outcome connects to a root cause, a specific target population (e.g., Students in grades 2-3 with more than 3 office referrals), activities to reach the measurable outcome, staff responsible, specific timeline of dates of completion (e.g., April 2019), data sources, and methods for evaluating progress. *Note: information described in this section will be measured during quarterly progress reporting.*
3.2b Complete Budget Forms Complete and upload the Budget and Allowable Costs Reporting Forms using the CCEIS activities described in the Programmatic Improvement Action Plan. Complete and upload the CCEIS Target Population form.	The descriptions listed and amounts planned for the CCEIS activities as reported on the budget line items correlate and are aligned with the activities to accomplish measurable outcomes in addressing the root causes(s) of significant disproportionality as outlined in the Programmatic Improvement Action Plan. Funds to be used to support students who require extra help to remain in general education, including but not exclusively students from the identified racial/ethnic group. Totals are calculated where appropriate. *Note: The CCEIS activities listed on the Budget and Allowable Costs Reporting Forms are allowable costs which conform to the U.S. Department of Education memorandum regarding CCEIS under Part B of IDEA.* *Note: The Budget Form is completed using estimates from the previous fiscal year. When the actual budget allocation is known or adjusted for any reason, revised Budget Forms must be submitted to the CDE.* Target populations may include "children from age 3 through grade 12, 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 34C.F.R.§300.646(d)(2).) An LEA may not limit comprehensive CEIS only to children with disabilities. (See34C.F.R.§300.646(d)(3).

Phase Four: Implementing, Evaluating, and Sustaining

PHASE & PHASE ACTIVITIES To be completed by LEA	PHASE REQUIREMENTS To be used by LEA and CDE to check for adequacy
4.1 Programmatic Improvement Action Plan Oversight List staff responsible for oversight of CCEIS activities	Identify staff members responsible for completing and submitting the Quarterly Progress and Expenditure Reports. As different departments (such as business and programming) are needed to complete the reports, at least two individuals should be identified.
4.2 Evaluate effectiveness List types of data, tools and other resources that will be used to collect data connected to root causes of significant disproportionality and reducing rates. Describe process for: ongoing collection and analysis of data; sharing data with stakeholders; and adaptation of action plan based on data.	List of types of data, tools, and other resources is comprehensive. A thorough description of the process and timeline for monitoring of data (at least quarterly) is created to provide appropriate feedback regarding the success of the intervention activities is included. The process includes plans for sharing progress with stakeholders and allows for changes to implementation for continuous improvement.
4.3 Build supports and sustainability Describe the process for adding support for sustainability of CCEIS activities that demonstrate success in reducing significant disproportionality.	A detailed description of the process for adding support for sustainability of CCEIS activities is presented. LCFF/LCAP, blended funding, grant writing, and other funding sources are considered.
4.4 Complete and submit the SPP-TAP Feedback survey List staff responsible for completing and submitting survey provided by SPP-TAP at the end of the CCEIS period.	