



Compliance and Improvement Monitoring Process  
Step 3: Plan for Improvement  
California Department of Education – Special Education Division



## Overview

During *Step 2: Investigate*, the CIM Team developed and prioritized root causes. In *Step 3: Planning*, the CIM Team will use these root cause(s) to develop the CIM Plan. Completion of CIM plan development will include the following:

**Section 1: CIM Team Members, Overall Goal/Problem of Practice, and Prioritized Root Causes**

**Section 2: High Leverage Strategies and Supporting Activities; Expected Measurable Outcomes; Standards of Success; and Methods of Measurement**

The CIM Team will enter required information into the forms at the end of this document and submit this completed document for review (to either the Special Education Local Plan Area (SELPA) or the California Department of Education (CDE), as applicable to the LEA's monitoring tier and level).

## Section 1: CIM Team Members, Overall Goal/Problem of Practice, and Prioritized Root Causes

The LEA will identify members of the CIM Team, list the overall goal/problem of practice of the CIM plan and the prioritized root cause(s). CIM Plan implementation will be completed by June, 2026. For Significantly Disproportionate (SIGDIS) Local Educational Agencies (LEAs), the CIM must be completed by September, 2025.

## Section 2: High Leverage Strategies and Supporting Activities; Expected Measurable Outcomes; Standards of Success; and Methods of Measurement

For each high leverage strategy, identify the expected measurable outcome(s), and applicable root cause(s). For SIGDIS LEAs, the target population must be included. List the activities that will be implemented in support of the high leverage strategy with the staff responsible for implementation and monitoring; the timeline; the appropriate data sources and methods for evaluating progress; and the appropriate required resources. For SIGDIS LEAs, the funding source must be included.



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## Section 1: CIM Team Members, Overall Goal/Problem of Practice, and Prioritized Root Causes

### CIM Team Members:

List your CIM Team members. Indicate Yes (Y) or No (N) regarding whether the listed member will be responsible for overseeing implementation of the CIM Plan. List the primary contact person first.

Name (list the primary contact person first)	Role	Email	Responsible for overseeing implementation? (Y or N)
Danielle Martucci	Coordinator for Special Services	danielle_martucci@nmcusd.org	Y
Jahayra Hipschman	School Psychologist Specialist	jahayra_hipschman@nmcusd.org	Y
Allison Gribben	Director of Special Services	allison_gribben@nmcusd.org	Y
Kellie Bishop	School Psychologist Specialist	kellie_wall@nmcusd.org	Y
Chandalee Wood	Interim Assistant Superintendent	chandalee_wood@nmcusd.org	Y
Sandra Cuevas	Administrator of Parent Engagement and Adult Education	scuevas@nmcusd.org	Y
Emily Tsai-Brownfield	Director of Learning and Innovation	emily_tsaibrownfield@nmcusd.org	Y
Brigid Perhach	Director of Professional Development	bfitzpatrick@nmcusd.org	Y

### Overall Goal or Problem of Practice:

List the identified guiding factor for the CIM plan (Overall Goal or Problem of Practice):

Overall Goal or Problem of Practice
White - Other Health Impairment



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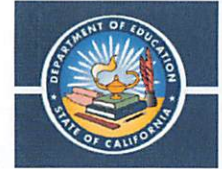
**Prioritized Root Causes:**

List no more than three root causes, prioritized in order of importance, along with data summary statements that support the root cause:

Root Cause	Data Summary Statements
<p>1. Due to a <i>cumbersome data system, lack of training, and the lack of an interdepartmental leadership team</i> to support the implementation of the data system, staff are not currently using data (e.g., accessing and analyzing data patterns in behaviors, chronic absenteeism, and universal social-emotional screener data) or collaborating in grade level and intervention teams in order to appropriately allocate resources, interventions, and progress monitor within an MTSS.</p> <div style="text-align: center;"> </div>	<ul style="list-style-type: none"> <li>● Policies Practices &amp; Procedures Review           <ul style="list-style-type: none"> <li>○ The District has revised some policies, practices, and procedures, however, they have not been consistently implemented. Based on thorough review and use of the matrix, several areas of policies, practices and procedures were found to need updating, implementing, and monitoring, specifically around 1) interventions, SST, MTSS, 2) assessment, 3) accessing services, and 4) discipline.</li> <li>○ Inadequate or inconsistent discipline systems was a third emerging priority. A gap in policy and procedures addressing safeguards for learners' with disabilities was found.</li> </ul> </li> <li>● Interviews &amp; Focus Groups           <ul style="list-style-type: none"> <li>○ Focus groups indicated that there were communication gaps when a learner was suspended - including informing the teacher and other staff and re-entry meetings. The current method for collecting discipline data in the district is not user-friendly and is used inconsistently and to varying degrees site-by-site.</li> <li>○ Positive Behavior Intervention and Support and responses to behavioral concerns vary from site to site.</li> <li>○ Our review supports a need for a data management system that is user-friendly and that allows for efficient access to data. This data needs to be regularly accessed and used to match students to tiered intervention, and monitor progress within assigned interventions. For example, a well-functioning data system should provide ease of access to the elements needed to support students by embedding the supports directly into</li> </ul> </li> </ul>



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the student information system. This would prevent lapses in this information being available to classroom teachers, and in addition, there is a need to address training and alignment with site and district leadership.

- Interviews & Focus Groups cont.
  - Interventions, SST, and MTSS
    - Inconsistent use of interventions across sites; some sites have nascent practices while others do not.
    - Inconsistency over the use and the roles of MTSS teams and SST from site to site.
    - Monitoring and support of referring general education teachers' instruction, classroom management, and interventions from site to site
    - The SST process is inconsistently implemented across the district. At some sites prior to special education referral for assessment, SSTs provide and document interventions for students showing signs of academic, social-emotional, or behavioral needs.
- Overall Findings around our systems of support indicate inconsistent use and implementation of Student Success Team, interventions, and MTSS. In particular, the SST process is inconsistently implemented across the district. Teaming around each system - such as MTSS and SSTs - is unclear and varies by site. Some members of focus groups expressed that they would receive referrals from teachers requesting to move forward with individual systems of support for a particular learner, when really the teacher needed support with implementing universal support for all their learners (for example, classroom management practices). Overall, the need to enhance our systems of support, early identification, referral process, pre-referral interventions, Student Success Team, and assessments to include equitable practices is essential, to serve our learners, particularly our



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	Hispanic learners.
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## Section 2: High Leverage Strategies and Supporting Activities; Expected Measurable Outcomes; Standards of Success; and Methods of Measurement

For each high leverage strategy selected by the CIM Team, describe the Expected Measurable Outcome(s) as a result of implementing each high leverage strategy. Include a description of the quantifiable standard of success and applicable root cause(s). SIGDIS LEAs must also list the identified target population.

For each activity, describe the standard of success and how it will be measured. Identify the staff responsible for implementation and monitoring of the activity, as well as the associated timeline and the required resources. SIGDIS LEAs must also list the related funding source.

Collectively, high leverage strategies should address prioritized root causes. Please be specific.

### **High Leverage Strategy #1**

**High Leverage Strategy:** Tiered intervention for target population

**Expected Measurable Outcome(s):** By September 2025, with the support of targeted and tiered intervention, learners in the target population will make progress on the District’s social-emotional screener (e.g. DESSA) by moving out of the “needs for instruction range” in one, or more, competencies, and/or improving their decoding skills as measured by the District’s universal ELA screener (e.g. Let’s Go Learn) data, following intervention.

**Applicable Root Cause(s):** #1

**Target Population:** 1st AND 2nd grade students at Echo Valley Elementary School who are in “Need” on the District’s universal SEL screener (e.g. DESSA) AND that remain in the “low” range for decoding at the 2nd administration of district ELA benchmark assessment (e.g. Let’s Go Learn).

**Note: For SIGDIS only**



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Activity*	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/Methods for Evaluating Progress (as appropriate)	Resources Required (as appropriate)	Funding Source (SIGDIS Only)
Activity 1.1: The District will ensure SEL screener (e.g. DESSA) baseline data is completed for all students.	CCEIS Program Lead Site Principals	Fall and Spring	SEL Screener Completion Rate	Provision of time for teachers to administer the screener	LCAP
Activity 1.2: The District will ensure ELA academic baseline data is completed for all students.	Director of Learning & Innovation Site Principals	Trimesterly	ELA Screener Completion Rate	Provision of time for teachers to administer the screener	LCAP
Activity 1.3: The District will provide an academic intervention related to decoding (e.g. Benchmark Phonics) to learners in the target group, which will result in learners increasing their decoding skills as measured by the results of the District's universal ELA screener (administered three times a year). Reinforcement will be provided to learners for participating in interventions and meeting their personal goals.	CCEIS Program Lead	ongoing	ELA & SEL Screener Data  Learner Outcome Data	Training on intervention implementation with fidelity  Coaching time with interventionist  Materials & supplies for reinforcement	CCEIS Funds



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Activity 1.3: The District will continue the collaborative work of the CCEIS Program Lead to support implementation and progress monitoring of the plan.	CCEIS Program Lead	ongoing	Learner Outcome Data	Provision of time to coach intervention specialist  Support MTSS teams in analyzing universal data to pull learners who meet target population criteria	CCEIS Funds
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*\*Add more rows for Activities, as needed. \*\*If the activity is expected to be "on-going," the End Date would be the point in which the activity is fully implemented and could be initially assessed.*



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**High Leverage Strategy #2**

<b>High Leverage Strategy:</b> Implementation of an early-warning data system					
<b>Expected Measurable Outcome(s):</b> By September 2025, a MTSS data system platform will be piloted and implemented at the target population site (Echo Valley) and systematically utilized to appropriately allocate resources for learners within a MTSS framework which will lead to a decrease of disproportionality in Other Health Impairment from a risk ratio of 4.45 to 3.0					
<b>Applicable Root Cause(s):</b> #1					
<b>Target Population:</b> 1st AND 2nd grade students at Echo Valley Elementary School who are in “Need” on the District’s universal SEL screener (e.g. DESSA) AND that remain in the “low” range for decoding at the 2nd administration of district ELA benchmark assessment (e.g. Let’s Go Learn). Note: For SIGDIS only					
Activity*	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/Methods for Evaluating Progress (as appropriate)	Resources Required (as appropriate)	Funding Source (SIGDIS Only)
Activity 2.1: The District will pilot a MTSS data system platform that can easily integrate student data from the SIS, academic, behavior, and SEL assessments, and progress monitor learners’ response to intervention to allow for easily accessible data to maximize teams ability to make student-centered decisions.	CCEIS Program Lead	By January 2025	Usage report from MTSS data system platform  Purchase/Subscription of MTSS data system platform	Provision of time for multi-tiered student support leadership team to be trained on the MTSS data system platform  Data platform	CCEIS Funds



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Activity 2.2: The usage of the MTSS data system will be monitored and ongoing training will be provided to site-based tier 2/3 MTSS team members at the target school site.	CCEIS Program Lead	Semesterly	Usage reports Training materials	Provision of staff time for data collection, analysis and refinement of practice based on data	CCEIS Funds
Activity 2.3: Case studies of 80% of learners in the target population will be conducted to ensure equitable access to tiered interventions and that students are matched to interventions based on data.	CIM Team	Semesterly	Case Study Results	Provision of staff time for case study reviews	Blended Funds CCEIS & LCAP
Activity 2.4: Implement and expand intervention menu with trusted, research-based strategies that match student needs (i.e. Intervention Mapping with site, MTSS Data Platform housing Tier 1,2,3 for progress monitoring)	CIM Team and school-based MTSS team	Beginning March 2024	Intervention Menu Progress Monitoring Documents Intervention Usage Reports	Provision of staff time to review research-based intervention strategies	Blended Funds CCEIS & LCAP

*\*Add more rows for Activities, as needed. \*\*If the activity is expected to be “on-going,” the End Date would be the point in which the activity is fully implemented and could be initially assessed.*



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**High Leverage Strategy #3**

**High Leverage Strategy:** MTSS Teaming

**Expected Measurable Outcome(s):** By September 2025, a multi-tiered student support leadership team will be established, including key partners (e.g. IT representative, TOSA, EL Specialist, School Psychologist, CCEIS Program Lead, Administrator), that will support the implementation of the pilot data system and support the site-based team on how to review and analyze schoolwide data to adequately and appropriately match learners to tiered interventions, as measured by pre- and post-surveys completed by staff members on their perceptions of MTSS at their school site.

**Applicable Root Cause(s):** #1

**Target Population:** 1st AND 2nd grade students at Echo Valley Elementary School who are in “Need” on the District's universal SEL screener (e.g. DESSA) AND that remain in the “low” range for decoding at the 2nd administration of district ELA benchmark assessment (e.g. Let's Go Learn).

**Note: For SIGDIS only**

Activity*	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/Methods for Evaluating Progress (as appropriate)	Resources Required (as appropriate)	Funding Source (SIGDIS Only)
Activity 3.1: The District will establish an inter-departmental multi-tiered student support leadership team (e.g. IT representative, TOSA, EL Specialist, School Psychologist, CCEIS Program Lead, Administrator) that will meet at least monthly to align and collaborate on	CCEIS Program Lead	Beginning by June 2024	Meeting minutes, development of policies and procedures	Provision of staff time	Blended Funds CCEIS & LCAP



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MTSS policies and procedures.					
Activity 3.2: A member of the multi-tiered student support leadership team will attend each MTSS meeting at the target school site for the purposes of collaborating in grade level and intervention teams, as well guide the team in the implementation of MTSS.	CCEIS Program Lead	Beginning by August 2024	Meeting minutes Attendance log	Provision of staff time	Blended Funds CCEIS & LCAP
Activity 3.3: The multi-tiered student support leadership team and site-based MTSS team will receive additional professional development to support their implementation of MTSS (ex: MTSS Professional Learning Institute, CA PBIS Conference)	CIM Team Members	Beginning March 2024	Action plans developed to implement knowledge acquired at professional developments, slide decks and resources	Provision of staff time to travel for any off-site professional development	Blended Funds CCEIS & LCAP

*\*Add more rows for Activities, as needed. \*\*If the activity is expected to be “on-going,” the End Date would be the point in which the activity is fully implemented and could be initially assessed.*



# 2023 CIM for CCEIS BUDGET FORMS

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



## Budget Form 1: 2023 BUDGET ALLOCATION

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

2022 Resource 3310 Allocation	2022 Resource 3315 Allocation
\$ 872,839.51	\$ 14,632.29

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

Provide the 2023 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.

2023 Resource 3310 Allocation	2023 Resource 3315 Allocation
\$ 947,807.80	\$ 34,015.72

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 3312 = 15% of 3310		2023 CCEIS Resource 3318 3318 = 15% of 3315		Total 2023 CCEIS Budget (3312 plus 3318)
\$ 142,171.17	plus	\$ 5,102.36	equals	\$ 147,273.53

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 CCEIS Progress and Expenditure Reports.

**Please use the Total 2023 CCEIS Budget indicated above to complete the 2023 Allowable Costs Budget form on the next page.**

**Budget Form 2: 2023 BUDGET ALLOWABLE COSTS**

Complete the table below to reflect the **Total 2023 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-qa-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	Partial Salary (30%) for CCEIS Program Lead	\$ 70,829.66
2000–Classified Salaries	-	\$ 0
3000–Employee Benefits	Partial Benefits (30%) for CCEIS Program Lead	\$ 25,488.32
4000–Materials and Supplies	database, intervention materials, student and staff incentives	\$ 14,000.00
5000–Services and Other Operating Costs	professional development, travel	\$ 22,393.12
5100–Contract Services (ICR cannot be used for Object Code 5100)	-	\$ 0
5800–Contract Services*	SPP-TAP Facilitator	\$ 2,000.00
7300–Indirect Cost Rate (ICR) CDE-approved rate of <u>8.53</u> percent)		\$ 12,562.43
Total Amount for 2023 CCEIS Activities. The amount must equal the Total 2023 CCEIS Budget as indicated on the 2023 Budget Allocation Summary.		\$ <b>147,273.53</b>

\*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) Mary E. Dawson <i>Mary E. Dawson</i>	Date Signed: <i>11/30/2023</i> Contact Phone: <i>(831) 633-3343</i>
SELPA Business Fiscal Officer (Print Name & Signature) Kenyon Hopkins <i>Kenyon Hopkins</i>	Date Signed: <i>12/4/23</i> Contact Phone: <i>(831) 755-0342</i>

**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.

The budget forms should be emailed to the California Department of Education by November 30, 2023: [intensivemonitoring@cde.ca.gov](mailto:intensivemonitoring@cde.ca.gov).



# Comprehensive Coordinated Early Intervening Services (CCEIS) Survey Feedback and Signature Page



COMPLIANCE AND IMPROVEMENT MONITORING

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

## 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
Danielle Martucci	Coordinator for Special Services	North Monterey County USD	dmartucci@nmcusd.org
Jahayra Molina	CCEIS Program Lead	North Monterey County USD	jahayra_molina@nmcusd.org

## CIM for CCEIS Plan Signatures

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

Printed Name and Signature

Date

*Stan J. Ottando*  
LEA Superintendent

11/30/2023

*Amion Gubler*  
Special Education Director

11/30/2023

*Martha Chavama*  
School Board Chairperson

11/30/23

*Kenyon Hopkins*  
SELPA Director

12/4/23

Submit completed plan by November 30, 2023.