Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

The California Department of Education (CDE) has identified certain local educational agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The purpose of this document is to describe requirements regarding Significant Disproportionality and Comprehensive Coordinated Early Intervening Services (CCEIS). The CCEIS Requirements and Instructions and budget and plan forms are designed to meet federal requirements for the use of CCEIS funds.

Please refer to the Padlet for forms and other information specific to Significant Disproportionality at the following link:

https://padlet.com/sedmonitoring/1920monitoring

Federal Individuals with Disabilities Education Act Requirements (See Title 34 *Code of Federal Regulations* (34 *CFR*) section 300.647 Determining significant disproportionality)

Under the Federal Individuals with Disabilities Education Act (IDEA) Determining significant disproportionality requirements, if a LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to address factors contributing to the significant disproportionality (See 34 CFR sections 300.646(c) and (d).) These services are for both students who currently receive special education services and who do not currently receive special education services, but who need additional academic and behavioral supports to succeed in a general education environment. An LEA must develop a CCEIS plan to identify and address the factors contributing to the significant disproportionality in the LEA for the identified category (See 34 *CFR* section 300.646(d)(1).)

CCEIS activities must:

- Include 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
- Address the needs of those student subgroups that were identified as the basis for the LEA's identification as significantly disproportionate, but not exclusively, for those student subgroups
- Focus on instructional activities for children age three through twelfth grade with primary focus on age three through third grade

- Allow expenditures on children ages three through five if an LEA has an established preschool program as part of the educational system

- Focus on academic and behavioral instructional services and professional development

- Occur within the allowable CCEIS budget period (27 months)

(See 34 *CFR* sections 300.646(d)(3) and (4).)

Budget and Allowable Expenditures Information for 2020 (See 34 *CFR* section 300.646(d)(1)(iii).)

The following are required for the development of the CCEIS Budget:

- CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable Comprehensive Coordinated Early Intervening Services (Comprehensive CEIS), 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.

- Reserve 15 percent of the Fiscal Year 2020–21 IDEA grant funds for CCEIS. (Refer to the OSEP regulations, Questions C-3-6, page 21)

- IDEA funds budgeted for the 2020 CCEIS plan must be exhausted within the 27-month report period: July 1, 2020, through September 30, 2022. Implementation of CCEIS cannot begin until written approval of the CCEIS Plan is provided by the CDE.

- Clarification on appropriate use of CCEIS funds:

    - **Supplement not supplant**: CCEIS funds should only be used to supplement, and not supplant, activities funded with, and implemented utilizing, Part B funds or other federal funds (See 34 *CFR* section 300.266(e).) (Refer to the OSEP regulations, Question C-3-7, Page 21 of 28).

    - **Professional development**: CCEIS professional development events are for preschool through grade twelve personnel who are responsible for students who need additional academic and behavioral supports to succeed in the general education environment. (Refer to the OSEP regulations, Questions C-3-8, page 22)

      Personnel who exclusively serve students with individualized education programs (IEPs) cannot be funded using CCEIS funds. However, special education personnel can be included in professional development activities associated with the implementation of CCEIS under certain circumstances. For example, if they do not increase the cost of the professional development, the quality of the professional development does not decrease, and their participation does not lead to the exclusion of personnel who are serving students defined as needing additional support, then special education personnel may be included in professional development.

CCEIS planning process: Support the CCEIS planning process with a clear relationship to the development of the CCEIS Plan. CCEIS funds may be used to hire a CDE-approved technical assistance facilitator to assist with development and the implementation of the CCEIS Plan. To the extent that special education personnel are involved in developing the CCEIS Plan, the LEA may use CCEIS funds to pay for this involvement.

Phase 1

1.1 Leadership Team: List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan. In small LEAs, there may be a group that covers both the leadership and stakeholder functions. Multiple roles may be assigned to one administrator or team member.

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan	Email
Christine Baeta	Chief Academic Officer	Both the Leadership Team and the Stakeholder Groups will develop an understanding of disproportionality and the conditions that result in the Sacramento City Unified School District being identified as significantly disproportionate and contribute to the Program Improvement Process efforts. The Leadership Team will assist in identifying a Technical Assistance Facilitator. Team members will assist in data gathering. Each Team member will be responsible for oversight of and play a role in the implementation of the plan. Additionally, Geovanni Linares will be responsible for working with facilitating and guiding Stakeholder/	Christine-baeta@scusd.edu
Vincent Harris	Chief Continuous Improvement Officer		Vincent-harris@scusd.edu
Dr. Sadie Hedegard	Assistant Superintendent of Special Education, Innovation & Learning		Sadie-hedegard@scusd.edu
Adrian Vargas	Assistant Superintendent, Business Services		Adrian-vargas@scusd.edu
Dr. Olga Simms	Instructional Assistant Superintendent		Olga-simms@scusd.edu
Geovanni Linares	Director, SELPA		Geovanni-linares@scusd.edu
Victoria Flores	Director, Student Services		Victoria-flores@scusd.edu
Jennifer Kretschman	Director, MTSS		Jennifer-Kretschman@scusd.edu

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan	Email
		Implementation Team in all aspects of the development of an implementation of the CCEIS plan.	

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Type answer here:

The members of the Leadership Team have decision-making authority. The CCEIS Plan will be submitted to the Sacramento City Unified School District Board for approval prior to submission to the California Department of Education.

Has your district been previously identified as significantly disproportionate? Yes or No.

Yes

If your district been previously identified as significantly disproportionate, list previous year(s) of identification (please include indicator(s) and race/ethnicity for each year ie 2018 Indicator 10, White Emotional Disturbance):

2013-14 Indicator 10, White and African American (ED)

2014-15 Indicator 10, African American (ED)

2017-2018 Indicator 4b, African American; Indicator 10 African American (ED)

2018-19 Indicator 4b, African American; Indicator 10 African American (ED)

1.2 Stakeholder Group: List members' names, roles, and CCEIS related responsibilities.

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan
Vincent Harris	Cabinet Level – General Education Chief Continuous Improvement Officer	Each Stakeholder will engage in the following activities: Each group member will actively engage in developing and evaluating the CCEIS Plan through the 4-Phase Process. Phase 1: The Stakeholder Team is made up of a diverse group of parents and community members, including representatives of the identified racial/ethnic category.
Christine Baeta	Cabinet Level – Special Education Chief Academic Officer	
Victoria Flores	Director of Curriculum (or Similar)	

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan
	Director of Student Services	Phase 2: Complete an LEA Initiative Inventory; choose and complete a programmatic self-assessment inventory; conduct a thorough and reflective analysis of a broad range of student level data with a focus on ethnic/racial, discipline, disability, and placement disparities; complete a reflective review on policies, procedures, and practices; review LEA wide and school wide initiatives; review summary of self-assessment results with the stakeholder group. Through the self-assessment process the team members will conduct a reflective data analysis. The team will consider both qualitative and quantitative data. Throughout this process the team will engage in conversations about student outcomes, the policies, practices, procedures and beliefs that lead to those outcomes. The team will begin to share hypotheses about the causes of disproportionality in relation to the data. The team will conduct a root cause analysis based on the data, leading to causal factors and to specific areas of focus. Root causes of significant disproportionality include an intersection between beliefs and practices. Phase 3: The Stakeholder Team will select areas of focus derived from the root cause analysis to address significant disproportionality. Issues of race and culture are reflected in at least one of the selected focus areas. The team will develop the CCEIS plan as follows. The team will identify the target student population, the coordinated early intervening services, the timeframe and staff responsible for each action, the expected outcomes, and the tools used to measure outcomes and actions. Phase 4: Members of the Stakeholder Team will be involved in the Implementation and Monitoring of the CCEIS plan. Each member will have specific responsibilities. The Stakeholder team will meet every other month to review data, evaluate the effectiveness of the implementation and the plan, and make appropriate adjustments. At the end of the 27 month period, the team will complete the survey from the State Performance Plan Technical Assistance Project.
Olga Sims	Instructional Assistant Superintendent	
Dr. Sadie Hedegard	Assistant Superintendent of Special Education, Innovation & Learning	
Geovanni Linares	SELPA Director	
Mai Xi Lee	Director of Social Emotional Learning	
Ken McPeters	Director of Enrollment	
Raymond Lozada	Director of Safe Schools	
TBD	Appropriate Grade Level General Education Teacher	
TBD	Appropriate Grade Level Special Education Teacher	
Toni Tinker	Community Member	
Safiya Neal	Community Member	
Julius Austin	Community Member	
Kristen Jordan	Parent (diverse representation)	
Renee Webster-Hawkins	Parent (diverse representation)	
Jorge Aguilar	Superintendent	
TBD	Site Level Administrator	
Adrian Vargas	Fiscal Services Representative	
Dr. Tiffany Smith Simmons	Human Resources Administrator (optional)	

Note: Team composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category.

Provide the dates the Stakeholder group met and a summary of the work completed by the Stakeholder Group:

March 1, 2021	
This was the first Significant Disproportionality meeting of the year. This meeting served as an introduction to the data that identified the Sacramento City Unified School District as Significantly Disproportionate, the identification and Programmatic Improvement Process, and a review of current data that helps speak to our identification.	
Topic:	**Information:**
District Level Data	The team reviewed District level data including data from the CA School Dashboard. Specifically, the team reviewed indicators for College and Career Readiness, Chronic Absenteeism, Suspension Rate, English-Language Arts and Math Achievement, and Graduation Rate.
Significant Disproportionality	The team reviewed the data identifying the district as Significantly Disproportionate. Specifically, the team reviewed the data points shared by CDE showing the disproportionate representation of African American students as meeting eligibility for special education through Emotional Disturbance. Additionally, the team reviewed the data showing the significant disproportionate discipline of African American students with disabilities for out-of-school suspensions and expulsions of more than 10 days.
Programmatic Improvement Process	The team reviewed the Programmatic Improvement Process through a cultural lens as outlined by the California Department of Education. This four-step systematic process includes • Formation of leadership and stakeholder teams • Data & root cause analysis • Development of the Comprehensive Coordinated Early Intervening Services Plan, and • Implementation and Evaluation of the Plan and plans to build sustainability of the plan beyond timeline.
Reports Available	It was shared with the team that the CCEIS plan was due to CDE on December 15, 2020. The original timeline had the plan due in September of 2020 but the impact of COVID-19 pushed the dates back. In order to support the development of a plan for the 2019-2020 school year, additional outside reports and data were

	shared. These reports included the *Improving Special Education Services in the Sacramento City Unified School District* by the Council of Great City Schools, the *Systematic Instructional Review* from the California Collaborative for Educational Excellence, and the *Capitol of Suspensions* report from Woods, Harris III, and Qas.
Next Steps	The team was asked to reflect on and discuss all this information. Specifically, the team was asked what all of this information is communicating to them. Given their unique views and experiences within the district, what are some of the underlying root causes for our disproportionality.
March 23, 2021	
This was the second meeting for the Significant Disproportionality Team. This meeting expanded the Leadership Team and now included additional members that make-up the Stakeholder Team.	
Topic:	**Information:**
District Level Data	The team reviewed District level data including data from the CA School Dashboard. Specifically, the team reviewed indicators for student with disabilities in the areas of College and Career Readiness, Chronic Absenteeism, Suspension Rate, English-Language Arts and Math Achievement, and Graduation Rate.
Significant Disproportionality	The team reviewed the data identifying the district as Significantly Disproportionate. Specifically, the team reviewed the data points shared by CDE showing the disproportionate representation of African American students as meeting eligibility for special education through Emotional Disturbance. Additionally, the team reviewed the data showing the significant disproportionate discipline of African American students with disabilities for out-of-school suspensions and expulsions of more than 10 days.
Programmatic Improvement Process	The team reviewed the Programmatic Improvement Process through a cultural lens as outlined by the California Department of Education. This four-step systematic process includes • Formation of leadership and stakeholder teams

	• Data & root cause analysis • Development of the Comprehensive Coordinated Early Intervening Services Plan, and • Implementation and Evaluation of the Plan and plans to build sustainability of the plan beyond timeline. Additionally, the team reviewed the need for a Technical Facilitator to help lead this process with us.
Reports Available	It was shared with the team that the CCEIS plan was due to CDE on December 15, 2020. The original timeline had the plan due in September of 2020 but the impact of COVID-19 pushed the dates back. In order to support the development of a plan for the 2019-2020 school year, additional outside reports and data were shared. These reports included the *Improving Special Education Services in the Sacramento City Unified School District* by the Council of Great City Schools, the *Systematic Instructional Review* from the California Collaborative for Educational Excellence, and the *Capitol of Suspensions* report from Woods, Harris III, and Qas. The team engaged in discussion focusing in on what does this information point towards. It was explained that this was not the final step in data analysis & root cause development but that it could serve as a step towards a more comprehensive plan. Having the team begin to engage in some root cause development allows for the development of broad goals that will better inform the development of the 2020-2021 CCEIS Plan.
Root Causes	The team discussed root causes for our significant disproportionality.

1.3 List the activities the LEA has completed to support the development of the CCEIS Plan*:

Accessing information via the SPP-TAP Website

Communicating with CDE FMTA Consultant

Communicating with SPP-TAP staff

Communicating with TA Facilitator

Attending Webinars

CCEIS Workshops

*Communicated with CDE FMTA Consultant and Technical Assistance Facilitator; Participated in virtual Community of Practice (CoP) meetings; Attended CCEIS Workshop Phase 1 and 2; Attended CCEIS Workshop Phase 3 and 4

1.4 Choose Technical Assistance (TA) Facilitator(s)

Name the TA Facilitator(s) and describe current and anticipated services. LEAs are required to contract for a minimum of 10 hours or TA Facilitation for each area of identification. You must supply a copy of the contract or MOU for each TA facilitator. If you are using a non-SPP-TAP TA facilitator you must obtain prior permission from the CDE and supply a copy of the TA facilitator's resume and contract to the FMTA consultant.

Name	Current Service	Anticipated Service
Jon Eyler	Consultation on Plan	Technical Assistance on the development of new plan

1.5 Gather Relevant Data

List the relevant sources of data that are used to inform decision-making. Are there any additional data sources that would be beneficial but data was not available (e.g., Referral data by teacher, etc.)? *(See State Performance Plan Technical Assistance Project's website: https://spptap.org/significant-disproportionality/sd-ceis-guidance-documents-and-forms/ for additional information.)*

The relevant data sources used to inform decision-making include:

Student enrollment by ethnicity

Suspension Data by District, school, student groups

California School Dashboard Data 2019 including:

- Academic Achievement
- Absenteeism Rate
-Suspension Rate
- Graduation Rate
-College and Career

Systemic Instructional Review (SIR) by the California Collaborative for Educational Excellence (CCEE)

The Capitol of Suspensions Report

Improving Special Education Services in the Sacramento City Unified School District by the Council of Great City Schools

Phase 2

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory
Enter your LEA initiatives that align or have some areas of integration with the efforts to address disproportionality.

Initiative and Funding Source	**Relationship to LCAP and other Initiative Goals/Priorities**	**Target Group**	**Leaders and Responsible Staff**	**Educational Areas: Curriculum and Instruction, Behavior, Family and Community Engagement, Climate, Social-Emotional Learning, Other**
Universal Design for Learning (LCAP)	LCAP Goal1: Action 5	All Students	Curriculum & Instruction	Curriculum & Instruction
MTSS (LCAP)	LCAP Goal 2	All Students	MTSS	Academics, Behavior, SEL
Anti-Racism Training		Site Leaders		Culture & Climate
PBIS/ SEL Equity Coaches (LCAP)	LCAP Goal 2: Action 5	All Students	SEL	Behavior Culture & Climate

2.2 Complete a Programmatic Self-Assessment

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:_____

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

The Stakeholder Team has yet to complete the self-assessment process. This will be the next step as a part of the 2020-2021 CCEIS Plan development.

2.3 Complete Reflective Data Analysis

Describe the processes used to collect, analyze, and interpret data. Include data sources.
Note: The description of findings from this analysis should validate the selected: root causes; measurable outcomes and related activities; target populations; and policies, practices and procedures that are reviewed and revised.

The Stakeholder Team has yet to complete the reflective data analysis process as a result of the self-assessment tool. This will be the next step as a part of the 2020-2021 CCEIS Plan development.

2.4 Determine Root Cause(s) Based on Data

Provide the identified Root Cause of disproportionality and describe the Root Cause (including supporting data).

Root causes of disproportionality include an intersection between beliefs and practices.

Root Cause	Description of Root Cause with Supporting Data
Lack of consistent academic, behavior and social-emotional interventions across the district	Although the District suspension rate has gone down overall, African American students are still being disproportionately suspended. Racial disparities in special education mirror similar disparities in rates of discipline, achievement, attendance and graduation rate. African American students are disproportionately identified as ED (emotionally disturbed). File reviews suggest that

Root Cause	Description of Root Cause with Supporting Data
	these students are identified as ED so that they can be removed from general education to a more restrictive environment. These identified students have a discipline journey that subsequently results in identification and special education eligibility.
Lack of appropriate alternatives to suspension and expulsion	Although the District's suspension rate is down overall, African American Students continue to be suspended at a higher rate. 2019-2020 data shows African American students make up 14.1% of the student population, but account for 38.8% of district suspensions. Overall, the district suspension rate for 2019-2020 was 3.7%. The suspension rate for African American students was 10.3%
Implicit Bias plays a factor in the reason the District is in Significant Disproportionality	Disparities in race are evident by the number of African American students who are suspended and who are identified as Emotionally Disturbed. 2019-2020 data shows African American students make up 14.1% of the student population, but account for 38.8% of district suspensions. Input from stakeholders suggests there is a perception among educators that placement in special education will help students academically and will address behavioral challenges.
Discipline Policies, Procedures, & Practices	Disciplinary Policies and Practices suggest that as a District, we are more likely to provide a consequence for behaviors as opposed to an intervention. Internal behavioral data shows that in 2019-2020, of the total 5721 acts of Defiance/Disruption, 3451 led to detention or a suspension whereas only 355 resulted in a program referral, intervention, or PBIS implementation. Additionally, the top three responses for behavioral incidences across the district are detention, parent contact, and suspension.

Phase 3

3.1 Complete Review of Policies, Practices, and Procedures

Guidance: (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 (to ensure compliance.) 34 *CFR* Section 300.646

Has your LEA completed a review of the related policies, practices, and procedures? Yes or No.

No

Has your LEA revised the reviewed policies, practices, or procedures? Yes or No.

No

If any policies, practices, and/or procedures have been revised, document revisions and describe how revisions will be shared (e.g., School Board meeting minutes, posting on LEA website).

The Significant Disproportionality Stakeholder Team will meet to complete a review of related policies, practices, and procedures and will update the board on what policies require revision. Revisions to Policies and Procedures and Administrative Regulations will be posted on SCUSD website once reviewed and adopted by the SCUSD school board

3.2a Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome (cut and paste empty boxes for additional outcomes).

Describe how the budget allocation aligns with the Programmatic Improvement Action Plan. *(See Section 3.2b.)*

Measurable Outcome 1:

By September 2021, the District will review of policies, practices, and procedures related to the root causes that have been identified. If any of the policies, practices, and procedures require revision, those revisions will be documented and shared publicly.

Indicator/Element(s):

Indicator 10

Root Cause(s):

Discipline Policies and Practices

Lack of appropriate alternatives to suspension

Lack of consistent academic, behavior and social-emotional interventions across the district

Target Population:

6-8 grade

You may wish to duplicate the four shaded boxes below to add additional activities for each measurable outcome.

Activity:

Establish a work-group for Policy Review and revision

Staff Responsible:

SELPA Director

Timeline:

May 2021-September 2021

Data Sources/Methods for Evaluating Progress:

Updated Policies

Measureable Outcome 2:

By September 2021, the District will develop a plan to provide professional development to staff to increase cultural responsiveness, trauma informed, and equitable practices at school sites including the implementation of restorative practices within the existing PBIS framework to address student behavioral needs and expectations.

Indicator/Element(s):

Indicator 10

Root Cause(s):

Discipline Policies and Practices

Lack of appropriate alternatives to suspension

Lack of consistent academic, behavior and social-emotional interventions across the district

Target Population:

6-8 grade

Activity:

Stakeholder Team will meet to discuss and develop a professional learning plan

Staff Responsible:

SELPA Director

Timeline:

May 2021- September 2021

Data Sources/Methods for Evaluating Progress:

Note: Information described in the section above will be monitored through quarterly progress reporting

3.2b Complete Budget Forms

Step 1: Download the following documents from the padlet section specific to Significant Disproportionality.

- 2020 Budget Allocation and 2020 Allowable Costs Budget
- 2020 Target Student Population

Step 2: Complete both documents.

Step 3: Save each document with your district's name or initials in the file name.

Phase 4

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 (Progress, Budget, or Both)	Email
Geovanni Linares	Both	Geovanni-linares@scusd.edu

4.2 Evaluate Effectiveness

Describe process 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.

The Significant Disproportionality Leadership Team will meet bi-monthly to review progress and budget updates. Members of the Significant Disproportionality Leadership Team will meet at least quarterly to review data, plan and monitor implementation and adapt the plan as needed. Data, including discipline, target student data, student assessment data, will be collected and shared quarterly with the Stakeholder Team and during Principal meetings.

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.

As a District, we are committed to addressing our Significant Disproportionality. Our core value states that we recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness. In order to accomplish this, we recognize the intersection between beliefs and practice in this work. We recognize that this plan can help facilitate needed shifts in mindset, collective responsibility, and practice for supporting our students. Aspects of this plan overlap with the proposed LCAP Goals and metrics for the 2021-2022 school year. They include the implementation of integrated supports in the areas of academics, behavior, and social-emotional learning.

4.5 Complete and Submit CDE Feedback survey

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

Staff Name/Title	LEA/Agency	Email
Geovanni Linares **Director, SELPA**	SCUSD	Geovanni-linares@scusd.edu

Submit the following final documents to the CDE by email to: IntensiveMonitoring@cde.ca.gov.

Significant Disproportionality CCEIS Plan Form

2020 Budget Allocation and 2020 Allowable Costs Budget Form

2020 Target Student Population Form

Contract or memorandum of understanding for technical assistance

CCEIS Plan signature Form

Prepared by California Department of Education January 2020