Targeted Monitoring Orientation

March 2023

Focused Monitoring and Technical Assistance Units II and III
Special Education Division
Reminders

• This webinar will be recorded and available on the Resources for Targeted Monitoring Padlet
• Please enter your questions in the Q and A
• All participants are muted, and we cannot unmute you
• Chat is disabled to make it easier to review the questions
Agenda

• Targeted Monitoring and The CIM Process
• Understanding the Annual Determination Letter
• Targeted Tier Selection Criteria with Data Table Examples
• Timeline and Due Dates
• Overview of CIM Steps 1-4
• Progress Reports
• Updating the CIM Plan
• Technical Assistance
• Next Steps
• Questions
CDE FMTA Unit III

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What is the CIM Process?

Step 1 Gather and Inquiry
• What is occurring?

Step 2 Investigate
• Why is this happening?

Step 3 Plan
• How can we address it?

Step 4 Implementation
• How is it going?
• Are we meeting expectations set forth in the plan

Year 1
Implementation updates with CDE

Year 2
Review local data

Year 3
Update Plan
The 2023 Monitoring Year

Just starting CIM

March
• Annual Determination Letter
• Instructional Webinars

March-June
• CIM Step 1
• Gather and Inquire

July-September
• CIM Step 2
• Investigate

October-November
• CIM Step 3
• Plan
• November 30 Plans due

Continuing with CIM

March
• Annual Determination Letter

March-June
• Connecting with TA providers

July-September
• Updating implementation with CDE
• Measure milestones

October-December
• Review initial implementation data
Progress Report Due Dates

For LEAs who were identified as Significantly Disproportionate in the 2022 CIM cycle.
  July 10, 2023 – CCEIS Reports due

For LEAs who were identified as Intensive (not Significantly Disproportionate) and Targeted Level 2 in the 2022 CIM cycle.
  July 14, 2023 – CIM Progress Reports due

LEAs with an established CIM Plan from 2022 need to contact their CDE FMTA consultant for next steps.
Annual Determination Letter

• Published on March 20
• Includes Information on 4 Required Areas
  • Annual Determination (lag-year)
  • Monitoring Tier and Level for 2023
  • Official Significant Disproportionality Determination
  • Timeline Compliance
How to Read the Annual Determination Letter

Annual Determinations are lag-year and based on activities from 2022

Categories are:

• Meet Requirements
• Needs Assistance
• Needs Intervention
• Needs Substantial Intervention
How to Read the Annual Determination Letter

March 29, 2023
Page 2

requirements, the LEA will be monitored by the CDE in the 2023 Monitoring Year, described in greater detail below.

2023 Special Education Monitoring

The CDE’s monitoring framework is a tiered system that differentiates the level of monitoring: technical assistance, and support for each LEA based on the analysis of compliance, disproportionality, performance data, and the LEA’s particular need. The framework includes three monitoring tiers: Universal, Targeted and Intensive. LEAs that meet requirements under IDEA remain in the Universal monitoring tier and have access to resources to support continued compliance and performance. LEAs that do not meet requirements are identified for either the Targeted or Intensive monitoring tier. The CDE differentiates the levels of engagement to LEAs within the Targeted and Intensive monitoring tiers.

Beginning in the 2022 Monitoring Year, the CDE released the Compliance and Improvement Monitoring (CIM) Process to replace previous monitoring processes. The CIM Process is a four-step process designed for LEAs experiencing issues in compliance, disproportionality, and/or performance. It requires the LEA to complete activities to identify systemic issues that led to poor student outcomes and culminates in a cohesive and comprehensive improvement plan.

The CDE will continue with the CIM Process in the 2023 Monitoring Year, and LEAs – where applicable – will be identified for one monitoring tier and differentiated monitoring level within that tier.

Identification and Selection for 2023 Monitoring Year

The CDE reviews data submitted by the LEA to the state to determine their monitoring tier and level based on LEA overall performance in meeting the needs of students with disabilities in a number of areas including academic achievement, student success, school climate, disproportionality, and compliance with regulatory requirements.

Based on these analyses, <<LEA Name>> will be monitored in the following monitoring tier and differentiated monitoring level in the 2023 Monitoring Year:

<table>
<thead>
<tr>
<th>Monitoring Tier and Differentiated Monitoring Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;&lt;Tier and Level&gt;&gt;</td>
</tr>
</tbody>
</table>
How to Read the Annual Determination Letter

Please follow the link to see the data associated with your selection in the above-identified monitoring tier and level, and additional data that will help inform the monitoring and planning process.

LEAs identified for the Universal monitoring tier are not required to participate in the CIM Process, nor address any compliance concerns. LEAs identified for the Targeted monitoring tier, Compliance Only are not required to participate in the CIM Process, but are required to correct any identified noncompliance.

LEAs identified at Levels 1, 2, or 3 in either the Targeted or Intensive monitoring tier must participate in the CIM Process and, where applicable, also address any compliance and timeliness issues identified below.

Compliance and Timeliness Issues

As a factor for identification and selection for monitoring reflected above, the CDE assesses an LEA in several key timeline areas. Related to an LEA’s timeliness in individualized education programs (IEPs), and holding initial assessments, the CDE company previous calendar year to current calendar year student-level data to assess if an LEA is positioned within one of the areas of timeliness concern, as follows:

- Any Late IEPs/Initial Assessments: LEAs that have any late IEPs or assessments will need to review their local data systems to ensure the necessary IEPs, where applicable. The CDE will review the data again based on the End of Year Certify CALPADS submission. The CDE expects the LEA to review any all noncompliance within their local system and correct any noncompliance before the end of year for CALPADS. Any outstanding noncompliance will be considered overdue and your Focus Monitoring.

- Late IEPs/Initial Assessments or No Improvement: LEAs who have students waiting longer than 120 days past the deadlines for IEPs and assessments or have not made progress to reduce the number of students waiting on IEPs or assessments as of February 10, 2023, will need to review their local data, access technical assistance resources provided by SELPAs to support LEAs, and hold the overdue IEP meeting. If a late or overdue IEP meeting results in a determination that the student needs a new or increased level of service, the LEA should consider whether the student needs compensatory education.

- Late IEPs/Initial Assessments and No Improvement: LEAs who have students waiting longer than 125 days past the deadlines for IEPs and assessments and have not made progress to reduce the number of students waiting on IEPs or assessments as of February 10, 2023, will need to review their local data, receive technical assistance provided by SELPAs to support LEAs, and hold the overdue IEP meeting. If a late or overdue IEP meeting results in a determination...
How to Read the Annual Determination Letter

Website and contact information

March 29, 2023
Page 5

Tier, and specifically for Significant Disproportionality, can be found on the CDE Website at https://www.cde.ca.gov/sp/ta/pd/impcess.asp.

Next Steps

The CDE will provide a detailed introduction to LEAs in each monitoring tier at the following webinars:

<table>
<thead>
<tr>
<th>Monitoring Tier</th>
<th>Webinar Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive (All Levels)</td>
<td>March 28, 2023 at 9am</td>
</tr>
<tr>
<td></td>
<td>March 29, 2023 at 1pm</td>
</tr>
<tr>
<td>Targeted Levels 1 and 2</td>
<td>March 27, 2023 at 9am</td>
</tr>
<tr>
<td>Targeted Level 3</td>
<td>March 27, 2023 at 9am</td>
</tr>
</tbody>
</table>

Please visit the CDE website at https://www.cde.ca.gov/sp/ta/pd/impcess.asp for more information on the CIM process and the support team assigned to your LEA.

The CDE looks forward to supporting LEAs’ efforts under the IDEA to improve outcomes for SWD. We hope this communication is a helpful overview of the monitoring you can expect to see from the CDE in the coming months. If you have any questions or concerns, please reach out to me by email at ccspeddirector@CDE.ca.gov.

I look forward to our continued partnership and collaboration in the future and truly appreciate your dedication and support for all children in California.

Sincerely,

[Signature]

Heather Callonese, Director
Special Education Division

[Email]
Data Review for Selection
Four reviews are completed to determine the targeted monitoring tier and level.

• Targeted Review Data
• Intensive Review Data (School Age)
• Preschool Review Data
• Disproportionality Data (Year 2022-23)
## Targeted Review Data

### 2022-23 Targeted Review Data

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Selection Element</th>
<th>Data Year (21-22)</th>
<th>Target</th>
<th>Target Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dashboard Graduation Rate</td>
<td>High</td>
<td>&gt; Very Low</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dropout Rate</td>
<td>≤10%</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Dashboard</td>
<td>ELA Academic Performance</td>
<td>Low</td>
<td>&gt; Very Low</td>
<td>YES</td>
</tr>
<tr>
<td>Dashboard</td>
<td>Math Academic Performance</td>
<td>Low</td>
<td>&gt; Very Low</td>
<td>YES</td>
</tr>
<tr>
<td>Dashboard</td>
<td>Suspension</td>
<td>Low</td>
<td>&gt; Very Low</td>
<td>YES</td>
</tr>
<tr>
<td>5a</td>
<td>LRE Regular Class 80% or more</td>
<td>61.92%</td>
<td>≥60%</td>
<td>YES</td>
</tr>
<tr>
<td>5b</td>
<td>LRE Regular Class less than 40%</td>
<td>8.41%</td>
<td>&lt;18%</td>
<td>YES</td>
</tr>
<tr>
<td>5c</td>
<td>LRE Separate School</td>
<td>4.27%</td>
<td>&lt;3.2%</td>
<td>NO</td>
</tr>
<tr>
<td>6a</td>
<td>LRE Regular Class</td>
<td>0.00%</td>
<td>≥41%</td>
<td>NO</td>
</tr>
<tr>
<td>6b</td>
<td>LRE Separate Schools</td>
<td>85.71%</td>
<td>&lt;31%</td>
<td>NO</td>
</tr>
<tr>
<td>6c</td>
<td>LRE Home</td>
<td>14.29%</td>
<td>&lt;3.5%</td>
<td>NO</td>
</tr>
<tr>
<td>8</td>
<td>Parent Involvement</td>
<td>100.00%</td>
<td>95.5%</td>
<td>YES</td>
</tr>
<tr>
<td>14a</td>
<td>Higher Education</td>
<td>90.91%</td>
<td>≥50.0%</td>
<td>YES</td>
</tr>
<tr>
<td>14b</td>
<td>Competitive Employment</td>
<td>100.00%</td>
<td>≥75.5%</td>
<td>YES</td>
</tr>
<tr>
<td>14c</td>
<td>Any Education/Employment</td>
<td>100.00%</td>
<td>≥87.5%</td>
<td>YES</td>
</tr>
<tr>
<td>Child Find</td>
<td></td>
<td>10.51%</td>
<td>&gt;8.07%</td>
<td>YES</td>
</tr>
<tr>
<td>Total Target Not Met</td>
<td></td>
<td>4. Not Met</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** "-" means that the LEA had no data in the Data Source and the corresponding Target Met and Selection will be blank.
# 2022-23 Intensive Review Data

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Selection Element</th>
<th>Data Year (21-22)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>3c</td>
<td>ELA Proficiency</td>
<td>20.46%</td>
<td>7</td>
</tr>
<tr>
<td>3c</td>
<td>Math Proficiency</td>
<td>15.07%</td>
<td>8</td>
</tr>
<tr>
<td>5a</td>
<td>LRE Regular Class 80% or more</td>
<td>55.51%</td>
<td>4</td>
</tr>
<tr>
<td>5b</td>
<td>LRE Regular Class less than 40%</td>
<td>20.39%</td>
<td>1</td>
</tr>
<tr>
<td>Dashboard</td>
<td>Dashboard Suspension Rate</td>
<td>6.04%</td>
<td>7</td>
</tr>
<tr>
<td>DataQuest</td>
<td>DataQuest Chronic Absenteeism Rate</td>
<td>30.17%</td>
<td>7</td>
</tr>
<tr>
<td>Sum of Ranking</td>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Total Possible (Number of Valid Indicators multiplied by 10)</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Percent (Sum of Ranking divided by Total Possible)</td>
<td></td>
<td>56.67%</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: "No Data" means that the LEA had no data in the Data Source.

Targeted Level 3
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Selection Element</th>
<th>Data Year (21-22)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a</td>
<td>LRE Regular Class</td>
<td>6.14%</td>
<td>2</td>
</tr>
<tr>
<td>6b</td>
<td>LRE Separate School</td>
<td>75.00%</td>
<td>1</td>
</tr>
<tr>
<td>6c</td>
<td>LRE Home</td>
<td>2.19%</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Preschool Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7a</td>
<td>Positive social-emotional skills: Substantially Increased</td>
<td>74.29%</td>
<td>7.33</td>
</tr>
<tr>
<td>7b</td>
<td>Acquisition and use of knowledge and skills: Substantially Increased</td>
<td>76.60%</td>
<td></td>
</tr>
<tr>
<td>7c</td>
<td>Use of appropriate behaviors to meet their needs: Substantially Increased</td>
<td>74.03%</td>
<td></td>
</tr>
<tr>
<td>Discipline Rate</td>
<td></td>
<td>0.17%</td>
<td>3</td>
</tr>
</tbody>
</table>

Sum of Ranking: 19.33
Number of Valid Indicators: 5
Total Possible (Number of Valid Indicators multiplied by 10): 50
Percent (Sum of Ranking divided by Total Possible): 38.67%

Targeted Level 3 for Preschool Age

NOTE: “No Data” means that the LEA had no data in the Data Source and the corresponding Rank will be blank.
## Disproportionality Data

### Indicator 9 – Disproportionality Overall
Rate of racial and ethnic disproportionality among students ages three through twenty-two which may be due to policies, procedures, or practices.

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Multiple Ethnicities</th>
<th>Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>8</td>
<td>96</td>
<td>34</td>
<td>411</td>
<td>98</td>
<td>3</td>
<td>902</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>25</td>
<td>2,355</td>
<td>93</td>
<td>2,109</td>
<td>1,039</td>
<td>12</td>
<td>7,121</td>
</tr>
<tr>
<td>Risk Ratio (Max 3)</td>
<td>NC</td>
<td>0.29</td>
<td>3.05</td>
<td>1.82</td>
<td>0.76</td>
<td>NC</td>
<td>1.10</td>
</tr>
<tr>
<td>Disproportionate?</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

OVR

### Indicator 10 – Disproportionality Disability
Rate of racial and ethnic disproportionality by disability among students ages three through twenty-two which may be due to policies, procedures, or practices.

#### Autism

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Multiple Ethnicities</th>
<th>Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>3</td>
<td>45</td>
<td>5</td>
<td>28</td>
<td>19</td>
<td>1</td>
<td>132</td>
</tr>
<tr>
<td>Risk Ratio (Max 3)</td>
<td>NC</td>
<td>1.06</td>
<td>--</td>
<td>1.00</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Disproportionate?</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Emotional Disturbance

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Multiple Ethnicities</th>
<th>Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>22</td>
<td>8</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>Risk Ratio (Max 3)</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>1.61</td>
<td>NC</td>
<td>NC</td>
<td>1.27</td>
</tr>
<tr>
<td>Disproportionate?</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
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<td>--</td>
</tr>
</tbody>
</table>
### Disproportionality Data

#### Intellectual Disabilities

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Multiple Ethnicities</th>
<th>Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Risk Ratio (Max 3)</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>0.83</td>
</tr>
<tr>
<td>Disproportionate?</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

#### Other Health Impairments

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Multiple Ethnicities</th>
<th>Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>1</td>
<td>12</td>
<td>14</td>
<td>109</td>
<td>28</td>
<td>0</td>
<td>304</td>
</tr>
<tr>
<td>Risk Ratio (Max 3)</td>
<td>NC</td>
<td>0.12</td>
<td>4.20</td>
<td>1.53</td>
<td>0.72</td>
<td>NC</td>
<td>1.47</td>
</tr>
<tr>
<td>Disproportionate?</td>
<td>---</td>
<td>---</td>
<td><strong>OVR</strong></td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

#### Specific Learning Disability

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Multiple Ethnicities</th>
<th>Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>201</td>
<td>32</td>
<td>2</td>
<td>313</td>
</tr>
<tr>
<td>Risk Ratio (Max 3)</td>
<td>NC</td>
<td>NC</td>
<td>2.92</td>
<td>2.73</td>
<td>0.67</td>
<td>NC</td>
<td>0.96</td>
</tr>
<tr>
<td>Disproportionate?</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

#### Speech or Language Impairment

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Multiple Ethnicities</th>
<th>Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>0</td>
<td>13</td>
<td>1</td>
<td>41</td>
<td>4</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>Risk Ratio (Max 3)</td>
<td>NC</td>
<td>0.58</td>
<td>NC</td>
<td>2.91</td>
<td>NC</td>
<td>NC</td>
<td>0.71</td>
</tr>
<tr>
<td>Disproportionate?</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Targeted Tier Selection Criteria

Targeted Level 1
• Not meeting targets for 1 or 2 Elements

Targeted Level 2
• Not meeting targets for 3 or more Elements
  OR
• First year of Disproportionality

Targeted Level 3
• 2+ years of Disproportionality
  OR
• Bottom 11-20% of the Intensive Data Review (School Age) or Preschool Review
  OR
• Bottom 10% of any FAPE in the LRE Indicators
# Activity Summary Chart for the Targeted Monitoring Tier

## Activities and Roles by Monitoring Tier and Level

### Targeted Monitoring Tier Activity Summary Chart

<table>
<thead>
<tr>
<th>MONITORING TIER</th>
<th>TARGETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFM</td>
<td>Targeted Level 1</td>
</tr>
<tr>
<td>ANNUAL DETERMINATION</td>
<td>Needs Assistance</td>
</tr>
<tr>
<td>CIM PROCESS PARTICIPATION AND ENGAGEMENT LEVEL</td>
<td>Required Independent</td>
</tr>
</tbody>
</table>

**CIM PROCESS STEPS > ACTIVITIES**

<table>
<thead>
<tr>
<th>STEP 1: Gather and Inquire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Creation</td>
</tr>
<tr>
<td>Data Drill Down</td>
</tr>
<tr>
<td>Assessment of Infrastructure</td>
</tr>
<tr>
<td>Policies, Practices, Procedures Review</td>
</tr>
<tr>
<td>Educational Benefit Review</td>
</tr>
<tr>
<td>Parent Input</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP 2: Investigate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root Cause Analysis</td>
</tr>
<tr>
<td>Prioritization</td>
</tr>
<tr>
<td>Initiative Inventory</td>
</tr>
<tr>
<td>Theory of Action/Improvement Framework</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP 3: Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
</tr>
<tr>
<td>Approval</td>
</tr>
<tr>
<td>Step 4: Monitoring Implementation Plan</td>
</tr>
</tbody>
</table>
Timeline

March
- Annual Determination Letter
- Orientation

Step 1 Trainings:
- CIM Team Development
- Data Drill Down
- Parent Input
- Disproportionality
- Student Record Review (May)
- Consolidation (May)

April/May

June
- CCEIS Progress Reports
- 2022 CIM Progress Reports

July
- Step 2 Trainings:
  - Root Cause Analysis
  - Prioritization

August

September 30, 2023
- CIM Step 2 Due
  - CIM Step 2 - Prioritized Root Causes
  - CIM Plan
  - Monitoring and Implementation of the CIM Plan
  - Assurances Form

Nov/December

November 30, 2023
- CIM Step 3 Due
  - CIM Step 3 - CIM Plan

Step 3 Training:
- CIM Plan Development (Oct)

June 30, 2023
- CIM Step 1 Due
  - CIM step 1 - Identification of LEA's problems
  - Disproportionality Review Submission
  - Stepwell Student Record Review Submission

Step 1 Trainings:
- CIM Team Development
- Data Drill Down
- Parent Input
- Disproportionality
- Student Record Review (May)
- Consolidation (May)
Questions
Overall Goal of the CIM Process

• By November 30, 2023, the LEA is required to have a fully developed CIM Plan that seeks to implement high-leverage strategies which will improve outcomes for students with disabilities.

• CIM Plan development, implementation, and revision is a multi-year process.
CIM Tools and Instructions

• All CIM tools and instructions are available at:

Resources for Targeted Monitoring Padlet
CIM Preparation

• Review the Annual Determination Letter
• Establish access to and begin to gather current, relevant data
• Establish a system to maintain up-to-date documentation throughout the CIM process.
• If using Seeds of Partnership for Parent Input, LEAs need to create a primary user account by filling out a Request for Access Form
CIM: Step 1

Step 1: Gather and Inquire

- CIM Team Development
- Data Drill Down
- Disproportionality Review (Required for LEAs identified as Disproportionate)
- Parent Input (Required for all Targeted Level 3 LEAs and Targeted Level 1 and 2 LEAs who did not meet the target for Element 8)
- Student Record Review in Stepwell
- Consolidation
CIM Team Development Training (Optional)

Tuesday, April 4, 2023, from 10:00am – 11:00am

Registration Link

- The CDE FMTA units will review the required CIM Team members, CIM Team responsibilities, CIM Team Rubric, and CIM Team resources.

- For SELPAs and Targeted Level 1, 2, and 3 LEAs.
Data Drill Down Training (Required)

Tuesday, April 18, 2023, from 9:00am – 12:00pm

• System Improvement Leads (SIL) will train on the Improvement Data Center and its tools.

• For SELPAs and Targeted Level 1, 2, and 3 LEAs.
A recorded training will be available on the [Resources for Targeted Monitoring Padlet](#) for SELPAs and Targeted Level 2 and 3 LEAs who are identified as disproportionate.
Parent Input Training
(Required for Targeted Level 3 or if Not Meeting Element 8)

Tuesday, April 25, 2023, from 10:00am – 11:00am

• The CDE FMTA units will provide options for gathering sufficient parent input to enhance the development of the CIM Plan.

• For SELPAs, Targeted Level 3 LEAs, and Targeted Level 1 and 2 LEAs who did not meet Element 8.
Student Record Review Training (Required)

Tentatively scheduled for
Monday, May 1, 2023, from 10:00am – 12:00pm

• The CDE FMTA units will explain how to conduct the Student Record Review in Stepwell.

• For SELPAs and Targeted Level 1, 2, and 3 LEAs.
Consolidation of CIM Step 1 Findings Training (Optional)

Wednesday, May 31, 2023, from 10:00am – 11:00am

• The CDE FMTA units will provide guidance on how to summarize what the CIM Team learned during the Step 1 activities.

• For SELPAs and Targeted Level 1, 2, and 3 LEAs.
  • Targeted Level 3 will use Stepwell to submit their Consolidation of CIM Step 1 Findings to the CDE.
CIM Step 1 Due Dates

All CIM Step 1 activities are due on Friday, June 30, 2023.

Targeted Levels 1 and 2
1. Disproportionality Review due in Special Education Compliance Monitoring System (SECMS) – Disproportionate Level 2 LEAs only
2. Student Record Review due in Stepwell

Targeted Level 3
1. Disproportionality Review due in Special Education Compliance Monitoring System (SECMS) – Disproportionate LEAs only
2. Student Record Review due in Stepwell
3. CIM Activities due to the CDE
   a) Team Creation Summary
   b) Policy and Procedure Review Summary
   c) Parent Input Summary
   d) Data Drill Down Summary
   e) Student Record Review Summary
   f) Consolidation Summary
CIM: Step 2

Step 2: Investigate

• Root Cause Analysis
• Prioritization of Root Causes
Root Cause Analysis Training (Required)

Tuesday, August 8, 2023, from 10:00am – 12:00pm

- The CDE FMTA units will explain how to conduct a root cause analysis using the data from CIM Step 1, with a focus on the identified problem areas.

- For SELPAs and Targeted Level 1, 2, and 3 LEAs.
Prioritization of Root Causes Training  
(Required for Targeted Level 3)

Tuesday, August 22, 2023, from 10:00am – 12:00pm

• The CDE FMTA units will explain how to prioritize root causes to identify a maximum of 3 that will be the focus for CIM Step 3: Plan.

• For SELPAs and Targeted Level 1, 2, and 3 LEAs.
CIM Step 2 Due Dates
All CIM Step 2 activities are due on **Friday, September 29, 2023.**

**Targeted Levels 1 and 2**
- Check-in with SELPA

**Targeted Level 3**
1. CIM Activities due to the CDE
   a) Root Cause Analysis Summary
   b) Prioritization of Root Causes Summary
Step 3: Plan

- Plan Development
- Establish Implementation and Monitoring
Plan Development Training (Required)

Tuesday, October 10, 2023, from 10:00am – 12:00pm

• The CDE FMTA units will provide guidance on identifying high-leverage strategies with supporting activities that seek to improve the outcomes for students with disabilities. Guidance provided will also include identifying measurable outcomes during implementation and monitoring.

• For SELPAs and Targeted Level 1, 2, and 3 LEAs.
Review and Submission of the CIM Plan
CIM Step 3: Plan is due on Thursday, November 30, 2023.

Targeted Levels 1 and 2
CIM Plan submitted to SELPA for review

Targeted Level 3
CIM Plan submitted to the CDE for review
Step 4: Implementation and Monitoring

- Progress Reports
- Updating the CIM Plan
Progress Report Due Dates

For LEAs who were identified as Significantly Disproportionate in the 2022 CIM cycle.

- July 10, 2023 – CCEIS Reports due

For LEAs who were identified as Intensive (not Significantly Disproportionate) and Targeted Level 2 in the 2022 CIM cycle.

- July 14, 2023 – CIM Progress Reports due

LEAs with an established CIM Plan from 2022 need to contact their CDE FMTA consultant for next steps.
Progress Report Training
(Required for Targeted Level 3 LEAs)

TBD

• The CDE FMTA units will provide guidance on how to complete and submit the Progress Report form, including documentation.

• For SELPAs and Targeted Level 1, 2, and 3 LEAs.
Updating the CIM Plan

The CIM Plan Cycle begins in 2023 with the development of the CIM Plan.

The CIM Plan Cycle continues through 2025.

- LEAs will receive a new Annual Determination Letter each year.
- LEAs will review local data to determine progress.
- LEAs will update their CIM Plan based on new data.
- LEAs in Targeted Level 3 will be required to submit Progress Reports to the CDE.

LEAs with an established CIM Plan from 2022 need to contact their CDE FMTA consultant for next steps.
Technical Assistance

CDE consultants will be checking in monthly with Targeted Level 3 LEAs.

If any Targeted LEA requires technical assistance, please contact the regional CDE FMTA consultant.

Additional support and resources may also be available from: Resources for Targeted Monitoring Padlet
Next Steps

1. Prepare for the CIM Process (refer to the CIM Preparation slide)
2. Contact your CDE FMTA consultant with any questions.
3. Register for the CIM Team Development Training on the CDE Compliance and Improvement Monitoring Process Website
   a) Targeted Level 1 and 2 Monitoring Webpage
   b) Targeted Level 3 Monitoring Webpage
CDE FMTA Consultant Map and Contact Information by Region

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Questions
Thank you for your time and participation.