



*****Please note: This is a sample that is specific to a particular Local Education Agency (LEA).
Only one High Leverage Strategy is provided. Each LEA’s information will look different.*****

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.



Section 1: CIM Team Members, Significant Disproportionality Indicators, 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)
Gary White	Equity Director, Overhill Unified School District (OUSD)	gwhite@ousd.edu	Y
Shelley Jepson	Director Student Support Services	sjepson@ousd.edu	Y
Mr. Frank Abdulo	Asst. Superintended of Business/Fiscal Service	fabdulo@ousd.edu	Y
Dr. Sharon Grasse	Director of Special Education	sgrasse@ousd.edu	Y
Mr. John Esposito	Superintendent	jesposito@ousd.edu	N

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
African American - Emotional Disturbance (ED) African American - Other Health Impairment (OHI)



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>Root Cause #1: Lack of defined and consistent Multi-tiered System of Supports (MTSS), and Student Support Team (SST) processes, and procedures across all schools.</p>	<p>Empathy Interviews/Focus Groups</p> <ul style="list-style-type: none"> • There is broad agreement that implementation of school-wide behavior plans varies by staff. • 50% of staff indicate colleagues do not share a common philosophy for behavior and discipline...this impacts the MTSS processes at the school sites. <p>Special Education File Review</p> <ul style="list-style-type: none"> • 58.1% of Special Education referrals are from parents. This indicates that the MTSS process is not being communicated to or implemented appropriately for students and families as viable options for support. <p>NYU Disproportionality Study</p> <ul style="list-style-type: none"> • 58.7% of Special Education referrals are from parents. Confirming the need for better engagement and communication with families to ensure culturally responsive implementation of MTSS School-Wide Positive Behavior Supports. • The district's over all classification rate for Special Education is 17.9% which is higher than the California state average classification rate of approximately 13% (2022). This indicates that the MTSS process is not being utilized effectively to support students at Tiers I and II. Areas of concern are not being addressed prior to referral and assessment for Special Education. <p>Policies, Practices, and Procedures Review</p> <ul style="list-style-type: none"> • Board Policy 6164.5 regarding SST is missing from the Board Policy Manual. There is a need, as indicated in Step 1 submission, to codify in policy the SST process including pre-referral and post-referral practices. • The current Special Education Manual is outdated. It does not address pre-referral practices, further contributing to lack of clarity, and consistency in the SST process.



Root Cause #2: Beliefs and mindsets tend to be deficit-oriented. There is a lack of examination of belief structures related to race and culture, particularly around the African American community, and trauma-informed practices.

Empathy Interviews/Focus Groups

- Participants felt that teaching behavioral expectations is a priority and is within their job responsibilities. However, there is a belief that children with challenging behavior need more specialized services/programs than what is available in the general education classroom.

NYU Disproportionality Study

- African American students are 4.73 times more likely to be determined eligible for special education services for emotional disturbance, and African American students are 3.22 times more likely to be identified as Other Health Impaired as compared to their peers.
- African American students are 3 times more likely to be disciplined as compared to their peers.
- Thirty-nine percent of discipline referrals of African American students cite subjective reasons (e.g. defiance and disrespect) for the referral.
- This data indicates that the classroom and school climate are not inclusive, and there is a need to implement reflective practice that examine belief structures around implicit bias and cultural competency.

Policies, Practices, and Procedures Review Matrix

- Board Policy 4131, which addresses Professional Development, does not reference – directly or indirectly – equity. This suggests that the school district is not currently looking at all professional development training and implementation through a cultural lens, particularly relating to the African American students.
- In OUSD’s board policy 4131, addressing professional development there is no mention of equity suggesting that the school district is not currently looking at all professional development training and implementation through a cultural lens. The Educational Partners have identified a need to weave equity and cultural competency into all professional development in order to address the disproportionality amongst African American student populations.



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

<p>High Leverage Strategy: Implementing an expanded and culturally responsive Multi-Tiered System of Support (MTSS)</p>
<p>Expected Measurable Outcome(s): By June 2026, the district will expand and implement MTSS with fidelity in order to reduce ED's risk ratio from 4.73 to less than 3.00, and OHI's risk ratio from 3.22 to less than 3.00.</p> <p>By May 30, 2026, staff will utilize appropriate pre-referral, referral, and post-referral processes in order to decrease the risk ratio for African American student identification as ED from 4.73 to less than 3.00, and identification as OHI from 3.22 to less than 3.00.</p> <p>By June 2026, schools and teachers will design and implement culturally relevant, responsive, and trauma-informed education in order to reduce ED's risk ratio from 4.74 to less than 3.00, and OHI's risk ratio from 3.22 to less than 3.00.</p> <p>By September 2026, OUSD will implement a culturally responsive framework to increase culturally responsive practices in the classrooms with target students, as measured by Equity Walks and a 5% decrease in the discipline referrals for African American students.</p>
<p>Applicable Root Cause(s): Root Cause 1: Lack of consistency and fidelity with MTSS (SST) processes and procedures across all schools. Root Cause 2: Beliefs and Mindset tend to be deficit oriented/not intervention or strength based, and need to examine beliefstructures around cultural competency, specifically around the African American community, and trauma-informed practices.</p>



2024 Compliance and Improvement Monitoring
 Step 3: Plan for Improvement
 California Department of Education – Special Education Division



Target Population: General education students in the four schools with the highest suspension rates:

- with three or more discipline referrals in the past year and
- who are in Transitional Kindergarten (TK) through 2nd grade.

Parent information will be used to determine if a TK student meets the discipline criteria as the district does not have access to pre-school data and often discipline referrals at this young age are not documented.

Based on these criteria, we estimate our target population will be 280 students with 57% being African American students. Current enrollment in the district is 18,229. Our Target Population will be approximately 2% of the total student population.

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 1.1 - The district will hire an MTSS coach for the duration of the 2024 CIM for Sig Dis plan.	Shelley Jepson	Approval for job creation and create job description by January 15, 2025. Post job, review applications, interview applicants, and hire a coach by March 30, 2025.	Job description, job posting, hiring process documentation, and contract.	Support from HR for recruitment and hiring.	<i>Note: Blended funding will be used since CCEIS funds cannot be used for all students (Tier 1 supports).</i> LCAP CCEIS



2024 Compliance and Improvement Monitoring
 Step 3: Plan for Improvement
 California Department of Education – Special Education Division



<p>Activity 1.2 - With the support of the district Learning Support Teacher (LST) the district MTSS committee will submit the expanded MTSS (Tier I, Tier II, SST) Instructional framework and fidelity of implementation measures for academic and social emotional/behavior support for board approval.</p>	<p>Shelley Jepson MTSS Coach LST</p>	<p>Approval of the MTSS framework and fidelity measure by June 1, 2025.</p>	<p>Menu of Tier 1, Tier 2, and Tier 3 interventions Fidelity measure MTSS guidebook Final Board approval</p>	<p>Learning Support Teacher time MTSS committee time Time on Board agenda</p>	<p>Blended funding: LCAP CCEIS</p>
<p>Activity 1.3 - Train administrative and lead certificated staff (coaches) on the MTSS framework to include multi-tier resources with a focus on interventions for both Tier 1 (universal) and Tier 2 (secondary) supports including universal screeners, ongoing data collection, parent partnerships and school wide approaches to expectations, and supports for academics and social-emotional/behavior.</p>	<p>Shelley Jepson MTSS Coach</p>	<p>Train administrators, and identify and train coaches by August 15, 2025.</p>	<p>Training schedules Training agendas Training materials MTSS implementation fidelity tool</p>	<p>Training Materials Training Facility Administrative staff and coach time</p>	<p>Blended funding: LCAP CCEIS</p>



2024 Compliance and Improvement Monitoring
 Step 3: Plan for Improvement
 California Department of Education – Special Education Division



<p>Activity 1.4 - The district will create and provide professional development (PD) on consistent MTSS recommended practices, pre-referral procedures, and processes related to SST, including how to utilize Tier I, II, and III evidence-based interventions for the purpose of ensuring equitable opportunities and access to general education services for all students based upon collected data, and individual need.</p>	<p>Shelley Jepson MTSS Coach</p>	<p>Create PD by August 15, 2025. Provide PD by October 1, 2025.</p>	<p>Training schedule Training materials and agendas MTSS and SST protocols MTSS and SST flow chart MTSS and SST referral data</p>	<p>Training Materials Training Facility Certificated staff time</p>	<p>Blended funding: LCAP CCEIS</p>
<p>Activity 1.5 - Training for Social-Emotional Learning Specialists (SELS) to align their efforts with the MTSS guidebook to support all students with Tier I and Tier II level social-emotional/behavioral support and interventions to include interventions for both Tier 1 (universal) and Tier 2 (secondary) supports, universal screeners, ongoing data collection, parent partnerships, and school wide approaches to expectations and supports for social-emotional/behavior.</p>	<p>Shelley Jepson MTSS Coach</p>	<p>Provide PD by October 1, 2025. SELS support to target school sites October 10, 2025- June 5, 2026.</p>	<p>Menu of Tier I and II interventions MTSS fidelity measures MTSS guidebook Special Education Manual and Guidance Document</p>	<p>SELS time</p>	<p>Blended funding: LCAP CCEIS</p>



2024 Compliance and Improvement Monitoring
 Step 3: Plan for Improvement
 California Department of Education – Special Education Division



<p>Activity 1.6 - Through the purchase of MTSS data collection and analysis tools, the district will collect and analyze MTSS and SST data as it relates to race/ethnicity in the areas of utilization of MTSS Instructional framework, fidelity of implementation measures, and implementation of the pre-referral processes and procedures outlined in the provided professional development.</p>	<p>Shelley Jepson MTSS Coach</p>	<p>Purchase of data collection and analysis tools by June 30, 2025. Collect and Analyze Data monthly: October 10, 2025 Through August 15, 2026.</p>	<p>SST referral data and documentation corresponding to Tier 1 interventions, Tier2 interventions, Tier 3 interventions, and Fidelity measure.</p>	<p>Data collection and analysis tools Staff time for data collection, analysis and refinement of practice based on data</p>	<p>Blended funding: LCAP CCEIS</p>
<p>Activity 1.7 - With the support of the Special Education Department, the program specialists will complete the Special Education Manual/Guidance Document.</p>	<p>Dr. Sharon Grassey</p>	<p>Board Policy approval by March 15, 2025. Guidance Document development March 15, 2025-June 15, 2025.</p>	<p>PPP Review Matrix Special Education Manual</p>	<p>Staff time</p>	<p><i>Note: CCEIS funds will not be used.</i> Special Education Funds</p>



2024 Compliance and Improvement Monitoring
 Step 3: Plan for Improvement
 California Department of Education – Special Education Division



<p>Activity 1.8 - To address the identified root cause, school psychologists will continue to meet to address referrals for ED and OHI assessments. With the support of the special education department, our school psychologists will create and implement the use of an OHI and ED rubric, including fidelity measures, to address high quality assessment practices.</p>	<p>Dr. Sharon Grasse</p>	<p>Psychologists will be trained by September 15, 2025. Psychologist PD cohorts will meet September 15, 2025-May 30, 2026.</p>	<p>Rubric for comprehensive ED and OHI assessments ED/OHI professional development cohort attendance Assessment fidelity measure for comprehensive ED and OHI.</p>	<p>Staff time</p>	<p><i>Note: CCEIS funds will not be used.</i> Special Education Funds</p>
<p>Activity 1.9 - With collaboration with the Director of Equity, the district will provide new and continuing Professional Development to district and site leaders around deeper understanding of bias-based beliefs (e.g. Trauma-Informed Teaching, Race & Culture, Implicit Bias, Culturally Responsive Pedagogy, etc.), and how they operate within pedagogy and practices both implicitly, and explicitly.</p>	<p>Gary White</p>	<p>Professional Development conducted Spring 2025 – September 2026.</p>	<p>Training materials and agendas Pre and post individual growth surveys of participants Site administrative walkthroughs for evidence of implementation CA Dashboard data disaggregated by race and ethnicity</p>	<p>External Consultant, staff time</p>	<p>CCEIS funds</p>



2024 Compliance and Improvement
Monitoring for Significant Disproportionality (CIM for Sig Dis)
Step 3: Plan for Improvement
California Department of Education – Special Education Division



<p>Activity 1.10 - The district will create a trainer of trainers implementation model, and identify trainers to provide self-sustaining professional development that targets beliefs and mindsets with incorporated measures that address fidelity of implementation to continuously improve how schools and teachers design and implement, culturally relevant, and responsive education.</p>	<p>Gary White</p>	<p>Create trainer of trainers model and identify coaches and create self-sustaining PD with incorporated fidelity measures: Fall 2025.</p> <p>Professional Learning Network - Fall 2025 - September 2026</p>	<p>Trainer selection</p> <p>Training materials and agendas</p> <p>Fidelity measures</p> <p>Training implementation model</p> <p>Site administrative walkthroughs for evidence of implementation</p> <p>CA Dashboard data disaggregated by race and ethnicity</p>	<p>External Consultant, staff time</p>	<p>CCEIS Funds</p>
<p>Activity 1.11 - Conduct equity walks to collect qualitative data to inform equity driven work, and deepen equity lens at the student level.</p>	<p>Gary White</p>	<p>Fall 2025 - Spring 2026</p>	<p>Equity Walk Rubrics</p>	<p>Equity Walk Rubrics</p> <p>Staff time</p>	<p>CCEIS</p>
<p>Activity 1.12 - Use site equity walk data (above) to assess and identify the needs of students, as well as inform actions steps to address the identified needs.</p>	<p>Gary White</p>	<p>Fall 2025-Spring 2026</p>	<p>Comparative data analysis</p>	<p>Data analyst time</p> <p>Spreadsheet for recording needs and action steps</p>	<p>CCEIS</p>



2024 Compliance and Improvement
 Monitoring for Significant Disproportionality (CIM for Sig Dis)
 Step 3: Plan for Improvement
 California Department of Education – Special Education Division



Activity 1.13 - Customize coaching support for site Principals and Site Equity/Leadership Teams based on equity walk data. This will focus on capacity building at the site level through various aspects of action planning in strategically identifying, implementing, and monitoring actions that impact the discipline referrals for identified target student groups	Gary White	Fall 2025 - September 2026	Retrospective Self-Reflection by above staff regarding their awareness and actions to effect change.	Meeting materials Small group meeting spaces	CCEIS
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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.*