Stepwell Instructions

(for LEAs addressing Significant Disproportionality)

COMPLIANCE AND IMPROVEMENT MONITORING

Use this document to verify you are meeting the requirements of the online Stepwell submissions.

Step One: Gather and Inquire

1) CIM Team
• Record CIM Team in Stepwell, with Name, Title/Role, and their responsibility as it relates to the CIM development and implementation.   *Refer to the CIM Team Activity Handout found on https://caltan.info/sigdis/1.*

2) Educational Partner Group
• Record CIM Educational Partners in Stepwell, with Name, Title/Role, and their responsibility as it relates to the CIM development and implementation.   *Refer to the CIM Educational Partners Activity Handout found on https://caltan.info/sigdis/1.*

3) Policy and Procedure Review
• List and provide an analysis of any Policies, Practices, and Procedures (PPP) that contribute to the factors of disproportionality.   • Provide an analysis of any qualitative data to support the practices related to these policies and procedures.   *Refer to the PPP Activity Handout found on https://caltan.info/sigdis/1.*

4) Findings or Revisions
• Describe what policies and/or procedures will be revised, if any, as a result of reviewing the PPP.

5) Public sharing of revised policies and/or procedures

- Address how the LEA reports publicly any added or revisions to the policies and procedures.

6) Internal dissemination of revised policies, practices, and procedures

- Describe how the Policies and Procedures have been or will be internally disseminated and implemented.

7) Parent Input

- Describe how Parent Input was gathered and considered in the CIM development process.

- Provide an analysis of the Parent Input including patterns of strengths and weaknesses as they relate to the contributing factors of disproportionality.

  Refer to the Parent Input Activity Handout found on https://caltan.info/sigdis/1.

8) Infrastructure Analysis

- Identify the CIM Team members who participated in the Infrastructure Analysis and your team's process in completing the Analysis Tool. If staff outside of the CIM Team participated, identify them and their role in the district.

- Outline the areas that the team considers to be strengths and areas of improvement related to the contributing factors of disproportionality.

  Refer to the Infrastructure Analysis Activity Handout found on https://caltan.info/sigdis/1

9) Educational Benefit Review

Not applicable for Sig Dis LEAs. Write N/A in this box.

10) Data Drilldown

- Collect, identify, and review data from a variety of data sources as it relates to the elements/indicators that are identified as significantly disproportionate. Include the types of data collected and reviewed, including historical and current data from quantitative and qualitative data sources.

- Include an analysis of the Programmatic Self-Assessment findings in this area.

  Refer to the Data Drilldown Activity Handout found on https://caltan.info/sigdis/1

11) Student Record Review

Not applicable for Sig Dis LEAs. Write N/A in this box.

12) Student Case Study

- Provide an analysis of the student case study findings in this section, including strengths, weaknesses, and trends in practices, from pre-referral to eligibility, which may be a contributing factor to the identified disproportionality.

  Refer to the Case Study Activity Handout found on https://caltan.info/sigdis/1

13) Consolidation - areas of strength and data to support

Not applicable for CIM for Sig Dis. Write N/A in this box.

See Activity #15 for Sig Dis LEAs.

14) Consolidation - areas of weakness and data to support

Not applicable for Sig Dis LEAs. Write N/A in this box.

See Activity #15 for Sig Dis LEAs.

15) Consolidation - data-supported and quantified problem areas

- Briefly describe the LEA's demographics

- Describe the disaggregated quantitative and qualitative data collected and analyzed to support possible contributing factors of disproportionality and inform root causes (disaggregated data, PPP findings, success gap statement,

  Refer to the Consolidation Activity Handout found on https://caltan.info/sigdis/1

Step Two: Investigate

16) Prioritized Problem Areas

Not applicable for Sig Dis LEAs. Write N/A in this box.

See Activity #18 for Sig Dis LEAs.

17) Problem areas to explore for Root Causes

- Provide an explanation or narrative of how root causes were determined.

Refer to the Root Cause Analysis Activity Handout found on https://caltan.info/sigdis/2

18) Indicator(s) of Significant Disproportionality

- List the significant disproportionality identification provided in the Annual Determination Letter and linked data sheet.

Refer to the data sheet: https://caltan.info/resource/significant-disproportionality-data-file

19) Root Cause #1 and supporting data

- State the root cause with the supporting quantitative and qualitative data.

20) Root Cause #2 and supporting data

- State the root cause with the supporting quantitative and qualitative data.

21) Root Cause #3 and supporting data

- State the root cause with the supporting quantitative and qualitative data, if necessary.
Write N/A if not necessary.

22) Root Cause #4 and supporting data

- State the root cause with the supporting quantitative and qualitative data, if necessary.
Write N/A if not necessary.

23) Initiative Inventory

- List the LEA's initiatives, including any ongoing improvement plan that are related to the possible contributing factors of disproportionality.

- State the commonalities among the initiatives and the disproportionality.

- State the processes for collaboration and integration of the initiation of the LEA's inventory.

- Describe any groups of students that are not served by the initiatives in the LEA's inventory.

- Identify areas that are higher priority than others amongst the initiatives in the LEA's inventory.

Refer to the Initiative Inventory Activity Handout found on https://caltan.info/sigdis/2

24) Target Population

- List the criteria for inclusion in the target group, including how the LEA will monitor implementation of CCEIS activities and track the students receiving CCEIS.

- State the estimated percentages of students by race/ethnicity in the described target group.

Refer to the Target Population Activity Handout found on https://caltan.info/sigdis/2

25) Theory of Action

- Create a theoretical statement that will guide the LEA's work moving forward and include which strategies the LEA will use to address the contributing factors that will result in reduced disproportionality and improved student outcomes.

Refer to the Theory of Action Activity Handout found on https://caltan.info/sigdis/2

26) Additional Relevant Data

- If your Step 1 was accepted, but had conditions, this is the place to include the information that was required of Step 1. If you have no additional relevant data to share, type N/A into box.
- Include any additional or revisional information to support Step 1 or Step 2.

Step Three: Plan for Improvement

27) Plan for Improvement link
• Please provide the link to the Plan for Improvement in this box.   *Refer to the Plan for Improvement Activity Handout found on https://caltan.info/sigdis/3, to fill out the Plan for Improvement that will be submitted separately to SigDisp@cde.ca.gov with a cc to your CDE FMTA Consultant.*
28) Submission
• Include the date the LEA submitted the electronic Plan for Improvement to SigDisp@cde.ca.gov, then click the SUBMIT button.   *Refer to the Plan for Improvement Activity Handout found on https://caltan.info/sigdis/3, to fill out the Plan for Improvement that will be submitted separately to SigDisp@cde.ca.gov with a cc to your CDE FMTA Consultant.*