



Comprehensive Coordinated
Early Intervening Services

Comprehensive Coordinated Early Intervening Services (CCEIS) Overview

Community Advisory Committee (CAC)
African-American Subcommittee

May 3, 2023

Tiffany Mack, CCEIS Coordinator

Dr. Jeanique Wells, CCEIS Parent Specialist

Agenda

- Welcomes/ Introductions
- CCEIS Department History and Facts
- LAUSD CCEIS Data
- Root Causes
- Desired Outcomes
- Outcome Updates
- CCEIS Supports/Interventions
- CCEIS Family Leadership (CFL) Group
- Questions/Comments



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My advice is that we see our families and community members as co-creators and co-producers of the excellent schools and learning opportunities that we want for all of our students.



~Dr. Karen L. Mapp

Senior Lecturer on Education at the Harvard Graduate School of Education, is a leading family and community engagement expert whose research and practice focus on cultivating partnerships among schools, families, and communities for enhancing student achievement and school performance.



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CCEIS: The Facts

The Individuals with Disabilities Education Act requires states and local education agencies (LEAs) to take steps to address disproportionate representation.



Disproportionality refers to the over representation of a particular racial or ethnic group in one of four areas:

- 1. Race or ethnicity in relation to identification of disabilities*
- 2. The identification of children in specific disability categories*
- 3. The placement of children with disabilities*
- 4. Disciplinary actions*



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LAUSD CCEIS Identification

The Los Angeles Unified School District has been identified as Significantly Disproportionate due to overrepresentation in the following areas:

Risk Ratio for Black/African American students with disabilities for Discipline exceeds the CDE threshold of 3.0

Risk Ratio for Black/African American students found eligible for Special Education under Emotional Disturbance (ED) exceeds CDE threshold of 3.0.



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Emotional Disturbance Data

Significant Disproportionality Data for
Los Angeles Unified School District
Data Year 2020–2021

District Code	1964733	Special Education Local Plan Area	Los Angeles Unified (1914)
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Emotional Disturbance		Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
2020–2021	Students with Disabilities ¹	4	34	300	879	39	4	205
	Total Enrollment ²	721	31,953	43,523	423,212	13,942	1,267	59,514
	Ratio	NC	0.40	3.14	0.53	1.10	NC	1.41
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
2019–20	Result	—	—	OVR	—	—	—	—
	Students with Disabilities	4	27	295	883	54	3	204
	Total Enrollment	651	28,630	37,214	355,560	8,912	1,265	50,998
	Ratio	NC	0.30	3.01	0.54	2.03	NC	1.37
2018–19	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	—	—	OVR	—	—	—	—
	Students with Disabilities	8	25	348	918	12	4	224
	Total Enrollment	1,100	36,034	50,263	445,554	3,019	1,726	64,744
2018–19	Ratio	NC	0.26	3.21	0.52	1.56	NC	1.41
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	—	—	OVR	—	—	—	—

“NC” means No Calculation, one or more elements of the data failed to meet minimum size.

“OVR” means the LEA was over the threshold.

“—” indicates the district was not disproportionate.

¹ Data is from 2019–20 CALPADS

² Data is from 2019–20 EOY CALPADS Discipline File



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Discipline Data

Significant Disproportionality Discipline Data for
Los Angeles Unified School District
Data Year 2020–21

District Code	1964733	Special Education Local Plan Area	Los Angeles Unified (1914)
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Any Discipline		Native American	Asian	African American	Hispanic	Multiple Ethnic	Pacific Islander	White
2020–21	Students with Disabilities ¹	1	10	254	521	17	0	83
	SWD Enrollment ²	137	2,896	9,255	69,441	3,740	110	9,029
	Ratio	NC	0.36	3.71	0.52	0.48	NC	0.98
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
2019–20	Result	—	—	OVR	—	—	—	—
	Students with Disabilities	2	8	351	714	9	0	105
	SWD Enrollment	209	3,330	11,117	72,899	1,043	172	10,583
	Ratio	NC	NC	3.32	0.55	NC	NC	0.81
2018–19	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	—	—	OVR	—	—	—	—
	Students with Disabilities	8	14	577	917	9	3	119
	SWD Enrollment	241	3,175	11,407	71,145	847	170	10,430
2017–18	Ratio	NC	0.25	4.07	0.46	NC	NC	0.65
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	—	—	OVR	—	—	—	—
	Students with Disabilities	8	14	577	917	9	3	119
	SWD Enrollment	241	3,175	11,407	71,145	847	170	10,430

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Root Causes

Systemic racism and cultural dissonance

Lack of fidelity of discipline policies, procedures and practices

Inconsistencies in the SSPT/MTSS processes

Lack of consistent interventions and practices for students impacted by trauma

Lack of authentic partnership with African American parents and families



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LAUSD CCEIS Desired Outcomes

Increase Attendance

Improve Authentic Family Partnerships

Reduce Discipline/Suspension

Building Literacy Skills

Humanizing Learning Experience

Fidelity: Policies and Procedures: SSPT/MTSS

Increase Trauma Informed Practices



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LAUSD CCEIS Supports/Actions

Direct Intervention for Promising Scholars

Multi-Tiered Systems of Support: Attendance & Discipline

Family Empowerment & Authentic Partnership Outreach

Social Emotional Learning

Pre-Literacy Skills

Reading Interventions/ Build on Literacy Skills



2021 OUTCOMES/ UPDATES



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Outcome 1: Attendance

By June 2023, all the Promising Scholar students' attendance will increase by 10% annually from the baseline or reach 90% attendance throughout the school year.



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Outcome 1: Update

- Approx 67.33% of Promising Scholars are either at 90% current YTD attendance rate or have made a 10% increase in YTD attendance rates compared to the previous school year of CCEIS Action Plan implementation (2021-2022)



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Outcome 2: Authentic Family Partnership

By June 2023, the district will increase authentic family partnership and community engagement for the Promising Scholars and other Black/African American/Multiracial families by supporting a variety of meaningful family engagement offerings. This will be evidenced by increased participation in activities with satisfactory evaluations by at least 80% of attendees.



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Outcome 2: Update

- More than 100 families from CCEIS school sites have been recruited to participate in the CCEIS Family Leaders (CFL) group. Recruitment efforts continue throughout the current semester, which ends on June 9, 2023.
- From the monthly CFL meeting evaluations submitted between Jan - March 2023, results indicate 93% of participants were satisfied with the meeting as evidenced by an overall rating of 91/100.



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CCEIS Family Leadership (CFL) Group

- Diverse group of Educational Partners composed of a broad range of district and community representatives, each of whom bring a unique perspective to the discussion of disproportionality.
- Role of CCEIS Family Leadership (CFL) Group

YOUR VOICE
YOUR STORY

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Parent/Family Engagement

What are parents/families saying?

- Friendly environment for sharing. There was encouragements and information shared to better my families involvement.
- I loved the whole meeting but one thing that stood out to me what Self-Care by Nikita Gupta and Ms. Wells slide show had lots of information that I needed to help my kids...
- Restorative justice is a wonderful program and I look forward to being apart of the team if they it's available at Dymally
- I liked the emphasis placed on finding just one thing to have joy/be happy about each day
- I can think of nothing to add. The focus on self is empowering because our time is mostly spent caring for others. Thank you so much!
- I guess we need more time if possible. This is a great help for us parents
- I enjoyed today's topic and discussion



Outcome 3: Discipline/Suspension

By June 2023, promising scholars' at CCEIS promising schools will reduce their suspension rate during inperson instruction by 5% from the baseline level, and at Early Education, promising sites with promising scholars' behavioral referrals will decrease by 5%.



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Outcome 3: Update

Promising Scholars

- Currently, the average suspension count is 0.30 for the 1,518 TK-12 promising scholars, which is on target to meet this outcome. 1,476 promising scholars have 0 suspension events from August 2022 to March 10, 2023.
- **Decrease** in Monthly Suspension Events: There was a decrease in suspension events (all types) at CCEIS sites from the start of the 2022-2023 school year.
- 68% of CCEIS sites are on track to decrease the African American/Black single student suspension rate by 5% or more

District -wide

- 92% of District-wide schools are on track to decrease their African American/Black single-student suspension rate by 5% or more
- Overall percentage of suspensions of African American/Black students is still disproportionate districtwide; however, there was a **decrease** in representation. The percentage of suspensions of African American/Black students decreased from December when it was 24.49 percent to 21.4%



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Outcome 4: Increasing Literacy Skills

By June 2023, based on 2018-19 baseline data, 100% of PK- 12 Promising Scholars at CCEIS Schools will make 15% growth for each year receiving intervention services or reach proficiency in reading skills as measured by district/local district assessments (e.g., DIBELs, DRDP, STAR Reading Test, etc.).



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Outcome 4: Update Middle of Year Data

- Nonsense word fluency: A direct measurement of pseudoword decoding designed to measure alphabetic understanding and phonological ability:
Average growth: 113%
79% of promising scholars met the 15% growth target as of March 2023
- Oral reading fluency: Measures a student's reading fluency within 1 minute and is highly reliable and sensitive to growth:
Average growth: 90%
64% of promising scholars met the 15% growth target as of March 2023

End of Year assessments are being completed now. There will be an update of yearly growth for ALA students at the next meeting.



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Outcome 5: Humanizing Learning Experience

Based on the School Experience Survey, Promising Schools will increase their overall ratings by 10% from spring 2019 to spring 2023 survey in the following areas: school climate, connectedness, opportunities for participation, and leadership of school-based teams.



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Outcome 5: Update

- The Fall School Experience Survey Experience Survey window closed Friday, December 9th, 2022. For the 2022-23 response, the results have not yet been made available, and will be compared to the 2021-22 school year as they become available. The results are still in process and will be updated in the next Quarterly Report #7 due July 10, 2023.



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Outcome 7: Trauma-Informed Practices

By June 2023, the district will continue to build a culturally responsive multi-tiered system framework that includes robust tier 1 and tier 2 interventions targeting trauma, increasing the effective use of the trauma-informed practice.



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Outcome 7: Update

- Continued need to work on building a Multi-Tiered System of Support (MTSS) framework that includes robust Tier 1 and Tier 2 interventions, which will increase the effective use of the trauma-informed practice.
- CCEIS purchased tier 2 intervention materials to support promising scholars with academic and behavioral needs at CCEIS sites. CCEIS will continue to address this need with the implementation of the 2021 plan.

Upcoming Trainings



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CCEIS

(Comprehensive Coordinated Early Intervening Services)

Family Leaders (CFL)



Meetings held the 3rd Thursday monthly

Two sessions for your convenience: 9:00am or 5:00pm

Zoom link: <https://lausd.zoom.us/j/5211983755>

**Please
Join Us!**

January 19, 2023

February 16, 2023

March 16, 2023

April 20, 2023

May 18, 2023

- Propose questions, share concerns, and discuss solutions for issues and barriers that negatively affect African American/Black students' access and achievement
- Provide suggestions/recommendations for LAUSD leadership that will positively affect African American/Black students' access and achievement
- Attend Educational Partners meetings quarterly and provide feedback on the implementation of the CCEIS Plan and how LAUSD is doing in addressing significant disproportionality

Make Your Voice Heard!

If you have questions or would like to join the CFL, please contact Dr. Jeanique Wells by phone at 213-241-8186, email at jeanique.wells@lausd.net, or use the QR code below.



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**Must be a Parent/Family member of a
Promising Scholar at a CCEIS school site to
join the CFL group*



CCEIS Family Leaders
(CFL) meetings are the
3rd Thursday of every
month. Last session
for 22-23 school year
is May 18, 2023
9am and 5pm

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**Real Families.
Real Talk.
Real Solutions.**

**JOIN US ON ZOOM TO SHAPE FAMILY EMPOWERMENT IN LAUSD WITH
CONTEXT, CONVERSATION AND COMPASSION AS WE PARTNER TO
SUPPORT OUR LEARNERS OF COLOR.**

Attend All Four Session To Win A Special Gift

- (W) May 10, 2023 Discovering our Story
- (Th) May 25, 2023 Designing our Story
- (Th) June 1, 2023 Partnering to Tell the Story
- (W) August 9, 2023 Delivering the Story's Promise (IN PERSON)



5:30 P.M. - 7:30 P.M.

**SPECIAL PERFORMANCES
OPPORTUNITIES TO SHARE
STORIES AND EMPOWERMENT
DATA AND ACTION**

REGISTER TODAY

[HTTPS://BIT.LY/REALFAMILIES23](https://bit.ly/realfamilies23)



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Making space for healing... A Series for Restoration and Well-being

Healing Activation Spaces for Parents and Caregivers

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3-Session Series - 45min each

These experiential sessions focus on well-being for Parents and Caregivers. Learn and practice effective strategies for releasing stress and enhancing your well-being as you care for your kids.

These sessions will take place during the CCEIS Family Leaders Meetings. Log in via Zoom. No prior registration required.:



Dates: March 16, April 20, May 18

Times: 9am and 8pm

Zoom: <https://lausd.zoom.us/j/82761164014>

Session Topics

Session 1: Self-Care and the Body

Learn practices for self-care that are rooted in your nervous system to help you find greater ease in any moment.

Session 2: Enhancing our Joy

Learn practices that help you tap into joy, appreciation and kindness for self and others.

Session 3: Rest as Restoration

Learn about seven levels of rest and how to rest your mind, body and spirit throughout the day.



FACILITATED BY
NIKITA GUPTA,
MPH, RYT

Nikita specializes in bringing Trauma-Healing practices and frameworks to School & Campus communities. She works with caregivers (parents, educators, activists) to address issues of vicarious trauma, burnout, and overwhelm as they care for others. Her work is rooted in neurobiology, mindfulness, and community care. Through this work, Nikita fosters hope and resilience as we bravely move through the unknown. Learn more: <https://nikitagupta.com>

We are resilient

"Best session for healing I have experienced that really helps our morale and inner self. Thank you!"

"I appreciate all of the information and resources that was given to us. I intend to watch, and I am excited to try this in my daily life."

"Thank you so much for your resilience workshop today! Your pacing, voice and calm presence were so powerful. I am so very grateful. I have been facilitating/attending wellness workshops for many, many years and I believe this was one of the best I have ever experienced!"



For more information, contact Nikita at nikita@nikitagupta.com

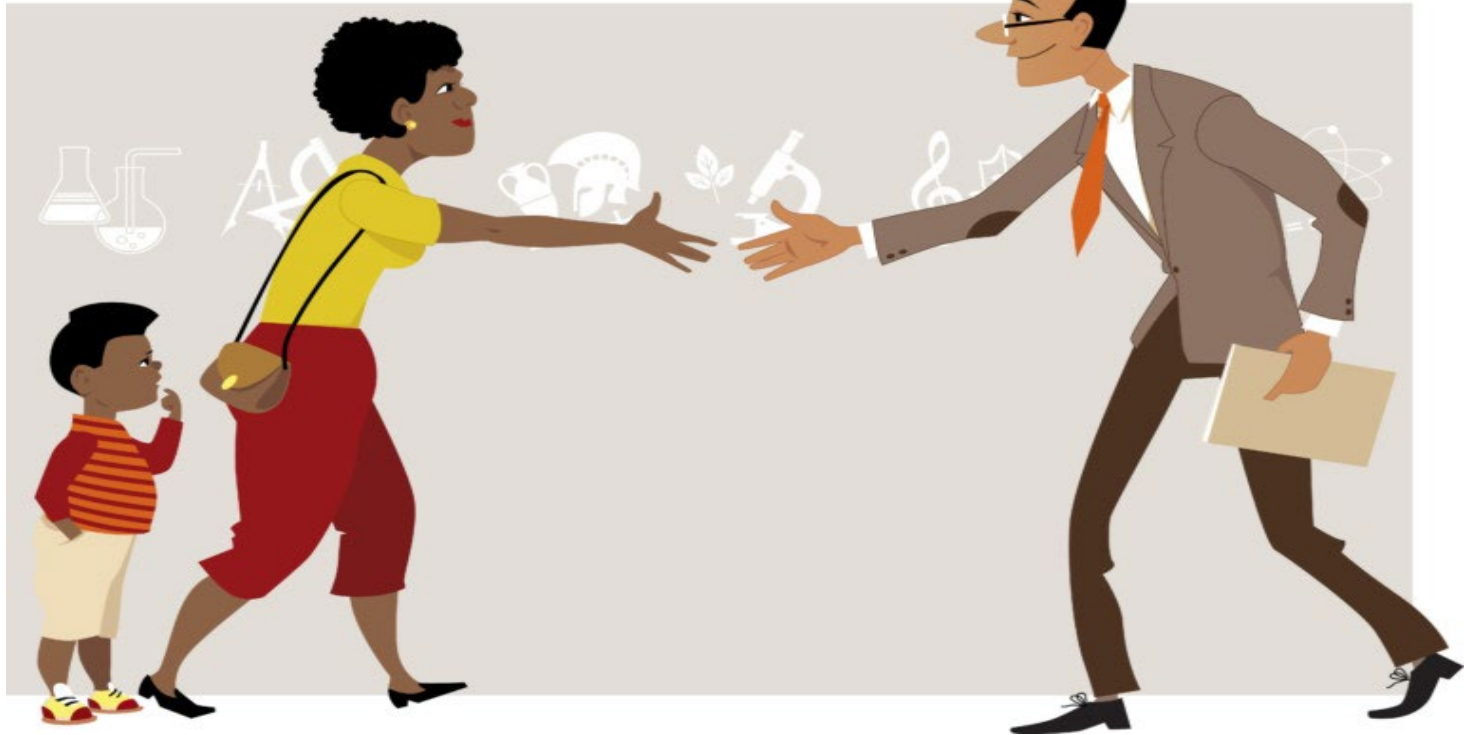
Nikita Gupta

Self-Care series for
Parents/Caregivers

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Together Everyone Achieves More



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Questions, Comments, Ideas



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