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
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.
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
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.
# Emotional Disturbance Data

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

<table>
<thead>
<tr>
<th>District Code</th>
<th>Special Education Local Plan Area</th>
<th>Los Angeles Unified (1914)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964733</td>
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<table>
<thead>
<tr>
<th>Emotional Disturbance</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>
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<tbody>
<tr>
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<td>4</td>
<td>34</td>
<td>300</td>
<td>879</td>
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<td>Result</td>
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<td>OVR</td>
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<th>Multiple Ethnicities</th>
<th>Pacific Islander</th>
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<td>28,630</td>
<td>37,214</td>
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<th>Pacific Islander</th>
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<td>Total Enrollment</td>
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<td>36,034</td>
<td>50,263</td>
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</tr>
</tbody>
</table>

“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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**LAUSD Unified**

Comprehensive Coordinated Early Intervening Services
# Discipline Data

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

<table>
<thead>
<tr>
<th>District Code</th>
<th>1964733</th>
<th>Special Education Local Plan Area</th>
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<table>
<thead>
<tr>
<th>Any Discipline</th>
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<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Multiple Ethnic</th>
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<tr>
<td>Students with Disabilities¹</td>
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<td>10</td>
<td>254</td>
<td>521</td>
<td>17</td>
<td>0</td>
<td>83</td>
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<td>SWD Enrollment²</td>
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<td>2,896</td>
<td>9,255</td>
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<td>OVR</td>
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<td><strong>2019–20</strong></td>
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<tr>
<td>Students with Disabilities</td>
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<td>351</td>
<td>714</td>
<td>9</td>
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<td>105</td>
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<td>SWD Enrollment</td>
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<td><strong>2018–19</strong></td>
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<td>Students with Disabilities</td>
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<td>577</td>
<td>917</td>
<td>9</td>
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2 Data is from 2019-20 EOY CALPADS Discipline File
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
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
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
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.
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)
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.
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.
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
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 in-person instruction by 5% from the baseline level, and at Early Education, promising sites with promising scholars' behavioral referrals will decrease by 5%.
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%

As of March 2023
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.).
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.*
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.
Outcome 5: Update

- The Fall School 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.
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.
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

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December
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

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 Sessions 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

Andratesha Fritzgerald
Building Blocks of Brilliance

This program is sponsored in partnership with
Self-Care series for Parents/Caregivers

Nikita Gupta

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 5pm
Zoom: https://lausd.zoom.us/j/82751154014

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

We are resonant

For more information, contact Nikita at nikita@nikitaguptacom
Together Everyone Achieves More
Questions, Comments, Ideas
Thank You