



# Comprehensive Coordinated Early Intervening Services (CCEIS) Overview

The role of the CCEIS Family Leadership (CFL) Group

January 11, 2023

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CCEIS Parent Specialist

# Agenda

- CCEIS Department History and Facts
- LAUSD CCEIS Data
- Root Causes
- Desired Outcomes
- CCEIS Supports/Interventions
- Purpose of CCEIS Family Leadership (CFL) Group
- Questions/Comments



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# CCEIS Historical Background

1. Comprehensive Coordinated Early Intervening Services (CCEIS) plan development is required by the Individuals with Disabilities Education Act (IDEA)



2. This is not a new process. The U.S. Office of Civil Rights first began to collect data on Special Education programs in 1968.



3. States are required to monitor districts specifically related to the disproportionate representation of racial and ethnic groups in special education and related services.



4. School districts must write a CCEIS plan and use 15% of their Federal IDEA funding to address the causes of disproportionality.



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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*



# 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 <sup>1</sup>	4	34	300	879	39	4	205
	Total Enrollment <sup>2</sup>	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 Result	3.0	3.0	3.0	3.0	3.0	3.0	3.0
2019–20	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
	Maximum Ratio Result	3.0	3.0	3.0	3.0	3.0	3.0	3.0
2018–19	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
	Ratio	NC	0.26	3.21	0.52	1.56	NC	1.41
	Maximum Ratio Result	3.0	3.0	3.0	3.0	3.0	3.0	3.0

“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.

<sup>1</sup> Data is from 2019-20 CALPADS

<sup>2</sup> 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 <sup>1</sup>	1	10	254	521	17	0	83
	SWD Enrollment <sup>2</sup>	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 Result	3.0	3.0	3.0	3.0	3.0	3.0	3.0
		---	---	OVR	---	---	---	---
2019–20	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
	Maximum Ratio Result	3.0	3.0	3.0	3.0	3.0	3.0	3.0
		---	---	OVR	---	---	---	---
2018–19	Students with Disabilities	8	14	577	917	9	3	119
	SWD Enrollment	241	3,175	11,407	71,145	847	170	10,430
	Ratio	NC	0.25	4.07	0.46	NC	NC	0.65
	Maximum Ratio Result	3.0	3.0	3.0	3.0	3.0	3.0	3.0
		---	---	OVR	---	---	---	---

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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

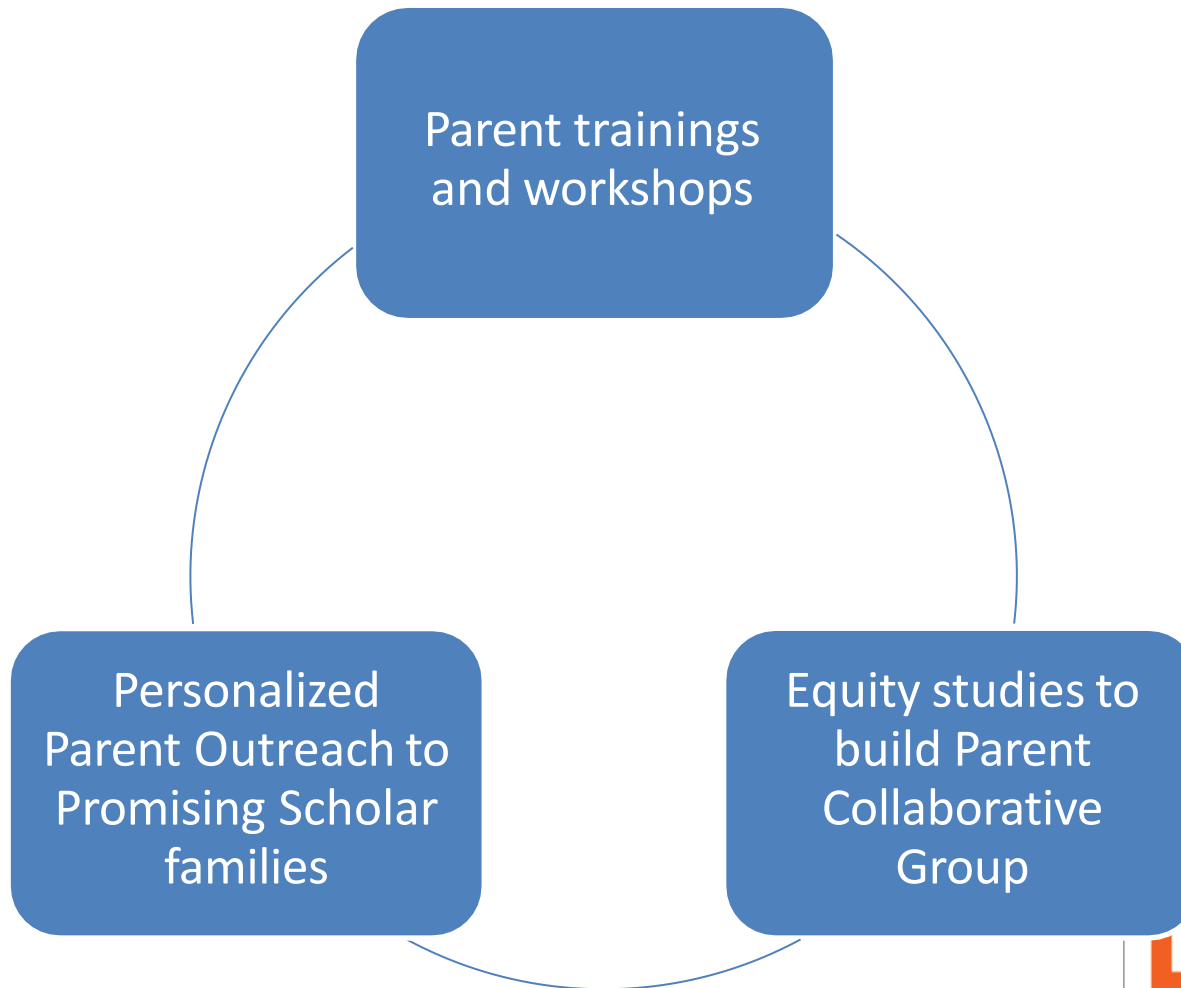
Pre-Literacy Skills

Reading Interventions/ Build on Literacy Skills

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# Build Authentic Partnerships with Families of African-American Students



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# CCEIS Family Leadership (CFL) Group

- Establish a 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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# Questions, Comments, Ideas



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# CCEIS Leadership Team

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