

November 10, 2022

Backgrounder on Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

FROM: INDEPENDENT ANALYSIS UNIT
TO: Governing Board of the Los Angeles Unified School District
Hon. Kelly Gonez, President
Re: Regular Board meeting 1:00 p.m., Tuesday, November 15, 2022
Tab #24

Why does LAUSD need a CCEIS plan?

- Federal legislation requires states to monitor districts for racial/ethnic disproportionality in special education. Using 3 years of data, the California Department of Education (CDE) identified LAUSD as significantly disproportionately high in the categories of African American students:
 1. Identified for Emotional Disturbance, and
 2. Given disciplinary action*Note:* CDE uses data from prior school years, not current.
 - As a result, LAUSD must create a plan to address the above two areas.
 - The current plan is the third consecutive CCEIS plan.
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Funding

- \$20,492,157 (or 15% of the district's IDEA allocation) for 2022-24 for CCEIS activities for target schools and target students
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CCEIS Activities

- Enhance SSPT supports, establish trauma healing space at all target schools, provide mentoring for target students, create PBIS and restorative practices processes, create parent collaborative group, partner with Black Student Achievement Plan, and other activities
 - Current plan de-emphasizes staffing to the extent feasible
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Target Schools

- Criteria¹ for selecting target schools to receive CCEIS support:
 - 18% or more of student population is African American/Black
 - African American/Black single student suspension rate and greater than 1 single student count
 - Student with disability single student suspension rate
 - Greater than 70% of African American/Black students scoring below basic/well below basic on DIBELS nonsense word fluency in 2021-22 or 2 in the Renaissance ELA
 - 2 or more African American/Black students with emotional disturbance from 2017 to June 2022
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¹ See CCEIS plan for specific weights applied to each criteria

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| | <ul style="list-style-type: none"> • Zero SSPT meetings entered in MiSiS in 2021-22 ■ Number of target schools <ul style="list-style-type: none"> • For grades UTK-12: 23 schools in BD1, 7 in BD4 and 9 in BD7 • For ECE: 7 centers in BD1 and 3 centers in BD4 |
| Target Students (i.e. Promising Scholars) | <ul style="list-style-type: none"> ■ CDE asks districts to identify students for CCEIS interventions ■ Criteria for selecting grade UTK-12 students as Promising Scholars: <ul style="list-style-type: none"> • Probable Standard English Learner and three of the following flags: <ul style="list-style-type: none"> ✓ One or more discipline referrals in 2021-22 ✓ One or more suspensions in 2021-22 ✓ Below or well below benchmark in DIBELS Composite or DIBELS nonsense word fluency or level 1 or 2 in Renaissance • Chronically absent in 2021-22 or 10 or more days absent in 2022-23 ■ Criteria for selecting ECE students as Promising Scholars: <ul style="list-style-type: none"> • African American/Black or Native American/Alaskan Native • Students in foster care or students experiencing homelessness ■ Estimated # of Promising Scholars to be served during 27-month period: <ul style="list-style-type: none"> • 887 in grades UTK-12 • 245 in Early Childhood Education |
| Dates | <ul style="list-style-type: none"> ■ Proposed CCEIS plan would be effective 7/1/22 – 9/30/24 (current year and next year). |
| How the Board can Support Implementation of CCEIS Plan | <ul style="list-style-type: none"> ■ Disseminate information on CCEIS-related parent and teacher professional development to increase reach of intervention ■ Identify potential partners for delivery of CCEIS interventions ■ Support creative solutions to staffing challenges |
| Questions to Consider | <p>Budget impacts:</p> <ul style="list-style-type: none"> ■ To what extent have CCEIS positions been filled? What are the implications of unfilled positions? <p>Policy implications:</p> <ul style="list-style-type: none"> ■ How can District maintain CCEIS-related practices or avoid disproportionately high identification of African American students for emotional disturbance or disciplinary action after the mandate has been lifted? |