

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

**SPECIAL EDUCATION COMMITTEE
5:00 p.m., Wednesday, May 1, 2024**

333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017

Committee Members

Mr. Scott M. Schmerelson, Chairperson
Dr. George J. McKenna, III, Board Member
Dr. Rocío Rivas, Board Member

District Members

Ms. Deneen Cox, Deputy General Counsel
Dr. Jose Soto, Executive Director of Special Education

Board Secretariat Contact

Ms. Miriam Gonzalez
Tel: (213) 241-7002
Email: m.gonzalezledesm@lausd.net

External Representatives

Ms. Antonieta Garcia, Board District 2 Parent
Mr. Lucas Cook, Board District 3 Student
Mr. Juan Capdet, Board District 4 Parent
Ms. Katie Malloy, Board District 5 Parent
Ms. Martha Martinez, Board District 6 Parent
Ms. Arlaina Jackson, Board District 7 Parent
Dr. Victoria Graf, Professor Emeritus, Department of Teaching and Learning, LMU
Dr. Connie Kasari, Professor of Psychological Studies, UCLA
Ms. Kim McLean, Teacher and Instructional Coach
Ms. Myra Williams, UTLA Representative
Mr. Jamal Whittington, AALA Representative

Method for Accessing the Meeting and Providing Public Comment

There are three ways members of the public may access this Committee Meeting: (1) online (Granicus stream or join the zoom webinar), (2) by telephone by calling (888) 475-4499 (Toll Free) and entering the Meeting ID: **836 6097 2478**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. A maximum of **15** speakers may sign up for general Public Comment, and each speaker will have **three** minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call (888) 475-4499 (Toll Free) and enter Meeting ID: **836 6097 2478** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press *6 (Star 6) to be brought into the meeting.

Please contact the Board Secretariat at (213) 241-7002 if you have any questions.

AGENDA

I. Welcome and Introductions Mr. Scott M. Schmerelson
Chairperson

II. Committee Presentations

1. Human Resources Updates: Special Education Ms. Leanne Hannah
Staffing, Recruitment, and Retention Director
Certificated Assignments and Support Services

Dr. Bryan Johnson
Director
Certificated Workforce Management

Mr. David Greco
Personnel Director, Personnel Commission

2. Comprehensive Coordinated Early Intervening.....Dr. Sukari Garlington
Services (CCEIS) Administrative Coordinator-CCEIS

Ms. Tiffany Mack
Coordinator-CCEIS

III. Closing Remarks Mr. Scott M. Schmerelson
Chairperson

IV. Public Comment

V. Adjournment

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<https://www.lausd.org/boe#calendar73805/20240503/event/69485>

TAB 1

COMMITTEE PRESENTATIONS:

**Human Resources Updates:
Special Education Staffing,
Recruitment, and Retention**

Human Resources Updates: Special Education Staffing, Recruitment, and Retention

Presented by:

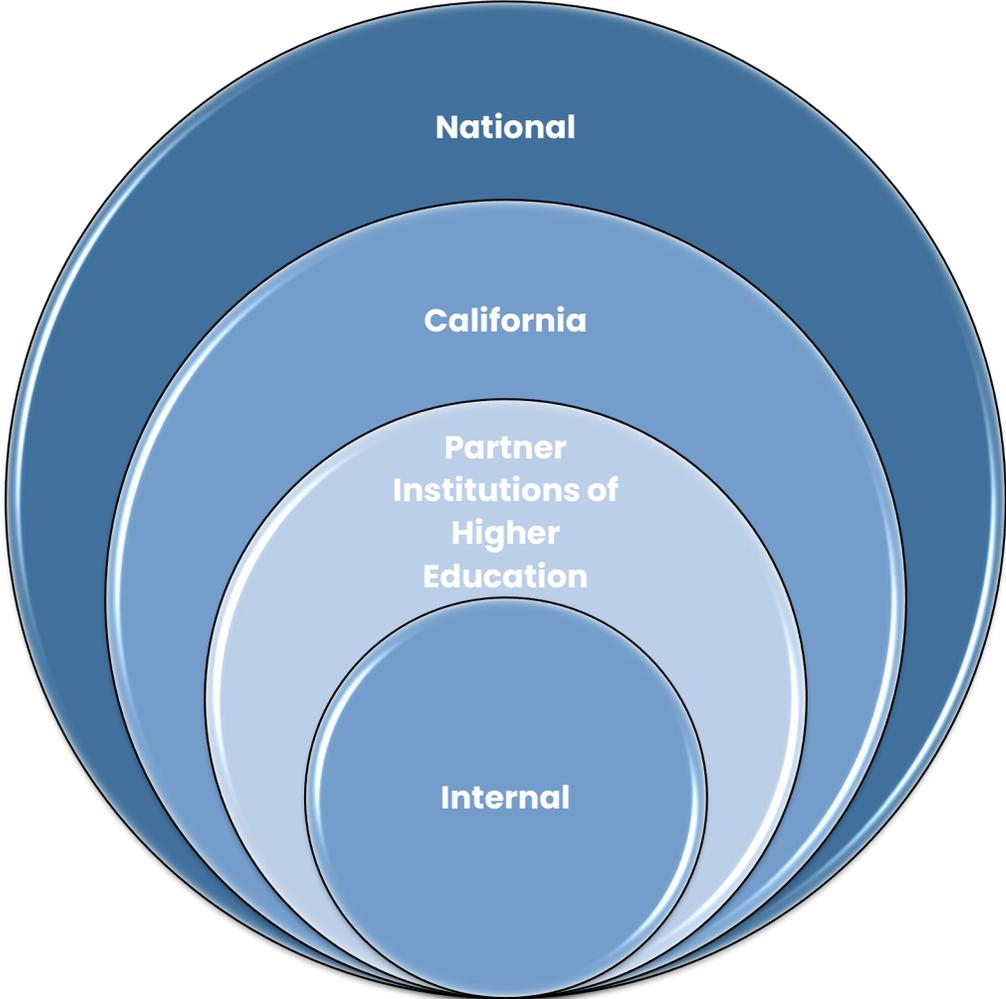
Leanne Hannah

Director, Certificated Assignments and Support Services

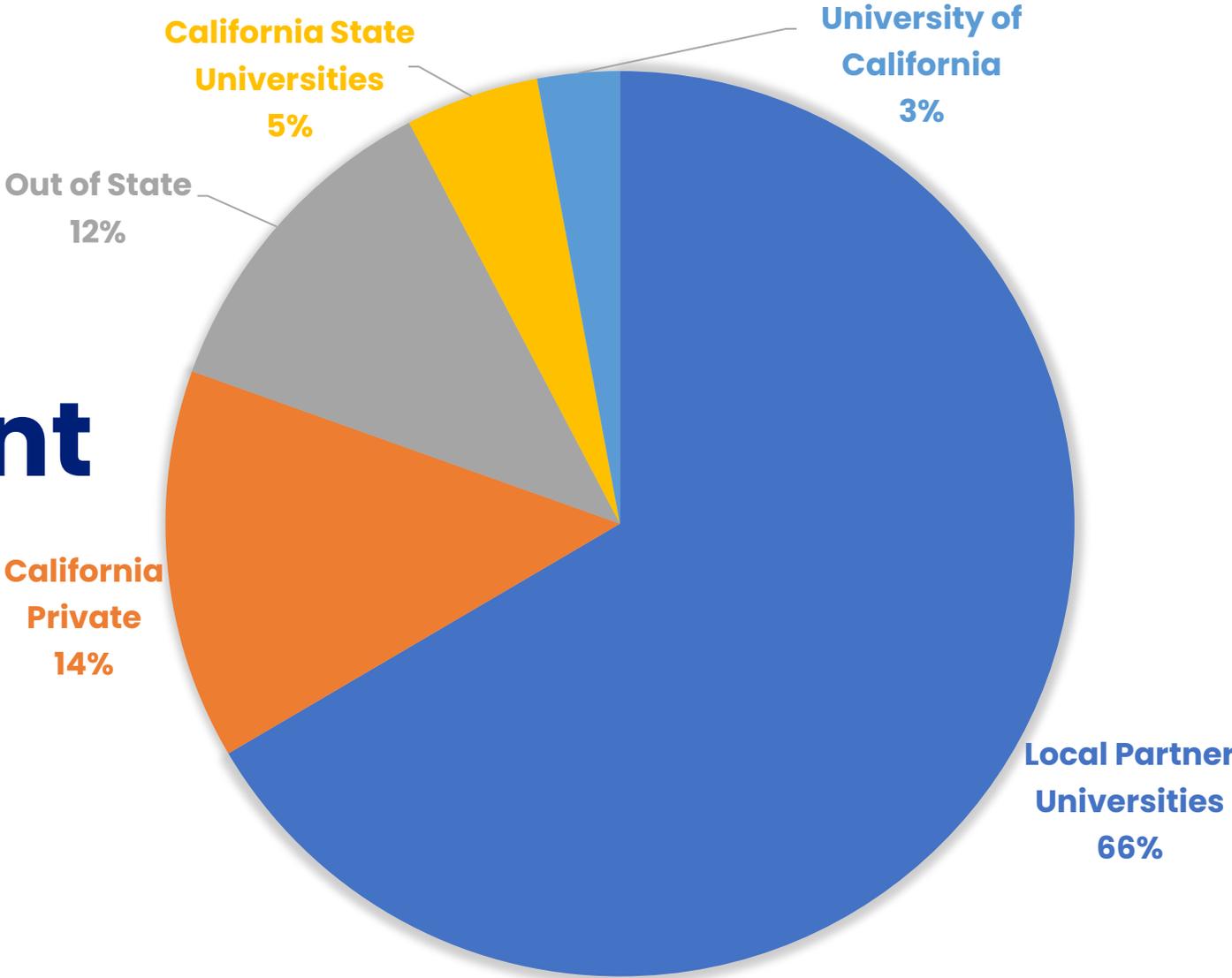
Dr. Bryan Johnson

Director, Certificated Workforce Management

Recruitment Sources



Recruitment Sources



Internal Sources



Career Ladder Programs



District Intern Program

Career Ladder Programs: Special Education



All Programs Include

- Individualized Mentorship
- Financial Support



STEP UP

- District-Funded
- Classroom Assistants
- 118 Current SPED participants



BOOST

- Grant-funded
- Any Classified Employee
- 52 Current SPED Participants

Career Ladder Programs: Special Education



137
Graduates
since 2021

District Intern Program



2-Year Program



256 Hired
Last 3
Years

270
Currently
Enrolled



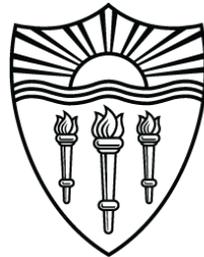
Local Partnerships



Loyola
Marymount
University

CSUDH

CALIFORNIA STATE UNIVERSITY
DOMINGUEZ HILLS



USC

CSUN

CALIFORNIA
STATE UNIVERSITY
NORTHRIDGE



CALIFORNIA STATE UNIVERSITY
LONG BEACH

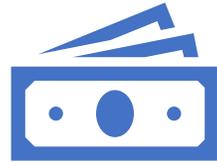
Teacher Residency Programs



Intensive Training

Full school year working alongside mentor teacher

Most programs last 12-18 months from start to credential issuance



Grant Funded

Teachers receive stipends, scholarships, and other aid that can total over \$60,000 to offset tuition and living expenses



Local

Current Residency Programs with Special Education:

Alder GSE
CSULA
CSUN
USC
UCLA

Statewide and Nationwide Recruitment

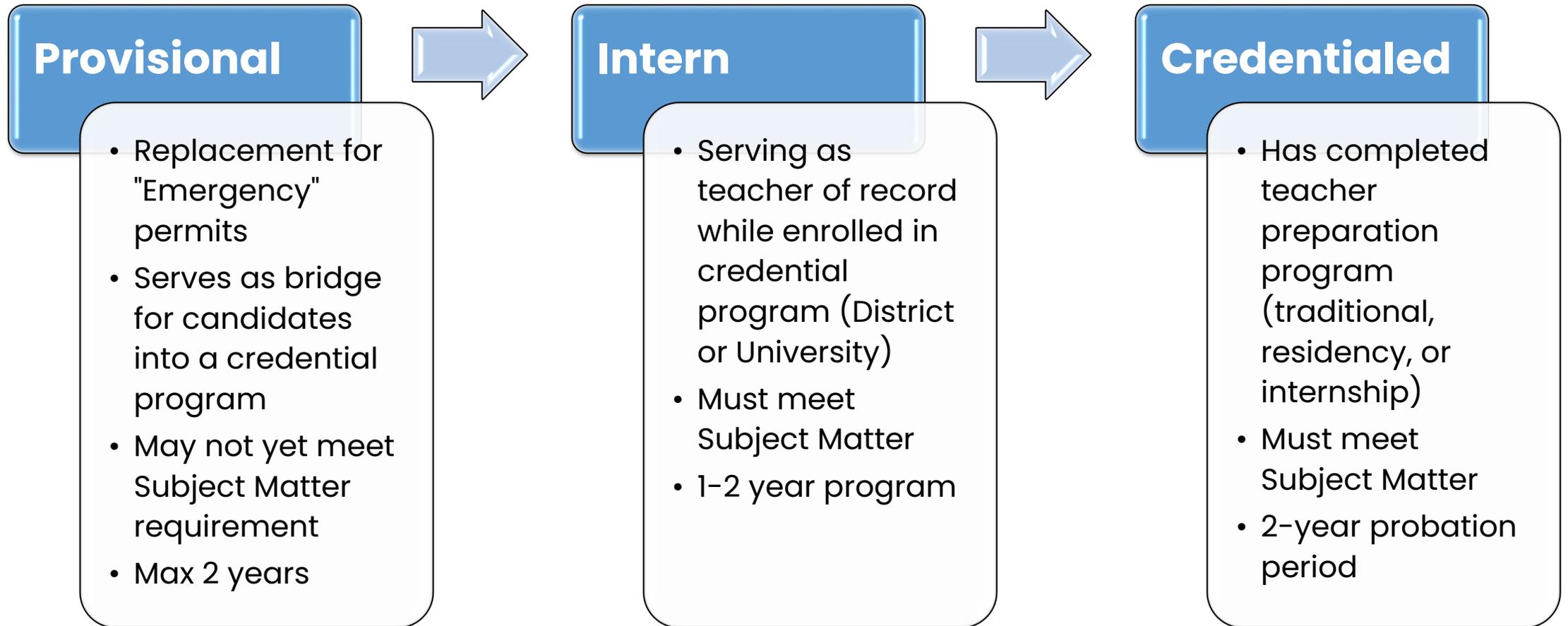


California
Programs

Nationwide
Programs

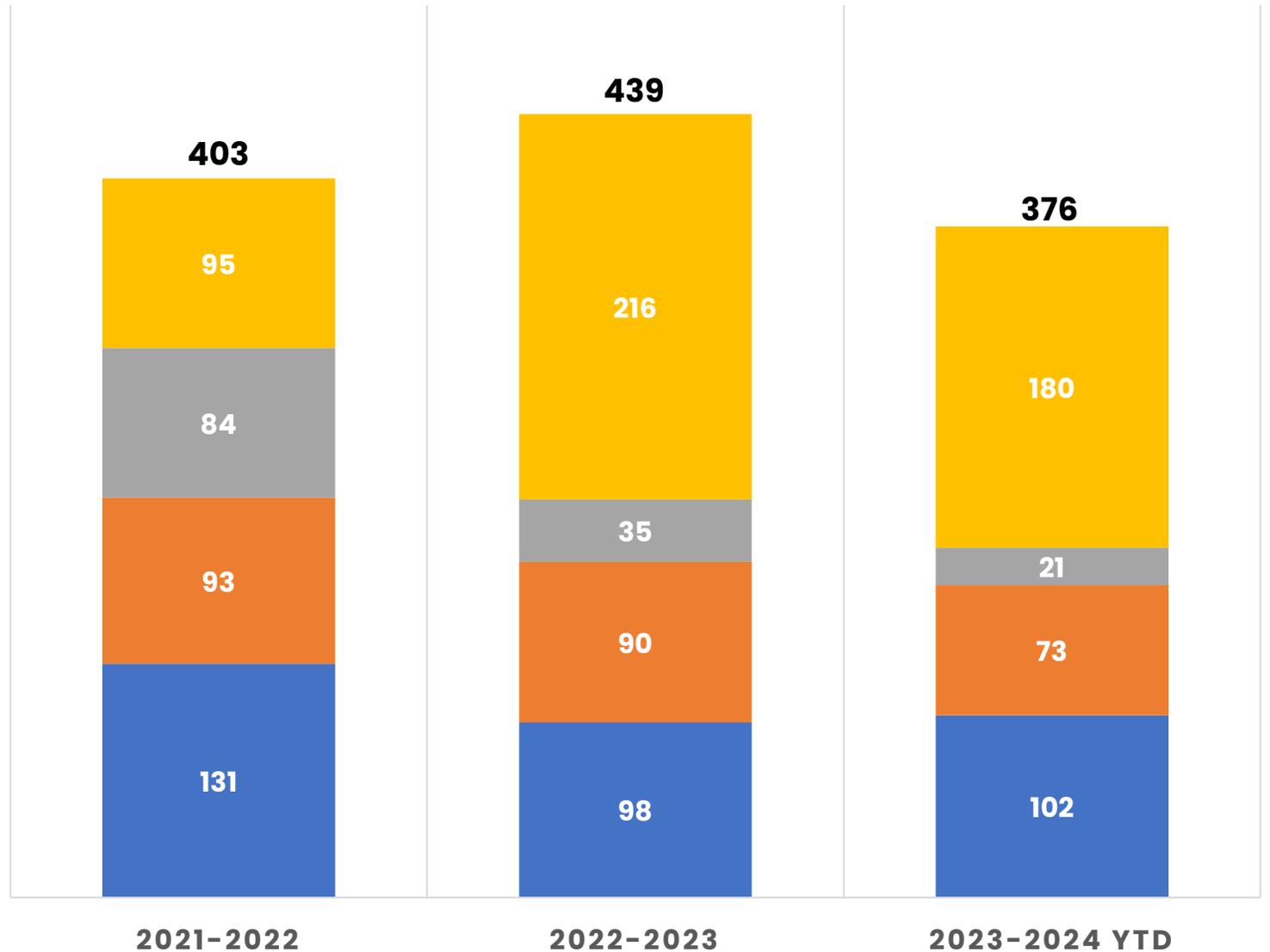
Professional
Conferences

Types of Teachers

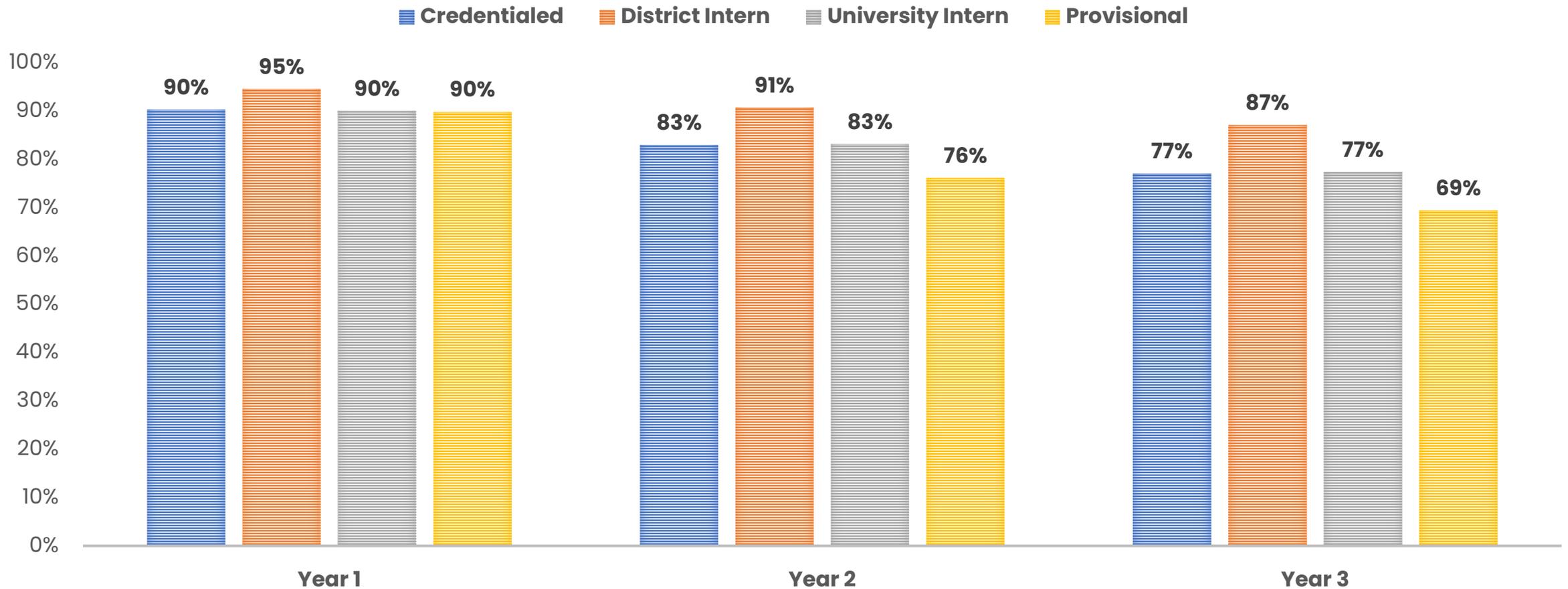


Special Education Hires: 2021-Present

■ Credentialed ■ District Intern ■ University Intern ■ Provisional



Retention of Special Educators



Vacancy Fill Rates (as of October 1)

114 Vacancies
97.3% Fill Rate

54 Vacancies
98.7% Fill Rate

2022–2023

2021–2022

2023–2024

47 Vacancies
98.9% Fill Rate

Personnel Commission Updates: Special Education Assistants, Recruitment, and Retention

Presented by:

David Greco

Personnel Director, Personnel Commission

Special Education Recruitment

The Personnel Commission engages in continuous and comprehensive recruitment efforts to source highly qualified candidates to fill our Special Education Trainee positions.



Job Fairs/Events/ Community Outreach

- Job Fairs
- Virtual Career Events
- Direct Community Engagement Efforts
- Pop-Up Events at libraries, community centers, houses of worship, worksource centers

Social Media Outreach

- Facebook
- Instagram
- Twitter
- LinkedIn

Colleges and Universities

- All UC Universities
- All Cal State Universities
- All Local Community Colleges
- Local Private Universities

Job Boards

- Indeed
- Handshake
- Edjoin
- Caljobs
- Council of Great City Schools
- NAHSA
- Email Blast
- Schoolspring.com- Unified Talent
- Monster.com
- Career Builder

Special Efforts

- Radio Ads
- KTLA Campaign
- Campaign through El Clasificado
- Veteran Outreach
- Outreach through our own schools

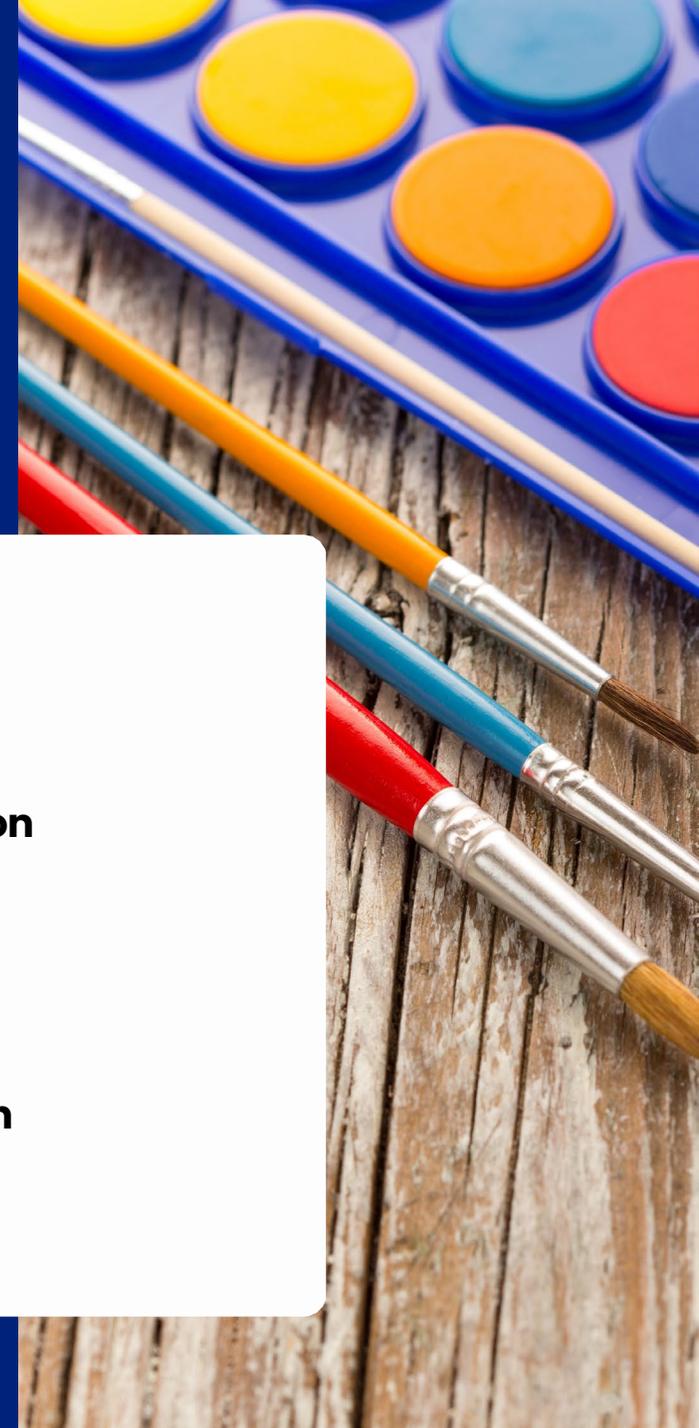
Special Education Recruitment

The Personnel Commission's recruitment efforts have been successful; we are particularly proud of our efforts to hold specialized events specifically targeting this hard to fill job, and pleased at our focus on recruiting directly from our communities.

- **WITHIN THE PAST 12 MONTHS**

- • **Attended 64 job fairs at which we recruited for this job**
- • **Held Six Virtual hiring Events Specifically for the Position of Special Education Trainee (Sub)**
- • **2900 candidates applied to become a Special Education Trainee**
- • **(substitute) We added 550+ candidates to an interest list for Special Education**
- • **Trainee (sub) There is a 97% fill rate for the Special Education Trainee/Assistant**

positions



Special Education Fill Rate

The Personnel Commission has maintained a high fill rate for FY 23- 24; in fact, the average is close to a 95% fill rate. As of today, we are happy to report that we are at a **97% fill rate**.

Special Education Trainee/Assistant Fill Rate FY 23-24

	Total # of Positions	# of Vacancies	Fill Rate (%)
Start of school - 2023	6503	393	94%
Oct 2023	6583	408	94%
Nov 2023	6590	370	94%
Dec 2023	6536	289	96%
Jan 2024	6557	297	95%
Feb 2024	6459	572	91%
Mar 2024	6668	235	96%
Today	6672	232	97%

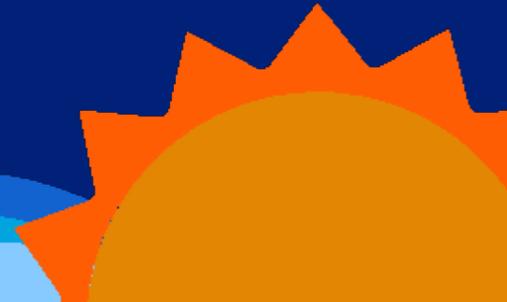


TAB 2

COMMITTEE PRESENTATIONS:

Comprehensive Coordinated Early Intervening Services (CCEIS)

Comprehensive Coordinated Early Intervening Services (CCEIS)



Agenda

- Introductions
- CCEIS Background
- CCEIS Action Plans
- Stakeholder Spotlight
- Looking Ahead

CCEIS Team



Dixon Deutsch
Director



Dr. Sukari Garlington
Administrative
Coordinator



Tiffany Mack
Coordinator



Lonnie Shell
Coordinator



Adam Gutierrez
Literacy Specialist



Dana Brown
Family Specialist

CCEIS Collaboration

CCEIS is a true partnership of many educational stakeholders and educational departments, including:

- Families
- Students
- Mental Health
- Behavioral Supports
- School Leadership
- Teachers
- Schools Support Staff

Goal of CCEIS

The CCEIS program addresses the root causes of significant disproportionality of African American/Black students found eligible for the special education eligibility of emotional disturbance. CCEIS focuses its support at 67 early education centers and K-12 school sites found throughout the Regions of West and South.

CCEIS Overview

The Individuals with Disabilities Education Improvement Act (IDEIA) requires states to monitor LEAs specifically related to the disproportionate representation of racial and ethnic groups in special education and related services. If found significantly disproportionate, LEAs must create an action plan to address the root causes of this disproportionality

CCEIS Overview

The California Department of Education (CDE) identifies local educational agencies (LEAs) as significantly disproportionate based on the following:

1. Race or ethnicity in relation to the identification of disabilities
2. The identification of students in specific disability categories
3. The continuum placement options for students with disabilities
4. Type of disciplinary actions

Root Causes and Areas of Disproportionality



Area of Disproportionality	Area of Disproportionality
<ol style="list-style-type: none"><li data-bbox="54 419 575 718">1. African American/Black students assigned special education eligibility under Emotional Disturbance (ED)<li data-bbox="54 779 575 928">2. African American/Black students referred for disciplinary actions	<ul style="list-style-type: none"><li data-bbox="676 419 1866 511">● Explicit and implicit biases, which has impacted meaningful student relationships and culturally responsive practices<li data-bbox="676 521 1808 661">● Lack of fidelity of discipline policies, procedures and practices, which has created a direct pathway to special education<li data-bbox="676 672 1866 770">● Inconsistencies in the SSPT/MTSS processes, which results in an inconsistent pre-referral process<li data-bbox="676 781 1837 875">● Lack of consistent interventions and practices for students impacted by trauma<li data-bbox="676 886 1837 1026">● Lack of authentic partnership with African American/Black parents and families leading to strained relationships and distrust

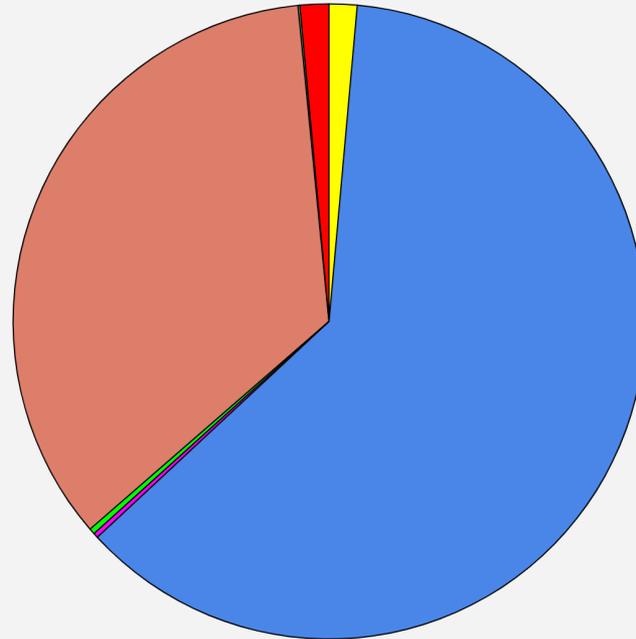
Priorities of CCEIS Action Plans



1. Deliver high-quality support and services within a Multi-Tiered System of Support (MTSS) and Student Study and Progress Team (SSPT) processes
2. Increase Promising Scholar success with consistently applied and integrated Discipline/Positive Behavior Intervention Support/Restorative Practice (PBIS/RP) policies and supports
3. Increase school community stakeholder engagement, and build authentic partnerships with African American/ Black families

Our Goal: The CCEIS program addresses the root causes of significant disproportionality of African American/Black students found eligible for the special education eligibility of emotional disturbance. CCEIS focuses its support at 67 early education centers and K-12 school sites found throughout the Regions of West and South.

Promising Scholars



● Multiple Ethnicities (29 Students) ● African American/Black (1,254 Students)
● American Indian/Alaska Native (5 Students) ● Asian (6 Students) ● Hispanic (707 Students)
● Pacific Islander (2 Students) ● White (30 Students)

CCEIS Schools



Elementary School		Middle School	Senior High School	Early Education Center	Span Secondary
107Th St EL	Griffith Joyner EL	Audubon MS	Crenshaw Mag Stem	36Th St EEC	BALA
109Th St EL	Hillcrest Dr EL	Burroughs MS	Dorsey HS	95Th St EEC	Mann UCLA Comm Sch
59Th St EL	La Salle Ave EL	Drew MS	Dymally HS	Collins EEC	
95Th St EL	Manhattan Pl EL	Edison MS	Hamilton HS	Crescent Heights EEC	
Angeles Mesa EL	Normandie Ave EL	Gompers MS	Hawkins HS C/Dags	Hyde Park EEC	
Bradley Glbl Awr Mag	Paseo Del Rey EL	Harte Prep MS	Rancho Domngz Prep	Kentwood EEC	
Brentwood EL Sci Mag	Purche Ave EL	Johnson STEM MS	San Pedro HS	Laurel EEC	
Budlong Ave EL	West Athens EL	Marina Del Rey MS	Washington Prep HS	Marina EEC	
Carson-Gore Academy	Westport Hts EL	Mark Twain MS	Wesm Hlth/Sports Med	Marvin Avenue EEC	
Century Park EL	Wilshire Crest EL	Markham MS	Young HS	Parks Huerta EEC	
Cowan EL	Windsor Hills EL	Palms MS		West Athens CSPP	
Figueroa St EL	Woodcrest EL	Peary MS		Westminster EEC	
Flournoy EL		Pio Pico MS		Wilton Place EEC	
Garcetti LA EL		Webster MS			
Grape St EL		White MS			

School Supports



Supporting CCEIS requires numerous staff members.

Examples of our team members include:

- Administrative Support Team (Central Supports)
- Psychiatric Social Workers
- System of Support Advisors
- General Education Teachers
- Special Education Teachers
- Literacy and Family Specialists/Coaches

Impact of CCEIS



SSPT Process

- Use of SSPT process increased by 2.6% this quarter
- 57.4% decrease in Promising Scholars SSPT referrals
- 24% decrease in all SSPT student referrals

Discipline and Referrals

- Increase of Monarch Rooms, Healing Spaces and Calming corners
- 3% reduction in out-of-school suspensions
- 39% decrease in all student disciplinary referrals
- 56.7% decrease in Accelerated Learning Academy referrals

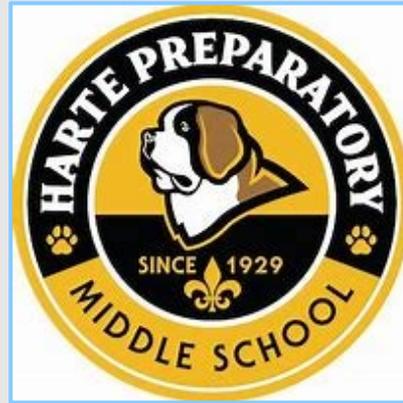
Literacy

- 13% increase in Promising Scholars K-2 Dibels
- 2% increase in Promising Scholar ELA iReady data
- Training opportunities for teachers totaling 560 participants

Parent Engagement

- 15 parent workshops were provided to regions
- 75% of CCEIS Sites completed spring parent and family orientations
- Launched Family Fun Playgroups at Early Education Centers

Stakeholder Spotlight



Bret Harte Preparatory Middle School

Looking Ahead



Planning for the 2024–25 school year includes:

1. Refreshing student and school data to realign supports
2. Analyzing cohorts of students to measure student impact over the years of CCEIS supports
3. Focusing on early education mental health supports
4. Ensuring literacy and behavioral supports are tiered across CCEIS schools

Thank You

**We're happy to answer
your questions.**