

**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, November 2, 2022

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

- - -
1328 Magnolia Avenue, Apt. C, Gardena, CA 90247

Committee Members

Mr. Scott M. Schmerelson, Chairperson
Dr. George J. McKenna, III, Board Member
Ms. Jackie Goldberg, Board Member

District Members

Deneen Cox, Deputy General Counsel
Alesha Haase, Special Education Administrator

Board Secretariat Contact

Channa Scott
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Email: channa.scott@lausd.net

External Representatives

Kelly Bedford, Board District 1 Parent
Lisa Bennett, UTLA
Marc Bowman, Board District 5 Parent
Pam Cohen, Decoding Dyslexia CA
Charity F. Johnson, Board District 7 Parent
Dr. Amy N. Hanreddy, California State University
Northridge
Nataly Martinez Juarez, Student Representative,
Van Nuys High School
Gavin Mirigliani, Willenberg Career & Transition Center
John Perron, CAC Representative
Carl Petersen, Board District 3 Parent
Jolan Smith, California State University Long Beach

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 213-338-8477 and entering the Meeting ID: **836 6097 2478**, or (3) in person. Please note that due to the continued public health risks associated with COVID-19, the Board Room will be operating at reduced capacity.

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. 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 213-338-8477 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. **Reclassification Process for Students with Disabilities** Ms. Lela Rondeau
Administrative Coordinator, Division of Special Education
2. **Special Education Action Plan (Strategic Plan)** Dr. Maribel Luna
Senior Director, Division of Special Education

III. Public Comment

IV. 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://achieve.lausd.net/site/Default.aspx?PageID=18628&DomainID=1057#calendar73805/20221102/event/65276>

TAB 1

LAUSD

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Reclassifying English Learners with Disabilities

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graph TD; A[Reclassifying English Learners with Disabilities] --> B[Regular reclassification process BUL-5619.11]; A --> C[IEP team reclassification process BUL-6890.3 (6 years EL Instruction, don't meet criteria for regular process)];
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**Regular reclassification process
BUL-5619.11**

**IEP team reclassification process
BUL-6890.3
*(6 years EL Instruction, don't meet
criteria for regular process)***

California Education Code Section 313(f) identifies four required criteria for reclassification-

The four required criteria are:

1. Assessment of English language proficiency
2. Teacher evaluation
3. Parent opinion and consultation
4. Comparison of student performance in basic skills

Reclassifying English Learners with Disabilities

IEP team reclassification process

BUL-6890.3

*(6 years EL Instruction, don't meet
criteria for regular process)*

Year Student with Disabilities is Eligible for Reclassification via IEP					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 (Eligible)
ETK	K	1 st	2 nd	3 rd	4 th
TK	K	1 st	2 nd	3 rd	4 th
K	1 st	2 nd	3 rd	4 th	5 th

Bulletin 6890.3

Guidelines for IEP Teams on the Reclassification Procedures for English Learners with Disabilities



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE:	Guidelines for IEP Teams on the Reclassification Procedures for English Learners with Disabilities	ROUTING All Schools Local District Superintendents Instructional Directors Special Education Service Center Administrators and Staff Community of Schools Administrators School Site Administrators Local District English Learner Program Coordinators EL Designees TSP Advisors Teachers
NUMBER:	BUL-6890.3	
ISSUER:	Anthony Aguilar Chief of Special Education, Equity and Access Division of Special Education Dr. Maribel Luna Senior Director Division of Special Education Lydia Acosta Stephens Executive Director Multilingual and Multicultural Education Department	
DATE:	May 24, 2021	
POLICY:	This bulletin provides guidelines for Individualized Education Program (IEP) teams to follow when recommending reclassification as Fluent English Proficient (RFEP) for an English Learner (EL) who has completed six or more years of English Language Development (ELD) services and is eligible for Special Education services. This bulletin provides IEP teams, including those for students on the alternate curriculum, with the process for reclassification of Potential Long Term English Learners (PLTEL) and Long Term English Learners (LTELs) that considers the impact of the student's disability on English Language Proficiency (ELP).	
MAJOR CHANGES:	This bulletin replaces BUL-6890.2 of the same title dated August 20, 2019 and incorporates the following changes: <ul style="list-style-type: none">• This policy now includes elementary students who have received and completed six (6) years of (ELD) services (from the date of initial identification) and do not meet one or more criteria as candidates to reclassify.• Updated timeline of the reclassification process.• Attachment A is updated to include a School Checklist.• Attachment B is updated to include assessment measures to be included and clearly states the responsibilities of the EL representative and Special Education representative.• Attachment C includes DIBELS data for Elementary reclassification.	
BACKGROUND:	Reclassification is the process by which school districts determine if English Learners (ELs) have acquired sufficient proficiency in English to perform successfully in core academic subjects without (ELD) services. The reclassification	

Reclassification Qualifications Using Policy 6890.3

Student has
received 6 years
of ELD services

Student attends
school regularly

Student has an active IEP
(*not an initial IEP*) and is
eligible for special education
services at the time this
process is being considered

Student has been
enrolled in U.S.
schools for 6 years
or more



Student has not met at least one
of the four criteria for
reclassification

Who Makes the Determination to Reclassify English Learners with Disabilities?

IEP TEAM



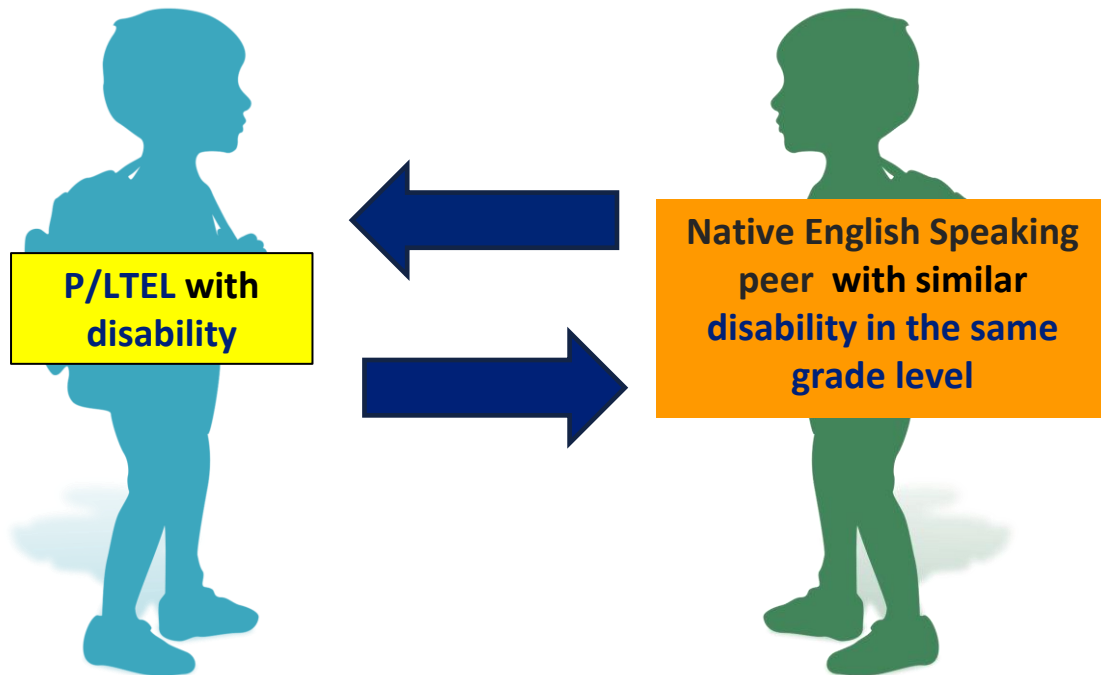
IEP Team Members



- Parent, Guardian, Student (18+ with Ed rights)
- English Learner Representative
- Special Education Teacher
- General Education Teacher
- School Administrator


LTEL with Disabilities & Native Speaker with Disabilities

Does the student's English Language Proficiency commensurate with that of a Native English-speaking peer with a similar disability in the same grade level?



Updated Attachment Menu

Attachment A School Checklist

 **LOS ANGELES UNIFIED SCHOOL DISTRICT**
POLICY BULLETIN

ATTACHMENT A

SCHOOL CHECKLIST

ELD Representative Checklist:	Special Education Representative Checklist:
<input type="checkbox"/> Attachment B is complete	<input type="checkbox"/> Attachment B is completed and uploaded
<input type="checkbox"/> Attachment C student demographic information is complete and accurate	<input type="checkbox"/> Attachment C uploaded
<input type="checkbox"/> The IEP Date is listed on page 1	<input type="checkbox"/> FAFSE Part 4 has a recalculation statement and IEP team's determination (e.g. "A determination was held regarding recalculation and the IEP team determined that the student no longer needs ELD services and can reclassify." See Attachment C to IEP Management section. ")
<input type="checkbox"/> IEP Determination signatures are evident	<input type="checkbox"/> IEP team's determination is evident
<input type="checkbox"/> Attachment C is complete	<input type="checkbox"/> IEP team's determination is evident
<input type="checkbox"/> Note:	<input type="checkbox"/> IEP team's determination is evident

ELD First page includes a recalculation statement in the text section, rather than a goal (e.g. "Student has recalcified per BUL-6890.3: Guidelines for IEP Teams on the Recalcification Procedures for Secondary Long-Term English Learners with Disabilities.")


☐ Note:

BUL-6890.3
Division of Special Education

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Attachment B Records Review

 **LOS ANGELES UNIFIED SCHOOL DISTRICT**
POLICY BULLETIN

ATTACHMENT B

RECORDS REVIEW

Student Name:	Student ID:
Name(s) of ELD Representative(s) completing this section:	Name(s) of IEPED Representative(s) completing this section:
ELD course student is currently taking:	Student's primary eligibility:
ELD curriculum used:	How does the disability impact the student's language acquisition? (be specific):
Instructional materials used in ELD class:	Most recent ELD goal:
Observations on overall student performance in ELD class:	Instructional accommodations and/or modifications used in ELD class:
ASSESSMENTS/MEASURE USED	ASSESSMENTS/MEASURE USED
ELFAC:	Alternate Assessment (VCCALPS or Alternate (ELFAC))
DBELS/Reading Inventory:	KTELA-3 Reading Composite:
SBA ELA:	W-IV Broad Reading:
ELA/ELD TEL Course Grade:	Other measure:
Other measure:	Other measure:


Note: Submit completed document with Attachment C to the Local District EL Programs Coordinator and file a copy in the Master Plan Folder.

BUL-6890.3
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Attachment C IEP Team Worksheet

 **LOS ANGELES UNIFIED SCHOOL DISTRICT**
POLICY BULLETIN

ATTACHMENT C

IEP TEAM WORKSHEET TO DETERMINE RECLASSIFICATION OF ELA WITH IEP:

Student Name: _____ Student ID#: _____
 Student: _____ Location Code: _____
 Date of IEP Meeting: _____ Grade: _____ Years in EL Program: _____
 Current Master Plan Program: LTEL IEP Case Manager: _____

Consideration of the four criteria for reclassification (EC 31303):

Criterion 1: Assessment of English Language Proficiency: Using an Objective Assessment Instrument
 A. Current School Year Best Score (must be the most recent results and must be within 12 months prior to the IEP meeting):
 Assessment Date: _____ Criteria Assessment Provided: ☐ ELFAC or ☐ Alternate Assessment
 Overall ELFAC Performance Level: _____ Alternate Assessment Results: _____
 Note: ELFAC scores are based on the student's performance on the English Language Proficiency Assessment (ELPA).

B. Did the student meet ELFAC Overall performance level of 4 (check applicable boxes below)?
☐ Yes ☐ No (If yes, complete the determination below)
 The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with their abilities when compared to English-proficient students with similar disabilities, therefore, proficiency was determined using other indicators as follows (check one or more):
☐ Analysis of growth in ELD areas (listening, speaking, reading and/or writing) from one year to the next for student's IEP. (Parent Level Proficiency and Goal/Outcome Achievement)
☐ Comparison of student's functional communication skills with that of native English speaking peers with similar disabilities in the same grade level.

Criterion 2: Teacher Evaluation of Student Academic Performance
 A. Grades (must be the most recent results and must be within 12 months prior to the IEP meeting):
 Last Reporting Period: _____ English ELA Course grade: _____ LTEL Course grade: _____
 All ELA: ELA/ELD Course grade: _____
 Note: Students may score a 4 (satisfactory) or 5 (excellent) in grade-level English as LTEL course.
 *When alternate assessment scores are used, the student's score must be a 4 (satisfactory) or 5 (excellent) in the ELA/ELD course grade.

B. Did the student meet academic performance indicators set by the District (check applicable boxes below)?
☐ Yes ☐ No (If yes, complete the determination below)
 The IEP team has determined the student has demonstrated an appropriate level of academic achievement commensurate with their abilities when compared to English-proficient students with similar disabilities (check one or more):
☐ Progress towards meeting ELA/ELD goals is demonstrated in the student's IEP.
☐ Progress towards meeting ELA/ELD goals is demonstrated in the student's IEP.
☐ Student achieves work samples.

BUL-6890.3
Division of Special Education

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Collaboration Between EL Designee and IEP Case Carrier

- Both the EL Designee and IEP Case Carriers must be in communication when completing the Records Review and the IEP Team Worksheet
- Collaboration will help in collecting all the data necessary from “both worlds”
- Both should set dates to meet on a continual basis
- Both should work in collaboration with one goal in mind—supporting the student

Attachment C - Criterion 1

Criterion 1: Assessment of English Language Proficiency Using an Objective Assessment Instrument

A. Current School Year Data (must be the most recent results and must be within 12 months prior to the IEP meeting)

Assessment Date: Choose Assessment Provided: ☐ ELPAC or ☐ Alternate Assessment

Overall ELPAC Performance Level: Alternate Assessment Results: *Alt. Curriculum check "No" below and complete determination*

B. Did the student meet ELPAC Overall performance level of 4 (check applicable boxes below)?

- | | |
|---|---|
| <input type="checkbox"/> Yes

(If yes, proceed to Criterion 2) | <input type="checkbox"/> No (If no, complete the determination below)
<input type="checkbox"/> The IEP has determined the student has demonstrated an appropriate level of <u>English Language Proficiency</u> commensurate with their abilities when compared to English proficient students with similar disabilities; therefore, proficiency was determined using other indicators as follows (check one or more): <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of growth in ELD areas (listening, speaking, reading and/or writing) from one year to the next per student's IEP. (Present Level of Performance and Goal/Objectives Achievement). <input type="checkbox"/> Comparison of student's formative assessment data with that of native English-speaking peers with similar disabilities in the same grade level. |
|---|---|

Reclassification Determination

The members of the IEP team determine that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Language Development (ELD) services.

IEP Team Determination (This section can only be completed at the IEP meeting.)

- ☐ The members of the IEP team have determined that the student is proficient in English based upon review of reclassification criteria and other data sources. The student demonstrates skills commensurate with their abilities when compared to native English-speaking peers with similar disabilities in the same grade level.

Parent/Guardian/18+ Student Name		Signature	
School Team	Name	Signature	
IEP Case Manager			
EL Representative*			
Administrator			

*Must have provided input for this discussion at the IEP meeting.

- ☐ I certify that the completed attachments B and C have been uploaded into Welligent and the appropriate reclassification statement has been added to FAPE Part 2 and the ELD Goal.

TAB 2

LAUSD

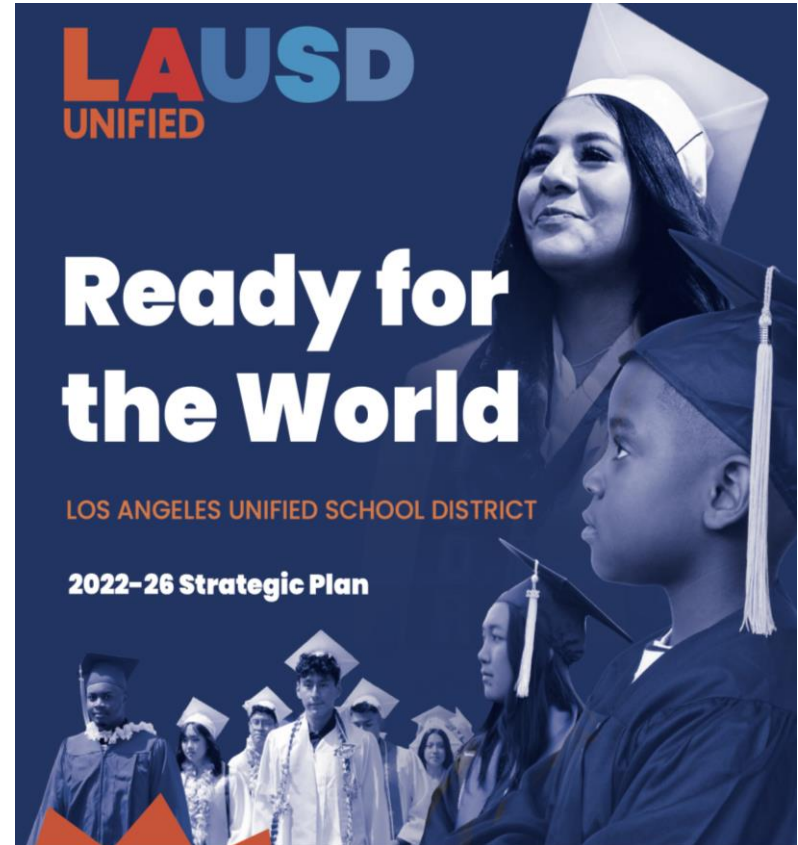
UNIFIED

Strategic Plan

For the next four years, Los Angeles Unified will focus on a singular goal:

*Ensure ALL our students graduate **READY FOR THE WORLD** – to thrive in college, career, and life.*

The Strategic Plan represents a promise to our entire Los Angeles Unified community that we will achieve this goal.



LA Unified developed the following **Mission, Vision**, and **Theory of Action** to outline, respectively, why we do what we do, where we want to go, and how we believe we will get there.

Mission

Realizing excellence for all students by providing the unique, rigorous, and culturally relevant education that each and every student deserves

Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

Theory of Action

When We:

- learn from our community and bring the lived experiences of our students and families into our planning
- support our teachers, leaders and staff to deliver academically challenging data informed and equity driven education
- proactively collect, analyze and share information that clearly defines where our students stands in terms of academics and social emotional wellness and
- align our actions and resources at every level of the organization to drive improvement in teaching and learning

Then:

- All Los Angeles Unified Students will graduate
READY For THE WORLD-to thrive in college, career, and life.

Strategic Plan Pillars

Pillar 1: Academic Excellence

High-Quality
Instruction

Enriching
Experiences

Eliminating
Opportunity Gaps

College and
Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning
Environments

Whole-Child
Well-Being

Strong Social-
Emotional Skills

Outstanding
Attendance

Pillar 3: Engagement and Collaboration

Strong
Relationships

Accessible
Information

Leading for
Impact

Honoring
Perspectives

Pillar 4: Operational Effectiveness

Data-Driven
Decision-Making

Modernizing
Infrastructure

Sustainable
Budgeting

District
of Choice

Pillar 5: Investing in Staff

Diverse
Workforce

Professional
Learning

Staff
Wellness

High Performance
Standards

Special Education Action Plan

- High Quality Instruction
- Eliminating Opportunity Gaps
- College and Career Readiness
- Strong Social Emotional Skills
- Welcoming Learning Environments

High Quality Instruction

Pillar	Academic Excellence		
Priority	High Quality Instruction		
Strategy	Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas		
Measures of Success (Metric) By 2026	<ul style="list-style-type: none">•Move students in grade 3-8, on average 50 points closer to proficiency in SBA Math•Move third grade students on average 40 points closer to proficiency in ELA	2022-23 Measures of Success (Metric)	<ul style="list-style-type: none">•Move students in grade 3-8, on average 10 points closer to proficiency in SBA Math•Move third grade students on average 10 points closer to proficiency in ELA

Project Initiative

Increase student use of universal and designated supports during testing
Promote/increase the use of interim assessments and progress monitoring for students with disabilities
Increase the use of evidence-based practices for students with disabilities

College and Career Readiness

Pillar	Academic Excellence		
Priority	College and Career Readiness		
Strategy	Accelerate opportunities for career exploration, post-secondary pathways and employment including collaboration with local government and private industries to provide paid internship and apprenticeship opportunities for students		
Measures of Success (Metric) By 2026	Increase the number of students with disabilities pursuing postsecondary competitive employment or higher education to at least 75.3%	2022-23 Measures of Success (Metric)	Increase the number of students with disabilities pursuing postsecondary competitive employment or higher education to at least 64%

Project Initiative

Increased participation of students with disabilities in Career Pathway Opportunities
Expansion of BOOST program to hire former special education students into LAUSD positions
Development of additional ProjectSEARCH programs

Eliminating Opportunity Gaps

Pillar	Academic Excellence		
Priority	Eliminating Opportunity Gaps		
Strategy	Create a learning environment that promotes inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes		
Measures of Success (Metric) By 2026	Increase the percentage of students with disabilities who are in the general education program at least 80% of the school day to 80%	2022-23 Measures of Success (Metric)	Increase the percentage of students with disabilities who are in the general education program at least 80% of the school day to 62%

Project Initiative

Provide guidance to designated resource only schools so they can provide LRE to all students with disabilities.
Provided targeted, tiered, support to schools on their inclusion plans
Provide targeted support to District kindergarten teachers on inclusion and behavior strategies.

Strong Social Emotional Skills

Pillar	Joy and Wellness		
Priority	Strong Social Emotional Skills		
Strategy	Create opportunities for students to demonstrate and apply positive social-emotional behaviors at school and in other social interactions		
Measures of Success (Metric) By 2026	Increase the percentage of students in elementary, middle school and high school demonstrating growth in each of the social- emotional learning competencies of growth mindset, self-efficacy, self-management, and social awareness by 8% as measured by the School Experience survey	2022-23 Measures of Success (Metric)	Increase the percentage of students in elementary, middle school and high school demonstrating growth in each of the social- emotional learning competencies of growth mindset, self-efficacy, self-management, and social awareness by 2% as measured by the School Experience survey

Project Initiative

Train teachers on strategies to have students with disabilities participate in their IEP.

Train staff and students on the SDLMI (Self Determined Learning Model of Instruction) approach

Development of guidance to IEP teams regarding student participation

Development of Student Participation Surveys (elementary, middle, high school)

Create a student led video on how to participate in IEPs.

Engagement and Collaboration

Pillar	Engagement and Collaboration		
Priority	Welcoming Learning Environments 3B		
Strategy	Enhance and streamline District and school websites, communication channels, and social media to improve community access to news and information		
Measures of Success (Metric) By 2026	Increase primary website usage by 20%	2022-23 Measures of Success (Metric)	Increase primary website usage by 5%
	Increase social media reach and engagement by 10%		Increase social media reach and engagement by 2%

Project Initiative

School or practitioner highlighted on website, social media, and in newsletter
Twitter posts to Division of Special Education Social Media account
Highlights on Division website
Highlights in parent newsletter
Create a video library of LAUSD teachers using best practices