

**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 3, 2023

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

**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  
Tel: (213) 241-7002  
Email: [channa.scott@lausd.net](mailto: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  
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  
Dr. 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 (888) 475-4499 (Toll Free) 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](mailto: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. Transition Services:**

Overview ..... Ms. Jacqueline Tolj  
Coordinator, District Office of Transition Services (DOTS)

Ms. Ann Nygren  
Teacher Coordinator, DOTS

Department of Rehabilitation ..... Ms. Eliana Cuentas  
Staff Services Manager I

South Central Los Angeles Regional Center ..... Ms. Monique Craig  
Education Specialist

Ms. Wendy Castillo  
Employment Specialist

#### **2. Extended School Year (ESY) in 2023 ..... Mr. Oscar Rodriguez Coordinator, Special Education Operations**

### **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/boe#calendar73805/20230322/event/65340>

[Return to Agenda](#)



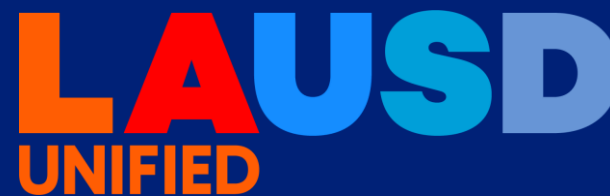
# TAB 1



**LAUSD**  
**UNIFIED**

# **Special Education Board Committee**

May 3, 2023



# **District Office of Transition Services Division of Special Education**

*Jaclyn Tolj, Coordinator*  
*Ann Nygren, Transition Teacher Coordinator*

# Alignment to LAUSD Strategic Plan

1D

College and Career Readiness

PILLAR 1

Academic  
Excellence



# What is Transition?

# DOTS

District Office of  
Transition Services

## **Our Mission:**

To help prepare students  
with disabilities ages 14+  
to transition from school  
to adult life.



# Individuals with Disabilities Education Act (IDEA)

Beginning not later than the first IEP to be in effect when the child turns 16\*, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- Appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- The transition services/activities (including courses of study) needed to assist the child in reaching those post-secondary goals.

*\*[IDEA](#) requires that all students must have an Individual Transition Plan (ITP) by the age of 16 BUT **District policy is by the age 14.***



# California Education Code §56452–56474

## CHAPTER 4.5: Career and Vocational Education Programs, Transition Services, and Project WorkAbility



The screenshot displays the California Legislative Information website. At the top, there is a navigation bar with links: Home, Bill Information, California Law, Publications, Other Resources, My Subscriptions, and My. Below this, a breadcrumb trail reads: California Law >> Code Search >> EDC. The main content area features two tabs: Code Search (selected) and Text Search. Under the Code Search tab, the section is titled "Education Code - EDC". Below this title, three links are listed: TITLE 1. GENERAL EDUCATION CODE PROVISIONS [1 - 32527], TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 65001], and TITLE 3. POSTSECONDARY EDUCATION [66000 - 101149.5].

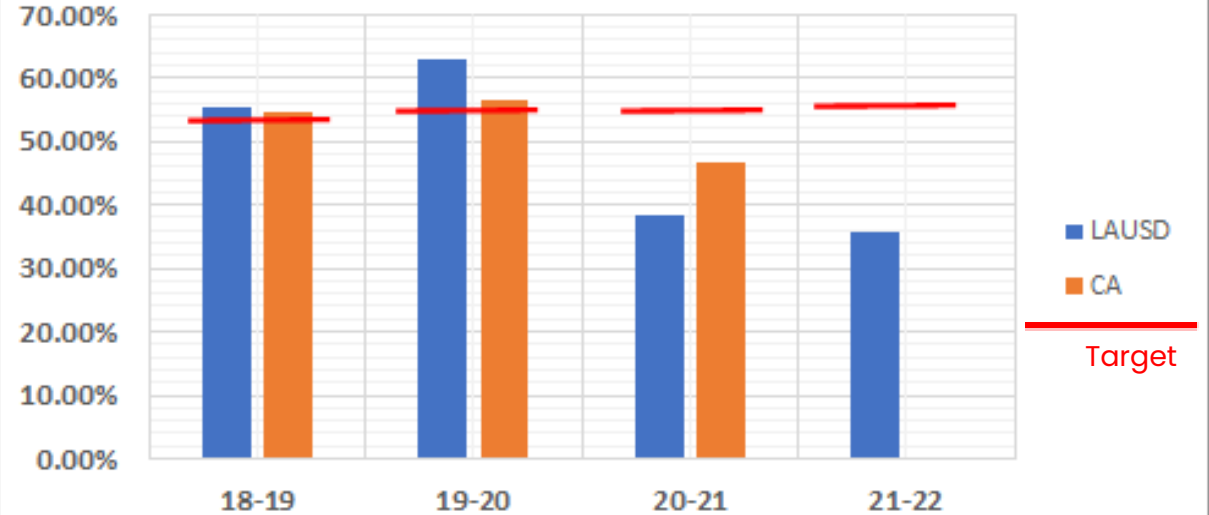
# LAUSD Transition Age Youth

Primary Eligibility	Students with Disabilities Ages 14-22
AUTISM (AUT)	4368
DEAF-BLINDNESS (DBL)	2
DEAFNESS (DEA)	71
EMOTIONAL DISTURBANCE (ED)	751
HARD OF HEARING (HOH)	297
INTELLECTUAL DISABILITY (ID)	1788
MULTIPLE DISABILITIES, HEARING (MDH)	28
MULTIPLE DISABILITIES, ORTHOPEDIC (MDO)	458
MULTIPLE DISABILITIES, VISION (MDV)	41
OTHER HEALTH IMPAIRMENT (OHI)	3247
ORTHOPEDIC IMPAIRMENT (OI)	151
SPECIFIC LEARNING DISABILITY (SLD)	11067
SPEECH OR LANGUAGE IMPAIRMENT (SLI)	237
TRAUMATIC BRAIN INJURY (TBI)	27
VISUAL IMPAIRMENT (VI)	66
Grand Total	<b>22599</b>

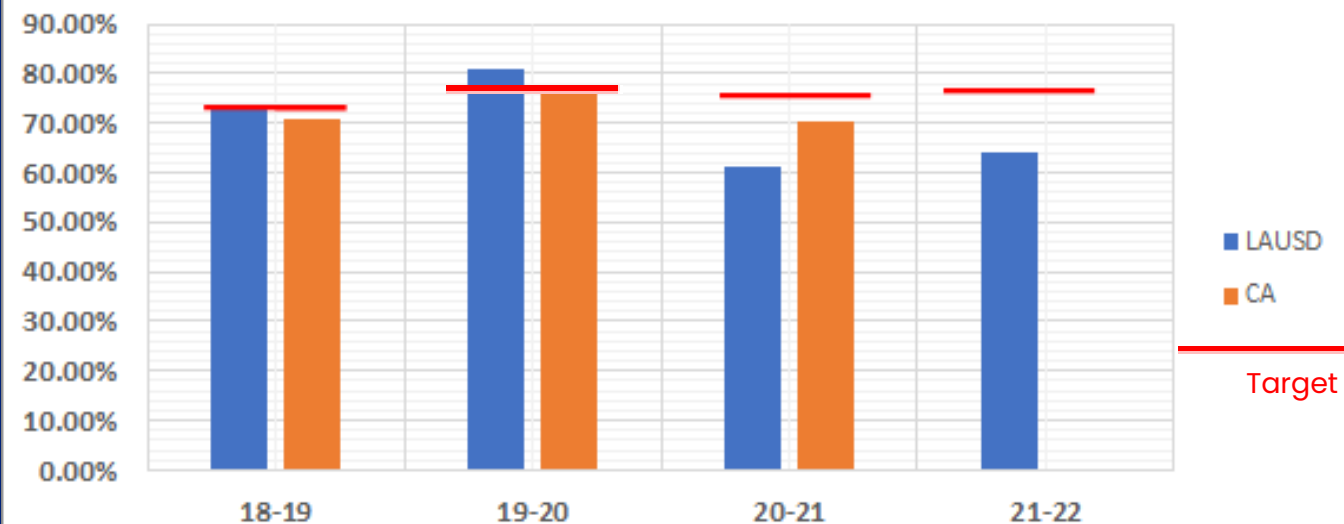
# California State Performance Plan Indicator 14

Source: CDE, 21-22 Data projected

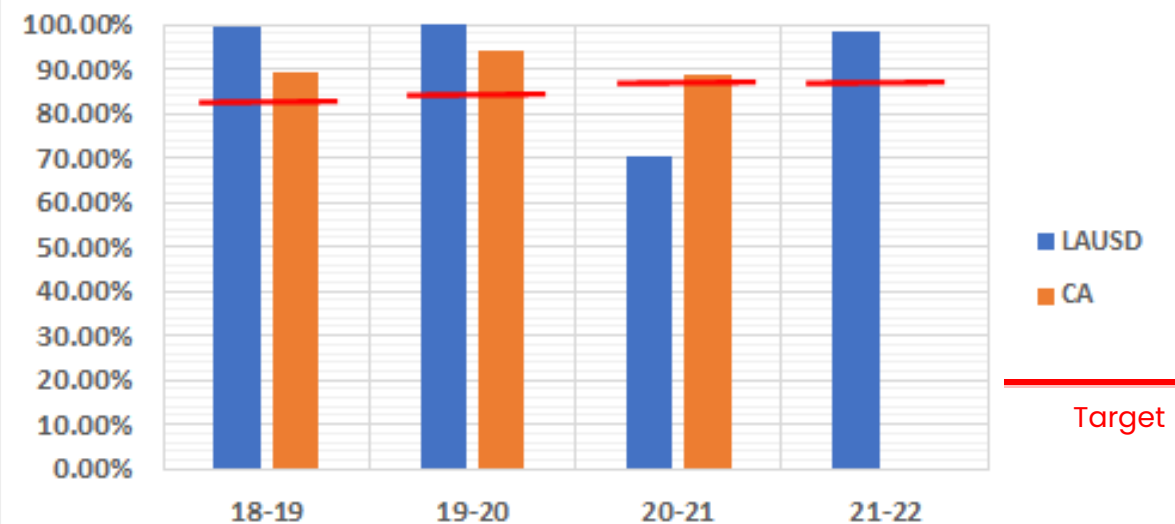
Indicator 14A  
Higher Education



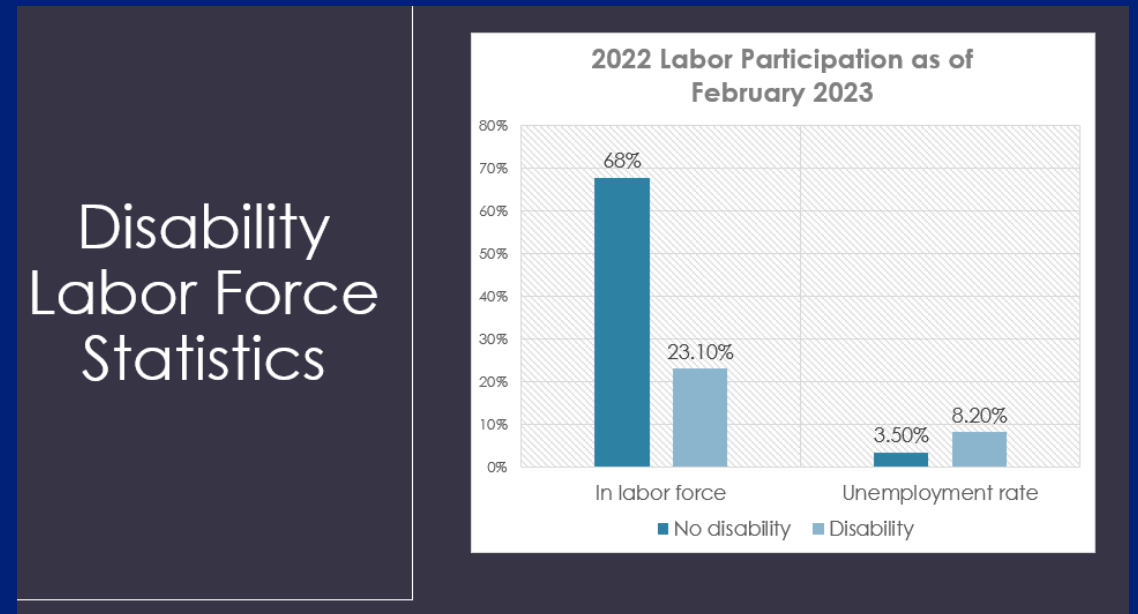
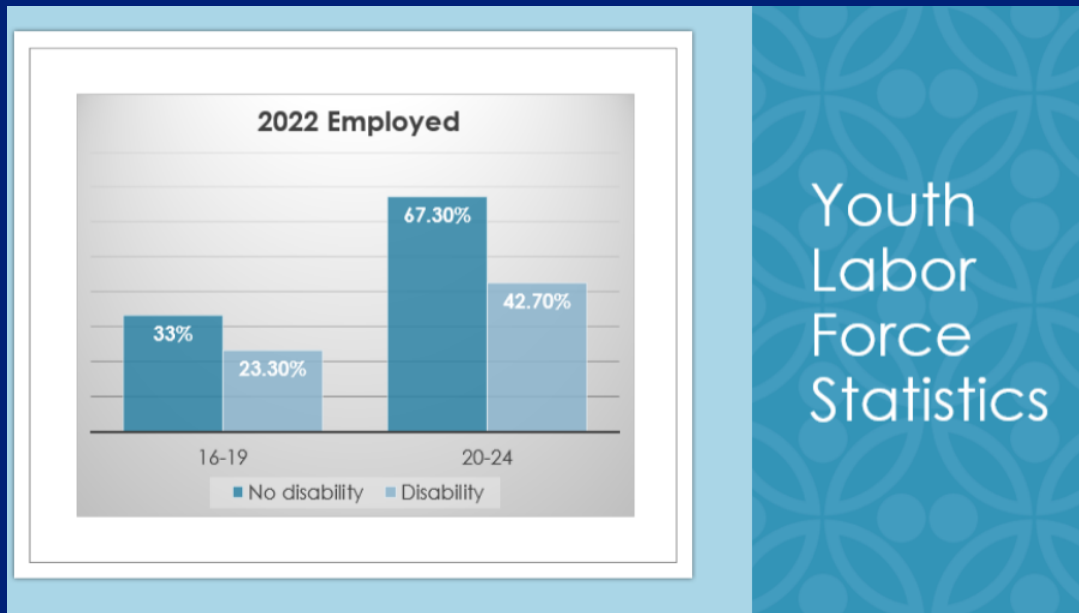
Indicator 14B  
Competitive Employment or Higher Education



Indicator 14C  
Any Employment or Education



# National Disability Data



Source: Bureau of Labor Statistics, February 2023

# Post-Secondary Practices

## PREDICTORS OF POST-SCHOOL SUCCESS



**NTACT**

National Technical Assistance Center on Transition



Cluster	Predictors/Outcomes	Education	Employment	Independent Living
Career Development	• Career Awareness	Promising	Promising	
	• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
	• Occupational Courses	Promising	Promising	
	• Paid Employment/Work Experience	Research-based	Research-based	Promising
	• Work Study		Research-based	

# Transition Team

## **The Transition Team includes:**

- Special Education Case Carriers
- General Education Teachers
- Special Education Teachers
- Related Services Providers
- **Transition Teachers**
- **Parents/Guardians**
- **Agency Partners, as appropriate**
- Students

# The Individual Transition Plan (ITP)

The image displays three overlapping screenshots of the Individualized Education Program (IEP) form, specifically the Individual Transition Plan (ITP) section. The forms are for a student in the Los Angeles Unified School District, dated 01-FEB-2000, with a meeting date of 10-MAR-2021. The forms show various sections including: Section 1: Employment Assessment, Section 2: Independent Living, Section 3: Education/Training, and Section 4: Postsecondary Goals. The forms also include checkboxes for various activities and goals, and a section for the IEP team meeting.

- Section in the IEP; last 3 pages.
- The template we use to map out a student's transition from school to adult living.
- Reviewed and updated ANNUALLY by the case carrier.
- Outlines transition assessment results, post secondary goals, activities to support the goals, course of study, and agency linkages.
- The IDEA and CA Ed. Code require that all students must have an ITP by the age of 16 but **District policy is by age 14.**



# District Office of Transition Services



<https://dotslausd.org/flyers>

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**All LAUSD secondary schools are supported by transition staff.**

- **83 Transition teachers**
- **12 Vocation and Transition Assistants (VTAs)**

**Transition planning includes:**

**DISTRICT OFFICE OF  
TRANSITION  
SERVICES**

Our mission is to prepare students with disabilities ages 14+ to live independently and successfully in the community. Transition planning includes instruction, activities, collaboration, employment preparation, and assessment to help students identify and move toward their post-secondary goals. Secondary schools in the Los Angeles Unified School District are required to provide transition services by a transition teacher.

 <b>ACTIVITIES</b> <ul style="list-style-type: none"><li>• Transition activities help students prepare for post secondary education, employment, and independent living.</li><li>• Targeted and individualized activities are selected based on assessed strengths, preferences, interests, and needs.</li></ul>	 <b>COLLABORATION</b> <ul style="list-style-type: none"><li>• Connect students and families with outside agencies.</li><li>• Provide training and support for compliant Individual Transition Plan (ITP) development as part of the Individualized Educational Program (IEP).</li></ul>
 <b>EMPLOYMENT PREPARATION</b> <ul style="list-style-type: none"><li>• Instruction in employability skills to prepare students for employment.</li><li>• Partnerships with Department of Rehabilitation and Workability I to provide unique services and paid work-based learning experiences.</li></ul>	 <b>ASSESSMENT</b> <ul style="list-style-type: none"><li>• Transition assessments are utilized to identify student strengths, preferences, interests, and needs.</li><li>• Students are assessed in the areas of education, employment, and independent living.</li></ul>

<https://achieve.lausd.net/spedDOTS> | 213-241-8050  
Division of Special Education

Revised 12/9/2021

# Transition Activities

Our goal: to provide meaningful transition instruction to all students 14+ with disabilities.

We provide instruction through a variety of transition activities:

- Small Group – Classroom
- Synchronous – Asynchronous
- Available via Schoology
- Training and resources for school staff

Areas of Transition Instruction:

- Career Awareness
- Post-Secondary Planning
- Job Search and Preparation
- Destination/Transportation
- Life Skills/Independent Living



# FAFSA Support

In the 2021-2022 State Budget Act, the State of California adopted a new requirement that starting in the 2022-2023 academic year, local education agencies are required to confirm that all high school seniors have completed a FAFSA or a CADAA, expanding access to financial aid to thousands of students, who may have otherwise not been aware of this opportunity.

This requirement went into effect October 1, 2022.(Education Code Section 51225.7).

*Transition Teachers supplement the efforts of school site staff in supporting students with disabilities with FAFSA completion.*



# Regional Center



<https://www.dds.ca.gov/rc/>

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The Regional Center is a *nonprofit, private corporation* that contracts with the California Department of Developmental Services (DDS) to coordinate or provide community support, resources and access to services for individuals with developmental disabilities and their families. There are 21 Regional Centers throughout California, seven of which are in Los Angeles County.



# Post-Secondary Educational Law

Once a student graduates or ages out from high school, the student will no longer have an IEP and the IDEA will no longer apply.

## Laws that Apply to Postsecondary Education

### **Section 504**

Any school that gets federal funding may not exclude students with disabilities. Section 504 specifies that schools must provide appropriate supports and accommodations so that students with disabilities can participate equally in classes, activities, housing, and any other aspects of school.

### **Americans with Disabilities Act**

When applied to postsecondary education, the Americans with Disabilities Act (ADA) is similar to Section 504. The biggest difference is that the ADA also applies to schools that do not receive federal funding.

# Post-Secondary Educational Supports

Supports include accommodations such as:

- Alternative testing environments
- Accessible technology
- Note-taking
- Extended time on assignments and tests
- Priority registration

Supports are individualized and typically require a copy of a student's last high school IEP.

**Transition Teachers assist in connecting senior leavers with these supports through field trips, presentations and collaboration with local community college offices.**

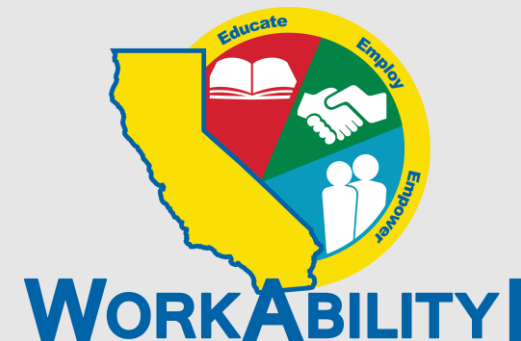
# California Department of Education – WorkAbility I Grant

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The WorkAbility I (WAI) program offers students with Individualized Education Programs (IEPs) the opportunity to complete their secondary education while also learning job skills. WAI provides funding for employability training and subsidized work experiences (§56470-56474).

## Grant Highlights:

- Funding for subsidized student work-based learning experiences.
- Funding for Transition staff professional development.
- Ongoing collaboration with WAI grant recipient Districts and SELPAs across the state of California.





# Department of Rehabilitation



<https://www.dor.ca.gov/>

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The California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities. DOR can provide:

- Tuition assistance
- Technology
- Assistive technology
- Transportation assistance
- Counseling
- Specialized assistance for students with low incidence disabilities (ex: hearing/visual impairments)

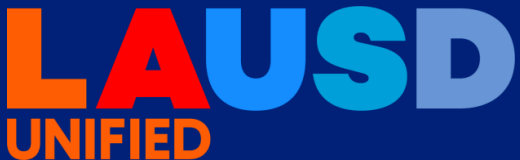
**DOR** DEPARTMENT of  
REHABILITATION

Employment, Independence & Equality



# Department of Rehabilitation–

## Transition Partnership Program (TPP) Contract



The Transition Partnership Program (TPP) is a collaborative contract developed between the California Department of Rehabilitation (DOR) and LAUSD. TPP provides enhanced, unique, or redesigned coordinated student services in the areas of:

- Job Exploration & Counseling
- Workplace Readiness Training
- Work Based Learning Experience
- Self-Advocacy Instruction
- Postsecondary Counseling



Employment, Independence & Equality

# Benefits of TPP

## TPP Student Benefits:

- Unique, enhanced and specially designed Transition services beyond traditional "baseline" services
- Work-based learning wages, and funding for work clothing and uniforms
- Eligible to receive services one year after graduating with a diploma (when enrolled in post-secondary education)

## Contract Highlights:

- Full time DHH interpreter to support TPP students at work-based learning placements
- Unique supports for students with Visual Impairments through collaboration with DOR Blind Field Services
- Funding for 3 Resource Navigators to support TPP families with benefits planning

# TPP Contract Goals & Achievement

School Year	Goal	New Apps.	Total Students Served
2020-2021	750	492	<b>863</b>
2021-2022	750	345	<b>985</b>
2022-2023*	750	550	<b>1154</b>

\*As of 3/31/2023

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Employment, Independence & Equality

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# LAUSD Resources for Transition



<https://achieve.lausd.net/Page/17049>

Transition resources for families is available on the "[DOTS](#)"-[District Office of Transition Services](#) [page](#) on LAUSD's website, including:

- Options for After High School
- Independent Living
- Outside Agencies
- Additional Transition Resources

# CDE Transition Resources



<https://www.cde.ca.gov/sp/se/st/>

Resources and guidelines from the [\(California Department of Education\)](#) for educators, parents, and agencies to assist transition age youth in identifying and moving toward their postsecondary goals in the areas of:

- [Education and Training](#)
- [Employment](#)
- [Independent Living](#)



# Department of Rehabilitation

Eliana Cuentas, Staff Services Manager I

# Employment, Independence, and Equality

## DOR GENERAL SERVICES



# ON A MISSION

The California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy in pursuit of employment, independent living and equality for Californians with disabilities.





At DOR, it is our fundamental belief that individuals with disabilities can be fully integrated and highly productive community members, employees and colleagues.



# ELIGIBILITY

To be eligible for services, an individual must:

- Have a physical or mental impairment
- Require vocational rehabilitation services to prepare for, secure, retain, or regain employment



# Who Should Apply

1.

Do you have a disability?

2.

Do you want to work?

3.

Are you having trouble getting or keeping a job because of your disability?

4.

Do you believe VR services, such as job placement, training, or other job preparation, would help you get or keep a job?

If you answered "yes" to all these questions, you may qualify for DOR services. To learn more, contact your local DOR office.

Program participants are expected to be available, responsible, active and dedicated contributors to their own success.



# SERVICES

- ❖ Benefits Planning
- ❖ Career assessment and counseling
- ❖ Job search and interview skills
- ❖ Independent living skills
- ❖ Career education and training
- ❖ Assistive technology

To apply for services contact a local  
DOR office:

[http://www.dor.ca.gov/DOR-  
Locations/](http://www.dor.ca.gov/DOR-Locations/)



# How to Apply



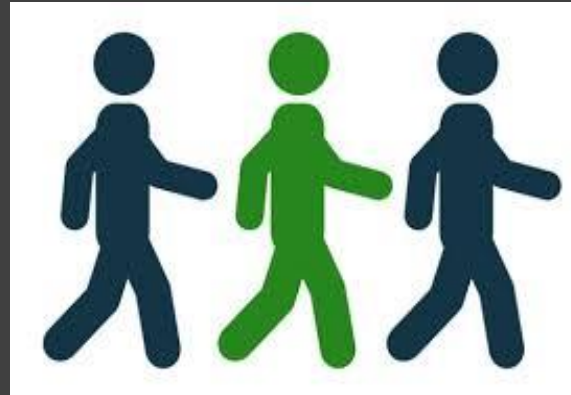
Call in



Apply Online



Mail in



Walk in



# CUSTOMIZED SERVICE DELIVERY

We tailor our services to each person individually to ensure a greater chance for success.



By hiring people with disabilities,  
employers are the key to DOR's mission.

DOR provides education and information  
to businesses, and can help with  
integration when needed.

We believe in the talent and potential of  
individuals with disabilities.

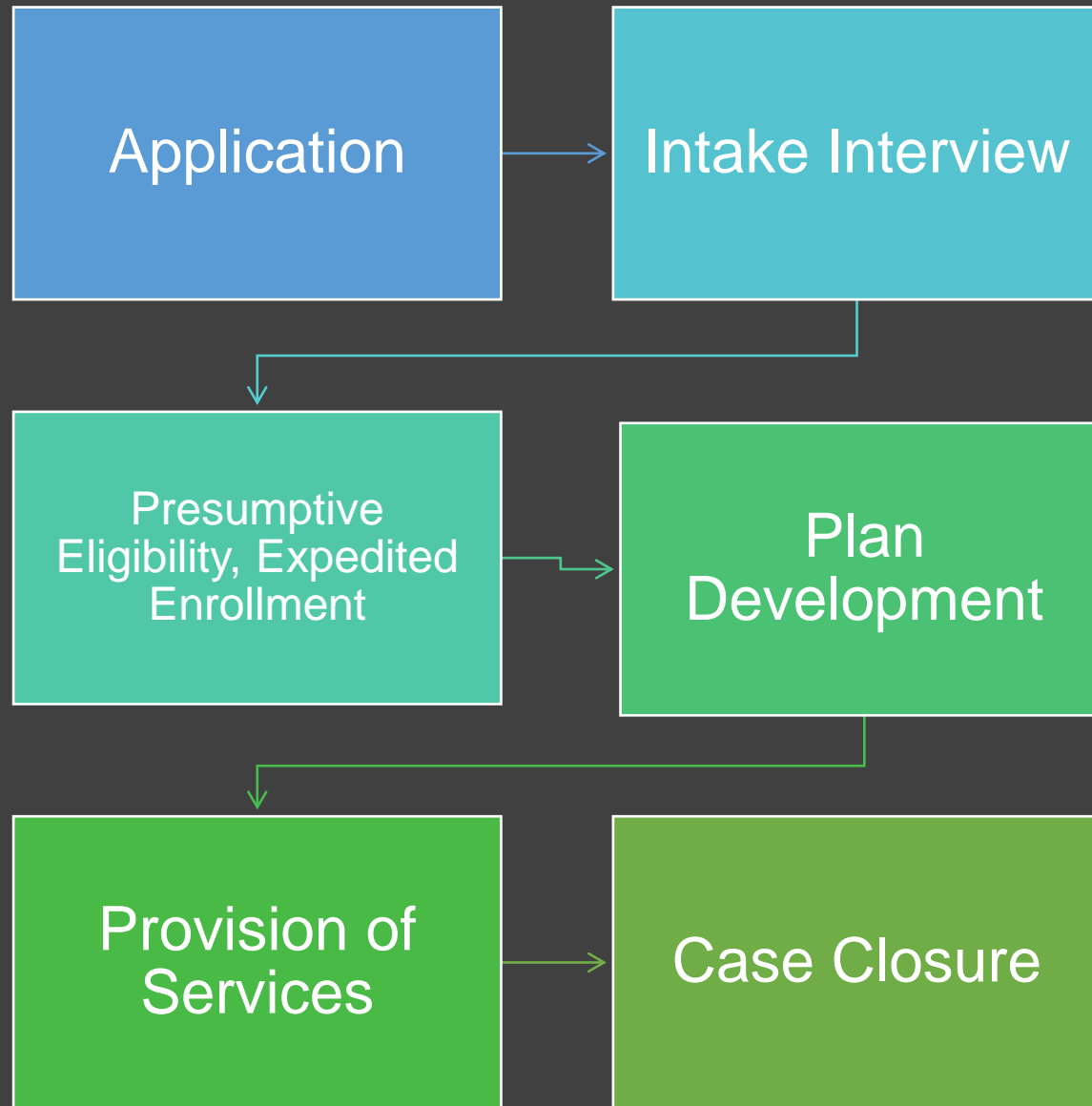




# Deaf and Hard of Hearing Services (DHHS)

DHHS provides Deaf Culture and Awareness Training, Sign Language Interpreters, Assistive Listening Devices, Real Time Caption, American Sign Language (ASL) Bilingual Proficiency Examination, Annual Statewide (SB 105) Training, and Resources.

DHHS Administrative Unit can be contacted at 916-558-5670 or by email at [DHHS@dor.ca.gov](mailto:DHHS@dor.ca.gov)



# Case Movement



"It has always been my dream to be more independent, and DOR is helping me to do just that."

## Have a Higher Quality of Life

- **Be Employed:** with training and support, an individual with a disability can access a wealth of opportunities to fully participate in and contribute to their community.
- **Be Independent:** with self-determination, equal access to a range of options, and a personal commitment to pursue them; one can choose how to live one's life.
- **Be Equal:** disability doesn't limit what one can accomplish. A person with a disability has the right to equal access to opportunities to live, work, perform, and contribute on their own terms.

## Services

We tailor our services to each person individually to ensure a greater chance for success. A vocational rehabilitation team works closely with each job seeker to establish the best combination of services, and resources necessary to prepare for, find and retain employment.

DOR services may include:

- Career assessment and counseling
- Job search and interview skills
- Independent living skills
- Career education and training
- Assistive technology

To apply for services contact a local DOR office:  
[www.dor.ca.gov](http://www.dor.ca.gov)



The Department of Rehabilitation works to develop programs and support services to benefit people with disabilities. And while we are always looking to improve, the best way to gauge the effectiveness of our services is when every Californian with a disability who desires to work is employed.

This publication is available in Braille, large print or online.

Requests should be made to:

**Department of Rehabilitation  
Office of External Affairs  
721 Capitol Mall  
Sacramento, CA 95814  
916-558-5874 Voice  
844-729-2800 TTY  
[externalaffairs@dor.ca.gov](mailto:externalaffairs@dor.ca.gov)**



[www.dor.ca.gov](http://www.dor.ca.gov)  
916-324-1313



## Employment, Independence & Equality

A Guide to  
General  
Services





## On a Mission

The California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities.

At DOR, we know that with guidance and support, individuals with disabilities can be fully integrated and highly productive community members, employees and colleagues.

“It was easy to apply for the program. DOR’s team has been there every step of the

way, helping me to find the right job.”



## Eligibility

To be eligible for services, an individual must:

- Have a physical or mental impairment that substantially impedes his or her ability to secure employment
- Require vocational rehabilitation services to prepare for, secure, retain, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice
- Benefit from vocational rehabilitation services in an integrated employment setting

Program participants are expected to be available, responsible, active and dedicated contributors to their own success.

## Additional Programs

**Assistive Technology Program:** provides AT services to expand the accessibility of tools, resources, and technology

**Blind Field Services:** provides vocational rehabilitation and independent living services to blind and visually impaired consumers

**Business Enterprises Program:** provides individuals who are legally blind the opportunity

to become independent entrepreneurs through food service vendor training

**Client Assistance Program:** provides information, referral, and advocacy to applicants and consumers of DOR, independent living centers, and other Rehabilitation Act funded programs

**Deaf and Hard of Hearing Section:** provides technical consultation and assistance to staff, community rehabilitation programs, and other stakeholders on the provision of vocational rehabilitation services to individuals who are deaf, hard of hearing, late deafened and deaf-blind

**Disability Access Services:** provides technical consultation and assistance on employment of persons with disabilities, accessibility requirements, and digital accessibility

**Independent Living Program:** supports California's Independent Living Centers that promote full participation of persons with disabilities to achieve social and economic independence

**Mental Health Cooperative Programs:** partners with County Mental Health Agencies to assist persons with mental health disabilities to obtain employment

**Older Individuals who are Blind:** provides services and resources to individuals 55 and older who are blind or visually impaired to enable them to remain as independent as possible

**Orientation Center for the Blind:** provides classes and experiences to assist adults in adjusting to new vision disabilities by immersion in a residential environment

**Supported Employment Program:** provides on-the-job support (e.g. job coaching) to individuals with the most significant disabilities

**Transition Partnership Program:** partners with local education agencies to assist in the successful transition of high school students into employment and/or secondary education

**Traumatic Brain Injury Program:** provides vocational rehabilitation and independent living services in a supportive environment to meet the growing needs of Californians with TBI

**Workforce Development Section:** provides employment information, resource materials, consultation, training, and technical assistance to private and public sector employers

# Thank you

For more information, please contact:

Eliana Cuentas

(562) 465-0543

[Eliana.Cuentas@dor.ca.gov](mailto:Eliana.Cuentas@dor.ca.gov)



@dorcalifornia



@CaliforniaDOR



California Dept  
of Rehabilitation



CaliforniaDOR

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**DOR** DEPARTMENT of  
REHABILITATION

Employment, Independence & Equality



# South Central Regional Center

Presented by Monique Craig, Education Specialist and  
Wendy Castillo, Employment Specialist

[Return to Agenda](#)

# TAB 2



**LAUSD**  
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# **Special Education Board Committee**

May 3, 2023



# Extended School Year (ESY) 2023

Presented by Oscar Rodriguez, Coordinator, Special Education Operations

# Objectives

ESY Consideration by  
the IEP Team

Parent information  
review and updates for  
ESY 2023

ESY Site and current  
enrollment for ESY  
2023



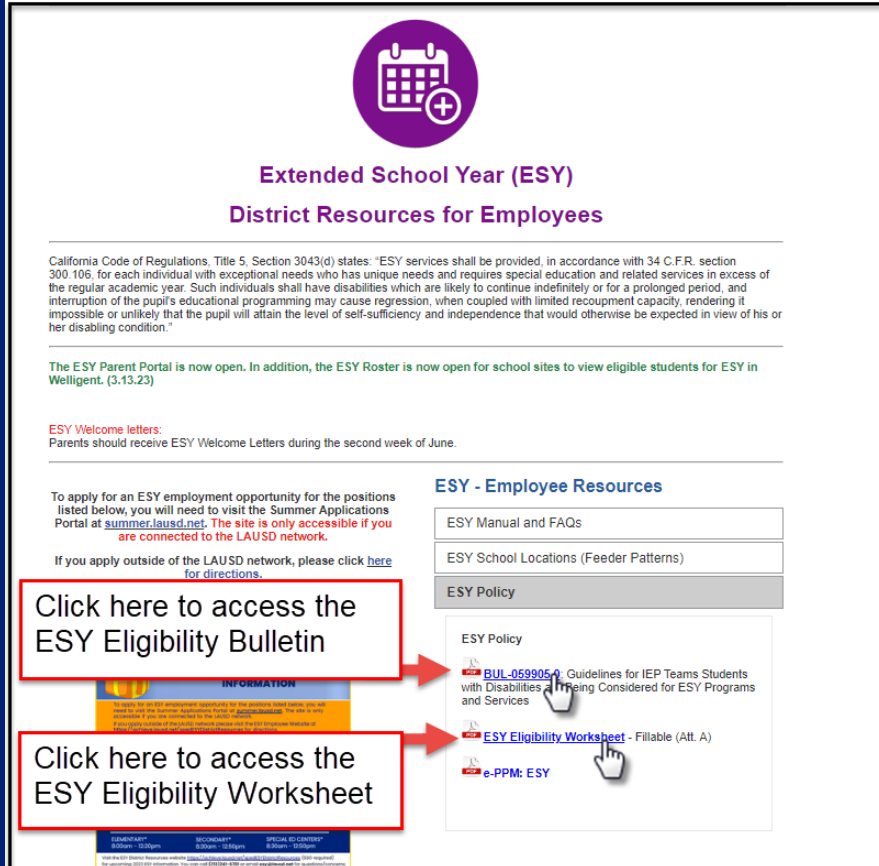
# ESY Eligibility: BUL 059905.0

ESY Eligibility Criterion:	Guiding Question:
Criterion 1:	As a result of school breaks, has a student with disabilities demonstrated a significant regression (beyond typical regression experienced by students with disabilities) corresponding with limited recoupment capacity?
Criterion 2:	As a result of school breaks, has the student with severe disabilities demonstrate a loss of critical skills and/or the ability to access the alternate curriculum? Will the loss of these skills increase dependency on future caretakers and reduce the ability for the student's inclusion with nondisabled individuals?
Criterion 3:	Does the student with disabilities have documented special circumstances and/or other factors demonstrating the need for ESY, as determined by the IEP team?

# Two Ways to Access the ESY Consideration Worksheet

ESY Employee Website:

<https://achieve.lausd.net/Page/17047>

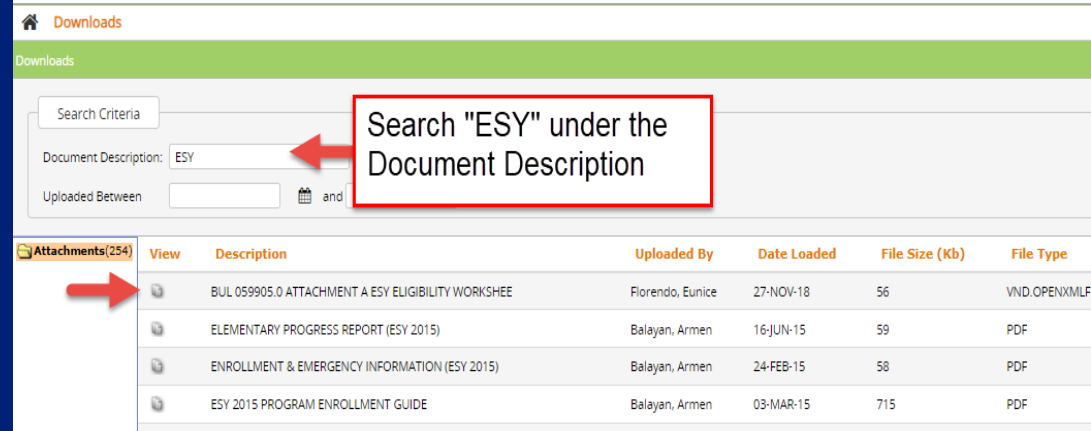


The screenshot shows the ESY Employee Website. At the top, there is a purple circular logo with a calendar and a plus sign. Below it, the text reads "Extended School Year (ESY) District Resources for Employees". A paragraph of text follows, explaining the purpose of ESY services. Below this, there is a section titled "The ESY Parent Portal is now open. In addition, the ESY Roster is now open for school sites to view eligible students for ESY in Welligent. (3.13.23)". A red box highlights the text "Click here to access the ESY Eligibility Bulletin" with an arrow pointing to a link. Another red box highlights the text "Click here to access the ESY Eligibility Worksheet" with an arrow pointing to a link. At the bottom, there is a section titled "ESY - Employee Resources" with a list of links: "ESY Manual and FAQs", "ESY School Locations (Feeder Patterns)", "ESY Policy", "ESY Policy", "BUL\_059905.0 Guidelines for IEP Teams Students with Disabilities Being Considered for ESY Programs and Services", "ESY Eligibility Worksheet - Fillable (Att. A)", and "e-PPM: ESY".

Welligent:

<https://welligent.lausd.net/>

-Go to the downloads section in Welligent



The screenshot shows the Welligent Downloads section. At the top, there is a "Downloads" header. Below it, there is a search bar with the text "Search Criteria". A red box highlights the text "Search 'ESY' under the Document Description" with an arrow pointing to the search bar. Below the search bar, there is a table with the following columns: "Attachments(254)", "View", "Description", "Uploaded By", "Date Loaded", "File Size (Kb)", and "File Type". The table contains the following data:

Attachments(254)	View	Description	Uploaded By	Date Loaded	File Size (Kb)	File Type
		BUL 059905.0 ATTACHMENT A ESY ELIGIBILITY WORKSHEET	Florendo, Eunice	27-NOV-18	56	VND.OPENXMLF
		ELEMENTARY PROGRESS REPORT (ESY 2015)	Balayan, Armen	16-JUN-15	59	PDF
		ENROLLMENT & EMERGENCY INFORMATION (ESY 2015)	Balayan, Armen	24-FEB-15	58	PDF
		ESY 2015 PROGRAM ENROLLMENT GUIDE	Balayan, Armen	03-MAR-15	715	PDF

# ESY Updates- Parents



## 2023 ESY

### Extended School Year

June 26th – July 25th



#### ESY STUDENT ENROLLMENT INFORMATION

The ESY Student Enrollment Application is available on the Parent Portal and will close on June 9, 2023.

[PARENTPORTAL.LAUSD.NET](https://parentportal.lausd.net)

If Parents/Guardians are not able to access the Parent Portal, alternative ways to enroll are:

- Contact your child's school site to help with ESY enrollment.
- Sign and fax the ESY letter to (627)330-2664.
- Sign, scan, and email the ESY letter to [spedinfo@lausd.net](mailto:spedinfo@lausd.net)

To enroll in person:

- You can visit your child's ESY site beginning on June 23, 2023.

2023 ESY TENTATIVE SCHEDULE		
<b>ELEMENTARY*</b> 8:00am – 12:20pm	<b>SECONDARY*</b> 8:30am – 12:50pm	<b>SPECIAL ED CENTERS*</b> 8:30am – 12:50pm
		

For assistance in obtaining a PIN code to access the Parent Portal, please contact your Region's Parent and Community Engagement office or the Parent Portal Support office at (213) 443-1000.

Visit the Special Education Division, Operations-ESY website at <https://operations.lausd.net/sped022> to view the latest 2023 ESY information or call the School and Family Support Services (SFSS) call center at (213) 443-6700. If you have any questions or concerns related to the 2023 Extended School Year (ESY).

\*Dates and times may be subject to change due to funding, student enrollment, safety and/or other considerations.



## 2023 ESY

### Año Escolar Prolongado

26 de junio – 25 de julio



#### INFORMACIÓN DE INSCRIPCIÓN DE ESTUDIANTE ESY

La Solicitud de inscripción de estudiantes de ESY está disponible en el Portal para padres y cerrará el 9 de junio de 2023.

[PARENTPORTAL.LAUSD.NET](https://parentportal.lausd.net)

Si los padres/tutores no pueden acceder al Portal para padres, las formas alternativas de inscripción son:

- Comuníquese con la escuela de su estudiante para obtener ayuda con la inscripción en ESY.
- Firme y envíe por fax la carta ESY al (627)330-2664.
- Firme, escanee y envíe por correo electrónico la carta ESY a [spedinfo@lausd.net](mailto:spedinfo@lausd.net)

Para inscribirse en persona:

- Puede visitar el sitio ESY de su estudiante a partir del 23 de junio de 2023.

CALENDARIO TENTATIVO DEL ESY 2023		
<b>PRIMARIA*</b> 8:00am – 12:20pm	<b>SECUNDARIA*</b> 8:30am – 12:50pm	<b>CENTROS DE EDUCACIÓN ESPECIAL*</b> 8:30am – 12:50pm
		

Para obtener ayuda en obtener el código PIN para acceder al Portal para padres, comuníquese con la oficina de participación de los padres y la comunidad de su región o con la oficina de Apoyo del portal para padres al (213) 443-1000.

Visite el sitio web de Operaciones-ESY de la División de Educación Especial en <https://operations.lausd.net/sped022> para obtener la información más reciente sobre el ESY de 2023 o llame al centro de mensajes de Servicios de Apoyo Escolar y Familiar (SEAF) al (213) 443-6700. Si tiene alguna pregunta o inquietud relacionada con el año escolar prolongado (ESY) 2023.

\*Las fechas y los horarios pueden ser sujetos a cambios debido a la financiación, la inscripción de estudiantes, la seguridad u otras consideraciones.

ESY Information available on our Operations Website

New Special Education Division / New SpEd Extended School Year (ESY) ([lausd.net](https://lausd.net))

Information is fluid and can change. Please check website or Schoology group for the latest updates.



# ESY Updates- Employees



## 2023 ESY Extended School Year ESY EMPLOYMENT APPLICATION INFORMATION

To apply for an ESY employment opportunity for the positions listed below, you will need to visit the Summer Applications Portal at [summer.lausd.net](https://summer.lausd.net). The site is only accessible if you are connected to the LAUSD network.  
If you apply outside of the LAUSD network please visit the ESY Employee Website at <https://achieve.lausd.net/spedESYDistrictResources> for directions.

APPLICANT	DATES TO APPLY
Principal	March 3 - March 31
Teacher	March 3 - April 28
SPED Paraprofessionals & SSEAs	March 3 - April 21
SAs, Senior/Office Techs, Campus Aides	March 3 - June 30

### 2023 ESY TENTATIVE SCHEDULE

June 26 - July 25

ELEMENTARY*	SECONDARY*	SPECIAL ED CENTERS*
8:00am - 12:20pm	8:30am - 12:50pm	8:30am - 12:50pm

Visit the ESY District Resources website <https://achieve.lausd.net/spedESYDistrictResources> (SSO required) for upcoming 2023 ESY information. You can call (313)241-6791 or email [esy@lausd.net](mailto:esy@lausd.net) for questions/concerns related to ESY. You may also join the ESY Schoology Group using Access Code 8M02V-HV5K2 for additional information.

ESY Student Enrollment information, ESY feeder patterns, and access to the Parent Portal will be available for parents/guardians at <https://achieve.lausd.net/spedESY>.

\*Dates, times, and location may be subject to change due to funding, safety, and student enrollment. Please refer to the ESY District Resources for Employees web page for updated information.

01\_2023

ESY Information available on our Operations website:

[New Special Education Division / Employees - ESY \(lausd.net\)](#)

Information is fluid and can change. Please check website or Schoology group for latest updates

# ESY Parent Confirmation Letter (PCL)

Starting in March 2023

The Division of Special Education Operations sends:

- Parent Confirmation Letters to all 32,000 students eligible for ESY to their address of record
  - Schools generate all letters for all newly ESY eligible students after Operations mailed letters to parents
- Black Board Connect reminders are sent to parents of ESY eligible students
- Welcome letters are sent to parents prior to the start of ESY

LOS ANGELES UNIFIED SCHOOL DISTRICT	
DIVISION OF SPECIAL EDUCATION 333 South Beaudry Avenue Los Angeles, CA 90007 Office: (213) 241-6701 ♦ Fax: (213) 239-2684	
Date and time this form was returned to school	
<div>LAUSD Parent/Guardian LAUSD Parent/Guardian LAUSD Parent/Guardian LAUSD Parent/Guardian</div>	
Dear Parents/Guardian of <<Student Name>>, <<Student ID>>	
The purpose of this letter is to inform you of the upcoming Extended School Year (ESY). Based on your student's active Individual Education Program (IEP), <<Student Name>> is eligible to participate in the upcoming summer ESY program from <<ESY Start Date>> to <<ESY End Date>> at <<ESY Site>>. For most updated ESY information please visit, <a href="https://achieve.lausd.net/spec/ESY">https://achieve.lausd.net/spec/ESY</a> .	
There are two (2) ways to confirm ESY 2022 enrollment for your student: 1. Confirm on the Parent Portal at <a href="https://achieve.lausd.net/Page10470">https://achieve.lausd.net/Page10470</a> . 2. Complete and submit this form to your student's school.	
<b>"It is important that LAUSD has the most up-to-date and accurate student information"</b>	
1. Will <<student name>> be participating in the summer ESY program? If "Yes," please answer all the questions below.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. If Distance Learning option is offered, would you be interested in it during ESY?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Is the student address correct as indicated above? If "No," please update current information at the student's school of attendance.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Is the emergency/family contact information correct? If "No," please update current information at the student's school of attendance.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Your student's transportation service eligibility per their active IEP for ESY: <<Home-to-School or School-to-School or None>> transportation. If eligible, do you wish to utilize District Transportation services? Option 1: <input type="checkbox"/> Yes, I will need "pick up" and "drop off" District transportation services. Option 2: <input type="checkbox"/> Yes, I will need only "pick up" District transportation services. Option 3: <input type="checkbox"/> Yes, I will need only "drop off" District transportation services.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. If your student is eligible for <<transportation type>> ESY transportation, is the transportation pick-up and drop-off address correct? Pick Up Address: <<display pick up address>> Drop Off Address: <<display drop off address>>	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. If correct for the ESY period, please write the correct address.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Is the "Transportation Release to" information correct? "Transportation Release to" person must be 18 and over. If "blank" or "No," please update current information at the student's school of attendance. <<Display any Transportation Release to info>>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student qualifying for school-to-school transportation will be released to person(s) listed above unless you select the option below: <input type="checkbox"/> Only 1st grade and up. Yes, my student has my permission to walk home if eligible for school-to-school transportation.	
ESY dates, sites, and transportation services are subject to change. If the student becomes ineligible for ESY for a new IEP, this letter will no longer be valid. If you have any questions related to ESY, please contact your school of attendance, or call Special Education School and Family Support Services at (213) 241-6701.	
Best Regards, Division of Special Education	

LOS ANGELES UNIFIED SCHOOL DISTRICT	
DIVISION OF SPECIAL EDUCATION 333 South Beaudry Avenue Los Angeles, CA 90007 Office: (213) 241-6701 ♦ Fax: (213) 239-2684	
Date and time this form was returned to school	
<div>LAUSD Parent/Guardian LAUSD Parent/Guardian LAUSD Parent/Guardian LAUSD Parent/Guardian</div>	
Estimados Padres/Tutores de <<Student Name>>:	
El propósito de esta carta es informarle sobre el próximo Año Escolar Extendido (ESY). Según el Programa de Educación Individual (IEP) activo de su estudiante, <<Student Name>> es elegible para participar en el próximo programa de ESY de verano desde <<ESY Start Date>> hasta <<ESY End Date>> en <<ESY Site>>. Para obtener la información más actualizada de ESY, visite <a href="https://achieve.lausd.net/spec/ESY">https://achieve.lausd.net/spec/ESY</a> .	
Hay dos (2) formas de confirmar la inscripción en ESY 2022 para su estudiante: 1. Confirme en el Portal para padres en <a href="https://achieve.lausd.net/Page10470">https://achieve.lausd.net/Page10470</a> . 2. Complete y envíe este formulario a la escuela de su estudiante.	
<b>"Es importante que LAUSD tenga la información más actualizada y precisa de los estudiantes"</b>	
1. ¿<<Student Name>> participará en el Programa ESY de verano? Si se ofrece la opción de aprendizaje a distancia, ¿le interesaría durante ESY?	<input type="checkbox"/> Sí <input type="checkbox"/> No
2. ¿Es correcta la dirección del estudiante como se indicó anteriormente? Si "No," actualice la información actual en la escuela de asistencia del estudiante.	<input type="checkbox"/> Sí <input type="checkbox"/> No
3. ¿Es correcta la información de contacto de emergencia/familia? Si "No," actualice la información actual en la escuela de asistencia del estudiante.	<input type="checkbox"/> Sí <input type="checkbox"/> No
4. Elegibilidad para el servicio de transporte de su estudiante según su IEP activo para ESY: transporte <<Home-to-School o School-to-School o Ninguno>>. Si es elegible, ¿desea utilizar los servicios de transporte del distrito? Opción 1: <input type="checkbox"/> Sí, necesitare servicios de transporte del Distrito de "recogida" y "entrega". Opción 2: <input type="checkbox"/> Sí, solo necesitare los servicios de transporte del Distrito para "recogida". Opción 3: <input type="checkbox"/> Sí, solo necesitare servicios de transporte del Distrito de "entrega".	<input type="checkbox"/> Sí <input type="checkbox"/> No
5. Si su estudiante es elegible para <<transportación tipo>> Transporte ESY, es el transporte de recogida y devolución dirección, ¿correcto? Dirección de recogida: <<display pick up address>> Dirección de entrega: <<display drop off address>> Si es necesario para el período ESY, escriba la dirección correcta.	<input type="checkbox"/> Sí <input type="checkbox"/> No
6. ¿Es correcta la información de "Autorización de transporte a" / La persona para la "Autorización de transporte a" debe ser mayor de 18 años. Si está "en blanco" o "No," actualice la información actual en la escuela de asistencia del estudiante. <<Display any Transportation Release to info>> Los estudiantes que califiquen para el transporte de escuela a escuela serán liberados a la(s) persona(s) mencionada(s) proporcionalmente a menos que seleccione la opción a continuación. <input type="checkbox"/> Sólo los grados 1 y más. Si mi estudiante tiene mi permiso para caminar a casa si es elegible para el transporte de escuela a escuela.	<input type="checkbox"/> Sí <input type="checkbox"/> No
Nombres del padre/tutor: _____ Fecha: _____ Nombres de los hijos: _____ Fecha: _____	
Las fechas, los sitios y los servicios de transporte de ESY están sujetos a cambios. Si el estudiante se vuelve ineligible para ESY por un nuevo IEP, esta carta ya no será válida. Si tiene alguna pregunta relacionada con ESY, comuníquese con su escuela de asistencia o llame a los Servicios de Apoyo Escolar y Familiar de Educación Especial al (213) 241-6701.	
Sincerely, Division of Special Education	

# ESY Participation

Parent/Guardians have 3 options to confirm their student's ESY participation

## Option 1: Parent Portal



<https://parentportalapp.lausd.net/parentaccess/>

**Option 2:** Return the PCL to the school site.  
The School will submit the PCL on the ESY Portal

Los Angeles Unified School District

ESY Applications

## Option 3: Parent can reach out to School and Family Support Services

### School and Family Support Services

TELEPHONE: (213) 241-6701

FAX: (213) 241-5168

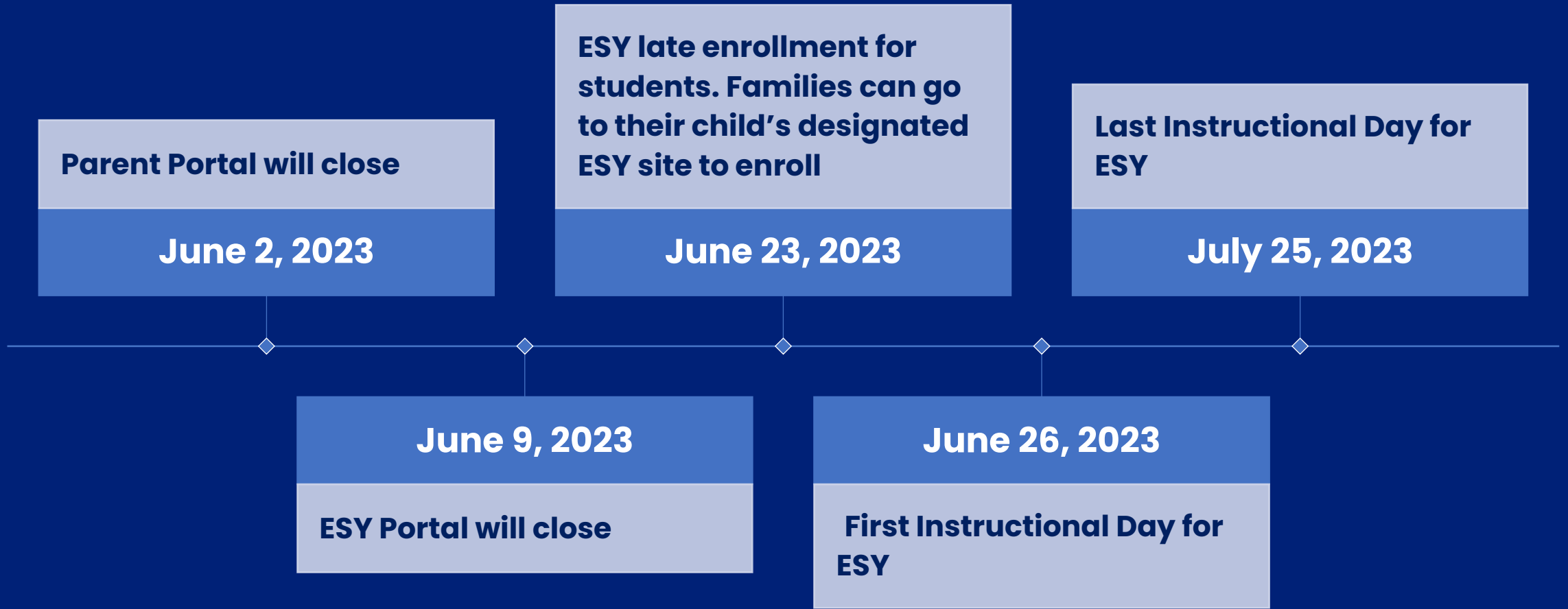
TTY: (213) 241-2511

EMAIL: [spedsfss@lausd.net](mailto:spedsfss@lausd.net) WEBSITE: <https://achieve.lausd.net/sped>



# ESY 2023 Enrollment Timeline

ESY Confirmation Begins in March and ends in June



# ESY Sites Information

	Elementary	Special Education and Career and Transition Centers	Secondary Schools (Middle and High Schools)
Number of sites	35	11	13
ESY hours	8:00 am – 12:20 pm	8:30 am – 12:50 pm	8:30 am – 12:50 pm
Current Enrollment	<i>Alternate Curriculum</i> Declined ESY: 92 Yes: 345 No Response: 1,765 Total Eligible: 2,202  <i>Core Curriculum</i> Declined ESY: 589 Yes: 2,080 No Response: 13,280 Total Eligible: 15,949	<i>Alternate Curriculum</i> Declined ESY: 178 Yes: 492 No Response: 952 Total Eligible: 1,622  <i>Core Curriculum</i> Declined ESY: 178 Yes: 5 No Response: 75 Total Eligible: 15,949	<i>Alternate Curriculum</i> Declined ESY: 92 Yes: 345 No Response: 1,765 Total Eligible: 2,202  <i>Core Curriculum</i> Declined ESY: 589 Yes: 2,080 No Response: 13,280 Total Eligible: 15,949

# Summer Offerings



**ETK – 8**

**Beyond the Bell  
(BTB) Expanded  
Learning  
Programs  
for select  
Title 1 sites**

**Extended  
School Year  
(ESY)**

**\*Summer Term  
High School  
Credit &  
Concurrent  
Enrollment**

**Early Education  
CA State  
Preschool  
Program**

**Summer  
Enrichment  
(Virtual, K-12)**

**International  
Newcomer  
Program/Migrant  
Education  
Program**

**Internships**

# Thank You

The Division of Special Education is looking forward to a smooth and successful summer session

