

\*Agenda revised to add additional zoom participant address.

**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 1, 2023  
333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017  
6922 Bobbyboyer Avenue, West Hills CA 91307  
114 Coral Ave, Newport Beach, CA 92662

**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. Janet Saavedra  
Tel: (213) 241-7002  
Email: [janet.saavedra@lausd.net](mailto:janet.saavedra@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. 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. Supporting Students with Autism CAPTAIN LA..... Ms. Sylvia Espinoza  
Instructional Coach  
Ms. Anna Clanin  
Specialist, ECSE  
Dr. Robin Dodds  
Associate Professor, CSULA  
Ms. Diana Huerta  
Team of Advocates for Special Kids (TASK)

2. Fiscal Overview of Special Education ..... Ms. Niru Jayaraman  
Deputy Budget Director  
Ms. Angie Guevara  
Assistant Budget Director

**III. Closing Remarks** ..... Mr. Schmerelson

**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>

**Tab 1**  
**Supporting Students with**  
**Autism CAPTAIN LA**

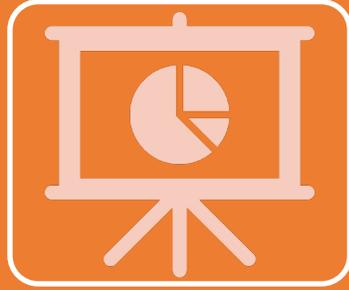


**LAUSD**  
**UNIFIED**

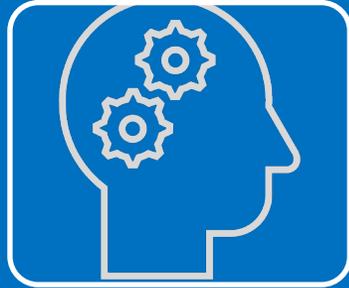
# Supporting Students with Autism

## CAPTAIN LA

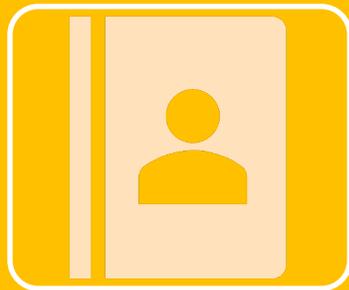
# Objectives



Analyze the data relevant to students with autism

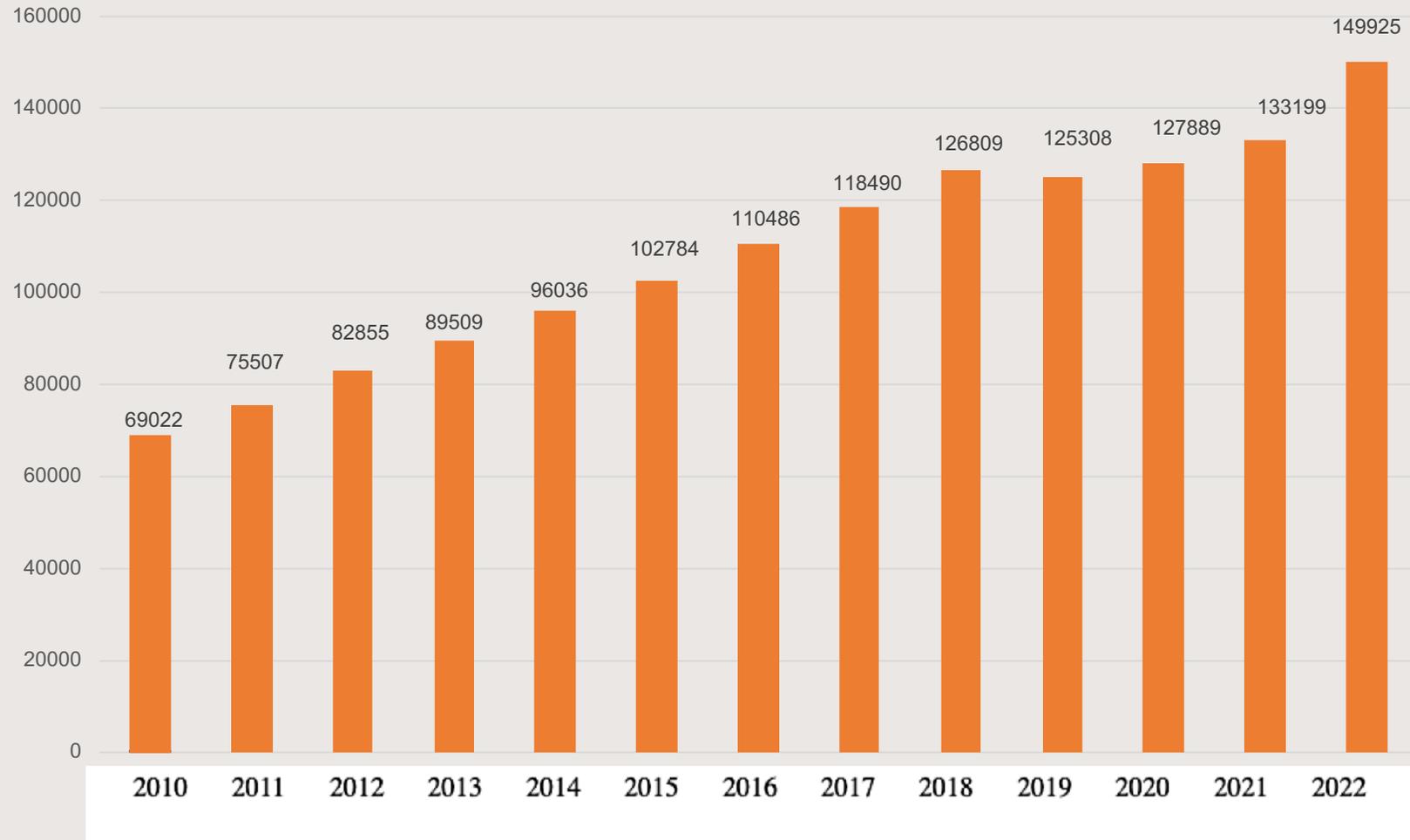


Develop an awareness of CAPTAIN and evidence-based practices



Describe the purpose of visual supports and social narratives

# California Students with Autism



1 in 22 in CA  
CDC March 2023

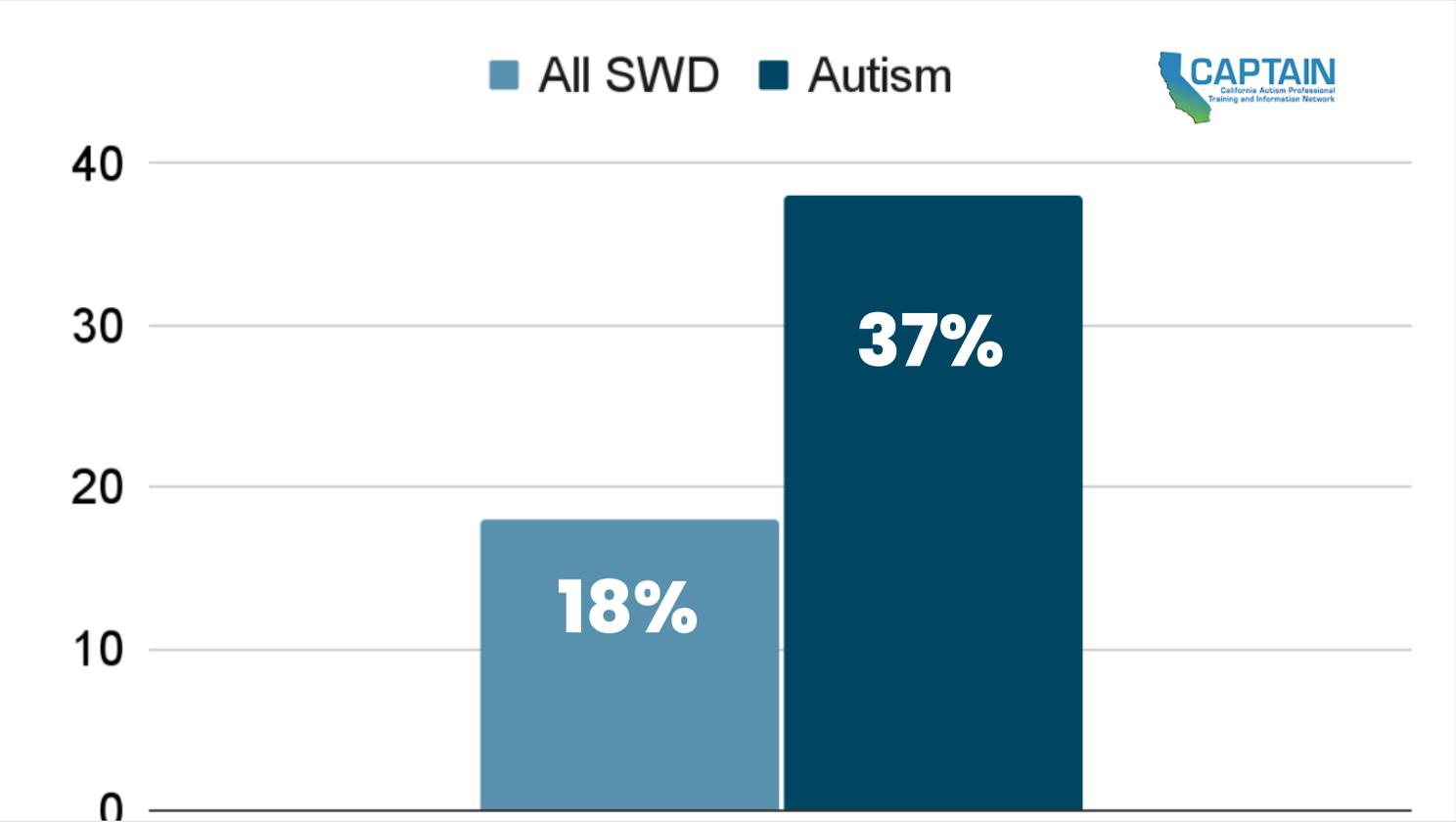
Autism is 18.43% of Students with Disabilities Population (2022)

English Language Learners with Autism  
23,388

# How are our California Students with Autism Doing?

**Least Restrictive Environment (LRE): Percent of students who spend less than 40% of their time in General Education**

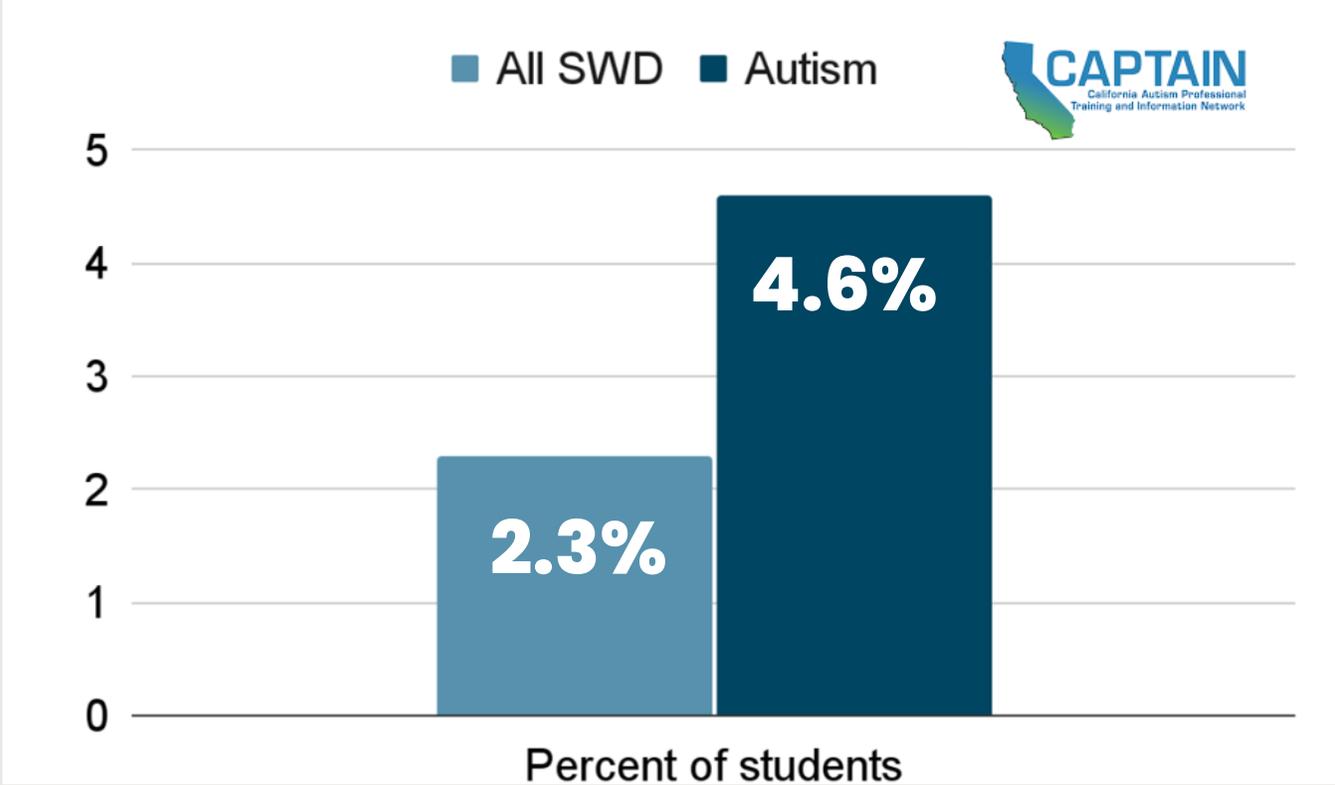
**37% of students with autism spend less than 40% of their time in general education**



# How are our California Students with Autism Doing?

Least Restrictive Environment (LRE): Percent of students educated in highly restrictive non-public settings.

4.6% of all students with Autism are educated in non-public settings

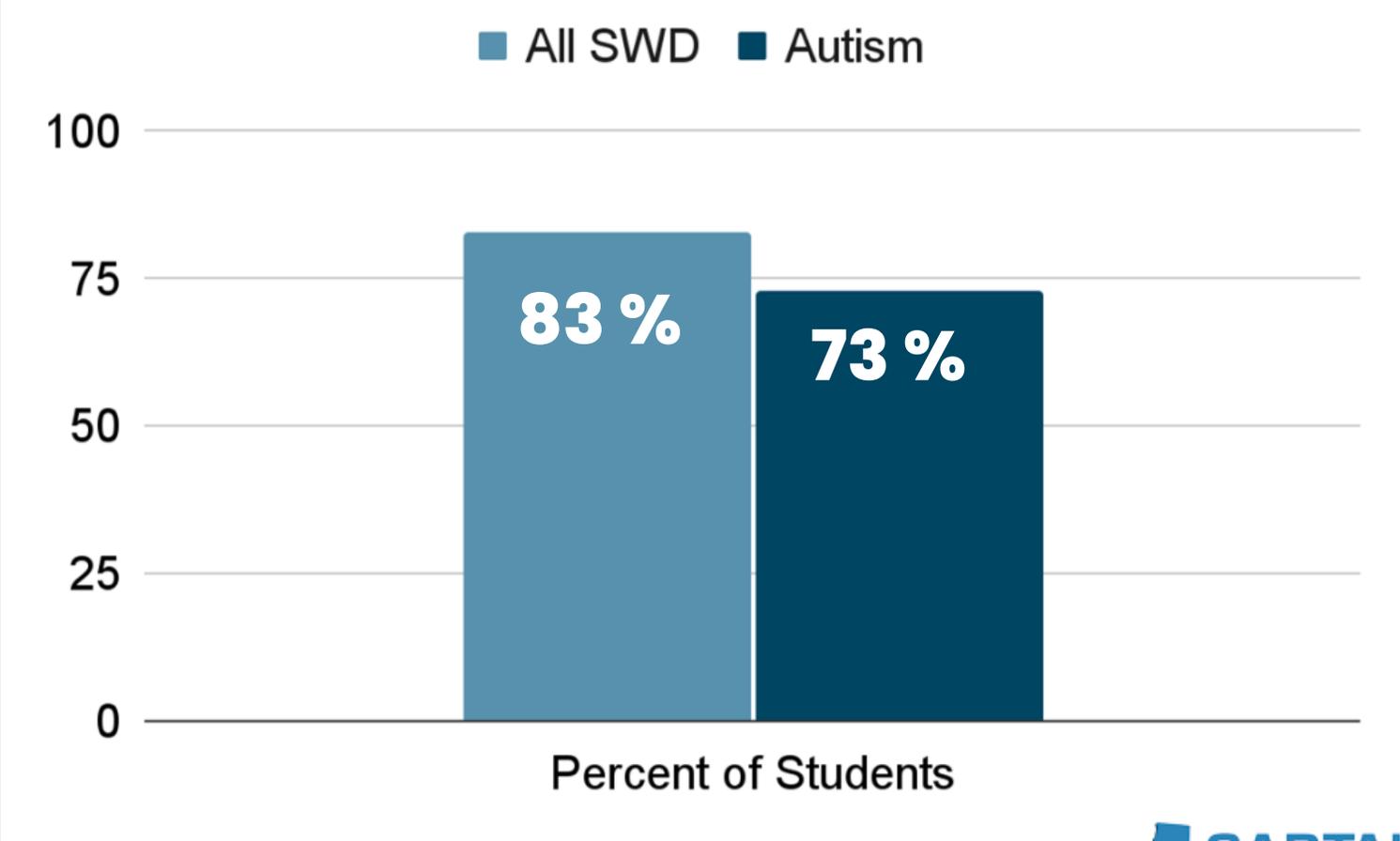


# How are our California Students with Autism Doing?

## Graduation Rates

83% of all students with disabilities (SWD) graduate

73% of students with autism graduate



# Restraints and Seclusion for Students with Autism

Students with autism were involved in 41% of all incidents of physical restraint.

SWD (students with disabilities) accounted for 46% of all seclusion incidents and students with autism represented 31% of these incidents.



**The data reviewed highlights the need to place an emphasis on building the capacity of educators and Local Education Agency (LEA) to support students with autism effectively.**

# CAPTAIN Overview



# CAPTAIN Overview



CAPTAIN stands for The **C**alifornia **A**utism  
**P**rofessional **T**raining And **I**nformation **N**etwork

# What is CAPTAIN?



CAPTAIN is a multiagency network developed to support the understanding and use of Evidence-Based Practices for individuals affected by Autism Spectrum Disorder across California.

# CAPTAIN Vision

Develop a Statewide Training and Technical Assistance Network with a focus on **Evidence-Based Practices** for individuals with Autism inclusive stakeholder agencies who will disseminate information at the local level.



# CAPTAIN LA



FRANK D. LANTERMAN  
REGIONAL CENTER



THE McCLANEY  
Family Resource Center



SCLARC  
South Central Los Angeles  
Regional Center  
*for persons with  
developmental disabilities, inc.*



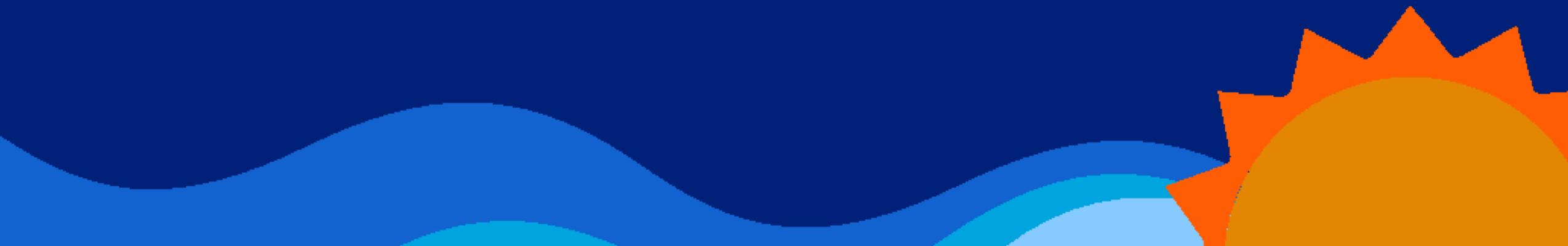
Westside Family Resource  
and Empowerment Center  
LA County Inclusion Partnership



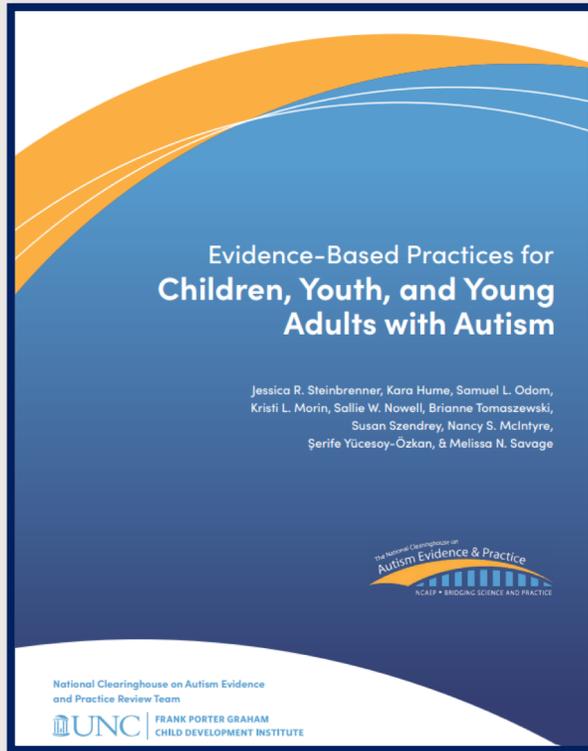
WESTSIDE  
REGIONAL CENTER



# Evidence-Based Practices



# Increasing positive outcomes for students with autism spectrum disorder (ASD) using Evidence-Based Practices (EBPs).



“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with Autism.”

Provides us with the opportunity to support autistic individuals in reaching their full potential

Allows us to make informed decisions when we select treatments.

28 Evidence-Based Practices

# Why Evidence-Based Practices?

In the U.S., federal law and state education codes require the use of evidence-based practice in general and special education (IDEA, ESSA, CA Ed Code, etc.).

More efficient use of resources, increased teacher effectiveness, and improved student outcomes.

Informs data-driven decisions

Evidence-based resources for families to effectively support their children at home.

# What are Evidence-Based Practice (EBPs) ?

- Antecedent-Based Interventions Augmentative and Alternative Communication
- Behavioral Momentum Intervention Cognitive Behavioral/Instructional Strategies
- Differential Reinforcement of Alternative, Incompatible, or Other Behavior
- Direct Instruction
- Discrete Trial Training
- Exercise and Movement
- Extinction
- Functional Behavioral Assessment Functional Communication Training Modeling
- Music-Mediated Intervention
- Naturalistic Intervention
- Parent-Implemented Intervention
- Peer-Based Instruction and Intervention
- Prompting
- Reinforcement
- Response Interruption and Redirection
- Self-Management
- Sensory Integration
- Social Narratives
- Social Skills Training
- Task Analysis
- Technology-Aided Intervention and Instruction
- Time Delay
- Video Modeling
- Visual Supports

# EBP: Visual Supports

Visual supports are concrete cues that are paired with, or used in place of, a verbal cue to provide the learner with information about a routine, activity, behavioral expectation, or skill demonstration.

National Professional Development Center on ASD 2016

Visual  
Boundaries

Visual  
Cues

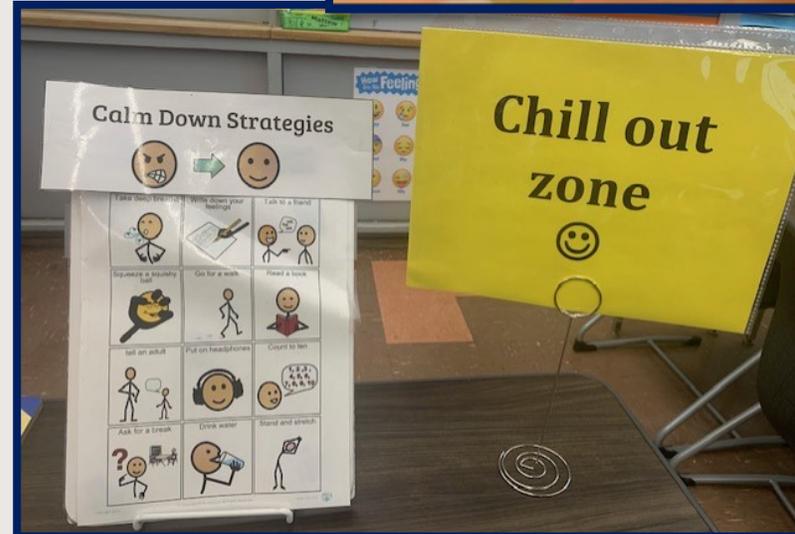
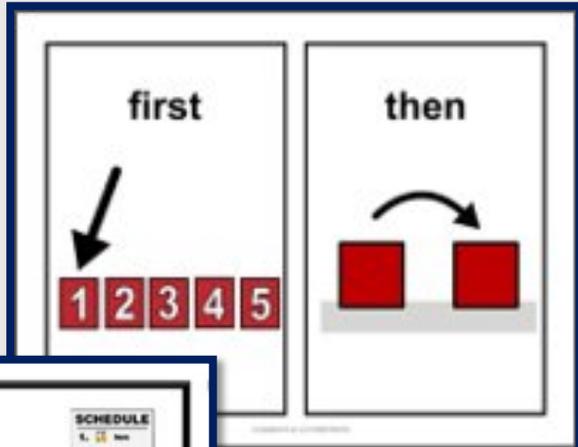
Visual  
Schedules

# EBP: Visual Supports

Visual supports might include:

<b>Pictures</b>	<b>Written words</b>	<b>Objects</b>	<b>Arrangement of the Environment</b>	<b>Visual Boundaries</b>	<b>Schedules</b>
<b>Maps</b>	<b>Labels</b>	<b>Organization Systems</b>	<b>Timelines</b>	<b>Scripts</b>	<b>Timers/ Countdown</b>

# EBP: Visual Supports



# EBP: Social Narratives

Social narratives describe social situations for learners with ASD by providing relevant cues, explanation of the feelings and thoughts of others in the social situation, and descriptions of appropriate behavior expectations. Typically, social narratives are individualized based upon the needs of the learner, short, and written from the perspective of the learner.

National Professional Development Center on ASD 2016

Social

Communication

Joint Attention

Behavior

School Readiness

Play

Adaptive

Academic Outcomes

# EBP: Social Narratives

<b>Social Narratives</b>	<b>Power Cards</b>
<p>formats: books &amp; apps</p> <p>understand a particular social situation</p> <p>provide information to develop strategies</p> <p>considerations: look, feel, smell, sound, perception</p> <p>explicit and positive</p>	<p>format: small card (trading cards, bookmark)</p> <p>understand a particular social situation</p> <p>provide missing information-&gt; develop strategies</p> <p>considerations: look, feel, smell, sound, perception</p> <p>explicit and positive</p>

# EBP: Social Narratives

## Social Narratives

### When There Is No Chocolate Milk



I have lunch at school on school days.

Usually I have chocolate milk for lunch.

Sometimes there is no chocolate milk.

When there is no chocolate milk, it makes me upset.

It is okay to be upset, but it is not okay to scream.

When I scream, no one knows what I want and it may scare my friends.

The next time there is no chocolate milk, I will try to choose something else to drink or ask the cafeteria ladies if there is any more chocolate milk or ask a friend if they would like to trade milks.

Using my words instead of screaming will make my friends and teachers happy.

I will feel proud that I was able to solve a problem without screaming.



## Power Cards

1. Follow a bedtime routine.  
Fireman Steve takes a bath, brushes his teeth, and reads for 15 minutes before turning off the light.

2. Close your eyes and try to lie still.

3. Stay in bed after the lights are out.



# Supporting Students with Autism

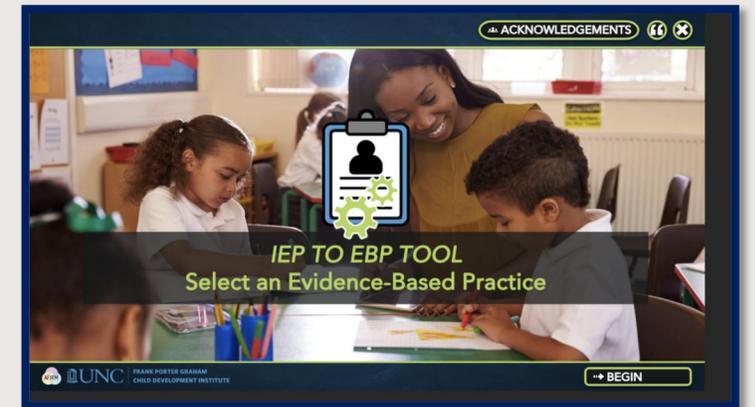
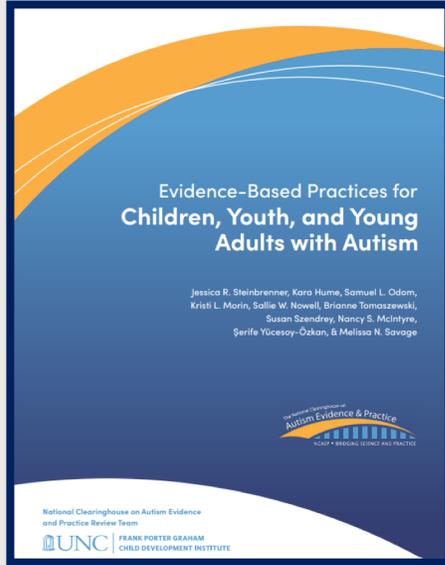
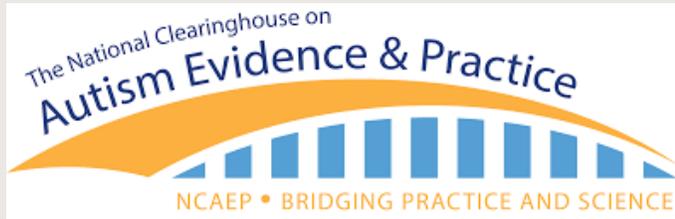
## Educators/Service Providers can...

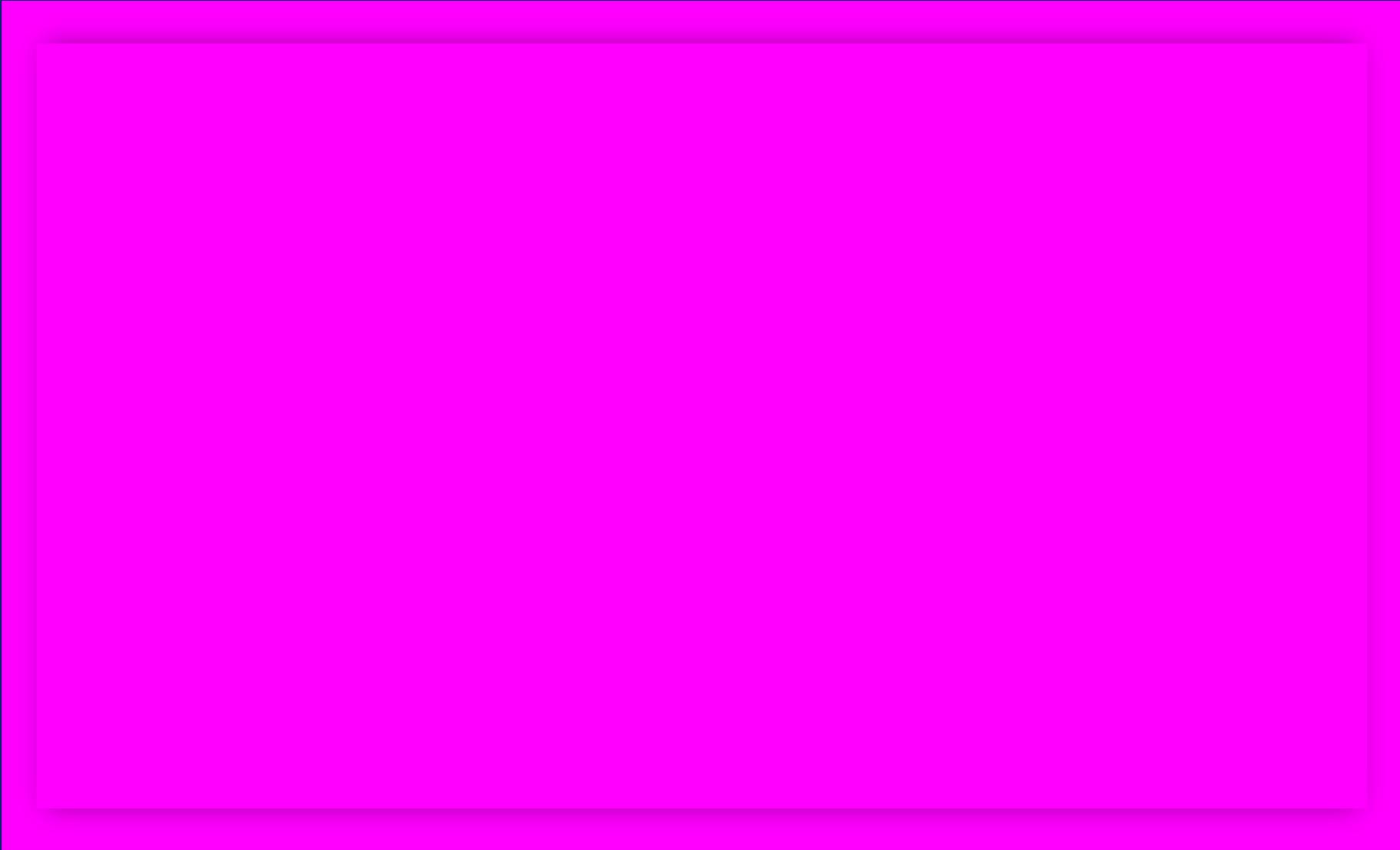
- Create an Autism Focused Intervention Resources & Modules (AFIRM) account to learn access modules about evidence-based practices and supporting students with autism.
- Attend ongoing professional development facilitated by the Division of Special Education.
- Stay updated on the latest research by visiting the CAPTAIN website and The National Clearinghouse on Autism Evidence and Practices.
- Participate in coaching sessions.
- Regular communication with families.
- Implement EBPs with fidelity.
- Collect data

## Families/Parents can...

- Participate in interactive, self-paced, online learning modules to provide parents with tools and training to more effectively teach their child with autism.
- Attend workshops for families
- Provide information the strategies that work at home.
- Collaborate with educators/service providers on the students' interest and preferences.
- Regularly communicate with all service providers.
- Stay updated on the latest research by visiting the CAPTAIN website and The National Clearinghouse on Autism Evidence and Practices.

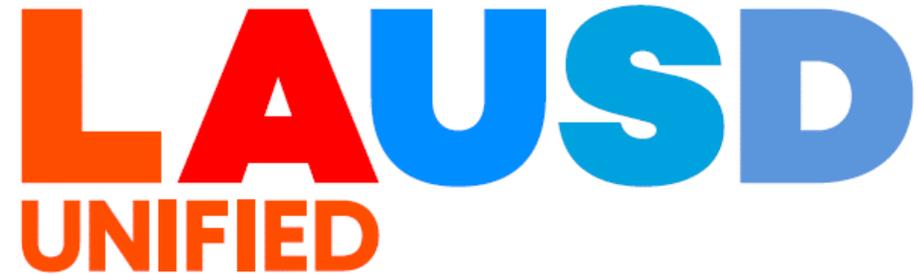
# Resources





# **Tab 2**

## **Fiscal Overview of Special Education**



# Fiscal Overview of Special Education

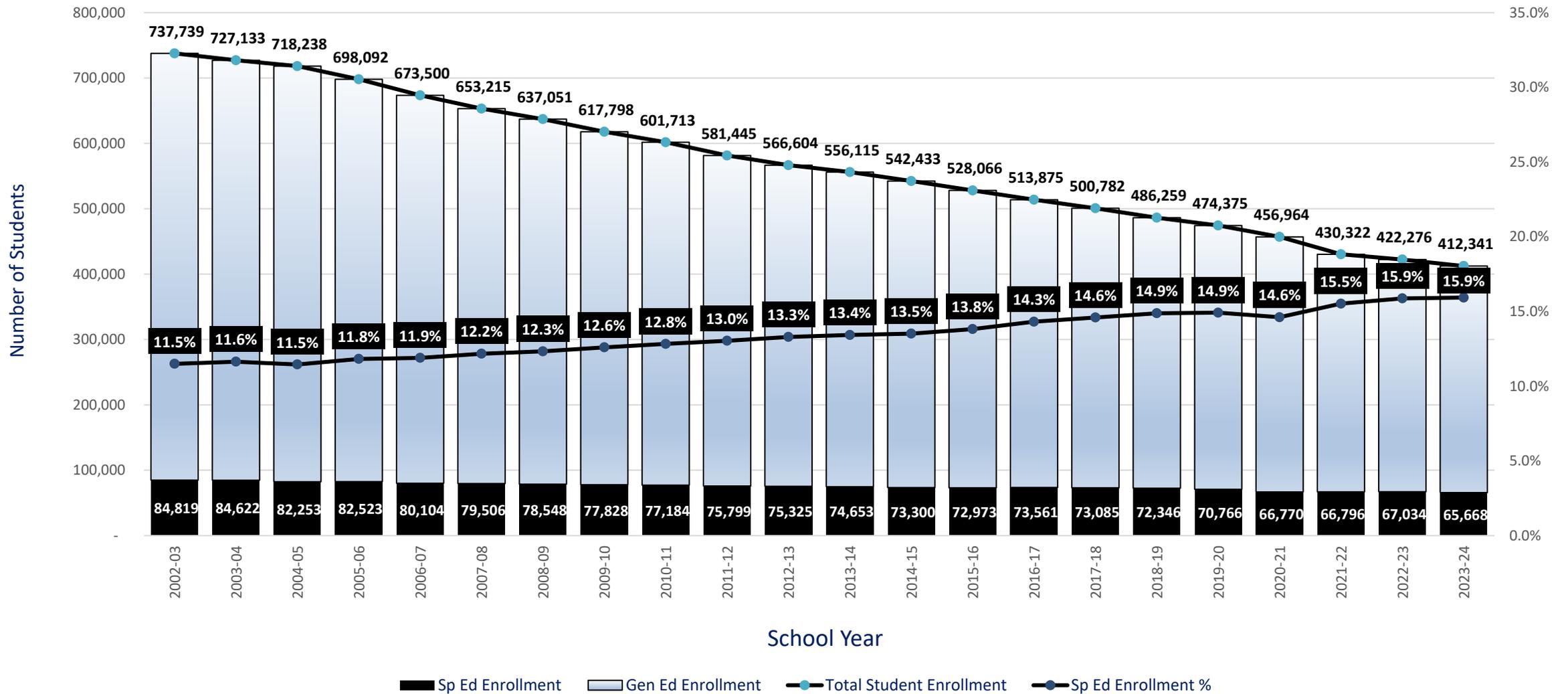
Presentation to the Special Education Committee  
Prepared by Budget Services and Financial Planning  
November 1, 2023

# Agenda

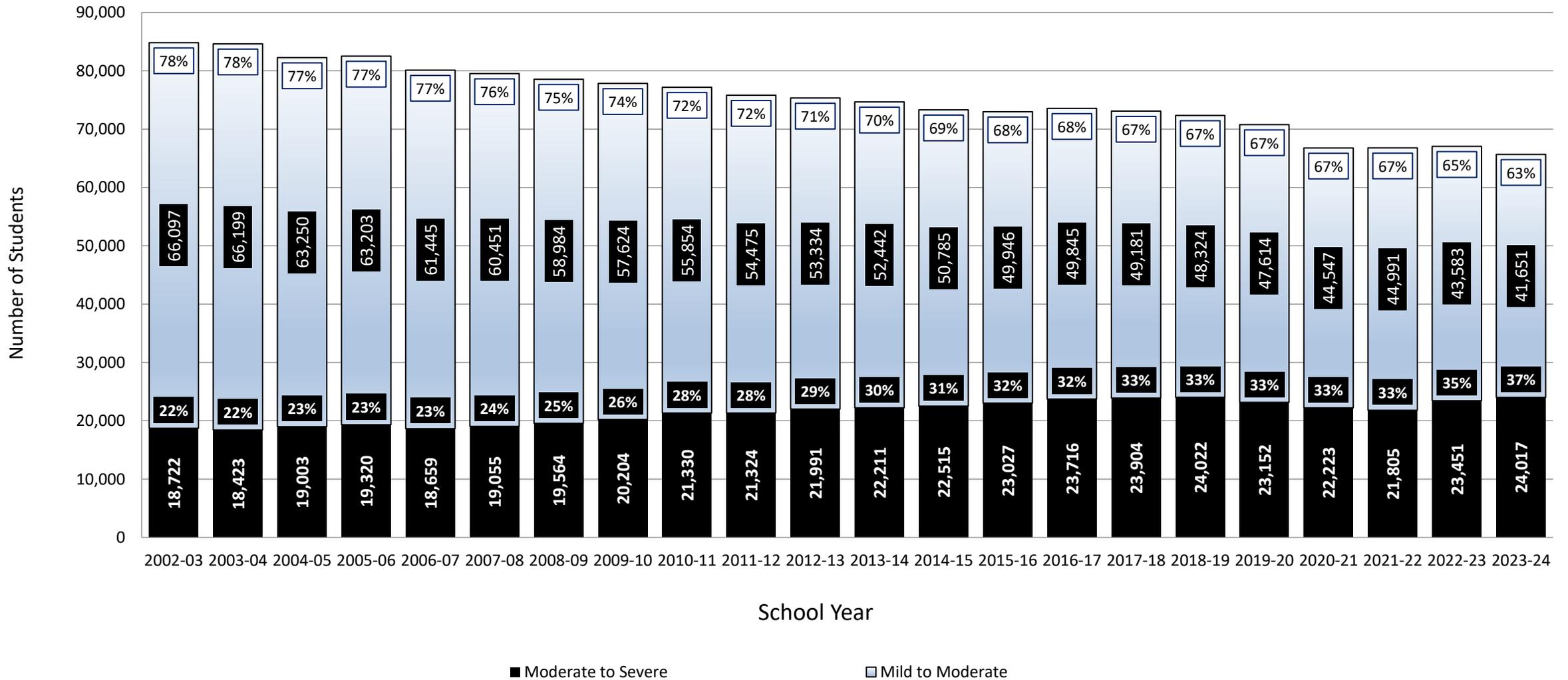
1. Enrollment Trends
2. Ongoing Special Education Revenues and Budget
3. Conclusion

# Enrollment Trends

# As Enrollment Declines, Share of Students with Disabilities Has Increased



# Share of Students with Moderate to Severe Disabilities is Rising



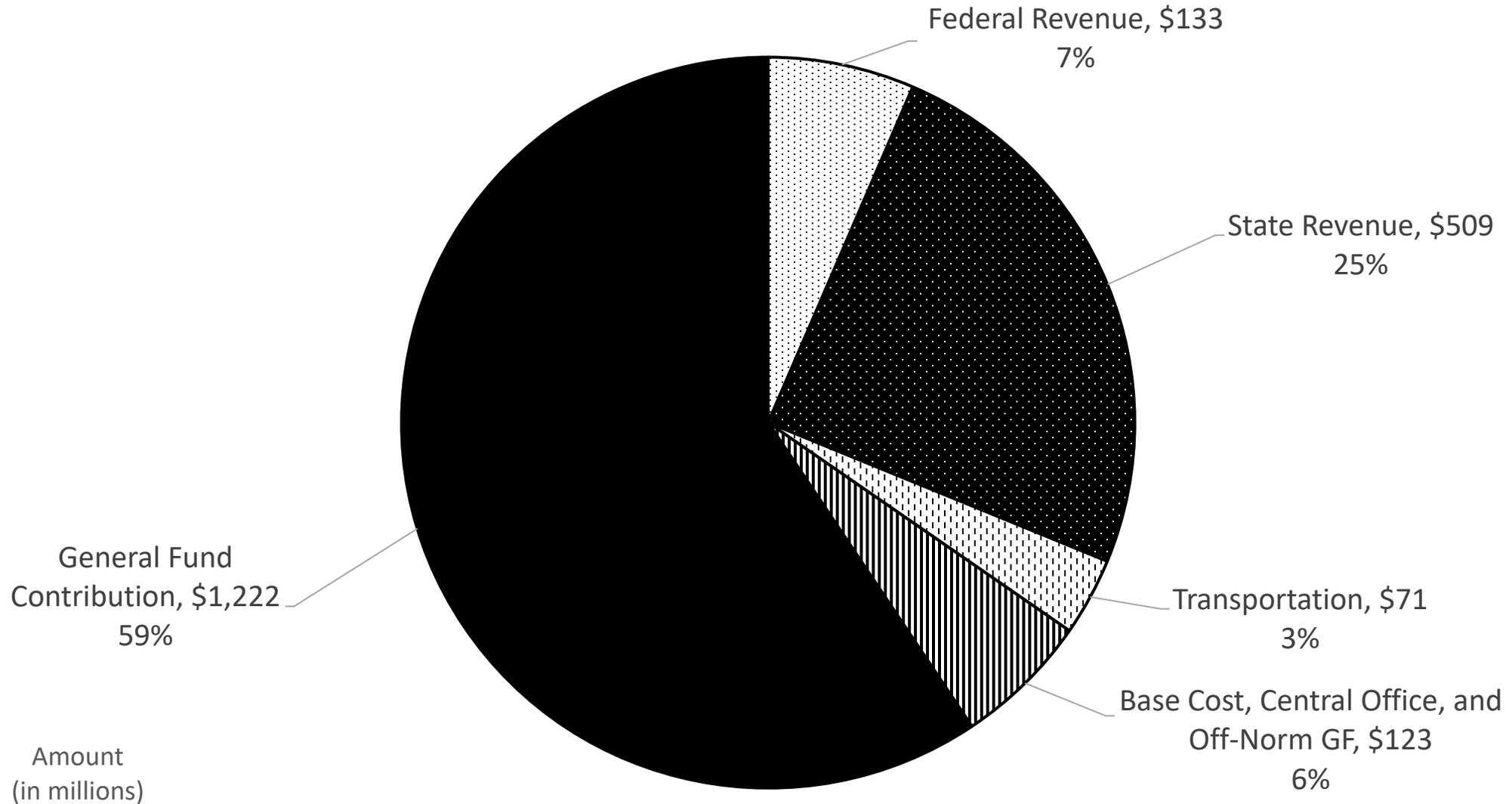
# Ongoing Special Education Revenues and Budget

# Special Education Ongoing Revenue Sources 2023-24

Source	Amount (in millions)
Federal Revenue	\$133
State Revenue	\$509
Transportation	\$71
Central Office General Fund	\$26
School General Fund Off-Norm Resources	\$11
General Fund Base Cost*	\$86
General Fund Contribution	\$1,222
Total Resources	\$2,058

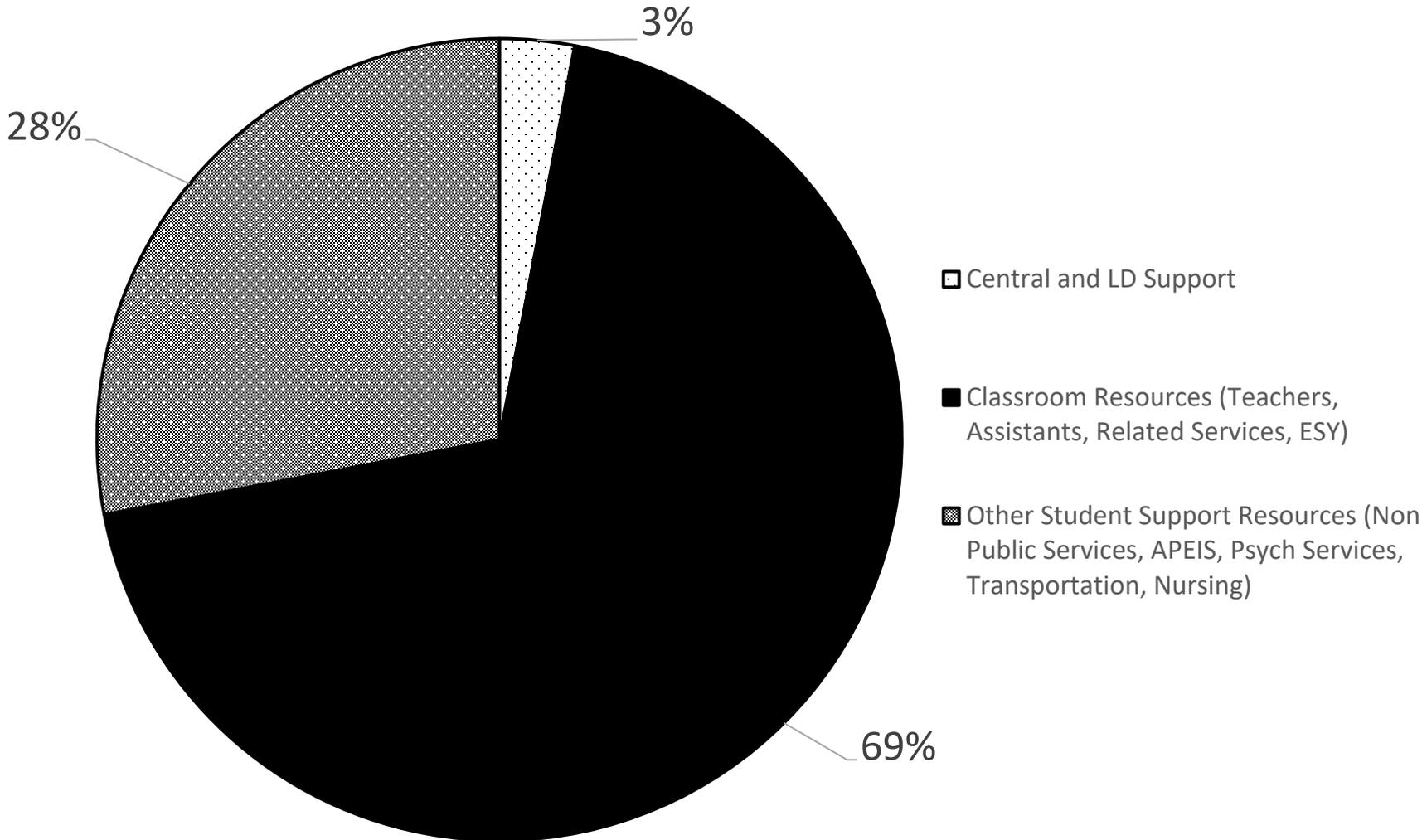
\*State and Federal Guidelines require school districts to use Special Education revenues only for the excess cost of educating Special Education students. As such, General Fund base cost resources are the positions that would still be allocated if the students were in General Education instead.

# Special Education Revenue Sources By Percentage 2023-24



Amount  
(in millions)

# 97% of the 2023-24 Special Education Budget Goes Directly to Student Services



# Conclusion