

Special Education Committee

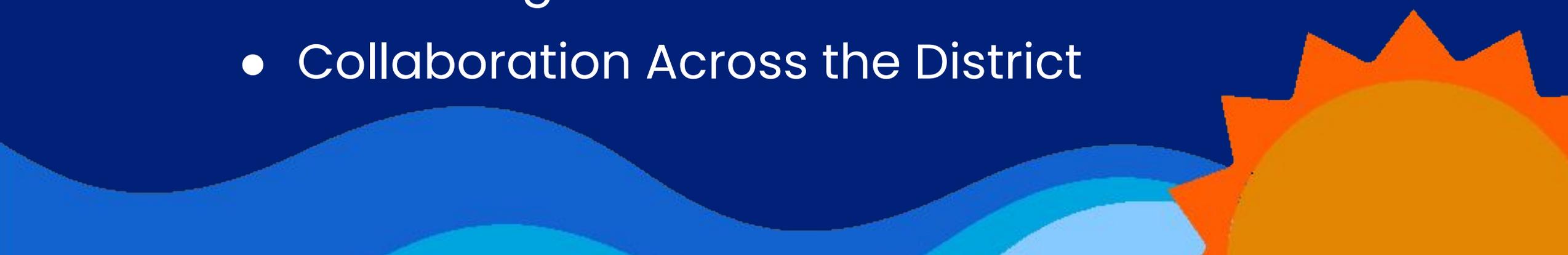
March 6, 2024

Division of Special Education Mid-Year Instructional Updates

Lela Rondeau, Administrative Coordinator, Instruction



Agenda

- i-Ready
 - 95 Percent Group
 - Professional Development and Support
 - Increasing Inclusive Practices
 - Collaboration Across the District
- 
- A decorative graphic in the bottom right corner featuring a stylized sun with orange rays and a yellow-orange center, set against a background of blue and white wavy lines.

i-Ready



- Adaptive Assessment on Computer
- Standards Aligned
- All Students Have the Opportunity to Participate in the Assessment
- Given Three Times a Year, with Opportunities for Students to Engage in Personalized Learning to Grow Skills

i-Ready and Students with Extensive Support Needs



i-Ready and Alternate Curriculum Using i-Ready and Documenting Assessments in IEPs

Valid - 9/11/2023 to 6/15/2024

The LAUSD Comprehensive Assessment Program outlined in [MEM-6700.5](#) addresses the required assessments for the 2023-2024 school year. This year includes the introduction of the i-Ready Diagnostics for Reading and Math. The i-Ready Diagnostics are *computer-adaptive assessments* that adapt to the examinee's proficiency level based on the student's responses. Additional guidance about the use of i-Ready was provided to principals through an Interoffice Correspondence titled "[i-READY DIAGNOSTIC ASSESSMENT AND ASSESSMENT OF SPANISH READING ADMINISTRATION GUIDELINES](#)," August 18, 2023.

Requirements

The i-Ready Reading and Math Diagnostic Assessments are to be administered to **all** students in 3rd through 12th grade for reading and Transitional Kindergarten through 12th grade for math. Students will log in to the i-Ready app via Schoology or Clever. The i-Ready app has been added to all courses in Schoology and the assessments will be automatically assigned to students and does not have to be manually assigned by school staff. All students will take the assessment three times per year, beginning of year (BOY), middle of year (MOY), and end of year (EOY), with the exception of:

- TK students will take the math assessment at MOY and EOY
- Grade 12 student EOY assessment is optional
- Grade 12 students attending Career and Transition Centers (CTCs) will not be included in the assessment

All Students with Disabilities (SWDs), Emergent Bilinguals (EBs), formerly known as English Learners, Dual Language Education Program students, and Standard English Learners are required to take the i-Ready Diagnostic Assessments.

IEP Team Considerations

IEP teams must consider how students will participate in district assessments. Options for all students with disabilities, inclusive of those on the alternate curriculum, are:

1. Full participation
 - a. Students will take the i-Ready Diagnostics with only universally available tools built into the i-Ready Diagnostic platform.

IEP Team Considerations

District Assessment Section

- Full Participation
- Partial Exemption
- Accommodations

Update to IEP documents

i-Ready- Training Capacity Building

In addition to i-Ready's full slate of professional development for LAUSD educators (bit.ly/i-ReadyPD23-24), the Division of Special Education provided training for:

- Special Education administrators
- support staff
- central staff
- paraprofessionals

There are ongoing monthly training opportunities to review data and build capacity.

95 Percent



95 Percent Phonics Lesson Library Support



| | Resource Teachers– New to the Kit | Resource Teachers– Refresher | Parents | Administrators |
|--|--|---|----------------|-----------------------|
| 95% PLL Training | 544 | 255 | 37 | 573 |
| 799 Resource Teachers trained/ 1300 total (62%) | | | | |

95 Percent Phonics Lesson Library Support

TEACHER TRAINING

Spring 2024
Phonics Lesson Library™ (PLL) Training
ALL TK-12 Resource Specialist Teachers



This training is for all TK-12 Resource Specialist Teachers. Participants will learn strategies to support struggling readers and learn how the 95% Group's PLL addresses the study of the sound structure of words in an explicit and systematic manner.

SELECT **ONE** OF THE FOLLOWING DATES:

New Training

6 HOURS

Teachers that have not been previously trained on 95% PLL

| Location | Date |
|--------------|----------------|
| Lokrantz CTC | March 13, 2024 |
| Beaudry | March 13, 2024 |
| El Sereno MS | March 14, 2024 |
| Webster MS | March 14, 2024 |

Location: Address will be sent after registration.
Register on MyPLN to select date and time

Registration on MyPLN is required
Keyword: ED4All or 95% PLL

For more information please contact:
Joyce Radcliffe, Specialist, TK-12 Instruction, joyce.radcliffe@lausd.net



- 8 Administrator Trainings
- 2 Coach Trainings
- 7 Regional Walkthroughs
- 4 Parent Trainings
- 16 Full Day In-Person Teacher Trainings (To Date- 6 more scheduled in March)
- 11 Half Day Virtual Refresher Trainings (1 More Scheduled)
- Ongoing Monthly Trainings for Special Education Support Staff
- Direct Support for Setting Up Kits from Percent

95 Percent Phonics Lesson Library Support: Coaching Walkthroughs



Professional Development and Support



Professional Development Data

| | Role | Number Trained |
|-----------------------------|--|----------------|
| Core Instruction | Administrators (Principal, AP, APEIS, LRE, Specialist, SPST) | 631 |
| | Special Education Teachers | 1,355 |
| | Special Education Paraprofessionals | 470 |
| | Other Staff (Program Specialist, Support Provider, Behavior Specialist, Instructional Coach, Bridge Coordinator) | 167 |
| Alternate Curriculum | Administrators (Principal, AP, APEIS, LRE, Specialist, SPST) | 420 |
| | Special Education Teachers | 963 |
| | Special Education Paraprofessionals | 69 |
| | Other Staff (Program Specialist, Support Provider, Behavior Specialist, Instructional Coach, Bridge Coordinator) | 6 |

Monthly Region Support

- For Region Special Education Staff
- Standing Topics:
 - 95 Percent
 - i-Ready
 - Inclusive Practices
 - Coaching Conversations



Division of Special Education Monthly Region Support

February 22, 2024
2:00 p.m. – 3:30 p.m.

Evidence Based Practices

- General & Special Education Teachers
- Paraprofessionals
- Spring Training
- 4 Sessions
- 1 Hour Training



Evidence-Based Practices to Support Students with Autism

Professional Development

Opportunity available for both General and Special Educators, as well as Paraprofessionals

Join us for our upcoming series of professional development opportunities centered around Evidence-Based Practice (EBP). Registration for all sessions in the series is not mandatory.

| | |
|--|--|
| Reinforcement April 3, 2024 | Prompting April 17, 2024 |
| <ul style="list-style-type: none">• Understand the principles of effective reinforcement• Review steps for implementation | <ul style="list-style-type: none">• Understand how to use prompting as a strategy• Engage in problem-solving and use data effectively |
| Social Narratives April 11, 2024 | Visuals April 25, 2024 |
| <ul style="list-style-type: none">• Review steps for implementation• Learn how to generate a variety of social narratives | <ul style="list-style-type: none">• Identify various types of visuals• Learn to set up, use, and self-evaluate the use of visuals |

For more information contact:
Joyce Radcliffe
joyce.radcliffe@lausd.net

All sessions will be held via Zoom from 4:30 pm to 5:30 pm
Register on MyPLN Keyword: ED4ALL
Zoom link will be sent after registration.
Participants will receive compensation at training rate.

UFLI 2.0 for Special Educators

- University of Florida Literacy Institute (UFLI) Foundations training for Elementary Special Day Class Teachers
- Builds off of training Division of Instruction is providing all elementary teachers



The flyer features a blue and white color scheme. At the top left is the Los Angeles Unified School District logo. The main title is 'UFLI TRAINING 2.0 FOR SPECIAL EDUCATORS' in bold blue text. Below it, a sub-header reads 'ELEMENTARY TEACHERS ONLY - SPECIAL DAY PROGRAM TEACHERS WILL BE GIVEN PRIORITY'. A descriptive paragraph follows, stating the training will delve into the UFLI Foundations explicit phonics curriculum. To the right, a photograph shows a young child in a red shirt pointing at a whiteboard with phonics cards. The cards are organized into categories: Consonant Digraphs (ch, ph, th), R-Controlled Vowels (er, ir, or), and Vowels (aw, ay, oa, ow). The bottom section contains registration details: 'Dates (select 1):' with a list of dates (April 17, 19, 22, 23, 29) and a calendar icon; 'Time: 8:00am - 3:00pm' with a clock icon; and 'Location: Local District East Office, 2151 N Soto St, Los Angeles, CA 90032' with a location pin icon. It also includes 'Register on MyPLN Keyword: Ed4All', 'Sub coverage will be provided.', and contact information for Karen Pina at karen.pina@lausd.net.

 **UFLI TRAINING 2.0
FOR SPECIAL EDUCATORS**

**ELEMENTARY TEACHERS ONLY -
SPECIAL DAY PROGRAM TEACHERS WILL BE
GIVEN PRIORITY**

This training will take a deeper dive into the University of Florida Literacy Institute (UFLI) Foundations explicit phonics curriculum; providing lesson demonstration and opportunities to practice implementation. This training is a companion to the DOI's UFLI trainings for all elementary teachers, giving additional information for special educators. Both are recommended.

Dates (select 1):

- April 17
- April 19
- April 22
- April 23
- April 29

Time:
8:00am - 3:00pm

Location:
Local District East Office
2151 N Soto St,
Los Angeles, CA 90032

**Register on MyPLN
Keyword: Ed4All**

Sub coverage will be provided.

**For more information, please contact:
Karen Pina
karen.pina@lausd.net**

Advanced Word Study

- PD for Secondary Special Day Teachers
- Decoding Multisyllabic Words



**ADVANCED
WORD STUDY**
FOR SECONDARY SPECIAL DAY
PROGRAM TEACHERS

This training will review the concepts and procedures that comprise the Advanced Word Study curriculum developed by the the Mississippi Department of Education as a resource to support the accelerated learning of multi-syllabic word reading and morphology. In addition, participants will explore ways to systematize reading fluency instruction to increase student reading efficiency.



Dates (select 1):

- April 30
- May 1
- May 6
- May 13
- May 14

Time:
8:00am - 3:00pm

Location:
Local District East Office
2151 N Soto St,
Los Angeles, CA 90032

Register on MyPLN
Keyword: Ed4All
Sub coverage will be provided

For more information, please contact:
Karen Pina
karen.pina@lausd.net

Woodcock Johnson IV Refresher

- Available for ALL TK-12 Core Special Education Teachers
- 386 Teachers Participated to Date



The flyer features a photograph of a teacher interacting with a young student in a classroom. The Woodcock Johnson IV logo is in the top right corner. The title 'WJIV REFRESHER TRAINING' is prominently displayed in an orange banner. Below this, the text 'SPRING 2024' is shown in a dark blue banner. The flyer is divided into two columns of text: 'REQUIREMENT' and 'OBJECTIVES' on the left, and 'TRAINING DETAILS' on the right. The bottom section includes contact information for Joyce Radcliffe and a note about MyPLN registration. A small LAUSD logo is in the bottom right corner.

Woodcock Johnson IV

WJIV REFRESHER TRAINING

SPRING 2024

REQUIREMENT
PREVIOUSLY TRAINED ON THE WJIV

OBJECTIVES
PARTICIPANTS WILL:

- REVIEW COMMON SCORING ERRORS
- EXAMINE THE SUBTESTS
- LEARN HOW TO INTERPRET SCORES

TRAINING DETAILS

- ✓ LOCATION: **VIRTUAL**
- ✓ DATE: **MARCH 4TH**
- ✓ TIME: **SELECT ONLY ONE OPTION**

| <u>OPTION 1</u> | <u>OPTION 2</u> |
|---------------------|---------------------|
| 8 AM - 10 AM | 12 PM - 2 PM |

ZOOM LINK WILL BE PROVIDED AFTER REGISTRATION

MORE INFORMATION CONTACT:
JOYCE RADCLIFFE, SPECIALIST,
TK-12 INSTRUCTION

JOYCE.RADCLIFFE@LAUSD.NET

Registration on MyPLN is required.
Keyword: ED4All



Alternate Curriculum Professional Development

- Foundations of Alternate Curriculum Instructional Training for New Teachers
- Ongoing Opportunities
- Monthly Webinars
- Office Hours

2023-2024 School Year Alternate Curriculum Professional Development



For training dates and locations: Register at MyPLN (lausd.csod.com), Keyword - altcurr
Administrator approval is required to attend trainings and live webinars

| | |
|---|--|
| Foundations of Alternate Curriculum Instructional Training | A required, two-day training on the district mandated, standards-based Unique Learning System (ULS) and Oxford Picture Dictionary (OPD) curriculum. Audience: New alternate curriculum teachers and teachers who are looking for a refresher in ULS and OPD |
| ULS 2.0 | Unique Learning System 2.0 (ULS 2.0) provides an in-depth look at updates to Unique Learning System (ULS) and L3 Skills. Participants will learn successful instructional strategies to incorporate into their instructional practice. Audience: Teachers and paraeducators who have attended FACIT |
| Assessment Tools | Assessment Tools provides a review of informal assessments, Present Level of Performance (PLP), Brigance Assessment and SANDI Assessment, SEACO Guide, as well as practice writing standard based IEP goals. Audience: Teachers and administrators |
| Making Content Accessible and Engaging | Making Content Accessible identifies barriers and examines ways to support curricular access for students on the alternate curriculum. This includes a review of strategies to make content accessible using accommodations, modifications, differentiated instruction, and Universal Design for Learning. Audience: Teachers and administrators |
| Community Based Instruction 2.0 | Community Based Instruction 2.0 (CBI 2.0) provides information on the required procedures and documentation for students engaging in community-based instruction. Audience: Teachers and paraeducators at high schools and CTCs |

Monthly Webinars

Alternate Curriculum Webinars are held live monthly, each session will be recorded and available on the Alternate Curriculum Google Site. During the webinars, information will be shared about ULS, Inclusive Schools Week, Testing, and much more. Don't miss this opportunity to hear from guest speakers and the Alternate Curriculum Support Team.

Registration Link: <https://bit.ly/altcurrwebinars2023>

For the latest updates and information, join the Alternate Curriculum Schoology Group and visit the Alternate Curriculum Google Site

Schoology: lms.lausd.net
Schoology Group Access Code: 7DJH8-WR2C2

Alternate Curriculum Google Site
<https://bit.ly/altcurrsupport>

Understanding Disabilities and Accommodations

- General Education Teachers
- Spring Training
- 1 Hour Training



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**DIVISION OF SPECIAL
EDUCATION**

**GENERAL EDUCATION TEACHER TRAINING
UNDERSTANDING DISABILITIES AND ACCOMMODATIONS**

Training for general education teachers ONLY

- Review important student information from their IEP
- Understand disabilities and their impact on student learning
- Learn about accommodations that help students access content

**FOUR SESSIONS AVAILABLE
CHOOSE ONE SESSION**

| | |
|----------------|------------------|
| March 4, 2024 | 4:00pm - 5:00 pm |
| March 11, 2024 | 4:00pm - 5:00 pm |
| March 18, 2024 | 4:00pm - 5:00 pm |
| March 21, 2024 | 4:00pm - 5:00 pm |

**REGISTER ON MYPLN KEYWORD:
ACCOMMODATIONS**

VIRTUAL TRAINING INFORMATION WILL
BE PROVIDED ONCE REGISTERED.
Participants will receive
compensation at training rate.

For more information, contact
Joyce Radcliffe, Specialist
TK-12 Instruction:
joyce.radcliffe@lausd.net

DSE Behavior Support Department Trainings




Division of Special Education
Behavior Support Department

Online Functional Behavior Assessment (FBA) Training

19 self-guided video modules that can be completed at your own pace on MyPLN!

Estimated Total Training Time: 4.5 hours

Prior to enrolling in this training, participants must obtain administrative approval if:

- Substitute coverage will be required to complete the training during contracted hours.
- Fiscal compensation will be requested to complete the training during non-contracted hours. The fiscal compensation is the responsibility of each school site.

Asynchronous Training

Register on MyPLN
Keyword: OnlineFBA

[Click here to enroll](#)




BEHAVIOR INTERVENTION DEVELOPMENT (BID) SERVICE MODEL TRAINING

ASYNCHRONOUS ONLINE TRAINING AVAILABLE ON MYPLN

KEYWORD: BIDSERVICE

[CLICK HERE TO ENROLL](#)

FOR ALL CERTIFICATED STAFF

Objectives:

Participants will become familiar with:

- ✔ What are Behavior Intervention Development (BID) services?
- ✔ Who can provide BID services?
- ✔ What are the responsibilities of the BID service provider?
- ✔ Where can resources related to BID services be found?

DIVISION OF SPECIAL EDUCATION | BEHAVIOR SUPPORT DEPARTMENT | SPEDBEHAVIORSUPPORT@LAUSD.NET




Functional Behavior Assessment (FBA) Webinar Training 23-24

Division of Special Education
Behavior Support Department

TWO-DAY WEBINAR TRAINING
REGISTER ON MYPLN. KEYWORD: FBA

[CLICK HERE TO REGISTER](#)

Participants will:

- Become familiar with the principles of Applied Behavior Analysis (ABA) and learn how to apply these principles when conducting an FBA.
- Gain the tools and strategies needed to develop the required components of the FBA.
- Be able to identify function-based interventions when developing a Behavior Intervention Plan.

2023-24 TRAINING SCHEDULE

Fall 2023

- September 6 - 7, 2023
8:30 am - 3:00 pm
- October 4 - 5, 2023
8:30 am - 3:00 pm

Spring 2024

- February 21 - 22, 2024
8:30 am - 3:00 pm

This is a two-day webinar training. Participants must obtain an approval from their principals/supervisors prior to registering/attending these trainings.

- Substitute coverage is the responsibility of each school site.

SPEDBehaviorSupport@lausd.net



SPED Behavior Support Clinic

Every Wednesday
2:30 PM - 4:00 PM

Join our Zoom meeting at:
<https://bit.ly/SPEDBehaviorClinic>

(No Appointment Necessary)

Consult with Division of Special Education, Behavior Support staff on:

- strategies to prevent and/or reduce challenging behavior
- strategies to promote/increase general positive behavior
- strategies to promote function-based replacement behavior
- Functional Behavior Assessments (FBAs)
- Behavior Intervention Plans (BIPs)



DSE Behavior Support Department: Prevention & Response Trainings



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DIVISION OF SPECIAL EDUCATION, BEHAVIOR SUPPORT DEPARTMENT

Preventing & Responding to Escalating Behavior

Preventing and Responding to Escalating Behavior provides Los Angeles Unified staff with strategies to use when working with all students who may exhibit escalating behavior(s). The objective of this training is to support Los Angeles Unified staff with creating a safe environment for students where they can learn and achieve. Participants will learn prevention and intervention strategies to minimize and defuse escalating behavior(s).

This course does not replace an in-person behavioral emergency training that addresses the use of physical intervention as a last resort.

This training is divided into three parts:

- Part 1 covers prevention strategies (e.g., expectations, classroom and school structure, personal safety/self-care); MyPLN Keyword: [Preventing1](#)
- Part 2 covers prevention strategies (verbal and nonverbal communication - e.g., personal space, body language, facial expressions, tone); MyPLN Keyword: [Preventing2](#)
- Part 3 covers intervention strategies that are aligned to the Escalation Cycle: Now available on MyPLN. Keyword: [Preventing3](#)

ONLINE BEHAVIORAL TRAINING MODULES ON MYPLN

Email: SPEDBehaviorSupport@lausd.net



Behavior Emergency - Prevention and Response Training (BE-PaRT) 2023-24

Division of Special Education, Behavior Support Department

TWO-DAY IN-PERSON TRAINING

Behavior Emergency – Prevention and Response Training (BE-PaRT) utilizes Safety-Care Training developed by QBS, Inc., in conjunction with District policy, to support students with behavioral emergencies. Staff will learn prevention, de-escalation, and emergency intervention techniques, to support students who may engage in spontaneous, unpredictable behavior that poses a clear and present danger of serious physical harm to the individual or others.

REGISTRATION REQUIREMENTS

Participants must register and attend the training as a school-site team of 3 staff members (at least one of the three must be a certificated staff member). The school-site team can include, *but is not limited to*, special education and general education teachers, coordinators, school-site administrators, paraprofessionals, and any other support staff working with students with IEPs.

- All participants must obtain prior approval from the school-site administrator before enrolling and attending this training.
- Substitute coverage and pay are the responsibility of each school site.

Register through MyPLN by using keyword: [BEPART](#) [CLICK HERE](#)

 SPEDBehaviorSupport@lausd.net

Paraprofessional Behavior Training

- Eight Modules designed to equip Special Education Paraprofessionals with evidence-based practices in Behavior
- Available to all LAUSD Employees through MyPLN
- 7561 Paraprofessionals Trained to Date

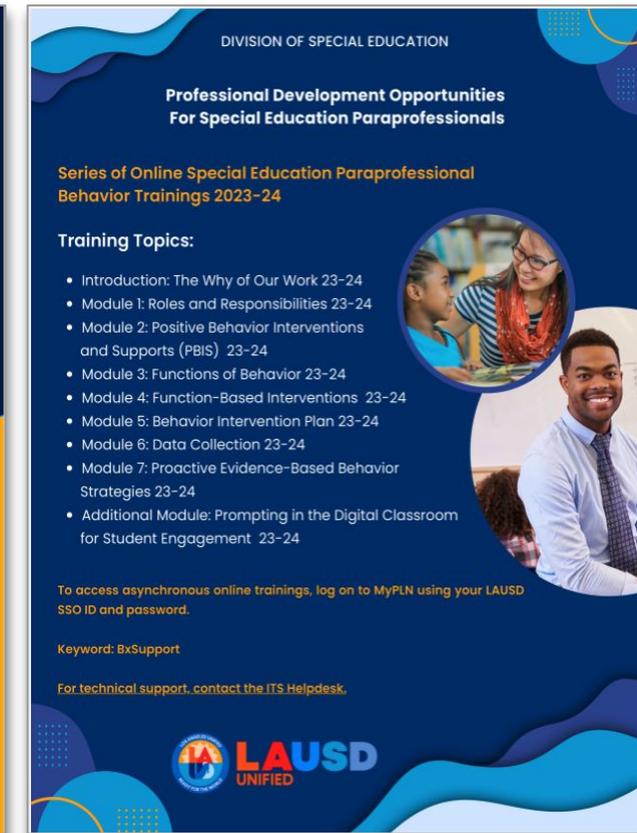


Positive Behavior Support Symposium
Saturday PD Opportunities for Special Education Teacher Assistants
Day 1: Preventing and Responding to Behavior
Day 2: Social Emotional Learning and Function-Based Strategies
Time: 8:00 AM - 3:00 PM each day **Pay:** up to 6 hours of hourly rate (please note that participants will not be paid for the 1-hour duty-free lunch break)
Who can attend: Special Education Assistants & Trainees, Health Care Assistants

- Participants can attend one or both days of training.
- Participants must be in the training room by 8 am and attend the entire training (8 am - 3 pm) to receive pay for the training.

| Session | Day 1 | Day 2 | Location |
|---------|---------|---------|---|
| 1 | 2/10/24 | 3/2/24 | Northridge Academy High School 9601 Zelzah Ave. Northridge, CA 91325 |
| 2 | 2/24/24 | 3/9/24 | |
| 3 | 3/16/24 | 4/13/24 | |
| 4 | 4/6/24 | 4/27/24 | Mervyn M Dymally High School 8800 San Pedro St. Los Angeles, CA 90003 |
| 5 | 4/20/24 | 5/4/24 | |

Registration via MyPLN
Keyword: BehaviorSymposium
Click here to register
- Day 1
- Day 2
Enrollment is limited on a first-come-first-serve basis
For questions, email
SPEDBehaviorSupport@lausd.net



DIVISION OF SPECIAL EDUCATION
Professional Development Opportunities For Special Education Paraprofessionals
Series of Online Special Education Paraprofessional Behavior Trainings 2023-24
Training Topics:

- Introduction: The Why of Our Work 23-24
- Module 1: Roles and Responsibilities 23-24
- Module 2: Positive Behavior Interventions and Supports (PBIS) 23-24
- Module 3: Functions of Behavior 23-24
- Module 4: Function-Based Interventions 23-24
- Module 5: Behavior Intervention Plan 23-24
- Module 6: Data Collection 23-24
- Module 7: Proactive Evidence-Based Behavior Strategies 23-24
- Additional Module: Prompting in the Digital Classroom for Student Engagement 23-24

To access asynchronous online trainings, log on to MyPLN using your LAUSD SSO ID and password.
Keyword: BxSupport
For technical support, contact the ITS Helpdesk.

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Increasing Inclusive Practices



Our Goal and Current %s for 23-24

| | | | Goal | Current |
|-------------|-----------|---|-------|---------|
| 2024 | 5a | LRE Rate: In Regular Class more than 80% | 67% | 63.4% |
| 2024 | 5b | LRE Rate: In Regular Class less than 40% | 13.5% | 11.4% |

Banked Time PD

PD Objectives:

- Contribute to a sense of belonging at the school site
- Increase awareness of disability rights
- Deepen participants' understanding of what inclusion is and is not
- Provide practical strategies that can be implemented in every classroom

Increasing Inclusive Practices



Lead Teacher Support

- Central & Region Meetings
- Bi-Weekly Newsletter

DSE | LAUSD
UNIFIED

February 16, 2024
Bi-Weekly Newsletter #9

INCLUSIVE PRACTICES

The most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives.
—Roberts John Meehan

LAUSD HIGHLIGHT

"WE ARE ABLE"
Endia Way Technology Charter
We created a beautiful book display with titles showcasing disability representation.
Click [HERE](#) for a highlight of Vine Street ES

INSIDE LAUSD

JOIN: INCLUSIVE PRACTICES TOOLKIT SCHOOLOGY GROUP **H4FT-DVVZ-5X7G6**
Visit [LAUSD's Inclusion Webpage](#)

We want to feature your school!
Email your story to:
JC Cornwell - jl9191@lausd.net
Nancy Morales - nvd7742@lausd.net

LINKS TO RESOURCES

Article: [How to Have True Inclusion](#)

Video: [UDL- Providing Choices](#)
By: Katie Novak

Supporting Inclusive Practices (SIP) Partnership



- School Visits
- Collaboration with School & Region Teams
- Provide Coaching & Support

Collaboration Across the District



Collaboration

- Summer School Planning
- Summer PD Planning for Teachers
- UCLA Extension College Access Program (CAP)
- FAFSA/CADAA Financial Aid Training through the California Student Aid Commission
- Cafe/Cafecito Counselor Professional Development
- Reclassification of Students with Disabilities

Support Roles

Special Education Region Offices Contact Information

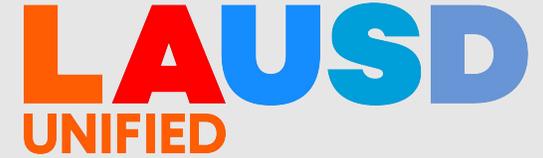
| | Special Education Administrator | Phone Number | Address |
|-----------------------------|---------------------------------|----------------|---|
| Region East | Yolanda Bueno | (323) 224-3300 | 2151 N. Soto St . Los Angeles, CA 90032 |
| Region North | Lisa Kendrick | (818) 654-3600 | 6621 Balboa Boulevard Van Nuys, CA 91406 |
| Region South | Jennifer McConn | (310) 354-3431 | 1208 Magnolia Ave. Gardena, CA 90247 |
| Region West | Jera Turner | (310) 914-2100 | 11380 W. Graham Place Los Angeles, CA 90064 |
| Virtual Academy and Options | Ryan Morse | (213) 241-0117 | 333 S Beaudry Ave, 11th Fl, Los Angeles, CA 90017 |

Alternate Pathway to Diploma

Dr James Koontz, Coordinator, Moderate Severe and
LRE Programs



Presentation Overview



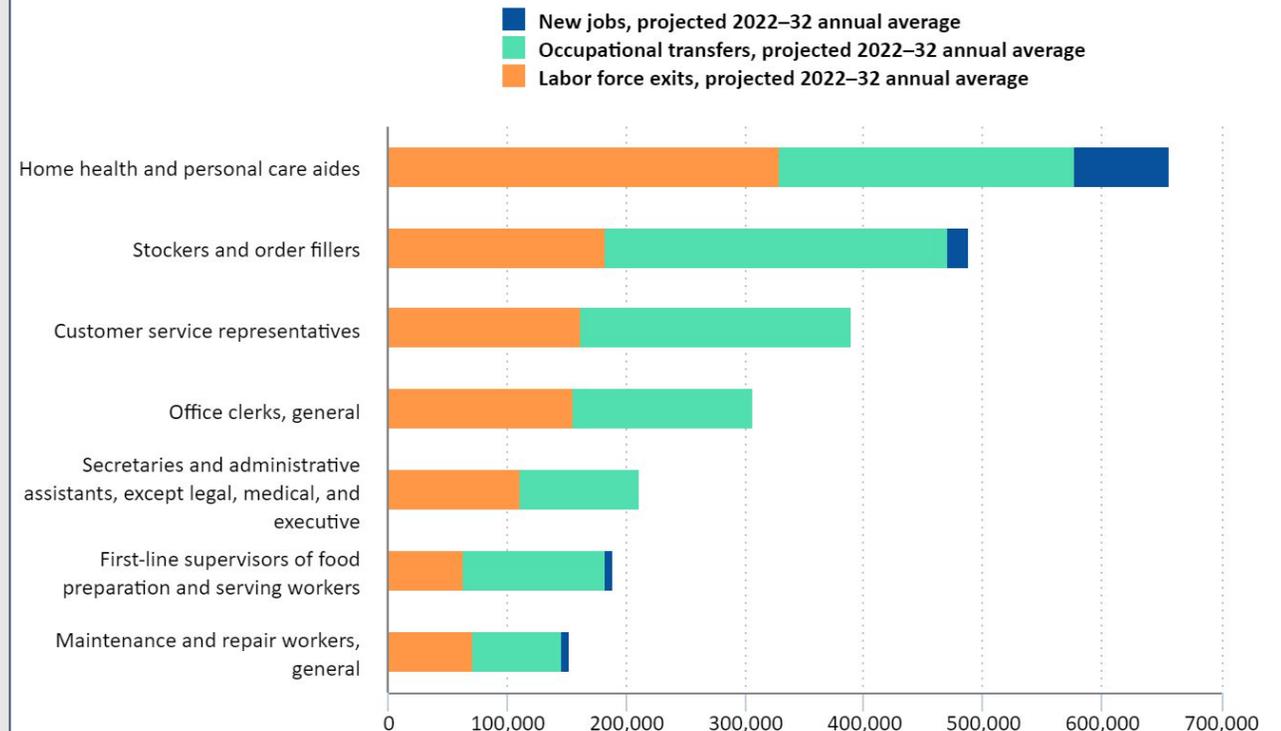
- **Framing – Why Diplomas Matter**
- **State Workgroup**
- **Education Code**
- **Implementation of Education Code in LAUSD**
 - **Collaborative team**
 - **Suggested Course of Study and Course Description Updates**
 - **Data System Updates**
- **Next steps**

Why Diplomas Matter

Diplomas are a gateway to employment and post-secondary education

- The unemployment rate for persons with a disability was 7.2 percent in 2023, about twice that of those with no disability (3.5 percent) (US BLS)
- Without employment opportunities, people with significant cognitive disabilities are less likely to have friends, take part in community activities, or live independently

Chart 2. Annual average openings, by source of opening, in selected occupations that require a high school diploma or equivalent, projected 2022–32



Hover over chart to view data.

Source: U.S. Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections



<https://www.bls.gov/careeroutlook/2024/article/education-level-and-projected-openings.htm>

State Workgroup

SB 74 (Budget act of 2020)

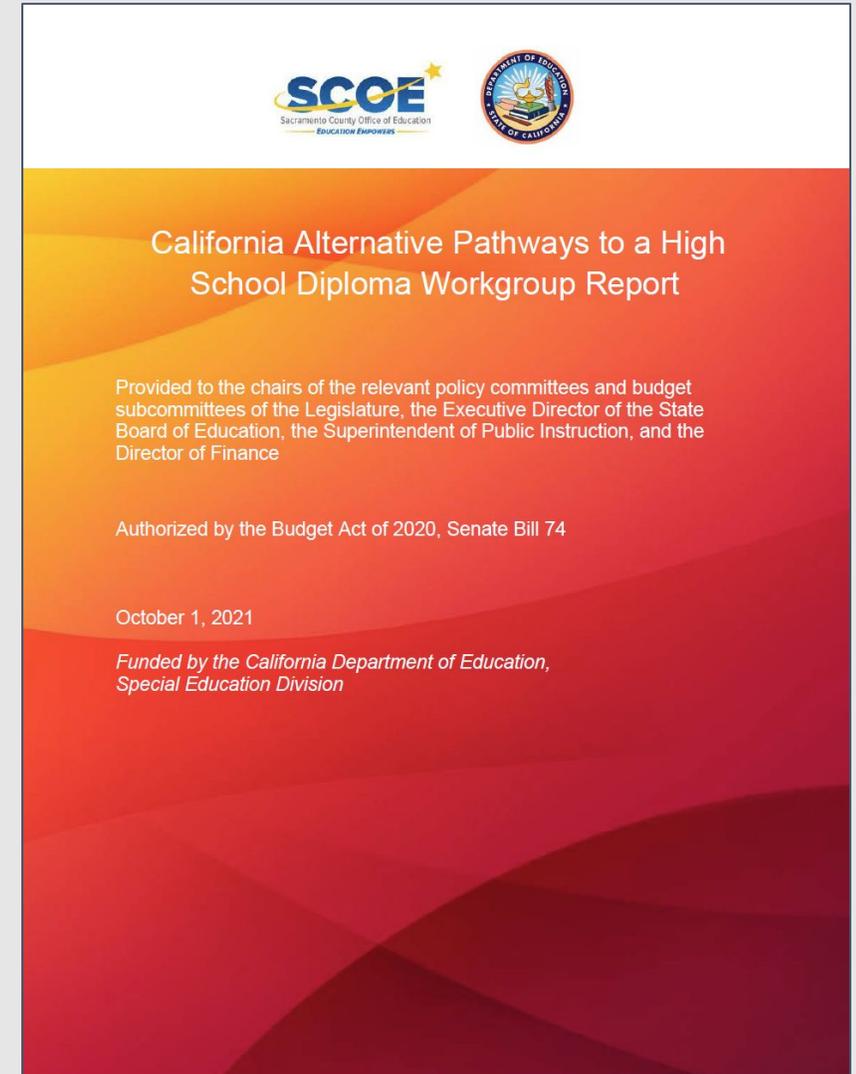
SB 74 funded the “convening a workgroup that will examine and propose alternative pathways to a high school diploma for students with disabilities.”

Vision of Work Group

“...that all students with disabilities, including students with significant cognitive disabilities, should enter high school knowing they have the opportunity to earn a high school diploma.”

Workgroup Recommendation 1:

Create a High School Diploma Pathway for Students with Significant Cognitive Disabilities



State Workgroup

Reviewed Every Student Succeeds Act (ESSA) Requirements

- Diploma can be provided to students with significant cognitive disabilities
- Graduates with this diploma will count toward graduation rate

Requirements under ESSA

Students with the most significant cognitive disabilities can earn a diploma that is:

- Standards-based
- Aligned with the State requirements for the regular high school diploma
- Obtained within the same period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1))

States with diploma pathway for students with significant cognitive disabilities

Indiana
Louisiana
Georgia
Oklahoma
New Hampshire
Nevada
Utah
Tennessee
West Virginia
California

California Implementation

CA Education Code 51225.31

- If eligible, exempts from additional diploma requirements adopted by a school district's governing board
- Does not change the obligation to provide a Free Appropriate Public Education (FAPE) until 22
- To be eligible:
 - IEP team determines eligibility to take state alternate assessments (CAA)
 - Student completes state standards-aligned coursework to meet statewide course requirements
 - **Student entered 9th grade in 2022-2023 school year or later**



<https://bit.ly/alternate-pathway-to-diploma>

LAUSD Implementation

Diploma

Available for all students who meet requirements:

- A-G coursework
- CDE Requirements
- Additional LAUSD requirements
 - Health
 - Service Learning

<https://bit.ly/gradreqs2024-2027>

Diploma with Exemptions

Available for *some* students:

- EC 51225.1 - foster, homeless, military, former juvenile court, migratory, or newcomer pupil
- **EC 51225.31 - Significant cognitive disability**

Certificate of Completion

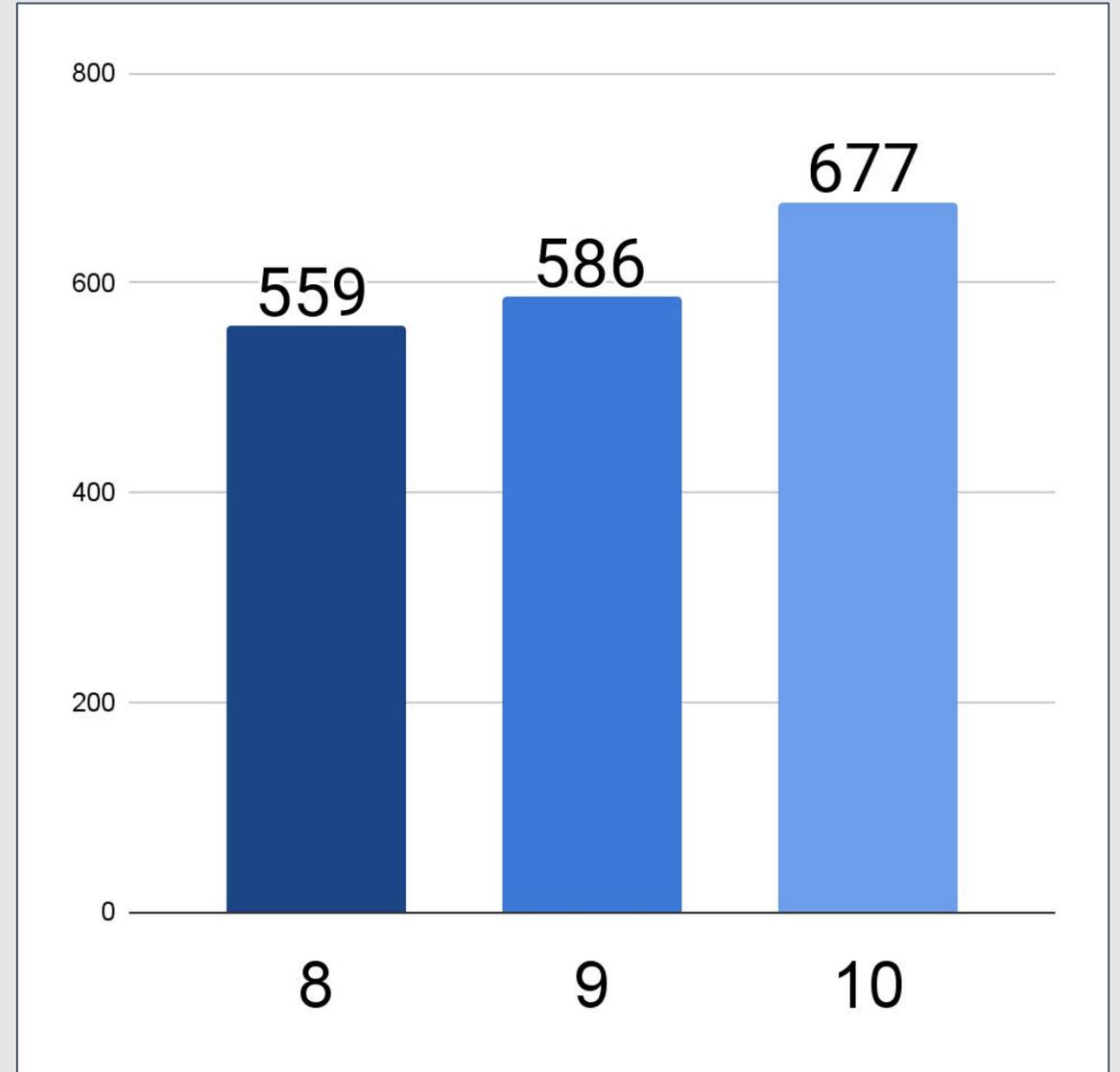
Available only to students with disabilities:

IEP Team consideration only

Potential Graduates

Because of EC 51225.31...

- Eligible Students in 10th grade and younger may earn a diploma
- IEP teams have selected "California Alternate Assessment" for 677 10th grade students in LAUSD
- These students would have only been eligible for a Certificate of Completion prior to Education Code update



Collaborative Team



Departments Supporting Implementation

| | | |
|-------------------------------|--|-----------------------------------|
| Division of Special Education | Division of Instruction <ul style="list-style-type: none">• School Counseling Services Team• Subject Matter Experts | Office of the General Counsel |
| MiSiS | Student, Family and Community Engagement (SFACE) | Office of Data and Accountability |

Graduation Requirements



CDE Course Requirements

- English, Math, Social Studies, Science, Physical Education and VAPA/World Language/CTE
- 130 Credits Total
- Ethnic Studies becomes a requirement for the class of 2030.

| Subject Area | State Minimum |
|--|---------------|
| English | 3 years |
| Math 1 year must be Algebra aligned | 2 years |
| Social Studies 1 year World History 1 year US History 1 semester Government 1 semester Economics | 3 years |
| Science 1 year Biological Science 1 year Physical Science | 2 years |
| Physical Education | 2 years |
| Visual and Performing Arts, World Language, or Career Technical Education | 1 year |

Suggested Course of Study

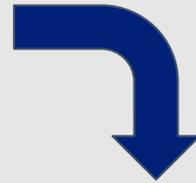


The course of study is being revised to reflect the California Common Core State Standards and the implementation of modifications to support students with extensive support needs.

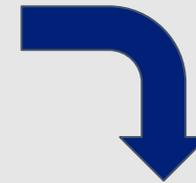
| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|--|--|
| English Math - Algebra Science - Biological Physical Education | English Math Science - Physical Science Social Studies - World History Physical Education | English Social Studies - US History Visual and Performing Arts | Social Studies - Government and Economics |
| Elective Choices | Elective Choices | Elective Choices | Elective Choices |

Systems Updates

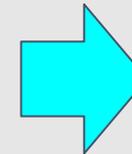
Counselors program students



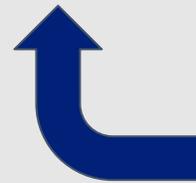
Students passing CDE coursework



Graduation Requirements (MiSiS)



Diploma



IEP Documents in Welligent



IEP Team Decisions

Next Steps



IEP Teams - Guidance prepared for release

Teachers - Professional development

- Process and requirements for Alternate Pathway
- Standards-alignment focus in High School courses

Counselors - Guidance for programming and tracking progress toward graduation

Parents - Information sessions

DSE Staff Training

- Region teams
- DOTS/Transition Teachers

Contacts



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