



LAUSD
UNIFIED

Special Education Committee

March 1, 2023

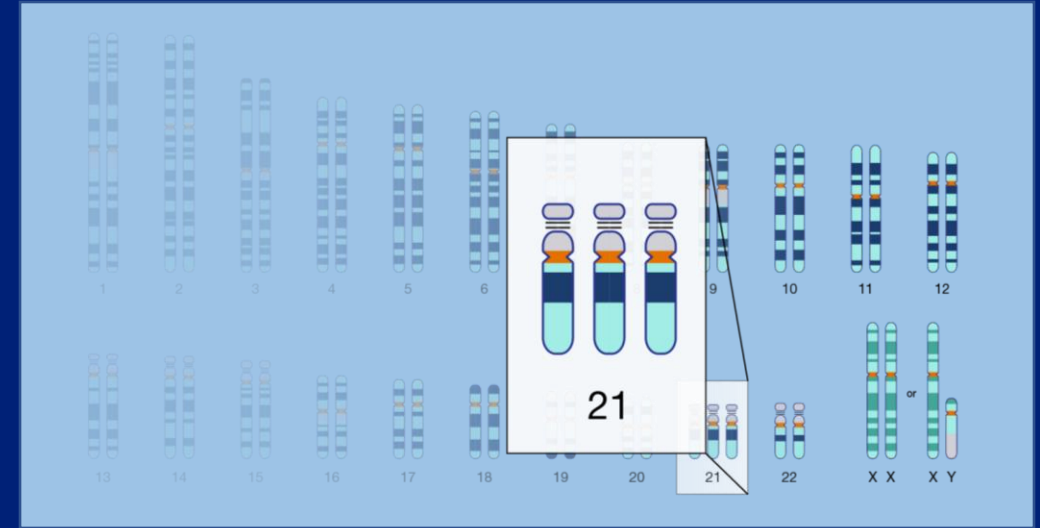
Today's Focus Topics...

1. World Down Syndrome Awareness Day
2. Autism Awareness / Autism Acceptance Month
3. South Gate Senior High School Inclusion Work
4. Widney Career Preparatory and Transition Center



World Down Syndrome Day – March 21

Down Syndrome occurs
when 3 copies of
chromosome 21
are present



1 in 700
babies born annually
in the United States



World Down Syndrome Day – March 21

With Us Not For Us

- Freedom to make choices
- Full and effective participation

More information

- <https://www.un.org/en/observances/down-syndrome-day>
- <https://www.ds-int.org/Blogs/wdsd-updates/with-us-not-for-us-world-down-syndrome-day-2023>



Down Syndrome

Learner Characteristics*

- Strong visual learning skills
- Ability to use sign, gesture and visual supports
- Ability to learn and use the written word
- Tendency to model behavior and attitudes from peers and adults
- Structure & routine

Supporting students with Down syndrome

- Access to an inclusive and equitable quality education
- Self-Advocacy / Self-Determination
- High expectations

*Source: Down Syndrome International; <https://ds-int.org>



Autism Observances

**April – Autism Acceptance /
Autism Awareness Month**

April 2 – World Autism Awareness Day (UN)



Autism

Prevalence

- About 1 in 44 children has been identified with autism spectrum disorder
- ASD is reported to occur in all racial, ethnic, and socioeconomic groups
- ASD is more than 4 times more common among boys than among girls

Students with
Autism in
LAUSD

Over 16,000

Autism

LAUSD Staff Development

Evidence Based Practices

- Visual Supports
- Prompting
- Reinforcement
- Task analysis

Registration in MyPLN

Parent Modules

UC Davis Mind Institute

Autism Distance
Education Parent Training
(English, Chinese, Korean,
Vietnamese and Spanish)

[https://bit.ly/
UCDavis-ADEPT](https://bit.ly/UCDavis-ADEPT)



Autism



CAPTAIN – California Autism Professional Training and Information Network
<https://captain.ca.gov>

Autism



Autism Intervention Research
Network On Behavioral Health

AIR-B – Autism Intervention Research

Upcoming community conferences

Korean – March 10

Spanish – March 17

English – March 24

More Information At:

<https://www.airbnetwork.org/>

Inclusion Practices at South Gate High School

March 1, 2023

www.southgatehs.org



Mission and Vision




Mission

Our mission is to prepare all students to become effective communicators, critical thinkers and self-directed adults.



Vision

All students will graduate South Gate High School college and career ready, empowered to compete and succeed in the increasingly demanding 21st century and make positive contributions to society.

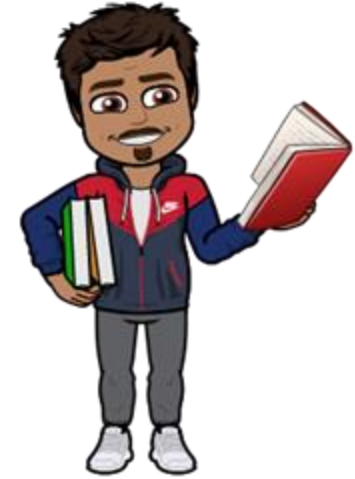


Problem of Practice

To create a sustainable model which addresses students' and teachers' needs. To support the inclusion model of co-teaching and differentiation of instruction with task aligned to the Common Core Standards. The model at South Gate High School should provide ongoing training around teacher support with co-teaching emphasis and embed interventions for students who might be struggling with the transition. (credit recovery for special education students through grade tracking).

Inclusion at SGHS

Leo Gonzalez, Principal, South Gate High School



- Newly adopted with less than 3 years.
- Teams in all Core Subjects with some supports in Electives.
- Modeling of small group instruction and teacher PD support for core or team teacher planning meeting the school's instructional initiatives.
- 2x8 Schedule in the works for more student support and blended learning rotation for intervention/support class.
- More opportunities for CTE pathways and graduation pathways.

Our Inclusion Story

Successes

- Full inclusion **removed social stigma** from self-contained classroom setting.
- Students developed **self-advocacy skills** (scheduling office hours)
- Student **confidence** and **campus engagement** increased (joining extracurricular activities and challenging classes)
- Students are exposed to more **diverse perspectives** from teachers and peers.

Areas of Growth

- Funding for more **training and blended learning programs** (Achieve 3000) and **team building** needed for co-teaching partners.
- **Continuity with co-teaching teams** to build curriculum for long term success.
- Student **engagement** and **redirection strategies** were limited in distance learning.
- Differentiation for **wider range of student strengths and needs** (SWD and GATE)

Our Inclusion Story

Successes

What:

- Students are given an opportunity to learn at high levels regardless of their disability. (Pre calc enrollment & data)
- Created an inclusive environment: ALL students feel welcomed ("you never made me feel different")
- Help develop social skills and awareness of social cues. (student said something sarcastic then said "false comment")

How:

- Social emotional lessons embedded
- Common planning time
- Built trust
- Passion for teaching
- Willingness to learn (teacher)
- Balance and distribution of planning and teaching

Struggles

- Some students struggled adapting to larger classroom. Transition and access to emotional wellbeing resources
- Teacher commitment/Teacher personalities (gradual release of teaching)
- Resources to provide teachers with extra time for planning and PD (weekends and after school)



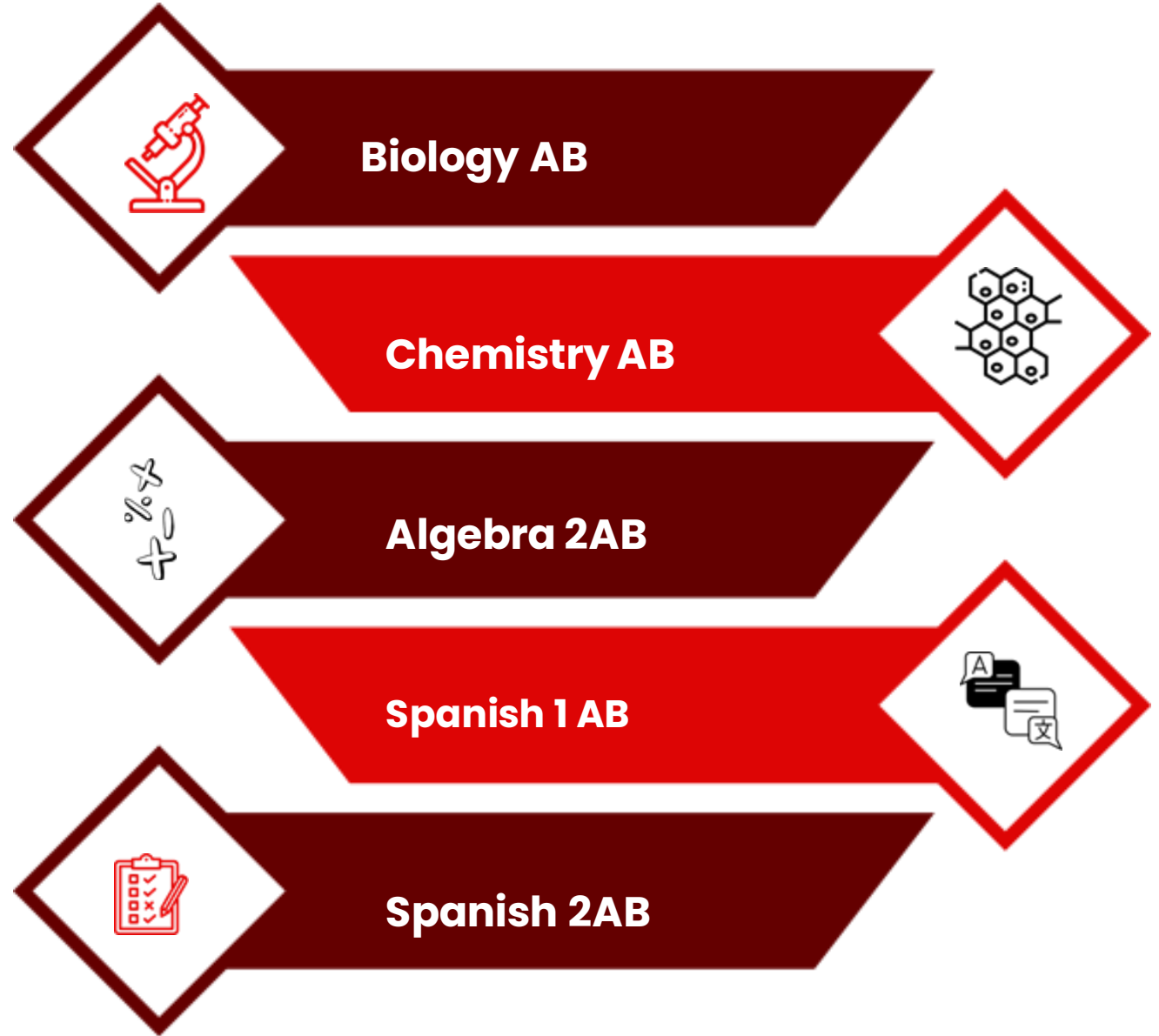
Inclusion Team Composition

- Content Expert
 - General education teacher
- Special Design Instructor
 - Special education teacher
- Paraprofessional

- First round of selection was a voluntary process.
- SDI were matched based on their background and credentials.
- Paraprofessionals were given a survey and matched with the areas they showed interest and strength.

HISTORY OF INCLUSION CLASSES

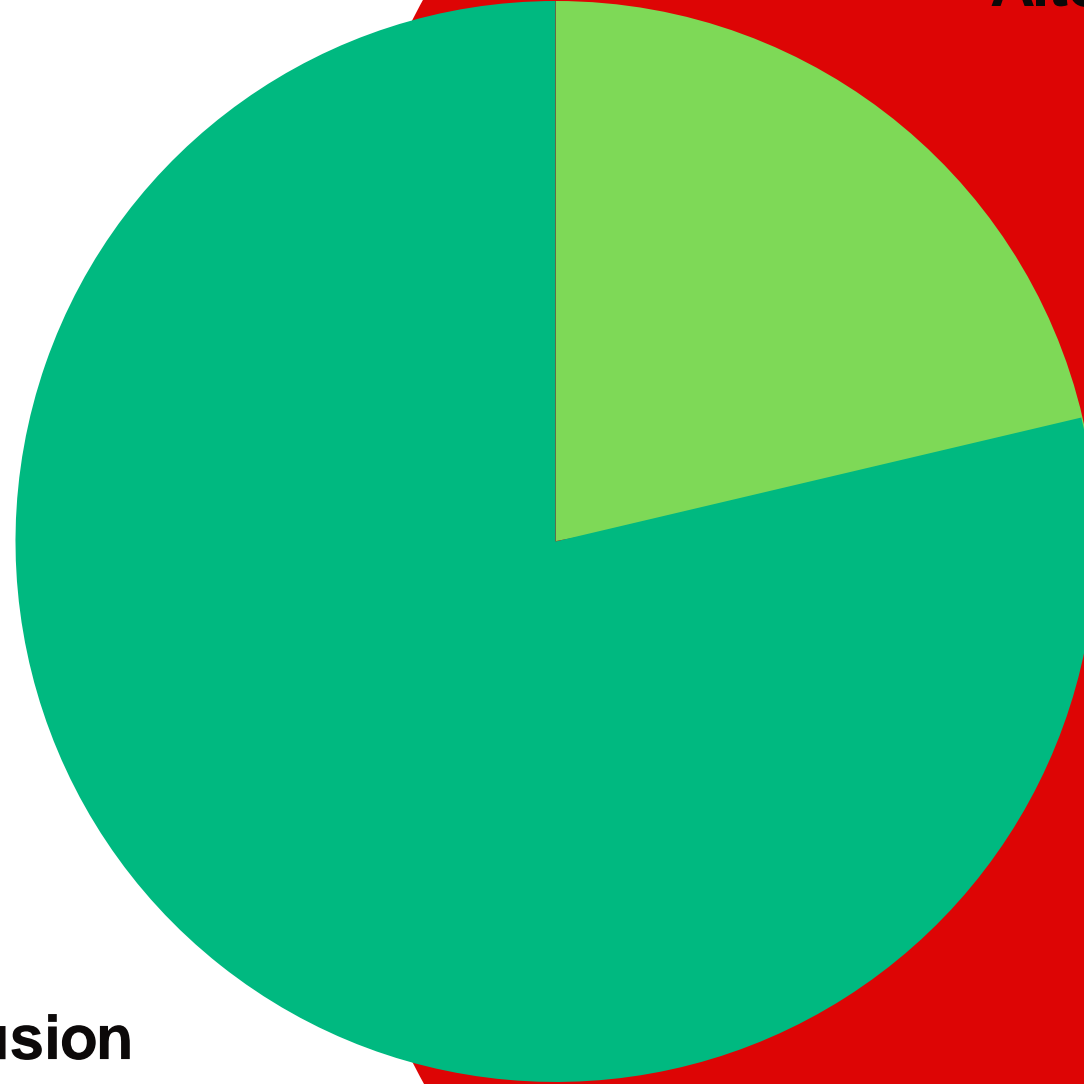
**STARTED IN 2015-16
SCHOOL YEAR**



Special Education Population



Inclusion
78.7%



Alternative Curriculum
21.3%

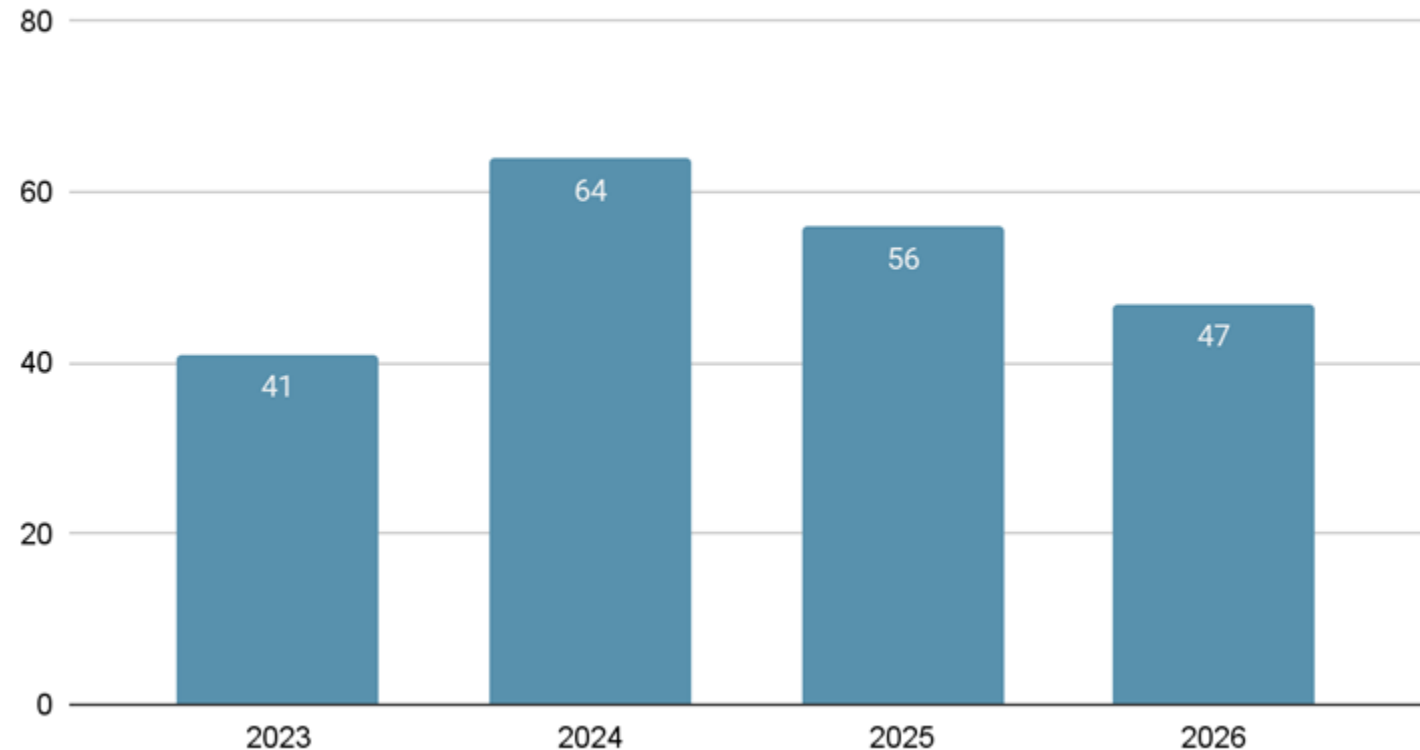
Successes



- We have not had to submit waivers for Foreign Language or Algebra II
- Students in inclusion classes have maintained grades at or above their non-disabled peers.

Special Education Students by Graduation Year

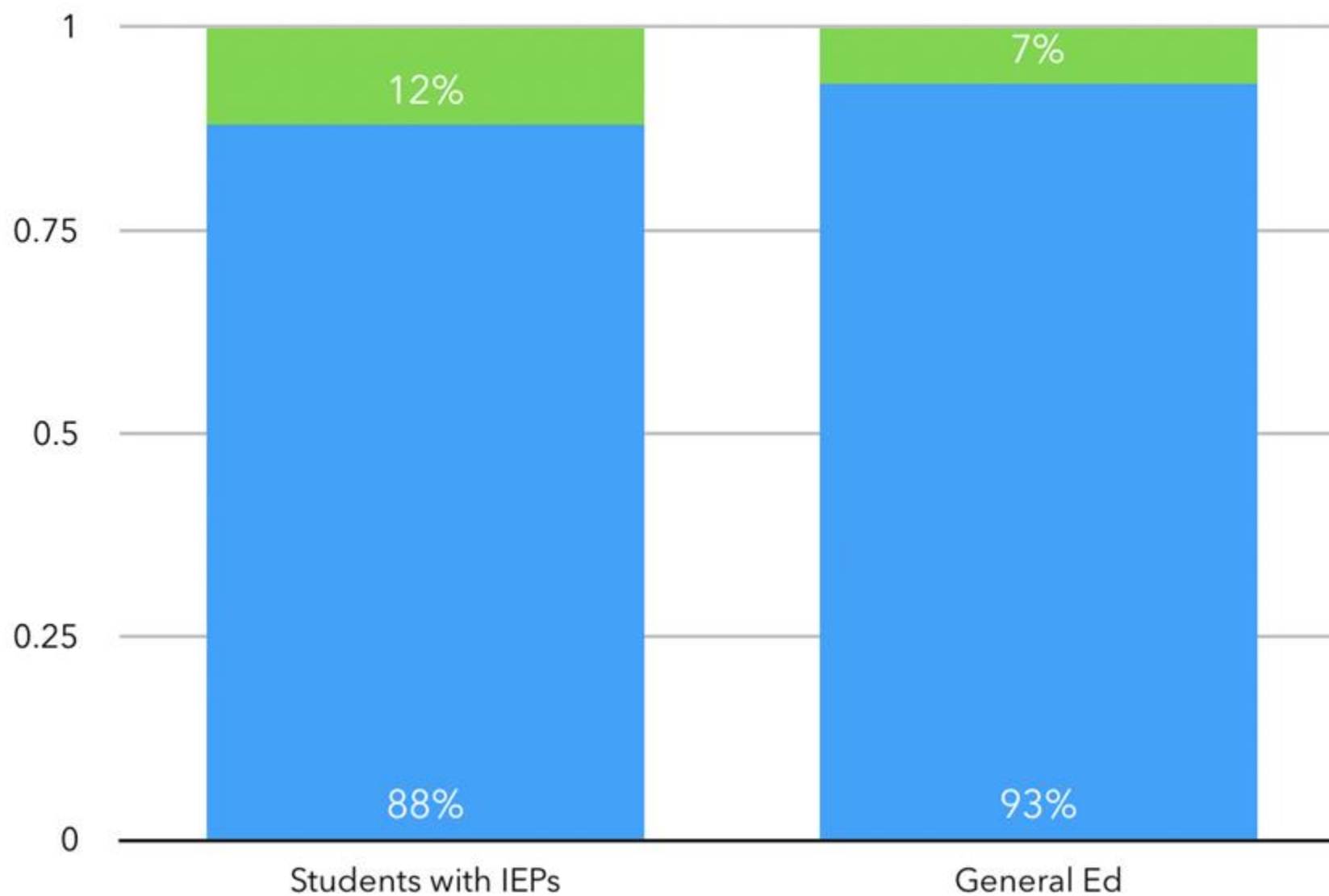
Students in Special Education by Graduating Class



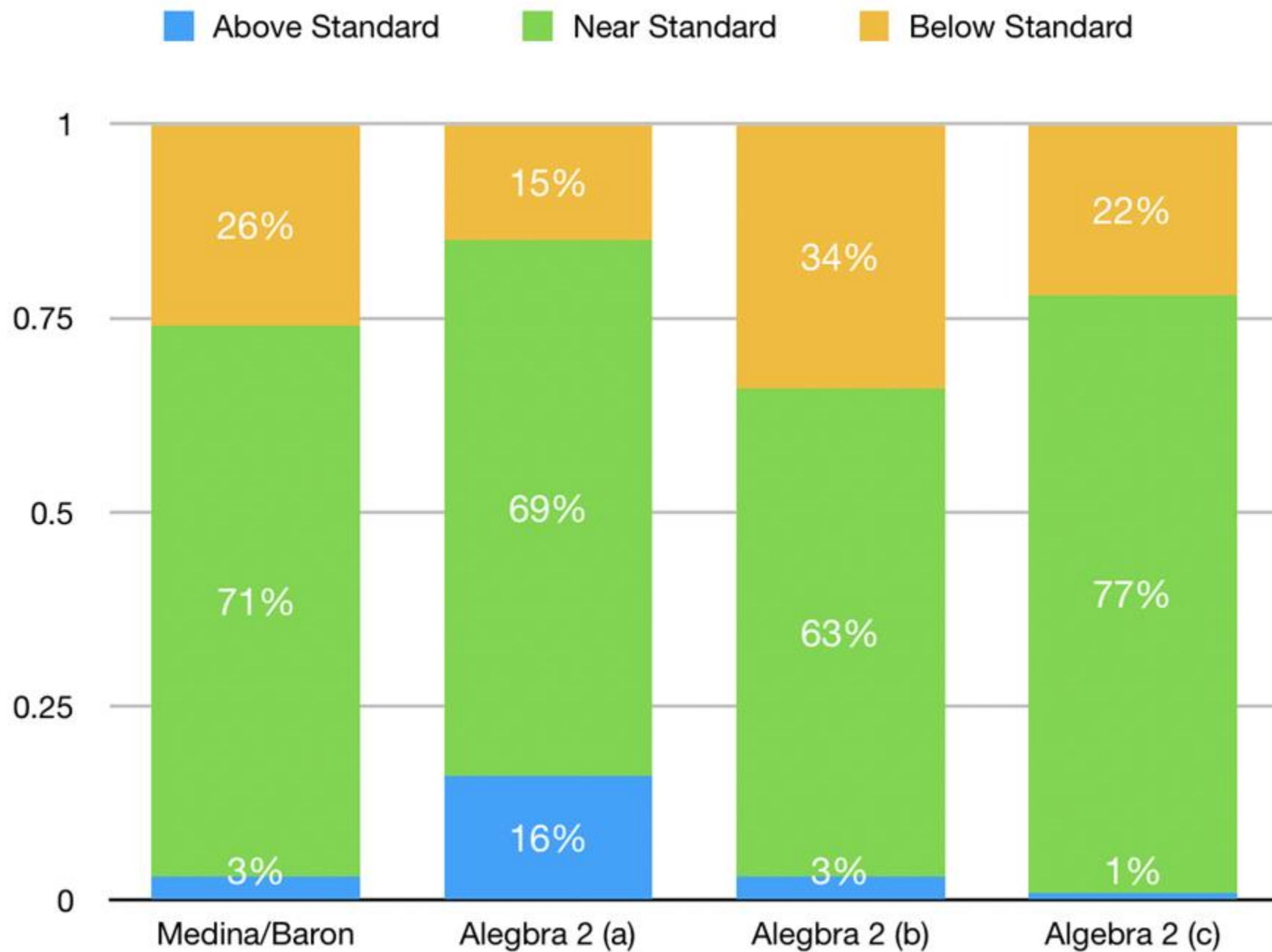
C+

D or F

Students Passing Algebra 2 with a C or Higher



Inclusion
Scores
Compared to
non-inclusion
Scores



Current Special Education ATSI categories

*data from California Dashboard data 2022

Math

Students with Disabilities

Student Group

State



Very Low

199.5 points below standard

Number of Students: 38

English Language Arts

Students with Disabilities

Student Group

State



Very Low

131.1 points below standard

Number of Students: 36

Graduation

Students with Disabilities

Student Group

State



Very Low

66.7% graduated

Number of Students: 63

Conclusion

Inclusion works for students in SPED because they are exposed to more rigor.

Continuity of staff plays an important role in the success of students and the program.

Additional PD and funding is needed to continue to maximize outcomes for students.



Career & Transition Centers

**LAUSD Adult Transition Programs
for students with Moderate/Severe Disabilities**



What is Adult Transition at a CTC?

Adult Transition Programs at CTCs are:

- Four years of transition-centered education
- Focused on instruction that assists with the development of life skills
- Able to provide community integration via work experiences, independent living skills instruction and community-based instruction

Goal of Adult Transition Programs is to help students achieve CIE – Competitive Integrated Employment



The need for Adult Transition Programs

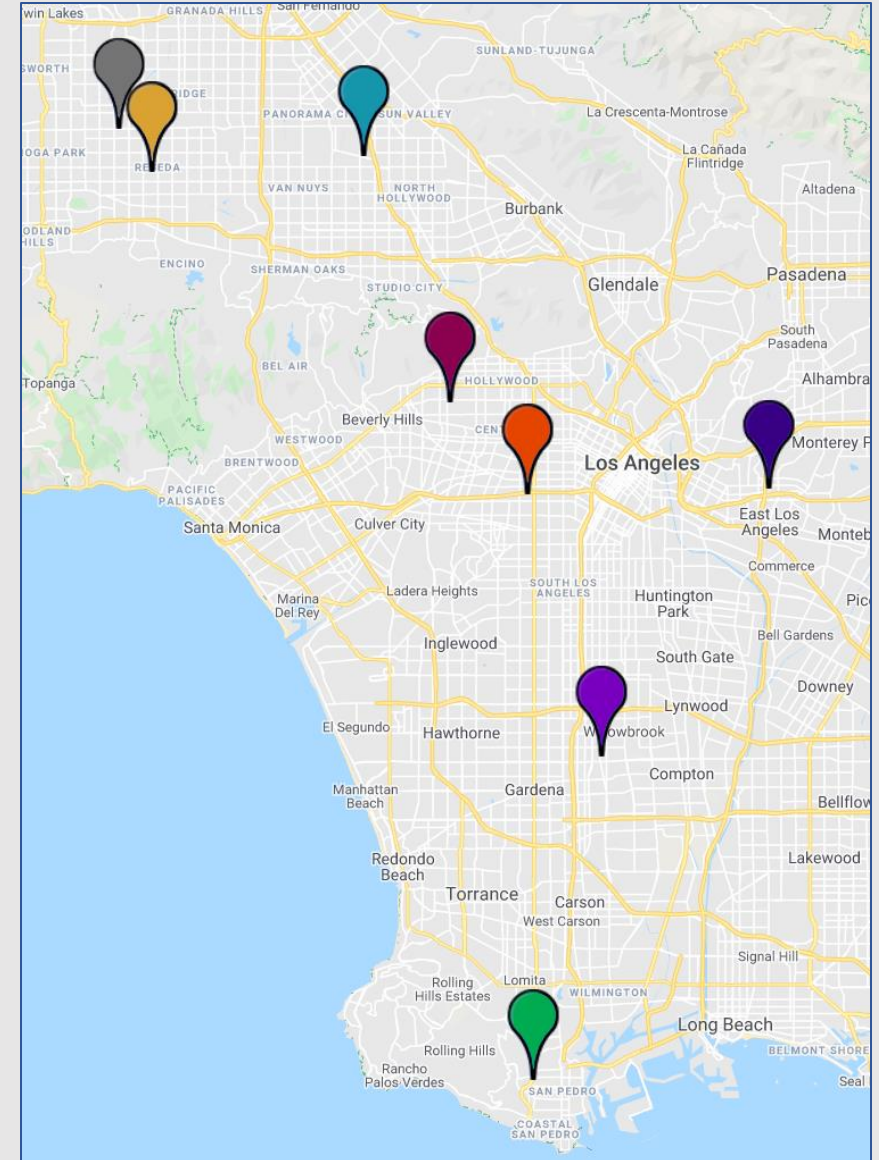
Student Pathway to CTC
Elementary School
6 Years
Middle School
3 Years
High School
4 Years



Post High School Experiences
Education or Work

CTC Locations

- Miller CTC
- Leichman CPTC
- Lowman CTC
- CTC West
- Widney CPTC
- Perez CTC
- Banneker CTC
- Willenberg CTC



Transition Instructional Focus



Independent Living Skills



Social/ Communication Skills



Employment Preparation



Vocational Training



Community Based Instruction

CTC Adult Transition Program Participation

CTC is for **ALL** students who are...

- 18–22 years old
- Have a moderate/severe disability
- Are identified as needing an alternate/modified curriculum
- Have completed their 4th year of high school
- Have not earned a diploma



CTC Adult Transition Programs

Hub of Transition

- Independent Living Skills Instruction
- Vocational Training
- Community-Based Instruction
- Employment Preparation
- Work Experience in the Community
- Internship Opportunities
- CATS at LA Community Colleges
- Project SEARCH Programs
- Agency Connections





Widney Career Preparatory & Transition Center

**Michael Terry,
Principal**

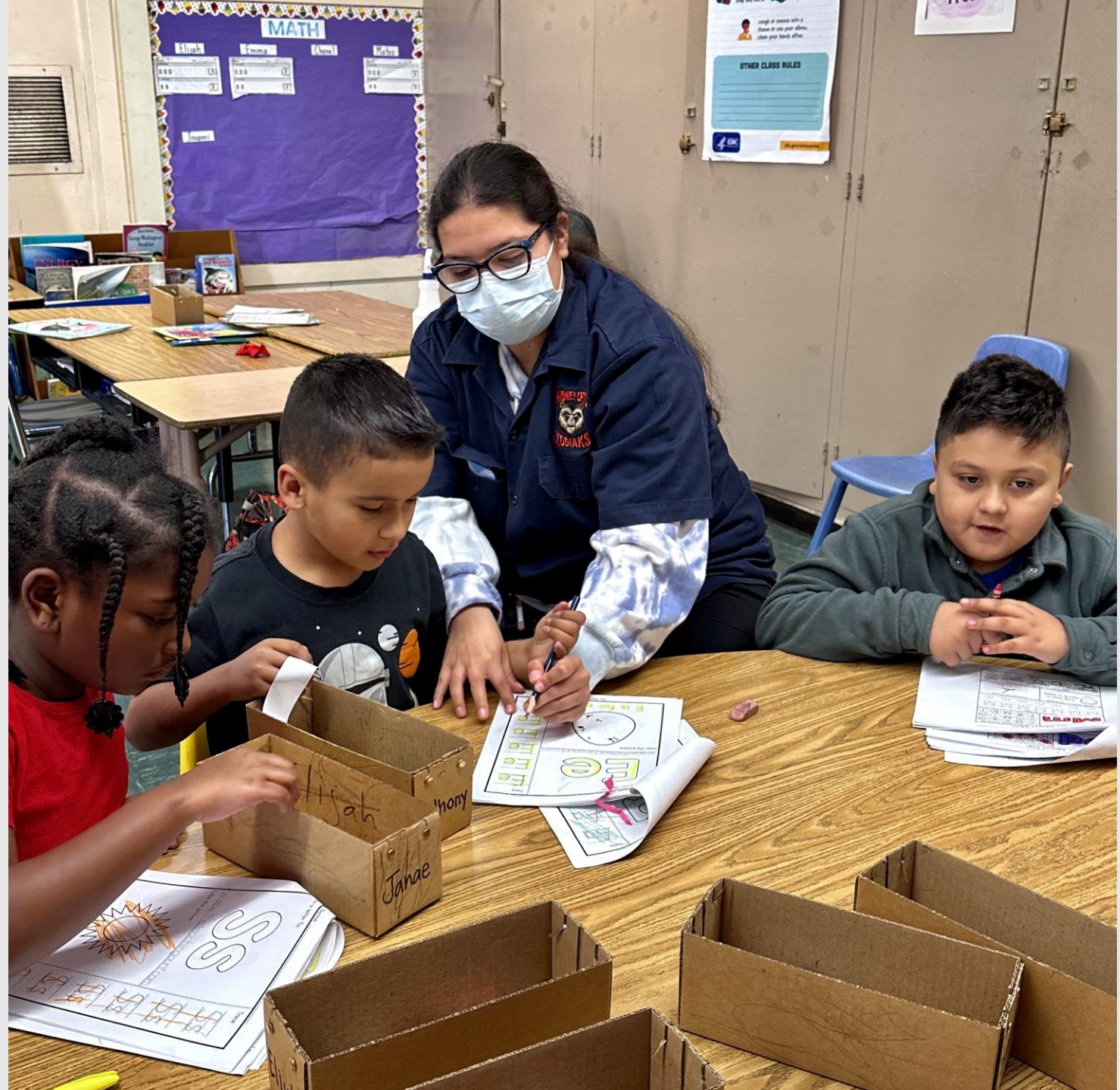
**Teresa Dougherty,
Assistant Principal**

WIDNEY CPTC



KODIAKS



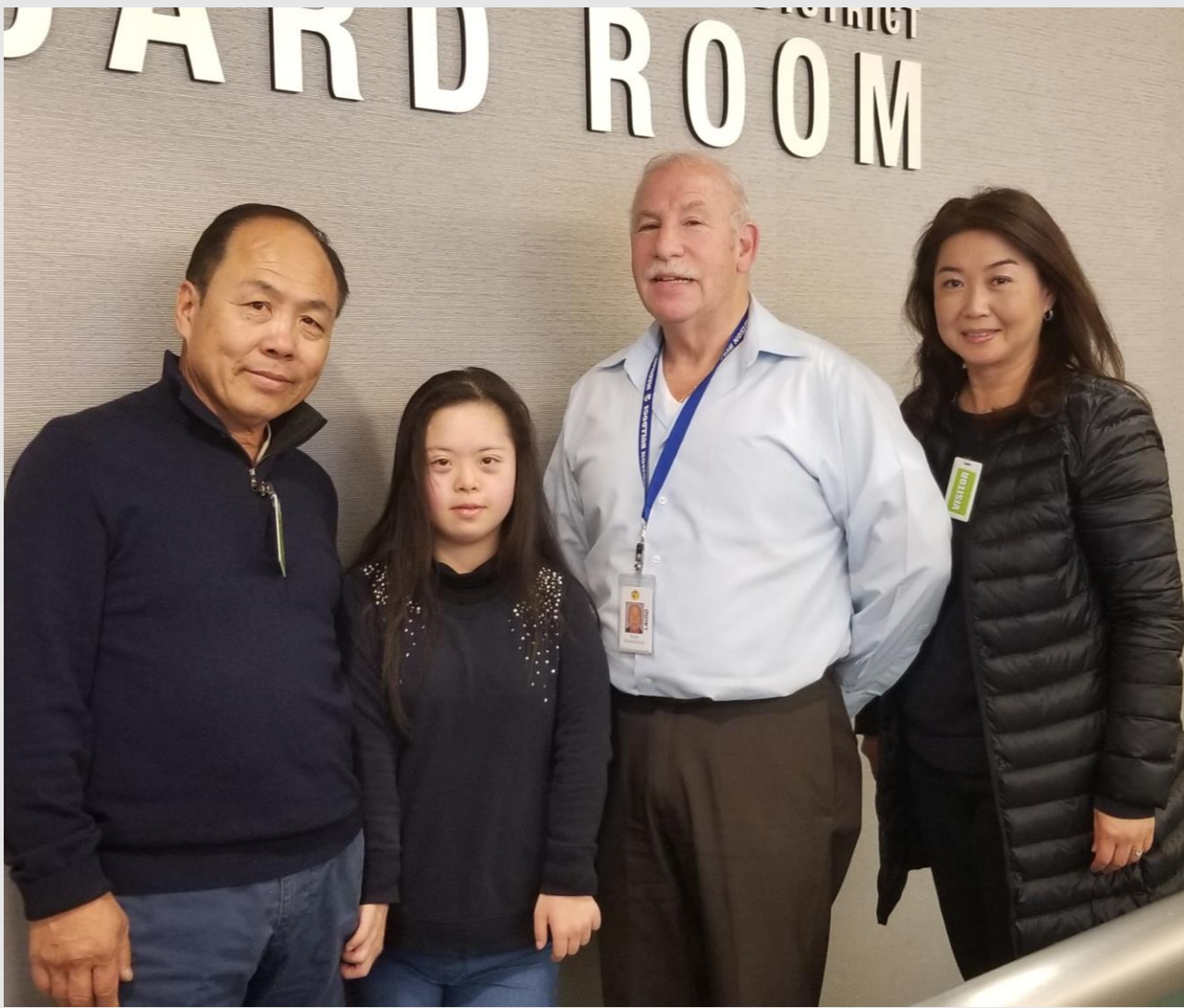




24th Street Eagles
Soaring to Higher
Heights!







For Additional Information

Visit the Adult Transition Webpage
<https://achieve.lausd.net/Page/17048>



The screenshot displays the website for the Division of Special Education. At the top, the logo features three stylized figures in blue, green, and orange, followed by the text "DIVISION OF SPECIAL EDUCATION" and the tagline "Intentionally designing and delivering inclusive environments for students at every opportunity to maximize learning." Below this is a navigation bar with links: Home, About Us, Services, Students, Parents, Employees, and Contact Us. The main heading is "Adult Transition Programs - Alternate Curriculum (Ages 18-22)". A photograph shows two individuals, a woman and a man, smiling and holding a small cake. Below the photo, a paragraph describes the adult transition programs for students ages 18-22 with moderate/severe disabilities, focusing on life and employment skills. To the right, a sidebar titled "dots" (with a logo of four colored dots) contains a list of links: DOTS Home, Transition Resources, Adult Transition, Students/Parents, DOTS Brochures, and Contact Us / FAQs.

DIVISION OF SPECIAL EDUCATION
Intentionally designing and delivering inclusive environments for students at every opportunity to maximize learning

Home About Us Services Students Parents Employees Contact Us

Adult Transition Programs - Alternate Curriculum (Ages 18-22)



Adult transition programs for students ages 18-22 with moderate/severe disabilities and on an alternate curriculum provide focused instruction that assist with the development of life and employment skills. These life skills are important to promoting and supporting successful transition from school to adult life. Transition begins at 14 years of age in LAUSD and continues for adults with placement in transition programs that allow for maximum community integration through work experiences, independent living skills instruction, and community based instruction.

dots

- DOTS Home
- Transition Resources
- Adult Transition
- Students/Parents
- DOTS Brochures
- Contact Us / FAQs