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Instruction in the Inclusive Classroom

Division of Special Education





Agenda

- **Introduction and overview**
- **School presentations:**
 - **Mosk ES**
 - **Vista MS**
 - **Venice SH**
- **Student and Parent Experience**
- **Questions**



IDEA

The federal Individuals with Disabilities Education Act (IDEA) requires that Individual Education Program (IEP) teams determine the least restrictive environment (LRE) for each student qualifying for special education services.

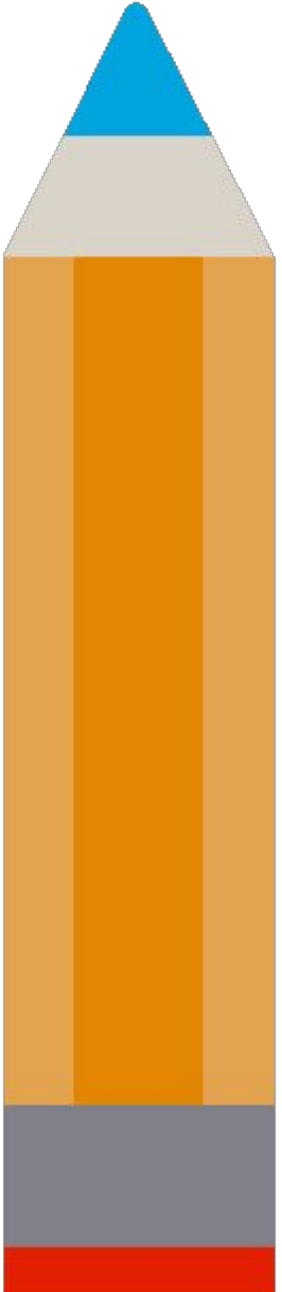
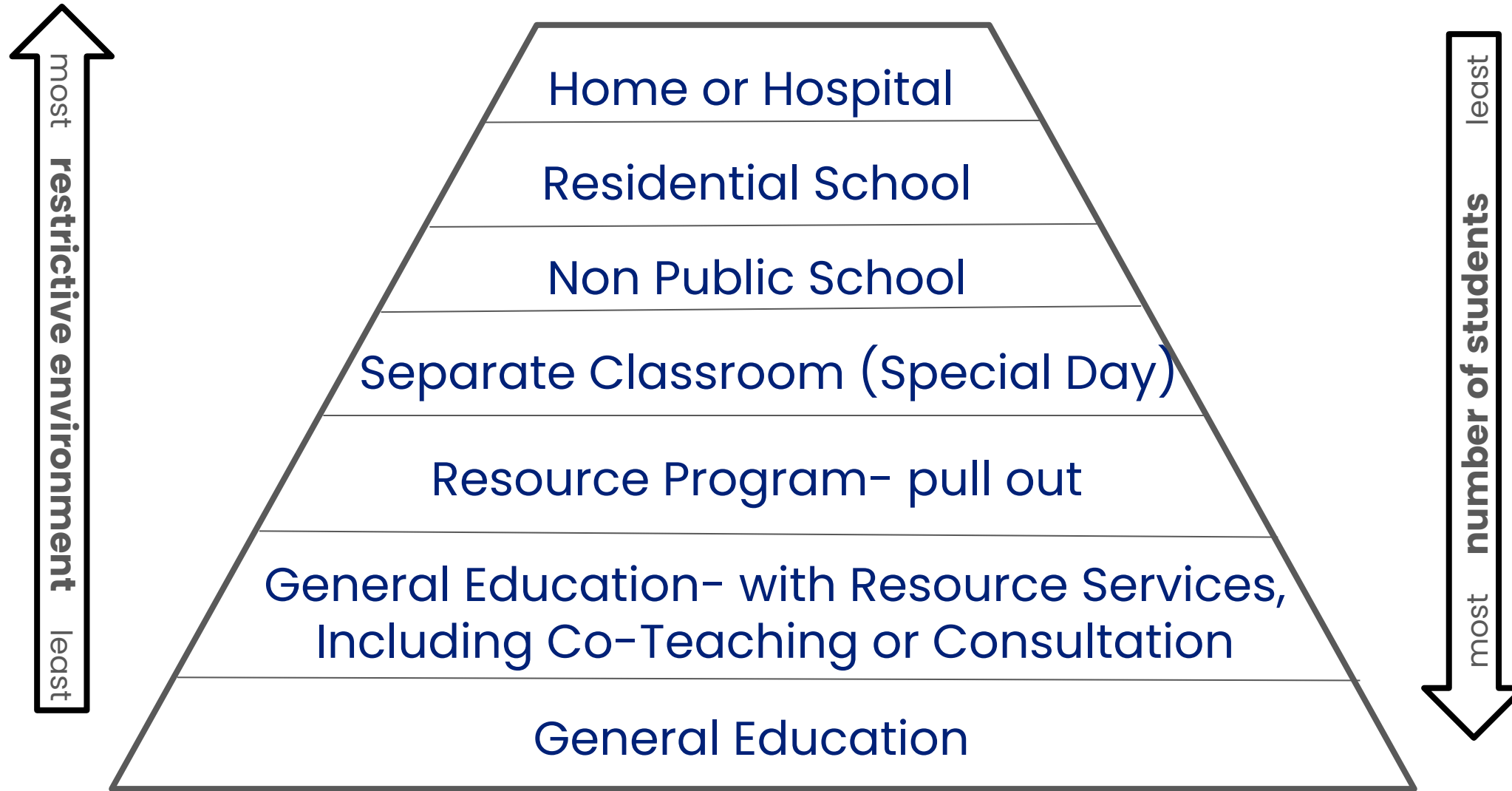


IDEA defines LRE as follows:

“Each public agency must ensure that—to the **maximum extent appropriate**, children with disabilities... are **educated with children who are nondisabled**...and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

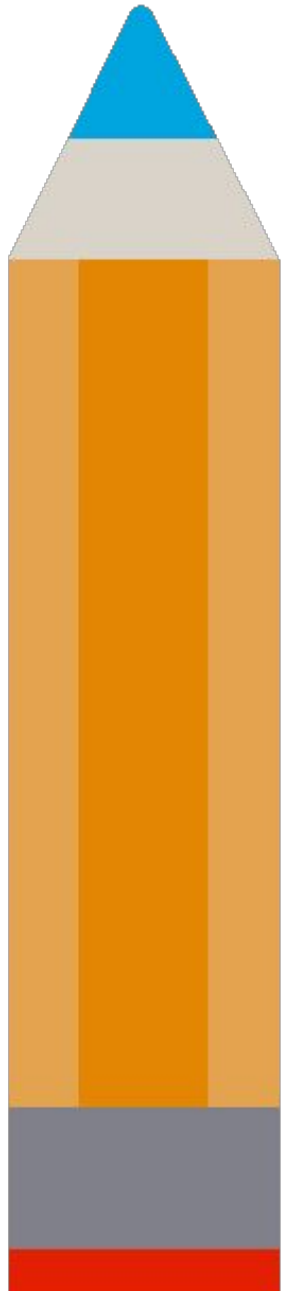


Continuum of Services



What is “inclusion?”

- **The belief that all students belong and have the right to access grade level peers and instruction.**
- **Creating a sense of belonging and “rightful presence”**
- **Designing systems intentionally to minimize the barriers to student participation.**
- **Planning for each individual student to ensure we are maximizing their educational opportunities in the LRE.**



2024–2025 California State Reporting

Data: VS LAUSD's Reporting Data

Indicator		23–24 Rate	24–25 Target
CA	LRE Rate: In Regular Class more than 80%	59.1%	67%
CA	LRE Rate: In Regular Class less than 40%	17.1%	13.5%
LAUSD	LRE Rate: In Regular Class more than 80%	63.9%	70%
LAUSD	LRE Rate: In Regular Class less than 40%	23.93%	13.5%

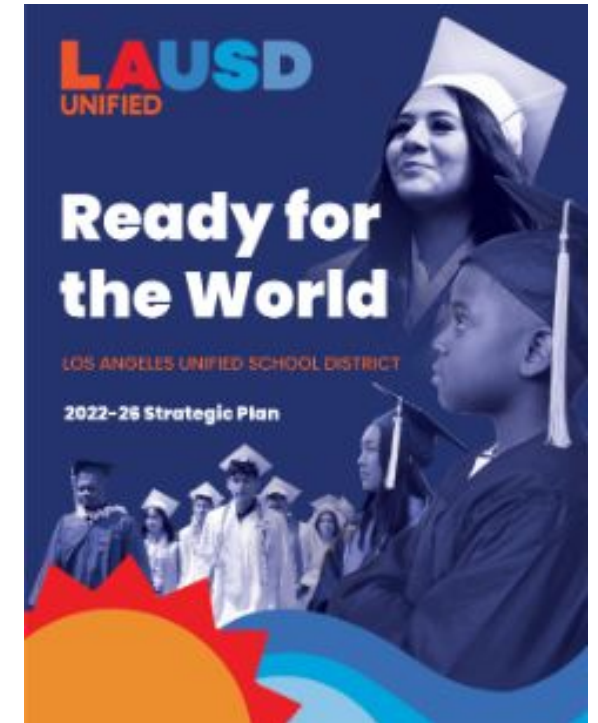
LAUSD's Strategic Plan

1C

Eliminating Opportunity Gaps | **PILLAR 1
Academic
Excellence**

OUR PRIORITY
Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students

WHY THIS MATTERS
Implementing instructional systems that directly recognize and address the unique needs of specific student groups is critical to disrupting persistent, systemic gaps



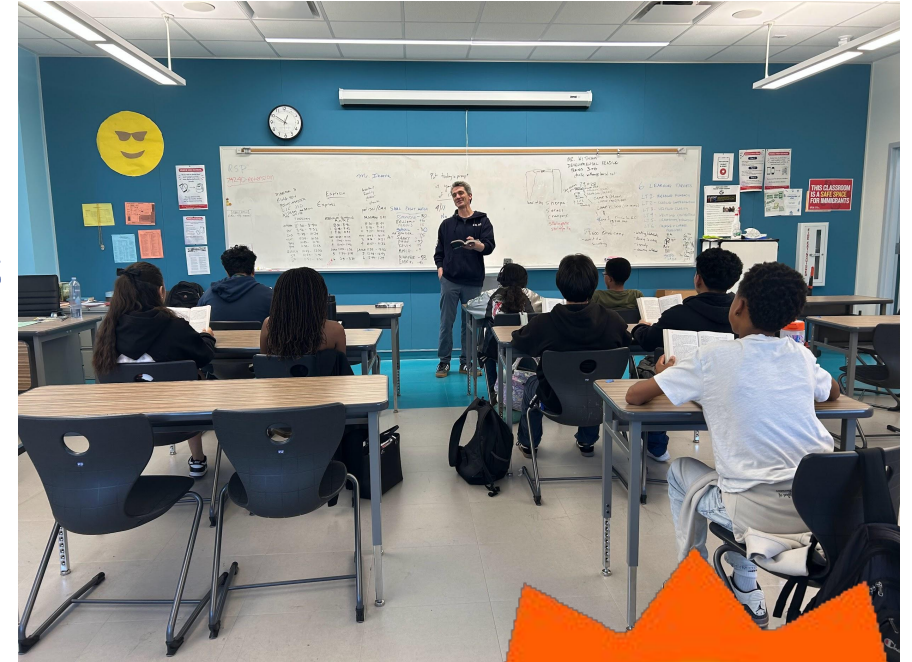
Measure of Success: Increase the percentage of students with disabilities who are in the general education program at least 80% of the school day (from 58.8% in 2020-21)

Students with Disabilities: 66,115

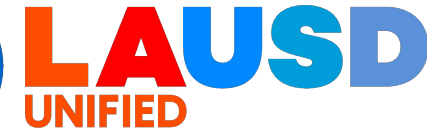
2024-2025								
Special Day Class- Modified Core Curriculum		Special Day Class- Core		Resource Specialist Program		Designated Instructional Services only (ie Speech)		Total SWDs
#	%	#	%	#	%	#	%	#
6,989	11%	17,722	27%	31,921	48%	9,483	14%	66,115

How are students supported in LRE?

- IEPs are intentionally designed to meet the needs of students
- Meaningful accommodations
- Universal Design for Learning
- Structured literacy interventions
- Learning Centers
 - Executive functioning skills
 - Reading support



How are we supporting staff?



- **Training opportunities**
 - **PD for General Education teachers**
 - **PD for Special Education teachers**
 - **PD for Paras**
- **Common planning time**
- **Coaching and support from Region teams**
- **Principal Advisory Committee**
- **Lead Teacher meetings**



Who are our partners?



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SWiFT
education center





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Stanley Mosk STEAM School/ Magnet Center

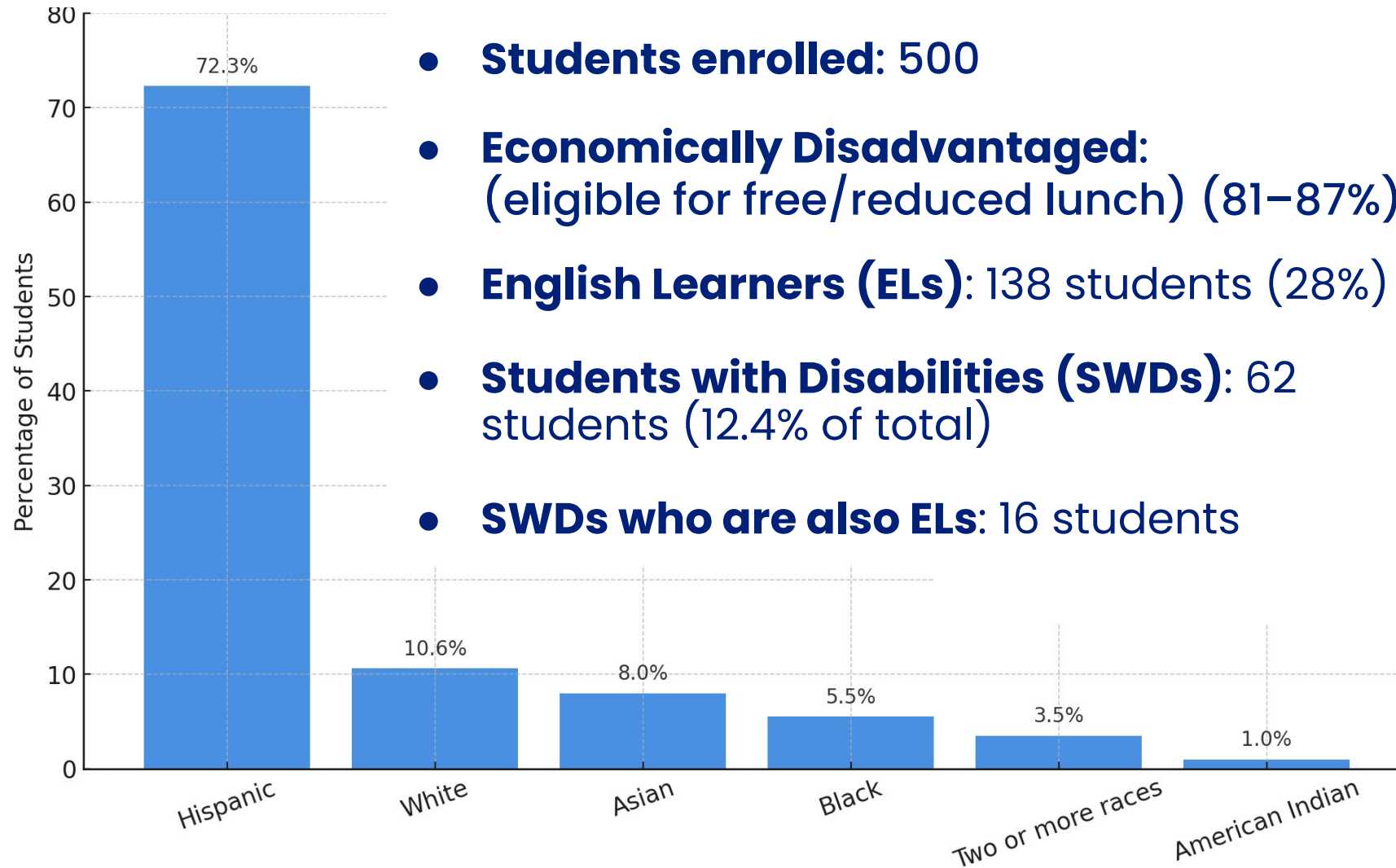


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Videos/Testimonials



Stanley Mosk Elementary School Demographics:



Stanley Mosk Elementary

Interventions and Enrichment:



- Mosk offers a well-rounded approach to student success through **targeted academic supports** and a diverse range of **enrichment opportunities**.
- **Intervention** supports are designed to meet students needs.
- Mosk provides vibrant **enrichment programs**.

“Why” We Increased Inclusive Efforts:

Commitment to Equity and Access:

- Ensuring SWD have access to the same high-quality instruction and social opportunities as their peers is a foundational principle at Stanley Mosk.

Improved Student Outcomes:

- Inclusive environments provide greater access to grade-level curriculum and positive role models, which are key to long-term improvement.

“How” We Increased Inclusion Efforts:

Increased Percentage of SWD in General Education:

- We've steadily increased the percentage of students with disabilities spending more than **80%** of their day in general education:
 - **2021-22:** 73%
 - **2022-23:** 71%
 - **2023-24:** 80%
 - **2024-25:** **87%**
- At the same time, students in highly restrictive settings (less than 40% in GE) dropped from **28%** to just **13%** over four years.

Reduced Reliance on Separate Class Settings:

- By promoting inclusion, our school allows more students access to the core curriculum alongside their peers.
- Our average **SPED instructional time is 14.4%**, compared to the **Region average of 26.2%**.

Systems of Support: Inclusive Practices



- School Wide Bulletin: Weekly Special Education Updates
- Inclusive Practices Monthly Newsletter
- Partnerships (Inclusion Matters)
- Utilize WIN time (“What I Need”) for targeted small group intervention
- RSTs delivers service minutes during structured grade-level WIN time

Our Next Steps:

Expand the opportunity for co-planning and lesson development.

Present additional PD on co-teaching, differentiation, and UDL.

Host workshops to educate families on inclusive practices and support for their children.

Increase SWD involvement in clubs, sports, and leadership activities.



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Vista Middle School

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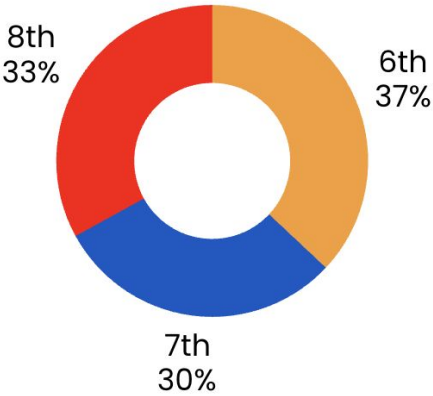
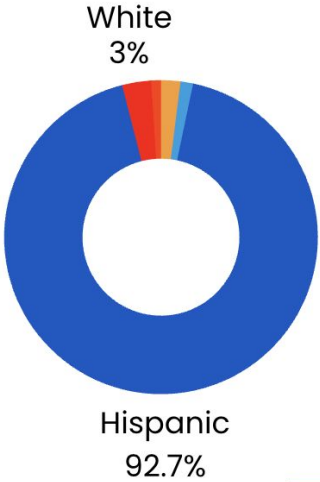


School Overview

Total School Enrollment: 1075
Students with IEPs: 151

 62% male/38% female

 5% English Learners



Program	Percent
Autism	9%
Deaf/Hard of Hearing	22%
Emotional Disability/ Intellectual Disability/ Orthopedic Impairment / Speech and Language Impairment	Less than 10% each
Specific Learning Disability	63%
Other Health Impairment	12%



Background of Inclusive Practices at Vista

- In early 2022, we began PD utilizing the expertise of our RSP teachers to increase inclusive practices.
- In 2023, we included all SDC students in Science courses.
- Based on the success of this program, the school expanded inclusive opportunities for all students with disabilities this school year (24-25).

Systems and Supports

- In Fall 2022, co-teaching staff developed professional development for all teachers.
- PD was also provided to help staff learn how to better navigate IEP accommodations, compliance, and differentiating to meet the needs of all learners.
- Ongoing PD has been provided by our site Inclusion Team in partnership with our Region North special education team.
- Collaborative planning time has been built into the school day via common conference periods and the use of ETO Substitutes-in-Residence.
- Use of HR time for inclusion students to meet with and receive support from their case carrier and paraprofessionals.

Family Engagement

- In 2023–2024, multiple family engagement meetings were held to discuss this work and its benefits.
- Meetings were held in person, via Zoom, and at multiple times of day so that parents could participate at the time most convenient for them.
- Increasing opportunities in general education are discussed at IEP team meetings.
- Parents are invited to observe their child's program to see how it supports their student's learning and growth.

Next Steps

- Further refining the master schedule to consolidate the number of co-teacher pairings.
- Strengthening differentiation and planning skills for all teachers.
- Building common planning time with impactful structures into the week consistently.
- Establishing differentiated department PD for co-teachers to dig deeper into content and strategies to continue building capacity.



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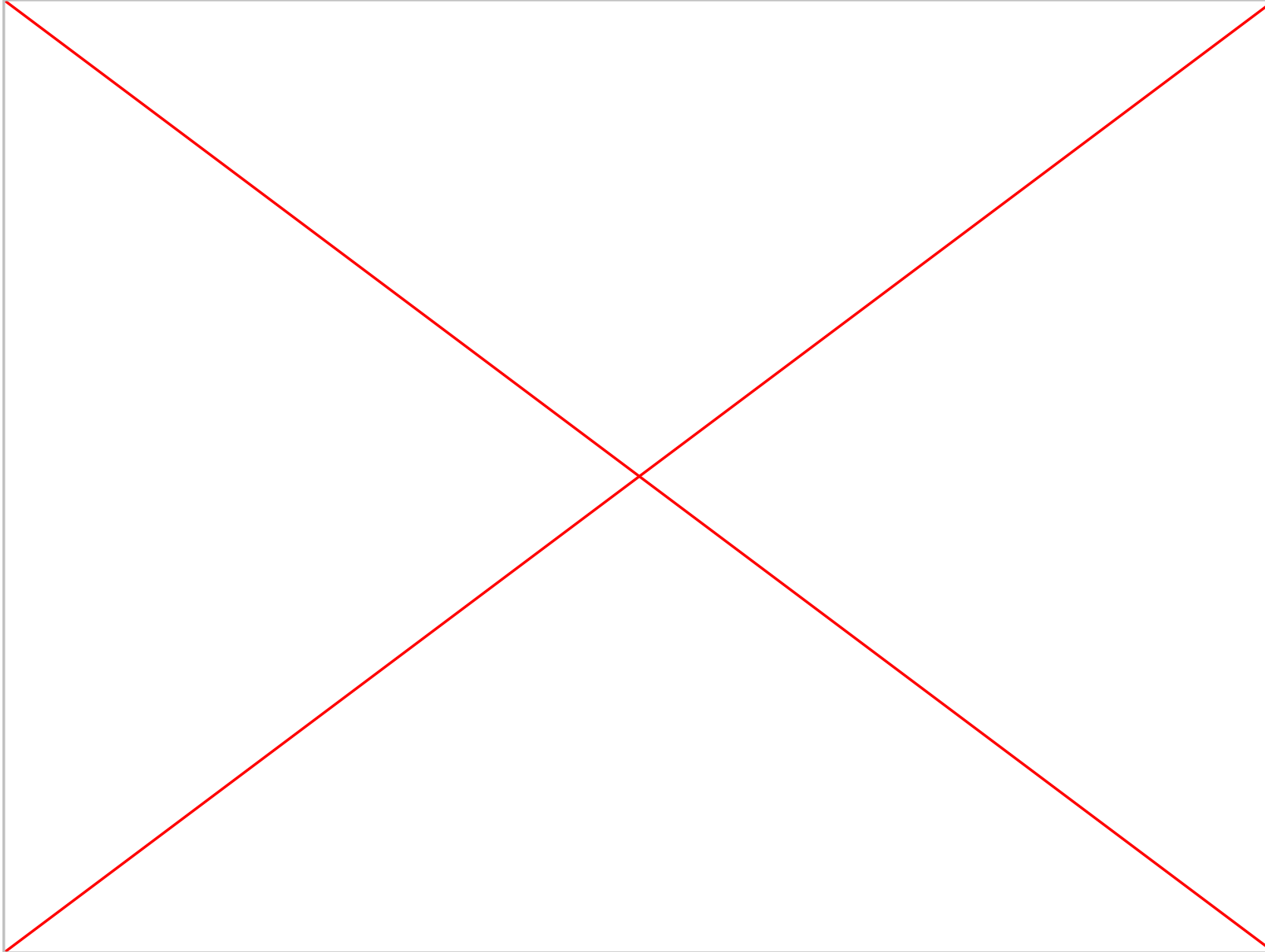
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Venice Senior High School

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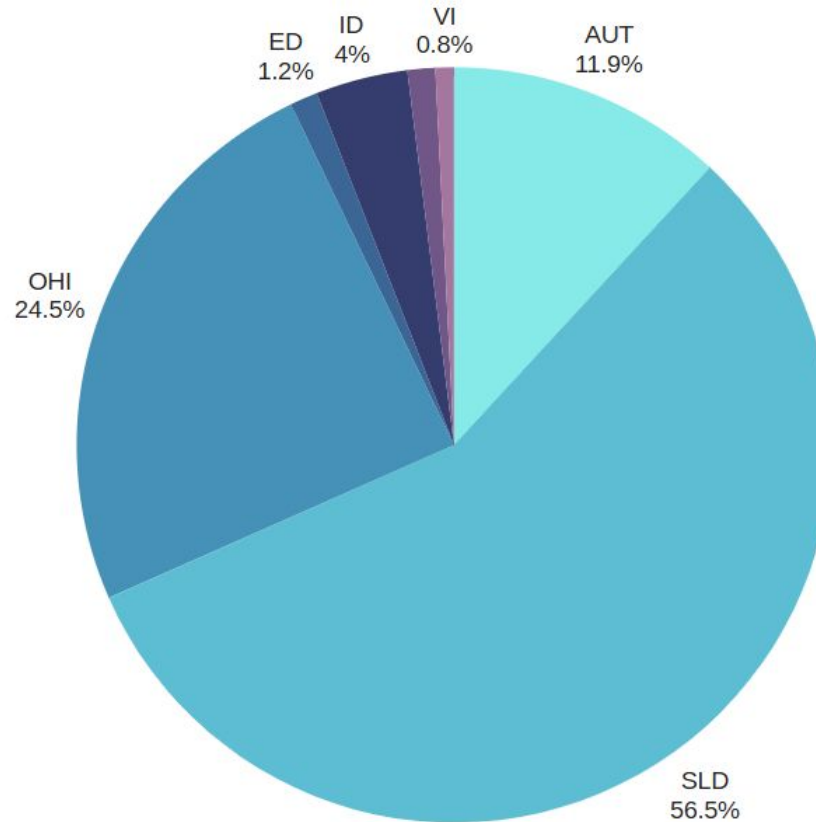
Venice Students' Point of View



School Overview

VENICE HIGH SCHOOL

Total Student Population: 2261
SWD: 254



Special Education Programs:

224 SWD are taking at least one co-taught A-G course in:

- ☐ English
- ☐ Math
- ☐ Science
- ☐ History

30 students participate in the Modified Core Program with Gen Ed Electives:

- ☐ IDM
- ☐ IDS
- ☐ MDO

85 SWD enrolled in Dev Support Classes

- ☐ Dev Read
- ☐ Dev Math

How/why our school increased our efforts to include SWD in GE

Why?

Venice High School began its transition to increasing inclusive practices in the fall of **2019**, with the belief that students with disabilities deserve equitable access to **rigorous instruction, meaningful learning**, and **same opportunities** as their general education peers to succeed and thrive.

How?

VHS provides co-taught classes in core A-G courses.

- ❑ 4 years of English
- ❑ 3 Years of Math
- ❑ 3 years of History
- ❑ 2 years of Science

Our model consists of a **general education teacher, special education teacher**, and **paraprofessional** in each of the A-G classes.

Our systems support for inclusive practices

Professional Development

- PD on inclusive strategies targeted for teachers and paraprofessionals
- PD on inclusive practices in all classrooms for all teachers.

Scheduling

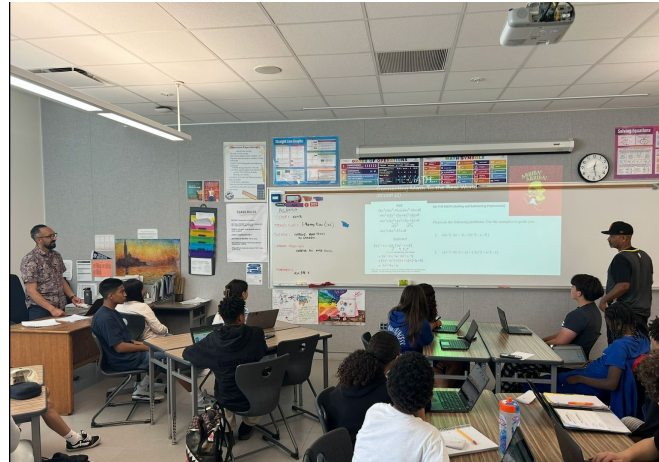
- Master scheduling with APSCS to insure co-teachers have common planning time.

Collaboration Time

- Summer Institute for co-teaching teams to collaborate on roles & responsibilities and best practices.

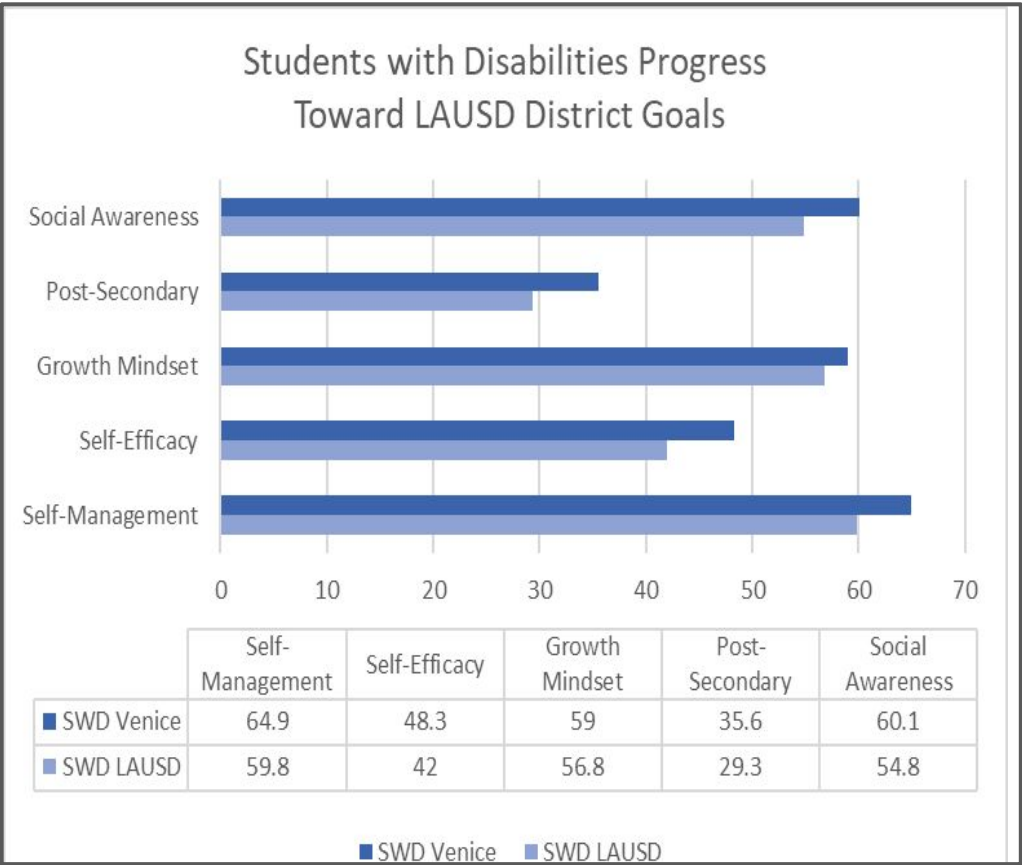
Committee

- Inclusion Steering Committee meets monthly with stakeholders to review data.

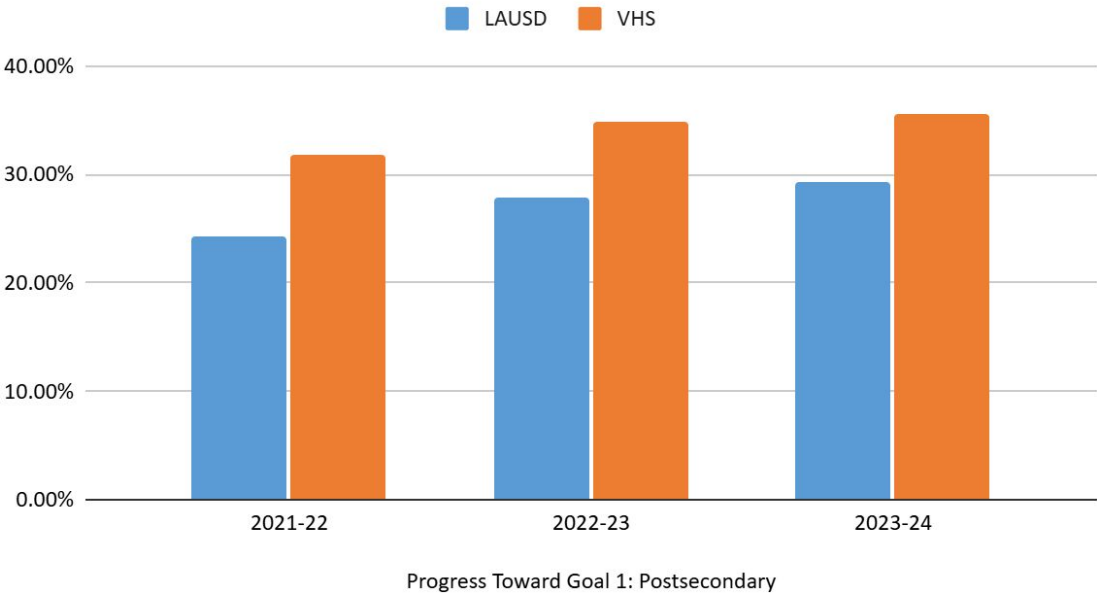


What the data shows in terms of impact

School Experience Survey results

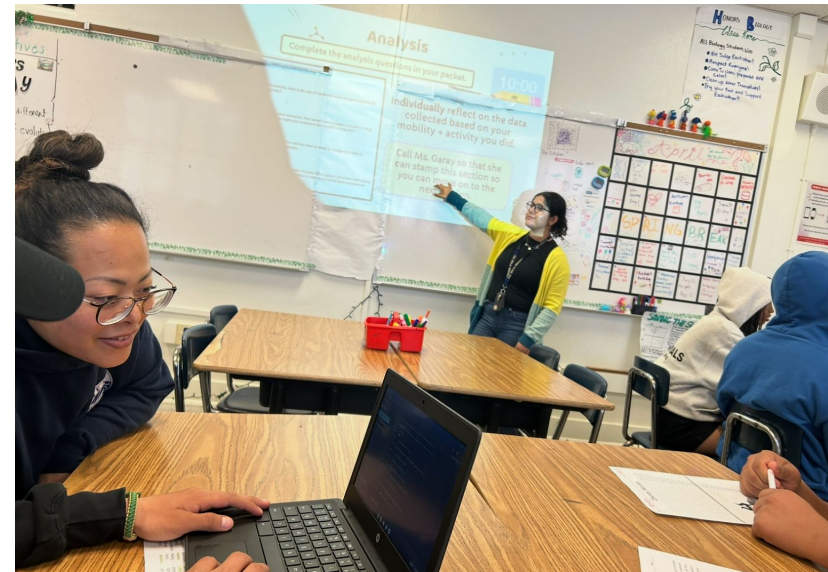
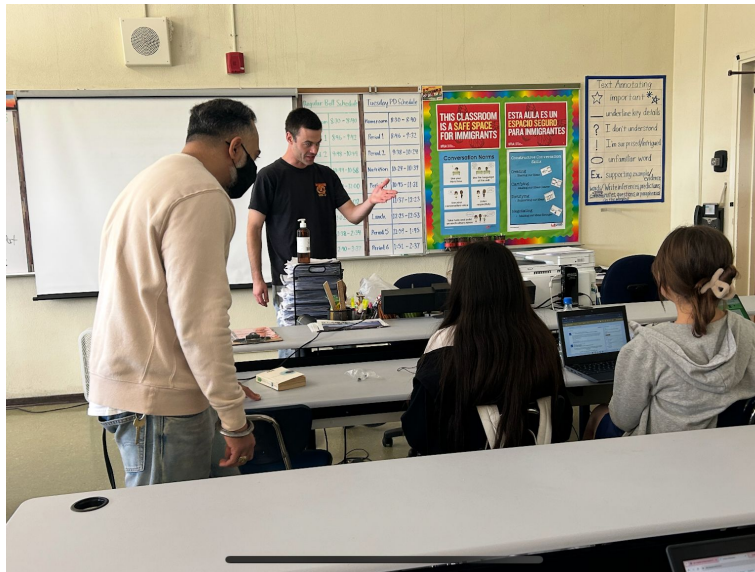


SWD Progress Toward Goal 1: Postsecondary



Next Steps

- Increase students on 4 year college track.
- Increase skill set of general education teachers in supporting all learners.
- Build capacity of Co-teaching teams.
- Develop Parent Inclusion Ambassadors.





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Student and Parent Experience



Questions



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