

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

**SPECIAL EDUCATION COMMITTEE**

3:00 p.m., Wednesday, November 6, 2024

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

**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  
Ms. Alesha Haase, Administrator of Instruction,  
Division of Special Education

**External Representatives**

Mr. Ary Martin Flores, Board District 2, Student  
Ms. Teresa Victoria Ann Mui, Board District 3, Parent  
Dr. Samantha Toews, Associate Professor, CSUN  
Ms. Marcia Scott, CSEA & Human Resource Specialist  
III, Certificated Assignments and Support Services  
Ms. Elizabeth Thomas-Parker, SEIU, Vice President  
Mr. Gavin Mirigliani, AALA  
Ms. Leila Reyes, Parent  
Ms. Amy Bogartz, UTLA

**Board Secretariat Contact**

Ms. Miriam Gonzalez  
Tel: (213) 241-7002  
Email: m.gonzalezledesm@lausd.net

**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, and each speaker will have **two** minutes to present. 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. Diploma with Alternate Assessment..... Ms. Brenda Pensamiento  
School Counseling Services Administrator  
Division of Instruction

Dr. James Koontz  
Coordinator, Moderate Severe and LRE Programs  
Division of Special Education

2. Gifted and Talented Education (GATE) for Students  
with Disabilities: Supporting Twice-Exceptional Students ..... Ms. Erin Yoshida-Ehrmann  
Director  
Gifted/Talented Programs, Advanced Learning Options

3. Magnet Opportunities for Students with Disabilities..... Dr. Keith Abrahams  
Executive Director  
Student Integration Services

**III. Closing Remarks** ..... Mr. Scott M. Schmerelson  
Chairperson

**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/boe#calendar73805/20241118/event/71853>

# Tab 1: Presentation

## **Diploma with Alternate Assessment**



**LAUSD**  
UNIFIED

# Diploma with the Alternate Assessment Exemption

Division of Instruction  
Division of Special Education





# Session Overview



- **Why Diplomas Matter**
- **State Workgroup**
- **Education Code**
- **Implementation of Education Code in LAUSD**
- **Graduation Requirements**
- **Suggested Course of Study**
- **IEP Guidance**

Questions

<https://bit.ly/LAUSDstaff-questions>

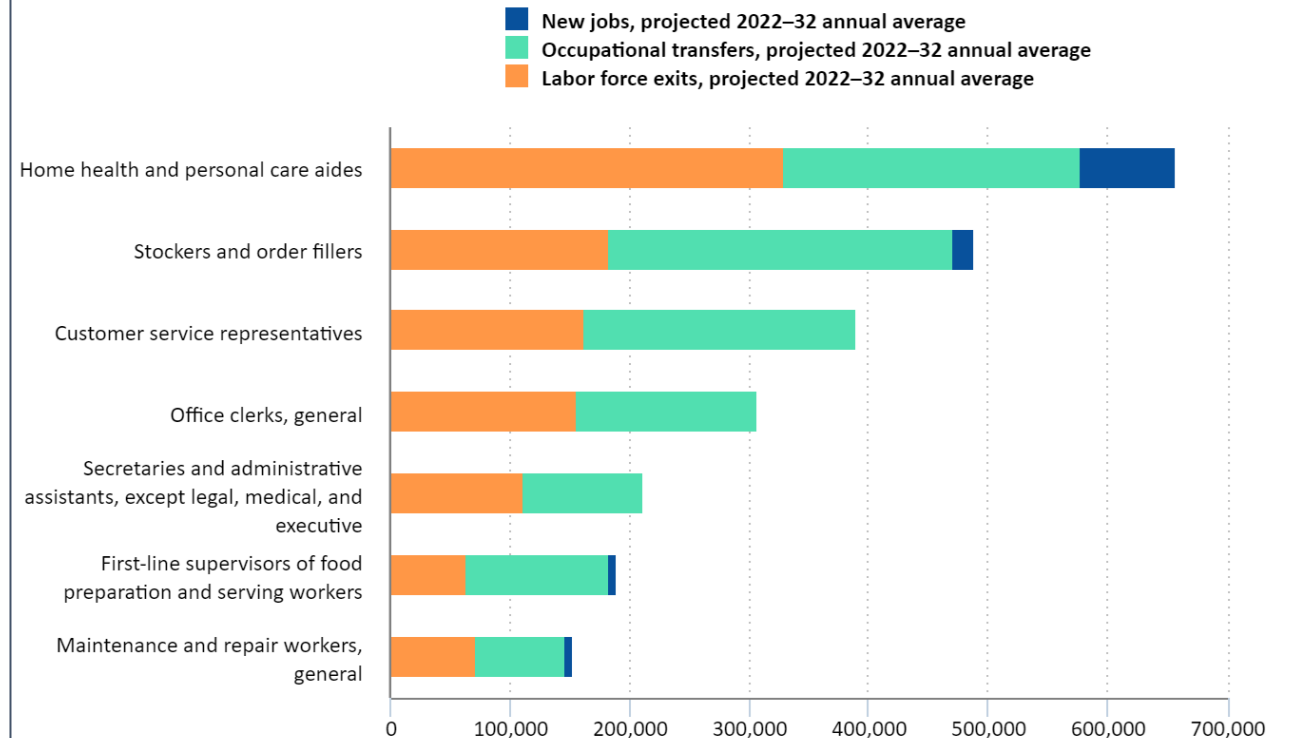


# Why Diplomas Matter

## 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)

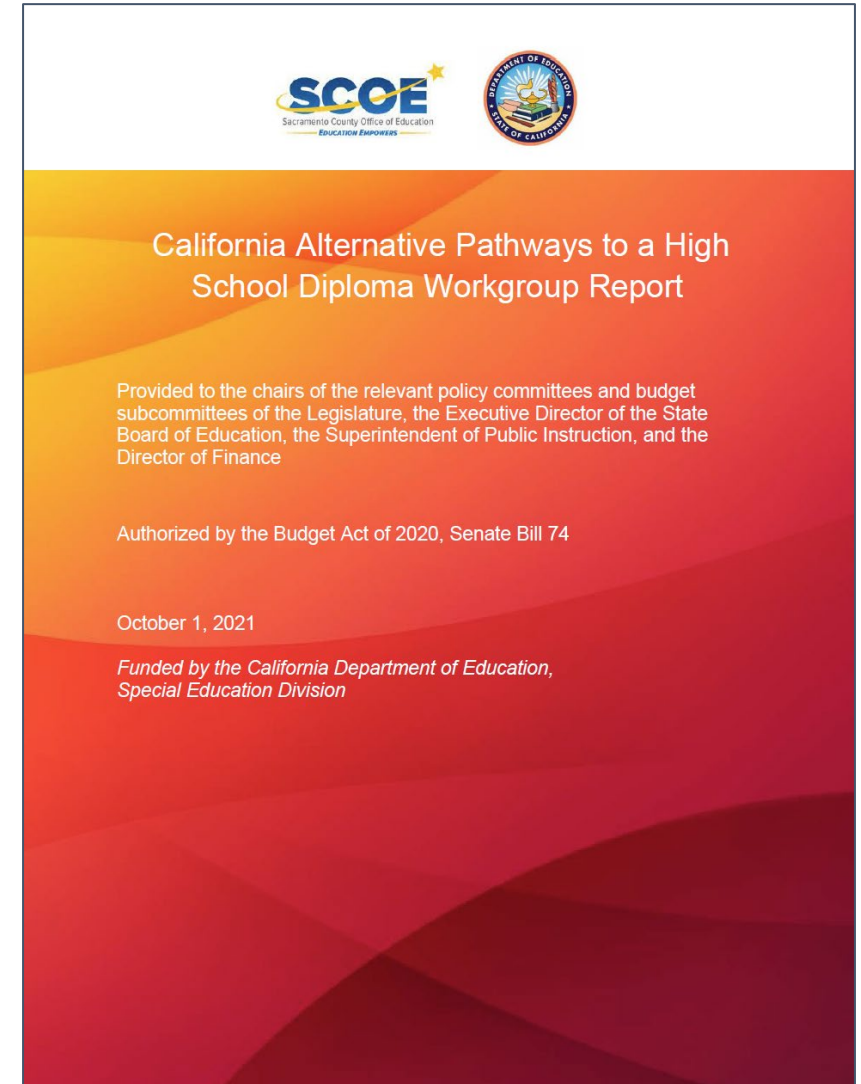
SB 74 funded the “convening a workgroup that will examine and propose alternative pathways to a high school diploma for students with disabilities.”

## 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

## Requirements under the Every Student Succeeds Act (ESSA)

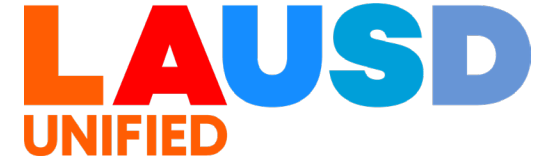
Students with the most significant cognitive disabilities can earn a diploma that is:

- 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**

# Diploma with Alternate Assessment Exemption Eligibility



## CA Education Code – 51225.31 and 51225.32

Eligible students:

1. Currently eligible for an IEP
  2. Eligible to take the California Alternate Assessment (CAA), as determined by their IEP team
  3. Completed state standards-aligned coursework to meet statewide course requirements.
- If eligible, education code exempts students from the additional diploma requirements of LAUSD's governing board
  - Does not change the obligation to provide a Free Appropriate Public Education (FAPE) until age 22

# Board Action



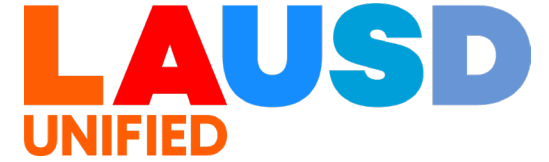
## BOARD OF EDUCATION OF THE CITY OF LOS ANGELES Governing Board of the Los Angeles Unified School District

### REGULAR MEETING REVISED ORDER OF BUSINESS

555 South Beaudry Avenue, Board Room  
1208 Magnolia Avenue, Gardena, CA 90247  
11:00 a.m. Tuesday, October 25, 2022

14. Board of Education Resolution No. 62-22-0005 PUBLIC HEARING
- Division of Instruction  
Division of Special Education  
(Diploma with Alternate Assessment Exemption) Provide that individuals with exceptional needs, who were enrolled in grade 10 or higher in the 2022-23 school year, with the opportunity to be awarded a high school diploma, pursuant to Education Code Section 51225.32, and recommend that District schools to extend a graduation exemption from all courses and requirements adopted by the Los Angeles Unified Board of Education (Board) that are additional to the statewide course requirements specified in Education Code Section 51225.3.

# Diploma with the Alternate Assessment Exemption



## **Because of this board action:**

- Eligible students have the opportunity to be awarded a high school diploma
- District schools will extend a graduation exemption from all courses and requirements adopted by the Los Angeles Unified Board of Education that are additional to the statewide course requirements

# LAUSD Implementation



## Diploma

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Available to **all** students who meet requirements:

- A-G coursework
- CDE Requirements
- Additional LAUSD requirements
  - Health
  - Ethnic Studies
  - Service Learning
  - Career Pathway
  - 210 Credits

## Diploma with Exemptions

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Available for **some** students:

- EC 51225.1 – foster, homeless, military, former juvenile court, migratory, or newcomer pupil
- **EC 51225.31 and EC 51225.32 – significant cognitive disability**
  - **eligible to take state alternative assessments**
  - **must meet the CDE graduation**

## Certificate of Completion

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Available **only** to students with disabilities:


- Must complete a prescribed alternative course of study with a total of 210 credits

*IEP Team consideration only*



# LAUSD Graduation Requirements



 <b>Graduation Requirements</b> LAUSD students must pass all requirements shown here (A-G, CDE, and additional LAUSD requirements)	A – G	CDE	Additional LAUSD
A. History/Social Science	2 years	3 years	
B. English	4 years	3 years	
C. Math	3 years	2 years	
D. Science	2 years	2 years	
E. Language other than English (LOTE)	2 years	1 year LOTE, VPA, or CTE	
F. Visual Performing Arts (VPA)	1 year		
G. College Prep Elective	1 year		
Physical Education		2 years	
Health			1 Semester
Ethnic Studies			1 Semester

**130**  
**Credits**  
**Total**

# Potential Graduates



The chart below indicates the number of students who are eligible to take the alternate assessment and whose transcripts and Individualized Education Program (IEP) need to be evaluated to determine if they are eligible or need additional support to meet the eligibility criteria.

Class Of	Number of Currently Enrolled Students
2025	499
2024	444
2023	389
2022	371
2021	291
2020	38

Source: Focus, August 16, 2024

# Transcript Analysis



Eligible Students in the Class of 2025	Eligible Students in the Class of 2024 & Prior
<ul style="list-style-type: none"><li>● Counselors will receive a summary of evaluated transcripts for their students. This will include annotations detailing the courses needed for students to be on-track for graduation.</li><li>● Counselors must consult with the student’s case carrier to ensure that the IEP is reviewed prior to additional steps.</li></ul>	<ul style="list-style-type: none"><li>● Counselors will review students transcripts as needed to verify they can meet the CDE graduation requirements.</li><li>● Counselors will identify students who may be eligible for a diploma exemption, those on-track to earn the diploma exemption, and those who need additional programming or credit recovery opportunities.</li></ul>

# Class of 2026 and Beyond

## Next Steps

1. School Counseling in collaboration with the Division of Special Education will provide training to all high school counselors
1. School Counseling will work with the Division of Special Education to provide the list of available courses to school administrators

# Counselor Training



## Virtual Online Trainings

Wednesday, November 6	North	1:00 PM – 1:45 PM
	West	2:00 PM – 2:45 PM
Friday, November 8	South	10:00 AM – 10:45 AM
	East	11:00 AM – 11:45 AM

## In-Person Professional Development

November 18 or 19, 2024	March 17, 18 or 20, 2025
January 29 or 30, 2025	May 21, 2025





# Teacher Training



- LAUSD staff will have an opportunity to join an information session to learn more about the criteria to earn a diploma that will allow students to pursue postsecondary education, employment, and to meaningfully participate in their community.
- Information sessions are held online each month and will be recorded for viewing on MyPLN.

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## DIPLOMA INFORMATION SESSIONS



Students with significant cognitive disabilities can earn a diploma while remaining eligible for special education services up to age 22. Join an information session to learn more about the criteria to earn a diploma that will allow students to pursue postsecondary education, employment, and to meaningfully participate in their community.

Information sessions are held online each month and will be recorded for viewing on MyPLN.

For more information, contact James Koontz, Coordinator, [jck6411@lausd.net](mailto:jck6411@lausd.net).


TIME
3:00 pm to 4:00 pm

DATES
September 10, 2024
October 8, 2024
November 12, 2024
January 14, 2025
February 11, 2025
March 11, 2025
April 8, 2025
May 13, 2025

 Registration available on MyPLN ([lausd.csod.com](https://lausd.csod.com))  
MyPLN keyword – altcurr  
Administrator approval is required to attend sessions

# New IEP Guidance

## Updated October 2024



Guidance for IEP Teams:  
Diploma With The Alternate Assessment Exemption  
Division of Special Education  
October 2024

California recently added statutory exemptions to local diploma requirements for students who are eligible for alternate assessment. Pursuant to Education Code sections 51225.31 and 51225.32, students may qualify for this exemption if they meet the following eligibility criteria:

1. Are currently eligible for an IEP,

2. Eligible to take the California Alternate Assessment (CAA), as determined by their IEP team and noted in Section K of the IEP document, and

3. Completed state standards-aligned coursework to meet statewide course requirements.

When a student meets the eligibility criteria they are exempted from additional LAUSD graduation requirements and can earn a diploma based on state standards aligned curriculum. Students receiving a diploma based on the alternate assessment exemption can continue to receive special education services until they turn 22 years old or otherwise earn a high school diploma without this exemption.

For students eligible for special education services and also eligible for the CAA in grades 9 through 12, schools must provide opportunities for students to complete the coursework, which can be modified to meet their individual needs, to align with the following state graduation requirements:

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

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IEP Team Responsibilities

At each IEP team meeting beginning in the 8<sup>th</sup> grade and continuing until graduation or when the student is no longer eligible, IEP teams must document their discussion to determine the student's eligibility for the CAA and whether or not they will work towards the alternate assessment diploma exemption.

1. Consider CAA eligibility and, if determined to be eligible, document by selecting CAA in Section K of the IEP document.

a. To assist with this determination of eligibility for the CAA, IEP teams must download the Alternate Assessment Decision Confirmation Worksheet from the Welligent "Downloads" and verify that the student meets the criteria. When completed, upload the decision confirmation worksheet to IEP "Attached Documents" on the IEP Management screen.

Downloads

Search CAA

Document Description

Uploaded (between)

View

Discussions

Updated by

Date Added

ALTERNATE ASSESSMENT DECISION CONFIRMATION WORKSHEET

LL DAILY

20/09/22

2. If eligible for CAA, discuss as an IEP team the student's diploma eligibility using California Education Code §§ 51225.31 or 51225.32.

a. Ensure counselor is invited as a participant for the IEP team meeting

i. For 8<sup>th</sup> grade students: Discuss the California Department of Education (CDE) course requirements that will need to be met to earn a diploma. Courses for students on an alternate curriculum, along with general education courses, will count toward the total courses necessary for a diploma.

ii. For students in grades 9 through 12, inclusive of those participating in adult transition programs (Career and Transition Centers): Discuss state minimum graduation course requirements, courses that are completed, courses that are in progress, and courses that continue to be needed to meet diploma requirements prior to the end of eligibility.

b. Document in FAPE 2 Part 4 the following:

"The IEP team reviewed the student's eligibility to take the California Alternate Assessment (CAA) which is aligned with alternate achievement standards linked to the Common Core State Standards (CCSS) and the performance expectations from the California Next Generation Science Standards (CA NGSS). The team determined that the student is eligible to participate in the CAA."

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Based on Education Code 51225.31 or 51225.32, the student is eligible to earn a high school diploma. Requirements in excess of the state minimum required courses and 130 credits will be waived. Standards-aligned coursework that has been modified will receive credit for the high school diploma. Earning a high school diploma under this exemption does not change eligibility for services and student will remain eligible to receive a free appropriate public education until the age of 22 or until the student earns a high school diploma which meets all LAUSD requirements without exemption."

3. If not eligible for CAA, discuss as an IEP team how the student is progressing toward meeting LAUSD graduation requirements as outlined in the current version of BUL-079501 "Graduation Requirements for the Classes of 2024–2027" available in the LAUSD library.

Welligent IEP Documentation Directions

Beginning at the IEP in effect at age 14 or the start of high school (grade 9), students must have an individual Transition Plan (ITP) as part of their IEP. To ensure compliance, Welligent requires development of an ITP document when a student reaches age 13 or by no later than the second semester of 8th grade. IEP teams must document in the individual Transition Plan (ITP) whether the student is working toward a Diploma or a Certificate of Completion. Please refer to definitions below to support IEP team discussions.

Diploma:

LAUSD students must successfully complete the "A-G" sequence as part of the District's graduation requirements. The District's graduation requirements are made up of a set of required classes, elective classes, and non-class requirements.

California Education Code exempts students in certain eligible groups from LAUSD diploma requirements that exceed state mandated course requirements. Exemptions are available for students with disabilities whose IEP team determines and documents that they are eligible for the California Alternate Assessment. Earning a high school diploma under this exemption does not change eligibility for services and students will remain eligible to receive a free appropriate public education until the age of 22 or until the student earns a high school diploma which meets all LAUSD requirements without exemption.

Certificate of Completion:

The Certificate of Completion is not equivalent to the high school diploma. It does not meet employment qualifications if the employer requires a diploma. Most sources of financial aid for post-secondary education (i.e. college, university) require a diploma. Please consult with the post-secondary location of interest to determine if financial aid is available.

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Welligent IEP Documentation

Beginning 10/27/24, Welligent will require IEP Teams to document whether a student will remain eligible for special education upon earning a diploma.

Eligibility upon diploma: Upon earning a diploma, Student:

☐ Will no longer be eligible for special education

☐ Will remain eligible for special education

\*Students who are eligible for the CAA and earn a diploma under this exemption remain eligible to receive a free appropriate public education until the age of 22 or until the student earns a high school diploma which meets all LAUSD requirements without exemption.

Screenshot of ITP update implemented on 10/27/2024:

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (in IEP) was reviewed with parent and student in relation to:

Courses completed: ☐ Yes ☐ No Courses currently enrolled in: ☐ Yes ☐ No Courses still needed: ☐ Yes ☐ No

IEP or course of study was provided to the parent or student over age 18 as required: ☐ Yes

LAUSD Diploma Requirements: LAUSD students must successfully complete the "A-G" sequence as part of the District's graduation requirements. The District's graduation requirements are made up of a set of required classes, elective classes, and non-class requirements.

California Education Code exempts students in certain eligible groups from LAUSD diploma requirements that exceed state mandated course requirements. Exemptions are available for students with disabilities whose IEP team determines and documents that they are eligible for the California Alternate Assessment. Earning a high school diploma under this exemption does not change eligibility for services and students will remain eligible to receive a free appropriate public education until the age of 22 or until the student earns a high school diploma which meets all LAUSD requirements without exemption.

Certificate of Completion: The Certificate of Completion is not equivalent to the high school diploma. It does not meet employment qualifications if the employer requires a diploma. Most sources of financial aid for post-secondary education (i.e. college, university) require a diploma. Please consult with the post-secondary location of interest to determine if financial aid is available.

Student is working towards: ☐ Diploma ☐ Certificate of Completion

Eligibility upon diploma: Upon earning a diploma, Student:

☐ Will no longer be eligible for special education

☐ Will remain eligible for special education

Additional coursework/activities discussed that may support post secondary goals (e.g. SLC, participation, electives or instruction related to postsecondary goals, community experiences, participation in after school clubs or organizations, etc.): NOTE: these are suggestions and contingent to availability.

For questions and support, please contact the Region Special Education Office:

REGION EAST - 2151 N. Soto Street, LA, 90032 .....	(323) 224-3300
REGION NORTH - 6621 Balboa Blvd., Lake Balboa 91406 .....	(818) 654-3600
REGION SOUTH - 1208 Magnolia Ave., Gardena, 90247 .....	(310) 354-3431
REGION WEST - 1180 W. Graham Place, LA, 90064 .....	(310) 235-3700
OPTIONS & VIRTUAL ACADEMY - 333 S. Beaudry Ave. 11th Floor, LA, 90017 .....	(213) 241-0117

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# Parent Information Sessions

The parent information sessions provide an opportunity for families to learn more about the criteria to earn a diploma for students with significant cognitive disabilities. Earning a diploma will allow students to pursue postsecondary education, employment, and to meaningfully participate in their community.



## Parent Workshop

# DIPLOMA INFORMATION SESSIONS



Join us for an information session to learn more about the criteria to earn a diploma for students with significant cognitive disabilities. Earning a diploma will allow students to pursue postsecondary education, employment, and to meaningfully participate in their community.

For more information, contact  
Tiffany Sepe, Specialist,  
[tiffany.sepe@lausd.net](mailto:tiffany.sepe@lausd.net)

<b>Information Session #1</b>
November 13, 2024 - 10:00 am to 11:00 am November 13, 2024 - 5:00 pm to 6:00 pm
<b>Information Session #2</b>
January 8, 2025 - 10:00 am to 11:00 am January 8, 2025 - 5:00 pm to 6:00 pm
<b>Information Session #3</b>
March 19, 2025 - 10:00 am to 11:00 am March 19, 2025 - 5:00 pm to 6:00 pm

**Registration Link:**  
<https://bit.ly/diploma-parentworkshop>





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# Thank You

*Inspire all students to reach their maximum potential as productive and responsible citizens.*



<https://www.lausd.org/Page/16729>

# **Tabs 2 & 3 Presentations**

**Gifted and Talented Education  
(GATE) for Students with  
Disabilities: Supporting Twice-  
Exceptional Students**

**&**

**Magnet Opportunities for  
Students with Disabilities**

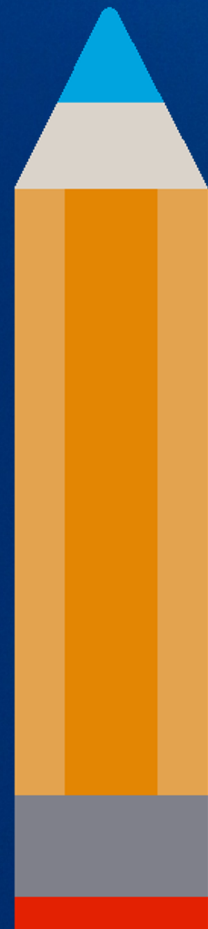


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# Gifted and Talented Education (GATE) for Students with Disabilities

## Supporting Twice-Exceptional Students

**Erin Yoshida-Ehrmann**, Director  
Advanced Learning Options | Gifted/Talented Programs



# Did You Know?

Many of our students with disabilities are also gifted! These learners are considered **twice-exceptional** or **2e**.

2e students have a wide range of strengths, interests, and learning profiles. Their unique cognitive, social-emotional, behavioral, and academic needs require specialized support.

# Who Are Our Twice Exceptional (2e) Students?



High Achieving



Creative Thinkers

Attending ALL LAUSD schools/programs



English Learner/  
Multilingual



Visible & Invisible  
Disabilities



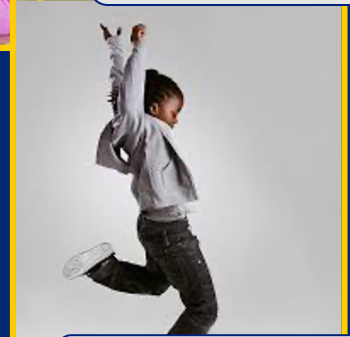
Able Underachieving



Leaders



Emotional/Sensory  
Intensities



Visual & Performing  
Artists

# Possible Characteristics of 2e Students

- Asynchrony
- Exceptional memory
- Vivid imagination
- Curiosity
- Large knowledge and interest base and/or intense interest in particular topics
- Highly sensitive and empathetic
- High energy; needs to move

- Heightened reaction to sensory stimuli
- Struggles to follow multi-step directions or complete tasks
- Difficulty with organization
- Misreads social cues
- Unrealistic expectations for self and others
- Emotional intensities
- Situationally motivated

# LAUSD GATE Identification Categories

LAUSD students – *including students with disabilities* – may be identified as gifted in the following categories:

- **Intellectual Ability** (K-12)
- **High Achievement Ability** (2<sup>nd</sup> grade OLSAT-8 & grades 5-12)
- **Specific Academic Ability – ELA or Math** (grades 5-12)
- **Visual Arts Ability** (grades 2-12)
- **Performing Arts Ability – Dance, Voice, or Drama** (grades 2-12)
- **Creative Ability** (grades 2-12)
- **Leadership Ability** (grades 2-12)

**The GATE referral process begins at the school site. A referral can be initiated by a school employee, family member, or student. A student can even self-refer!**



# Verification – Another Pathway to GATE!

**To ensure equitable and inclusive access, students are not required to be tested or formally identified as gifted to receive GATE services and support in LAUSD. Students can be “verified” as eligible by school personnel based on demonstrating critical thinking and problem-solving skills in their primary language.**

# GATE Strategic Plan Targets

## **Pillar 1: Academic Excellence, Enriching Experiences, 1B.S5**

Increase access to gifted and talented programs by addressing the disproportionality of students identified to receive services. By 2026, we will increase the districtwide percentage of students identified for gifted/talented education programs to **14.8%** (from 12.5% in 2018-19).

**As of September 2024, we are at 15.9%  
(61,979 identified gifted/talented students districtwide)**

# Districtwide GATE Participation for Students with Disabilities (SWD)

School Year	# Enrolled SWD	# Identified SWD GATE	# Verified SWD GATE	# SWD GATE Participation
<b>2022-23</b>	61,064	1,941	355	<b>2,296</b>
<b>2023-24</b>	62,631	2,158	427	<b>2,585</b>
<b>2024-25</b>	61,836	2,443	403	<b>2,846</b>

**24% increase**  
**in SWD participating in GATE (June 2023 to Present)**

Data Source: Focus (October 2024); GATE participation includes students formally identified as gifted, as well as students who have been verified for GATE program participation.

# Districtwide GATE Participation for Students with Disabilities (SWD)

School Year	% SWD GATE Participation Proportionality	% SWD GATE Participation Subgroup
2022-23	3.04%	3.76%
2023-24	3.42%	4.13%
2024-25	3.96%	4.60%

## Proportionality Column:

*What percentage of LAUSD gifted students have an IEP?*

**3.96%**

## Subgroup Column:

*What percentage of LAUSD students with disabilities are gifted?*

**4.60%**

**6% is the national estimated percentage of the total population who are gifted.  
LAUSD is 1.4% away from meeting this national estimated percentage for SWD.**

Data Source: Focus (October 2024); GATE participation includes students formally identified as gifted, as well as students who have been verified for GATE program participation.

# GATE Program Options

The following GATE program options are available to LAUSD students – *including students with disabilities*:

- **School Site GATE Program** (GATE clustering and differentiated instruction at all K-12 schools/programs)
- **Schools for Advanced Studies (SAS)** (150 exemplary GATE programs at resident schools)
- **Magnet Programs** (53 Gifted Magnets and 4 Highly Gifted Magnets)
- **Conservatory of Fine Arts** (supplemental Saturday instructional program for students talented in the arts)

# Many Appropriate Educational Settings

- 2e students may be serviced at their school of residence or apply to attend other program options – such as Magnet or SAS – through the Choices application process.
- 2e students should be educated in their least restrictive environment (LRE). 2e students benefit from the inclusive practice of being placed in a **“GATE cluster”** with other gifted learners. Special education services and accommodations are provided in accordance with the student’s IEP.
- **Differentiated instruction** must be provided in any setting. Content, process, and product should be modified to meet the student’s unique academic and social-emotional needs. Learning opportunities should be strength-based, talent-focused, and student-centered.



# Contact Information/ Información del Contacto

## Gifted/Talented Programs

**Phone:** (213) 241-6500

**Email:** [GATE@lausd.net](mailto:GATE@lausd.net)

**Website:** <https://lausd.org/gate>

## Programas para Alumnos Dotados/Talentosos

**Teléfono:** (213) 241-6500

**Correo Electrónico:** [GATE@lausd.net](mailto:GATE@lausd.net)

**Sitio Web:** <https://lausd.org/gate>

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# Magnet Opportunities for Students with Disabilities

**Dr. Keith Abrahams**, Executive Director  
Student Integration Services (SIS)



# SIS Strategic Plan Targets

## **Pillar 4: District of Choice, Operational Effectiveness, 4D.S4**

Update processes and policies to ensure that strengthening student enrollment and academic success is factored into all District work, including facilities and school choice. By 2026, we will increase enrollment in thematic and choice learning options to at least 65% of all students

**Background...**

# Modified Consent Decree (MCD) Report (12-13-19)

“ One of the biggest successes of the MCD has been the growth in the number of Students With Disabilities (SWD) applying to and enrolling in magnet schools.” (pg. 19)

# Removal of Barriers

- Change policy (blind selection)
- Change procedures (magnet programs hold immediate IEPs)
- Change practices (SWD placements, coordinator meetings)
- Paradigm shift (SPED section in Magnet Program Resource Handbook)

# Percent SWD in Magnets Over the Years

Year	Enrolled	SPED	Percent
2016-2017	77970	5462	7.0%
2017-2018	82211	5731	7.0%
2018-2019	87825	6397	7.3%
2019-2020	92949	7023	7.6%
2020-2021	93579	7093	7.6%
2021-2022	85039	6636	7.8%
2022-2023	85618	6996	8.2%
2023-2024	85575	7414	8.7%
2024-2025	87649	8304	9.5%



# Special Education Programs in Magnets

38% of magnet schools submitted a 2024-2025 plan to expand inclusive practices!

29% of magnet schools have a Low Incidence program!

# Next Steps

- Ensure that all SPED administrators understand the magnet program guidelines
- Continue to encourage articulation/outreach
- Continue to encourage SWDs applications (Choices brochure pg. 18)

magnet school/center can be found under each school's name. All District students, including English learners, standard English learners, students with disabilities, and gifted/talented are encouraged to apply.

# Contact Us

## Student Integration Services

**Phone:** (213) 241-4177

**Website:** [lausdmagnets.com](http://lausdmagnets.com)

## Servicios de Integración Estudiantil

**Teléfono:** (213) 241-4177

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