



# Community Advisory Committee **Comité Asesor Comunitario**

## **IEP Training Capacitación de IEP**

9:30 a.m. – 10:25 a.m.

Wednesday, February 4, 2026

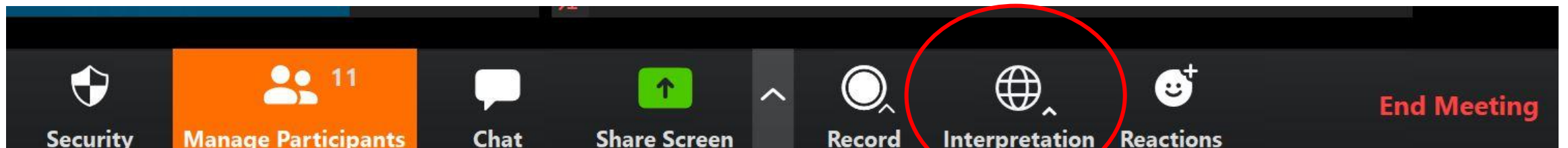
miércoles, 4 de febrero del 2026

# Interpretation Services

# Servicios de Interpretación

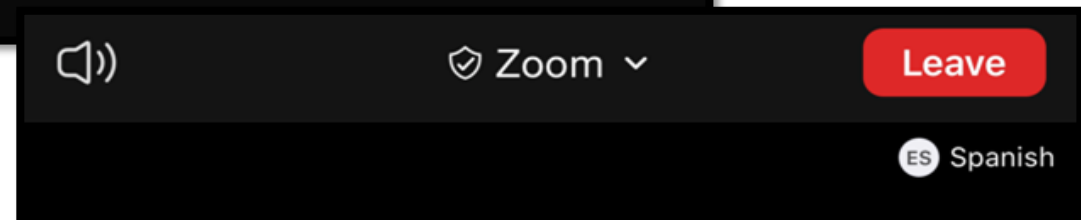
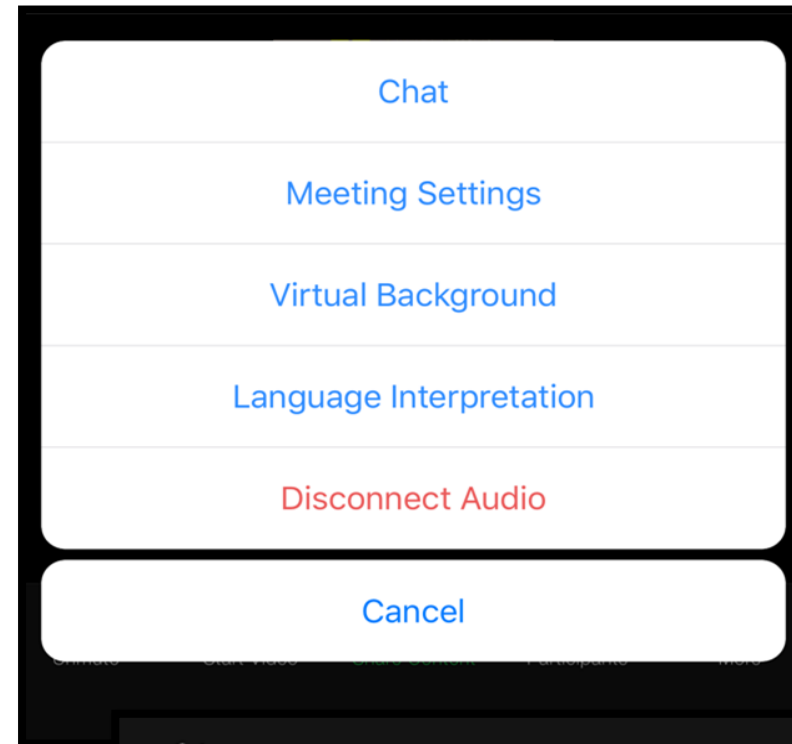
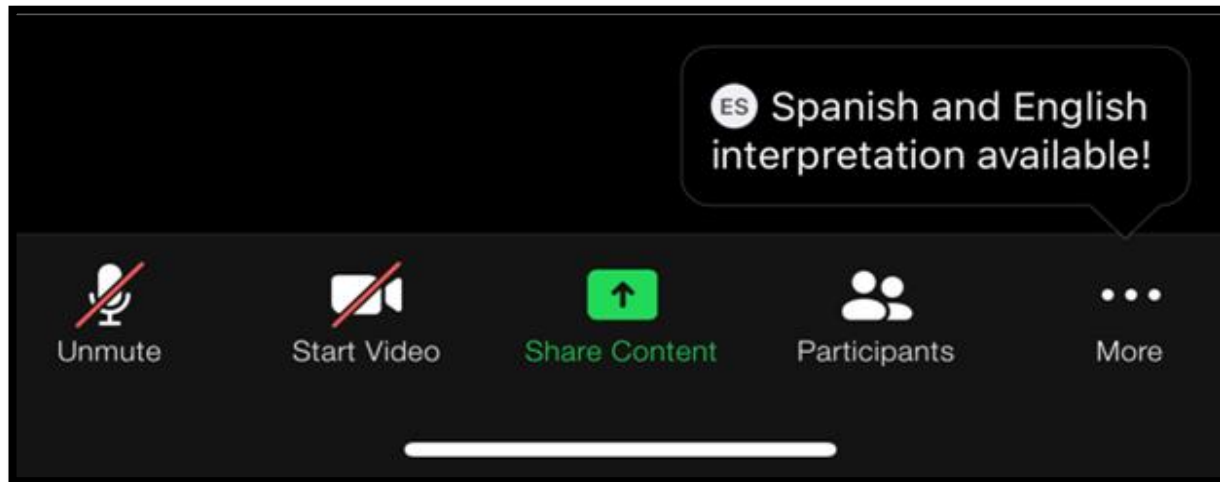
- Click on the globe icon at the bottom of the screen.
- Select the language of preference for you.
- You will engage and listen to the presentation in the language you select.

- Haga clic en el símbolo del mundo en la parte de abajo de su pantalla.
- Seleccione el idioma que le gustaría escuchar.
- Participará y escuchará la presentación en el idioma que seleccione.



# Interpretation Services

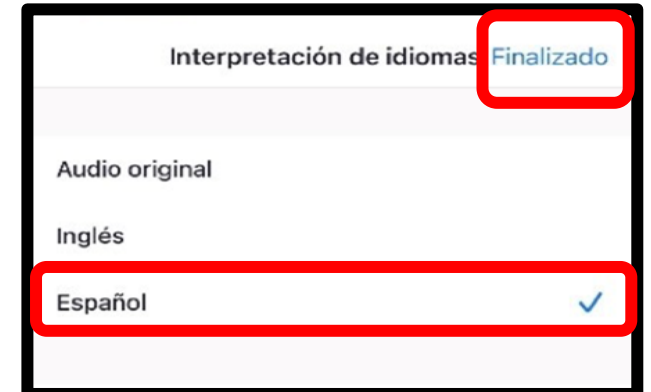
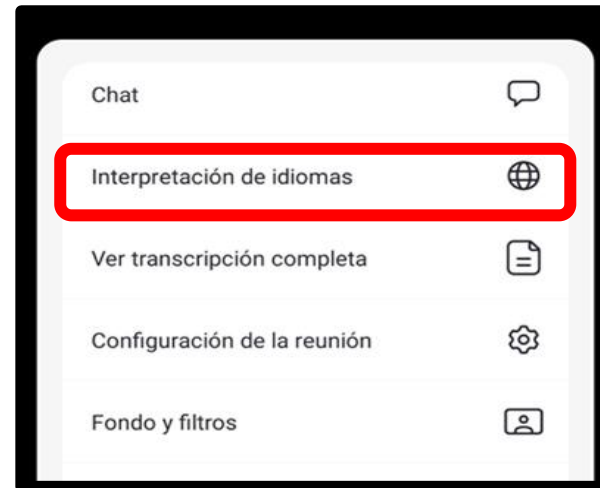
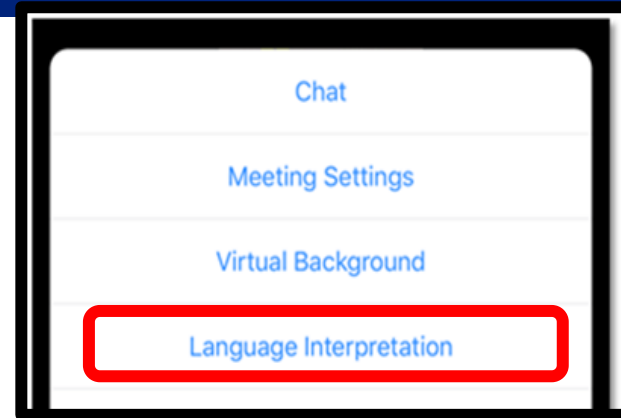
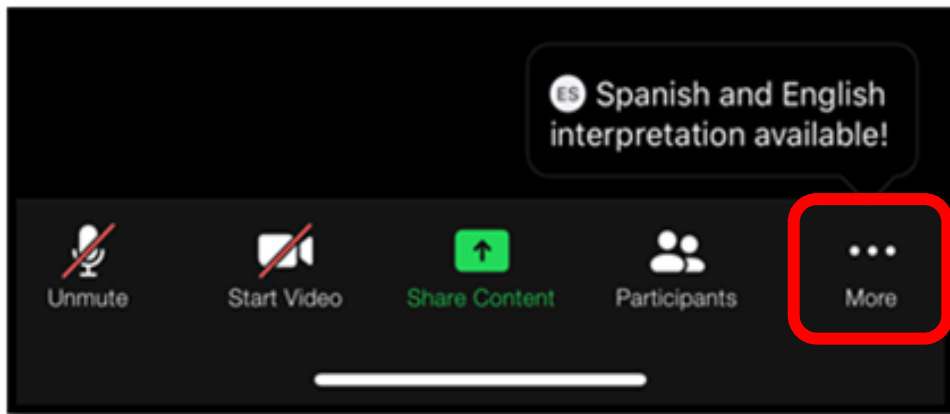
# Servicios de Interpretación



# Interpretation services: mobile device



# Servicios de interpretación: dispositivo móvil





**LAUSD**  
**UNIFIED**

**Review of Parent Portal IEP Signature Capabilities & Parent Perspectives: Creating Welcoming Schoolwide Events for All (School Resource)**

**Revisión de las capacidades exclusivas del IEP del portal de padres & Perspectivas de los padres: creando eventos escolares acogedores para todos (recurso escolar)**

# **IEP Training Subcommittee**

## **Subcomité de Capacitación del IEP**



**DENISSA ZAPATA**

Chair, IEP Training Subcommittee

Presidenta, Subcomité de Capacitación del IEP



**JEANETTE RAMIREZ**

Chair, IEP Training Subcommittee

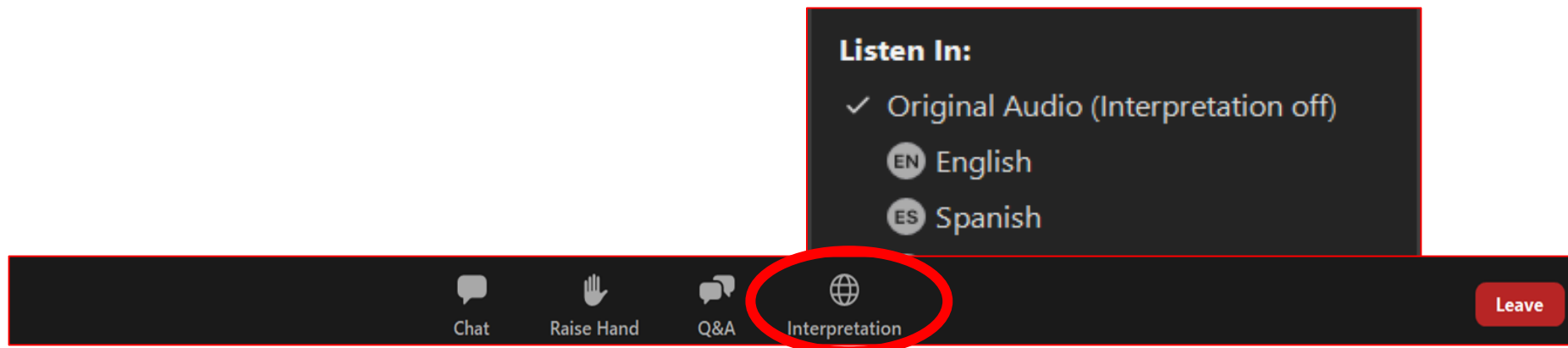
Presidenta, Subcomité de Capacitación del IEP

# Select Your Language Preference

## Seleccione su idioma de preferencia

1. Click on the globe icon at the bottom of the screen.
2. Select the language of preference for you.
3. You will engage and listen to the presentation in the language you select.

1. Haga clic en el símbolo del mundo en la parte de abajo de su pantalla.
2. Seleccione el idioma que le gustaría escuchar.
3. Participará y escuchará la presentación en el idioma que seleccione.

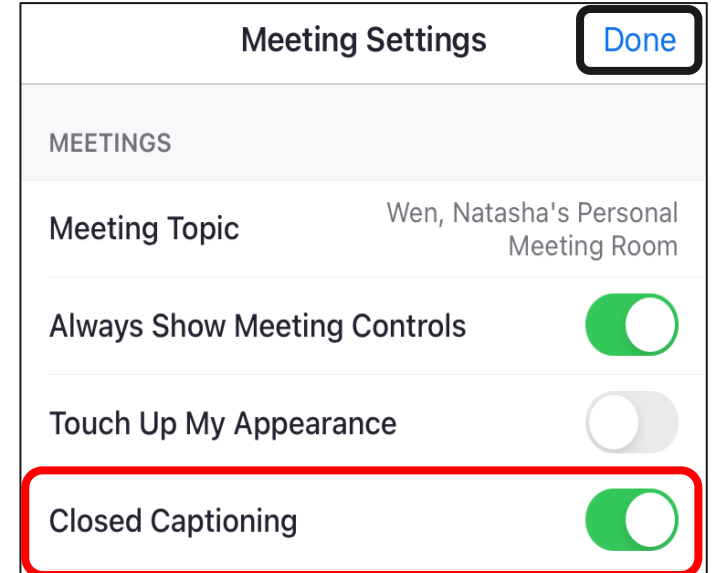


# Closed Captioning (CC)

## Subtítulos (CC)

1. Click on your device's **Meeting Settings**
2. Activate **Closed Captioning**, then click **Done**

1. Haga clic en **Meeting Settings**  
(Configuración de la reunión)
2. Active **Closed Captioning** (subtítulos),  
haga clic en **Done** (Listo)



# Agenda

- Welcome
- Session Norms
- Parent Portal
- IEP Access via the Parent Portal
- IEP Signature Capabilities on Select IEP Documents
- Announcements
- New Business

# Agenda

- Bienvenida
- Normas de la sesión
- Portal de padres
- Acceso al IEP a través del Portal de padres
- Capacidades de firma del IEP en documentos selectos
- Anuncios
- Nuevos asuntos

# Session Norms

1. We will keep students as a priority.
2. We will speak and communicate respectfully, monitoring our speech and written words to provide every participant with a safe and welcoming environment.
3. We will use online meeting application features to respectfully present questions and comments related to the topic in discussion.
4. We will listen attentively and speak briefly, keeping our microphones muted while we are not speaking.

# Normas de la Reunión

1. Mantendremos a los estudiantes como nuestra prioridad.
2. Hablaremos y nos comunicaremos de forma respetuosa, estando atentos a lo que decimos y escribimos para proveer a todos los participantes un ambiente seguro y de bienvenida.
3. Utilizaremos las características de la aplicación de reuniones en línea para respetuosamente plantear preguntas y comentarios relacionado con el tema de discusión.
4. Escucharemos atentamente y seremos breves al hablar y mantendremos nuestros micrófonos apagados cuando no hablemos.

# Session Norms

5. We will not interrupt each other.
6. We will stay focused on the meeting topics.
7. We believe that we can agree to disagree.
8. We believe that there might be more than one solution to a problem.

# Normas de la Reunión

5. No nos interrumpiremos.
6. Permaneceremos enfocados en los temas de la reunión.
7. Creemos que podemos llegar al acuerdo de estar en desacuerdo.
8. Creemos que puede existir más de una solución.



**Lilia Moran**  
Coordinator,  
Special Education Compliance  
Coordinadora,  
Cumplimiento de educación especial

# Presentation Objectives

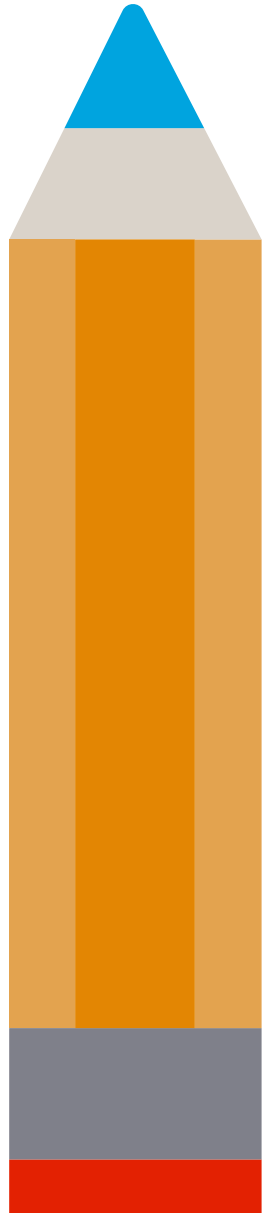
- Review and understand the new **IEP signature capabilities available in the Parent Portal**, including how families can access, review, and electronically sign some IEP documents.
- **Collaboratively brainstorm and outline a practical resource for school teams** that captures parent insights and actionable strategies for planning inclusive, welcoming events for all students.

## Objetivos de la presentación

- Revisar y comprender las nuevas **funciones de firma del IEP disponibles en el Portal para Padres**, incluyendo cómo las familias pueden acceder, revisar y firmar electrónicamente algunos documentos del IEP.
- **Colaborar en una lluvia de ideas y delinear un recurso práctico para los equipos escolares** que refleje las ideas de los padres y estrategias prácticas para planificar eventos inclusivos y acogedores para todos los estudiantes.

**Are you aware the Parent Portal will now offer signature capabilities for certain IEP documents?**

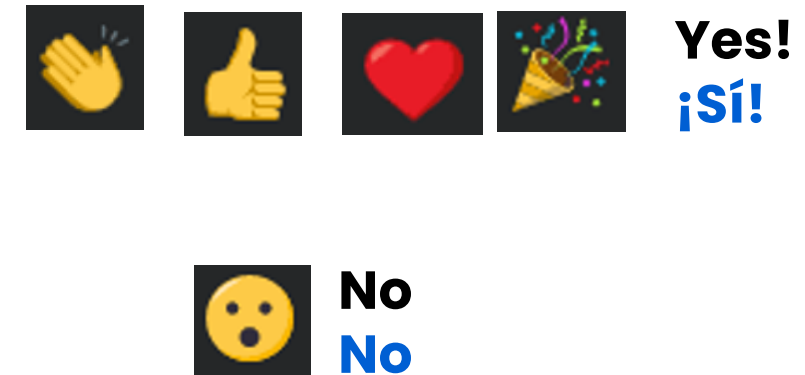
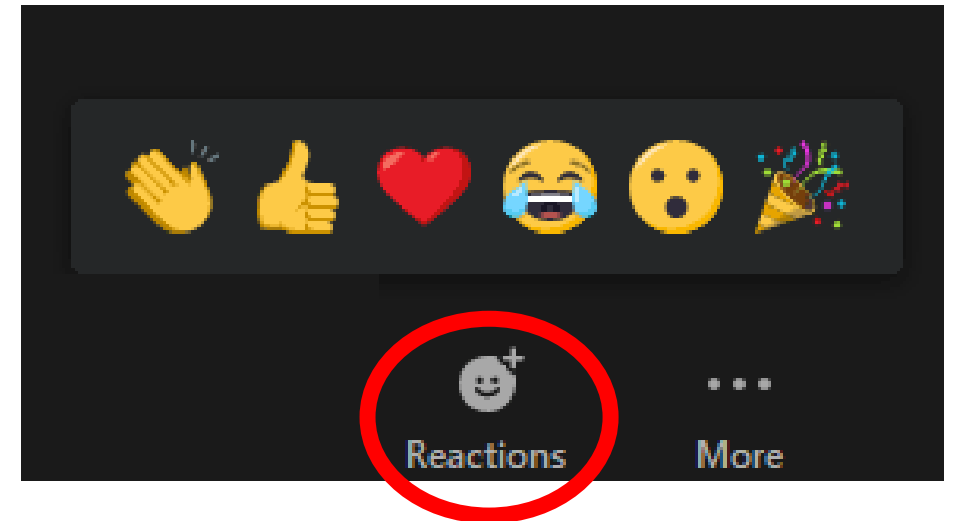
**¿Sabía que el Portal para Padres ahora ofrecerá capacidades de firma para ciertos documentos de IEP?**



# Zoom Reaction

**Answer the question using a Zoom reaction.**

- Are you aware the Parent Portal will now offer signature capabilities for certain IEP documents?



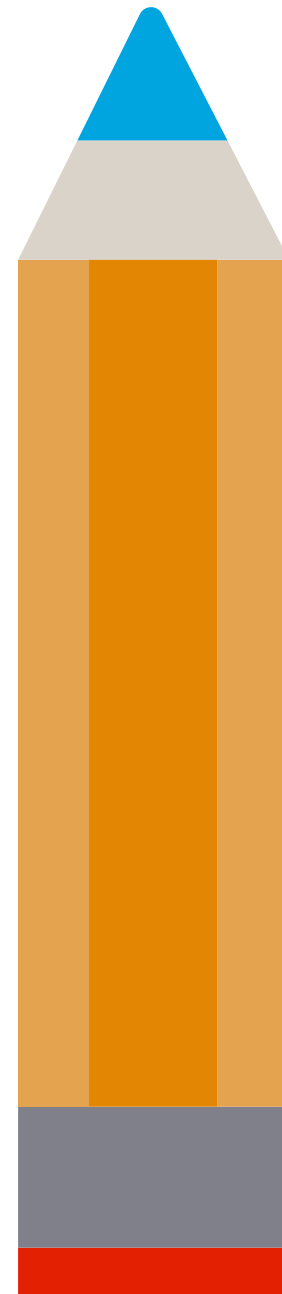
## Reacción de Zoom

**Responda a la pregunta usando una reacción por Zoom.**

- ¿Sabía que el Portal para Padres ahora ofrecerá capacidades de firma para ciertos documentos de IEP?

# **Accessing the IEP via the Parent Portal**

## **Acceso al IEP a través del Portal para Padres**



# Parent Portal

## Portal para Padres

The screenshot shows a web browser window with the URL `lausdapp.lausd.net/auth/landing`. The page features the LAUSD logo and the tagline "Ready for the World". A central graphic depicts a group of people interacting with digital devices. Text on the page reads: "The LAUSD APP is here! Digital Collaboration for Students, Parents, Educators and Administrators." A green "Login" button is highlighted with an orange arrow. Below the main graphic are three sections: "ALWAYS INFORMED", "ALWAYS ENGAGED", and "ALWAYS EMPOWERED", each with a corresponding image.

Los Angeles Unified...

**LAUSD** UNIFIED Ready for the World

The LAUSD APP is here!  
Digital Collaboration for Students,  
Parents, Educators and  
Administrators.

Login

- Click on **Login**
- Haga clic en **Login**

ALWAYS INFORMED

ALWAYS ENGAGED

ALWAYS EMPOWERED

<https://lausdapp.lausd.net>



# Locate the Special Education Section

## Localizar la Sección de Educación Especial

The screenshot displays the LAUSD Unified Parent Portal. The top navigation bar includes the LAUSD UNIFIED logo, a menu icon, and notification icons. The left sidebar contains a navigation menu with the following items: Home, One Enrollment, Students, Calendar, Contacts, News & Events, Resources, FAQ, District Support, Preferences, Surveys, and Logout. The main content area is titled 'My Students' and includes a 'View Students' link. Below this, there is a blurred student profile card. At the bottom of the card, it shows 'Enrolled' with a blue checkmark and 'Absent/Tardy' with a '0' and the date '2/2/2026'. A blue button labeled 'View Student Details' is circled in red at the bottom of the card. At the bottom of the main content area, there is a 'Current News' section with a 'View All' link.

# Locate the Special Education Section

## Localizar la Sección de Educación Especial

The screenshot displays the LAUSD Unified Parent Portal interface. The top navigation bar includes the LAUSD UNIFIED logo, a hamburger menu icon, and notification icons. The left sidebar contains a navigation menu with items: Home, One Enrollment, Students, Calendar, Contacts, News & Events, Resources, FAQ, District Support, Preferences, Surveys, and Logout. The main content area features a student profile card with a blurred image and a 'Remove Student' button. Below the profile card is a 'Student Menu' button, which is circled in red. The student information section includes fields for Grade (4), School's Website (Link), Telephone, Enrolled (Y), Local District (E), Fax, Enrolled as of (February 2nd, 2026), Board District, Principal, Student ID, Board Member, and Principal's Email. A status bar at the bottom indicates 'Last updated a few seconds ago' and 'STUDENT RECENT ACTIVITIES'.

LAUSD UNIFIED

Welcome, Parent

Home

One Enrollment

Students

Calendar

Contacts

News & Events

Resources

FAQ

District Support

Preferences

Surveys

Logout

Remove Student

Student Menu

Grade: 4

School's Website: Link

Telephone:

Enrolled: Y

Local District: E

Fax:

Enrolled as of: February 2nd, 2026

Board District:

Principal:

Student ID:

Board Member:

Principal's Email:

Last updated a few seconds ago

STUDENT RECENT ACTIVITIES

# Locate the Special Education Section

## Localizar la Sección de Educación Especial

The image shows a screenshot of a 'Student Menu' interface. At the top, there is a dark blue header with the text 'Student Menu' and a small upward-pointing arrow. Below the header, there are two tabs: 'All' (which is underlined) and 'Favorite'. The main area of the menu consists of a grid of 28 items, each represented by a white rounded rectangle containing a star icon on the left, a text label in the center, and a circular icon on the right. The items are arranged in seven rows and four columns. The 'Special Education' item, located in the fourth row and fourth column, is highlighted with a red oval. The other items include: Timeline, Assignments, Attendance, School Bus, Checklists, Discipline, Emergency Contact, English Learner Progress, Files, Meals & Nutrition, GATE Programs, Grades, Health and Wellness, Report Card, Schoology, Surveys, Test Scores, Upload Documents, Online Library, QR Codes, Tutoring Services, Field Trip Permission Slip, and Family Academy Channel. At the bottom left of the interface, there is a logo for 'LAUSD UNIFIED' with a large 'G' icon for Google Workspace Consent.


Item	Icon
Timeline	Red circular icon with a white arrow
Assignments	Purple circular icon with a white document
Attendance	Red circular icon with a white person
School Bus	Yellow circular icon with a white bus
Checklists	Red circular icon with a white document and pencil
Discipline	Blue circular icon with a white house
Emergency Contact	Red circular icon with a white phone
English Learner Progress	Blue circular icon with a white book
Files	Red circular icon with a white document
Meals & Nutrition	Blue circular icon with a white fork and spoon
GATE Programs	Orange circular icon with a white seal
Grades	Green circular icon with a white document
Health and Wellness	Blue circular icon with a white caduceus
Report Card	Green circular icon with a white document
Schoology	Black circular icon with a white 'S'
Special Education	Colorful circular icon with a white person and star
Surveys	Green circular icon with a white document
Test Scores	Purple circular icon with a white document
Upload Documents	Green circular icon with a white document and arrow
Online Library	Blue circular icon with a white book
QR Codes	Green circular icon with a white QR code
Tutoring Services	Blue circular icon with a white person and text
Field Trip Permission Slip	Blue circular icon with a white document and bus
Family Academy Channel	Blue circular icon with a white document and person
Google Workspace Consent	Large 'G' icon


# IEP Icon


## Icono del IEP


The screenshot shows a user interface for a student menu. At the top, there is a dark blue header with a 'Student Menu' button. Below this is a light gray section titled 'Special Education' with a small circular profile icon on the right. The main content area features four circular icons with text labels below them. The second icon, a blue circle with a document and a plus sign, is highlighted with a red circle. The other icons are: a yellow circle with a school bus, a green circle with a gear and checkmark, and a red circle with a bell. At the bottom right, there are links for 'Related FAQ' and 'Print'.


Student Menu ▾

Special Education 

  
Enroll for Extended School Year (ESY)

  
View the Current Individualized Education Program (IEP)

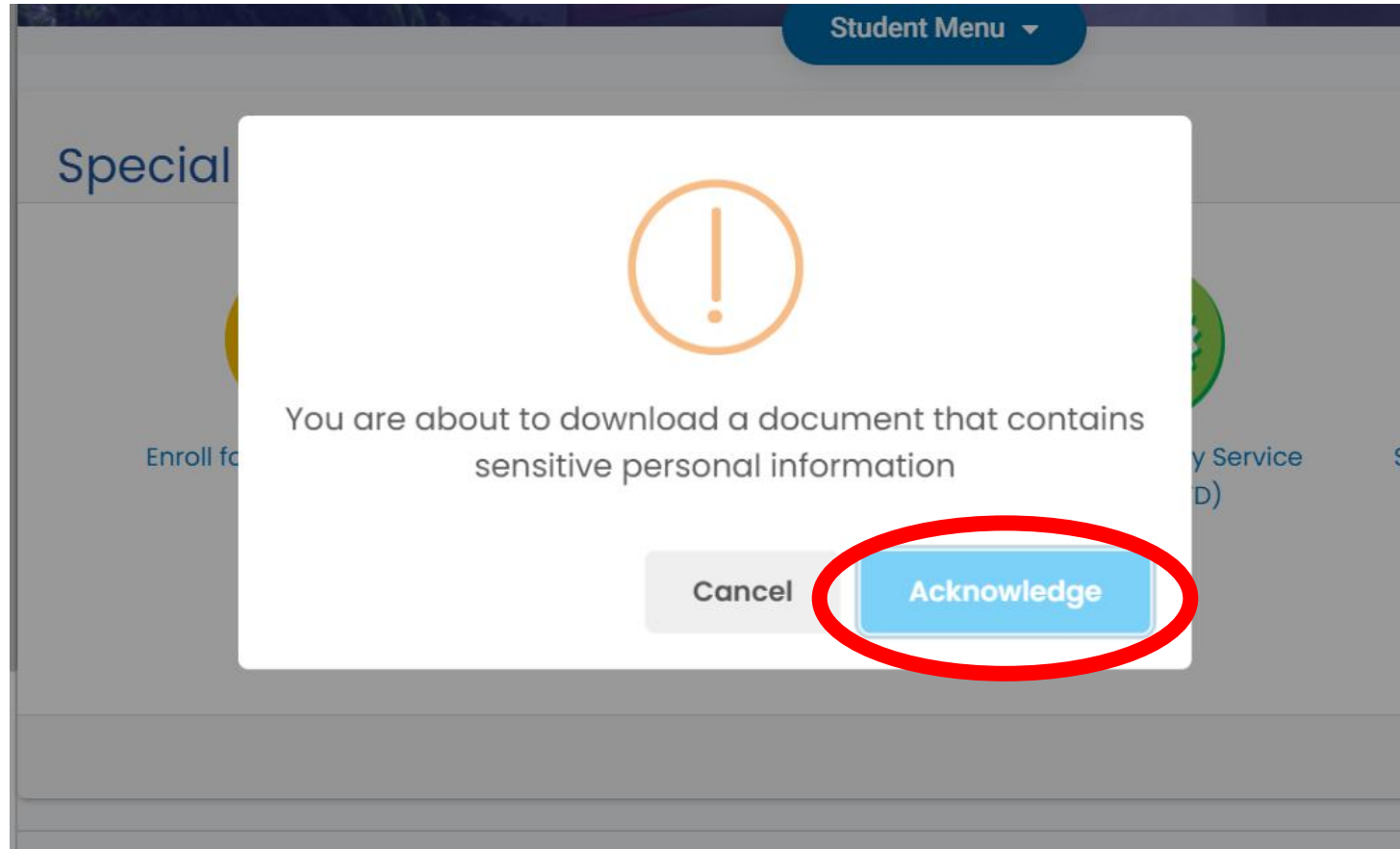
  
Student Quarterly Service Report (YTD)

  
Student Quarterly Absence Details Report (YTD)

[Related FAQ](#) | [Print](#)

# IEP Icon

## Icono del IEP



# View the IEP Document

## Ver el documento del IEP

Individualized Education Program (IEP) 1 / 29 100%

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Page 1 of 26

Student Identification Number [redacted] SSID [redacted] Eligible (SLD)

Student [redacted] Date of Birth: [redacted]

Last First MI

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 15-MAY-2019	<input type="radio"/> Initial
Date of Present Meeting: 25-JAN-2024	<input type="radio"/> Amendment of IEP dated [redacted]
Annual Review to be conducted by: 25-JAN-2025	<input type="radio"/> Annual Review
Next Three Year Review will be conducted by: 24-JAN-2027	<input checked="" type="radio"/> Three Year Review
Three Year Review or Evaluation was conducted on: 25-JAN-2024	<input type="radio"/> Expulsion Analysis
Transition to Kindergarten to be conducted by: [redacted]	<input type="radio"/> Individual Transition Plan

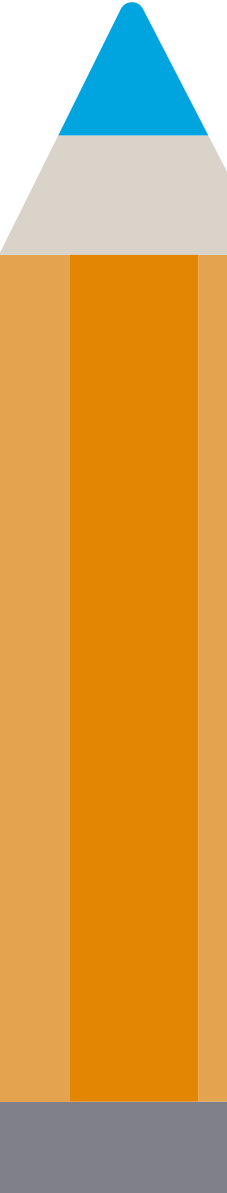
Location of Meeting: [redacted] District Name: Los Angeles Unified School District

Section B: Student Information

Date of Birth: [redacted]	Age: [redacted]	Grade: [redacted]
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: [redacted]	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: [redacted]	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: [redacted]	Student Language: English	Alternate Mode of Communication: [redacted]
Home Address of Student: [redacted]		
City: [redacted] CA	ZIP Code: [redacted]	
Home Telephone: [redacted]	Daytime Telephone: [redacted]	Emergency Telephone: [redacted]

**Which IEP documents are  
available for electronic  
signature in the Parent Portal?**

**¿Qué documentos de IEP están  
disponibles para firma  
electrónica en el Portal de Padres?**



# IEP Signature Icons

# Iconos de firma del IEP

The screenshot displays the LAUSD Unified Parent Portal. The top navigation bar includes the LAUSD UNIFIED logo, a menu icon, and notification icons. The main content area features a 'Welcome, Lausd Parent' message, a 'Remove Student' button, and a 'Student Menu' dropdown. Below this is a 'Special Education' section with several service icons: 'Enroll for Extended School Year (ESY)', 'View the Current Individualized Education Program (IEP)', 'Student Quarterly Service Report (YTD)', and 'Student Quarterly Absence Details Report (YTD)'. A red box highlights three additional icons: 'View IEP CONSENT PAGE' (pen icon), 'SIGN IEP TEAM MEETING NOTIFICATION' (calendar icon), and 'SIGN IEP ASSESSMENT PLAN' (clipboard icon).





SIGN IEP TEAM MEETING NOTIFICATION

# IEP Team Meeting Notification

## Notificación de reunión del equipo del IEP

- Prompted to complete fields to indicate a response on meeting attendance
- Existe la opción de firmar el aviso de reunión usando una firma electrónica

LOS ANGELES UNIFIED SCHOOL DISTRICT

**NOTIFICATION TO PARTICIPATE IN AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING**  
You are invited to attend and participate as a member of an Individualized Education Program (IEP) team meeting for:

Name: \_\_\_\_\_ Birthdate: 10-NOV-2008 ID#: \_\_\_\_\_ Grade: 12th

Date of Meeting: 29-OCT-2025 Time: 08:45 AM Location of Meeting: \_\_\_\_\_

**TYPE OF MEETING:**  Initial  Review  Amendment of IEP Dated: \_\_\_\_\_  Other: \_\_\_\_\_

**PURPOSE OF MEETING (Check all that apply)**

Determine eligibility (based on disability and need) for special education services  
 Develop, review and/or revise an Individualized Education Program (IEP)  
 Conduct a three year review of the IEP  
 Change in Placement

Facilitate Early Start Transition  
 Facilitate Preschool Transition  
 Develop, review and/or revise Individual Transition Plan (ITP) and post-secondary goals  
 Conduct Expulsion Analysis  
 Other: Transition Report

**INDIVIDUALS INVITED TO PARTICIPATE (Check all that apply)**

Parent  Psychologist  
 Student  Nurse/Doctor  
 Administrator/Designee  Interpreter  
 Special Education Teacher  Counselor  
 General Education Teacher  Transition Teacher

**PARENT RESPONSE SECTION** *If you cannot attend the meeting, a copy of the Individualized Education Program (IEP) will be provided for your review and signature. A team member will contact you to review the IEP with you.*

**Please Check One Box**

I intend to be there; however, you may proceed without me if I am unable to attend.  
 I am not able to attend the meeting. Please forward a copy of the IEP for my review and signature.  
 I intend to be there; however, if I am unable to attend, please contact me to reschedule or conduct the meeting by telephone conference.  
 The above meeting date and time is not convenient for me. Please contact me to reschedule.

**Check as appropriate**

I will bring the following representatives to the meeting.  
 Name/Title: \_\_\_\_\_  
 Name/Title: \_\_\_\_\_  
 I have special needs and request the following accommodation: \_\_\_\_\_  
 I need an interpreter. I understand one will be provided free of charge. (Specify language, including sign language)  
 \_\_\_\_\_

I wish to have the IEP team consider independent educational evaluation report(s)  previously sent  to be submitted prior to the IEP meeting from the following person(s):

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_

**PLEASE SIGN AND RETURN THIS FORM AS SOON AS POSSIBLE. KEEP THE "PARENT COPY" FOR YOUR RECORDS.**

Signature of Parent/Guardian or Student (if over 18 with educational rights)

Please Print Name

Address: Street \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone: Home (xxx) xxx-xxxx \_\_\_\_\_ Other (xxx) xxx-xxxx \_\_\_\_\_

Direct your questions to: Joelle Cohen \_\_\_\_\_  
 Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

School Office \_\_\_\_\_ Address Street \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

**FOR SCHOOL USE ONLY** School: Benjamin SH Local District: WEST

Enclosed with this notification:  A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)  The IEP and You  The ITP and You

Notification	Method	By Who	When	Meeting Date	Parent Response
1	Student	Cohen	26-SEP-2025	29-OCT-2025	Will attend, but reschedule if I do not
2					
3					

Signed Notification received on \_\_\_\_\_ by \_\_\_\_\_

CONMODITY CODE # 9661227817 (REV 6/03) Distribution: ONE- STUDENT FILE ONE- PARENT COPY ONE- SERVICE COPY





SIGN IEP TEAM MEETING NOTIFICATION

# IEP Team Meeting Notification

## Notificación de reunión del equipo del IEP

- There is an option to sign the meeting notice using a digital signature
- Existe la opción de firmar el aviso de reunión usando una firma digital

The screenshot shows a web-based form for signing an IEP team meeting notification. A modal window titled "Add Electronic Signatures" is open, allowing a user to sign with a digital signature. The modal includes a "Signature Type" dropdown set to "Digital Signature", a signature area with a handwritten signature, and a "Verify/Sign" button circled in red. The background form contains fields for Name, Birthdate, Date of Meeting, and Purpose of Meeting. It also includes a section for "INDIVIDUALS INVITED TO PARTICIPATE" with checkboxes for various roles like Parent, Student, and Teacher. A "PARENT RESPONSE SECTION" is present with several checkboxes for attendance and special needs. At the bottom, there are fields for contact information and a table for tracking notifications.

**Submit** **Close**

**Add Electronic Signatures** **Close**

Signature Type:  Digital Signature

Sign above with mouse

**Verify/Sign**

**NOTIFICATION**  
You are invited to attend an IEP team meeting for:

Name: \_\_\_\_\_ Birthdate: 10-NOV-20\_\_\_\_

Date of Meeting: 29-OCT-2025

Grade: 12th

TYPE OF MEETING:  Initial  Review  Amendment

PURPOSE OF MEETING (Check all that apply)

- Determine eligibility (based on disability and need) for special education services
- Develop, review and/or revise an Individualized Education Program (IEP)
- Conduct a three year review of the IEP
- Change in Placement

INDIVIDUALS INVITED TO PARTICIPATE (Check all that apply)

- Parent
- Student
- Administrator/Designee
- Special Education Teacher
- General Education Teacher
- Psychologist
- Nurse/Doctor
- Interpreter
- Counselor
- Transition Teacher
- Designated Instruction and Services (DIS) representative(s)
- Agency (specify) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

PARENT RESPONSE SECTION

Please Check One Box

- I intend to be there, however, you may proceed without me if I am unable to attend.
- I am not able to attend the meeting. Please forward a copy of the IEP for my review and signature.
- I intend to be there, however, if I am unable to attend, please contact me to reschedule or conduct the meeting by telephone conference.
- The above meeting date and time is not convenient for me. Please contact me to reschedule.

Check as appropriate

- I will bring the following representatives to the meeting.  
Name/Title: \_\_\_\_\_
- I have special needs and request the following accommodation: \_\_\_\_\_
- I need an interpreter. I understand one will be provided free of charge. (Specify language, including sign language) \_\_\_\_\_

I wish to have the IEP team consider independent educational evaluation report(s)  previously sent  to be submitted prior to the IEP meeting from the following person(s):

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_

**PLEASE SIGN AND RETURN THIS FORM AS SOON AS POSSIBLE. KEEP THE "PARENT COPY" FOR YOUR RECORDS.**

Signature of Parent/Guardian or Student (if over 18 with educational rights)

Please Print Name

Address: Street \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_ Phone: Home \_\_\_\_\_ Other \_\_\_\_\_

Direct your questions to: Joelle Cohen

Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

School/Office \_\_\_\_\_ Address Street \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

**FOR SCHOOL USE ONLY**

School:  Resound SH Local District:  WEST

Enclosed with this notification:  A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)  The IEP and You  The ITP and You

Notification	Method	By Who	When	Meeting Date	Parent Response
1	Student	Cohen	26-SEP-2025	29-OCT-2025	Will attend, but reschedule if I do not
2					
3					

Signed Notification received on \_\_\_\_\_ by \_\_\_\_\_



SIGN IEP TEAM MEETING NOTIFICATION

# IEP Team Meeting Notification

## Notificación de reunión del equipo del IEP

- Signature will appear on form and an option to download the signed document will be available
- La firma aparecerá en el formulario y habrá una opción para descargar el documento firmado

ABC Download Signed IEP Notification x Close

LOS ANGELES UNIFIED SCHOOL DISTRICT

**NOTIFICATION TO PARTICIPATE IN AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING**  
You are invited to attend and participate as a member of an Individualized Education Program (IEP) team meeting for:

Name: \_\_\_\_\_

Date of Meeting: 29-OCT-2025 Time: 08:45 AM Location of Meeting: \_\_\_\_\_

**TYPE OF MEETING:**  Initial  Review  Amendment of IEP Dated: \_\_\_\_\_  Other: \_\_\_\_\_

**PURPOSE OF MEETING (Check all that apply)**

<input type="checkbox"/> Determine eligibility (based on disability and need) for special education services	<input type="checkbox"/> Facilitate Early Start Transition
<input checked="" type="checkbox"/> Develop, review and/or revise an Individualized Education Program (IEP)	<input type="checkbox"/> Facilitate Preschool Transition
<input type="checkbox"/> Conduct a three year review of the IEP	<input type="checkbox"/> Develop, review and/or revise Individual Transition Plan (ITP) and post-secondary goals
<input type="checkbox"/> Change in Placement	<input type="checkbox"/> Conduct Expulsion Analysis
	<input checked="" type="checkbox"/> Other: Transition Report

**INDIVIDUALS INVITED TO PARTICIPATE (Check all that apply)**

<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Psychologist	<input checked="" type="checkbox"/> Designated Instruction and Services (DIS) representative(s)
<input checked="" type="checkbox"/> Student	<input type="checkbox"/> Nurse/Doctor	(Specify the service(s)) Counseling, LAS, DOTS
<input type="checkbox"/> Administrator/Designee	<input type="checkbox"/> Interpreter	<input type="checkbox"/> Agency (specify) _____
<input checked="" type="checkbox"/> Special Education Teacher	<input type="checkbox"/> Counselor	<input type="checkbox"/> Other (specify) _____
<input checked="" type="checkbox"/> General Education Teacher	<input type="checkbox"/> Transition Teacher	

**PARENT RESPONSE SECTION** *If you cannot attend the meeting, a copy of the Individualized Education Program (IEP) will be provided for your review and signature. A team member will contact you to review the IEP with you.*

**Please Check One Box**

I intend to be there, however, you may proceed without me if I am unable to attend.

I am not able to attend the meeting. Please forward a copy of the IEP for my review and signature.

I intend to be there, however, if I am unable to attend, please contact me to reschedule or conduct the meeting by telephone conference.

The above meeting date and time is not convenient for me. Please contact me to reschedule.

**Check as appropriate**

I will bring the following representatives to the meeting.  
Name/Title: \_\_\_\_\_  
Name/Title: \_\_\_\_\_

I have special needs and request the following accommodation: \_\_\_\_\_

I need an interpreter. I understand one will be provided free of charge. (Specify language, including sign language)  
\_\_\_\_\_

I wish to have the IEP team consider independent educational evaluation report(s)  previously sent to be submitted prior to the IEP meeting from the following person(s):

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_

**PLEASE SIGN AND RETURN THIS FORM AS SOON AS POSSIBLE. KEEP THE "PARENT COPY" FOR YOUR RECORDS.**

Signature of Parent/Guardian or Student (if over 18 with educational rights) *LM*

Address: Street \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_ Phone: Home (xxx) xxx-xxxx Other (xxx) xxx-xxxx

Direct your questions to: \_\_\_\_\_ Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

School Office \_\_\_\_\_ Address Street \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

**FOR SCHOOL USE ONLY** School: Benjamin SH Local District: west

Enclosed with this notification:  A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)  The IEP and You  The ITP and You

Notification	Method	By Who	When	Meeting Date	Parent Response
1	Student	Caban	26-SEP-2025	29-OCT-2025	Will attend, but reschedule if I do not
2					
3					

Signed Notification received on \_\_\_\_\_ by \_\_\_\_\_



# Ability to Sign the Consent Form

## Firma electrónica en el aviso de la reunión

Download Pending IEP Submit Close

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student    G  Date of Birth  Meeting Date  08-SEP-2025

Last First MI

#### Section Q: Parent Participation and Consent

##### Parent Participation

- Parent/Student (18-21) has participated in the IEP meeting.
- Parent/Student (18-21) indicated before the meeting that they would not be able to attend.
- Parent/Student (18-21) was notified 3 times of the meeting time and place. Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present..
- Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

##### Parent Notification

Method	Whom	When
Phone	<input type="text"/>	05-SEP-2025

I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. \_\_\_\_\_ (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)

#### Parent/Student (18-21) Agreement to Components of the Proposed IEP

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

1 Parent/Student (18-21) **AGREES** to all components of the IEP.

2 Parent/Student (18-21) **AGREES** to all components of the proposed IEP **WITH THE SPECIFIC EXCEPTION(S)** stated below:

- Assessment
- Eligibility
- Instructional Setting
- Services

3 The Parent/Student (18-21) **DOES NOT AGREE** with any of the components of the proposed IEP.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*.



View IEP CONSENT PAGE

# Consent Form Messages with Information

## Mensajes con información del formulario de consentimiento

- An alert/message explains what the selection means
- Agreement to all components
- Una alerta/mensaje explica qué significa la selección
- Acuerdo con todos los componentes

1

The screenshot shows a web form for Los Angeles Unified School District. A red circle highlights a message box that reads: "Selecting this option means that you are in agreement with all components of the IEP. This option will cause all areas of the IEP to go into effect." The form includes fields for Student Name (Last, First), Meeting Date (08-SEP-2025), and a table for Parent Notification. The notification table has columns for Method (Phone), Whom, and When (05-SEP-2025). Below the table, there is a section for Parent Participation with radio button options for attendance status. A section titled "Parent/Student (18-21) Agreement to Components of the Proposed IEP" contains radio button options for "AGREES" (with a green highlight) to all components, or "AGREES" with specific exceptions (Assessment, Eligibility, Instructional Setting, Services), or "DOES NOT AGREE" (with a red highlight). A footer section is labeled "Parent Concerns and Comments".

# Alerts with Messages

## Alertas con mensajes

2

- An alert/message explains what the selection means
- Una alerta/mensaje explica qué significa la selección

The screenshot shows a web form for Los Angeles Unified School District. A red circle highlights a modal message that reads: "Selecting this option means that while you are in agreement with some components of the IEP, there are specific components of the IEP for which you are NOT in agreement. Please select the specific exceptions you do not agree with. Add details in the 'specify' box for each specific exception you do not agree with. (For example: If you disagree with services, please specify which service and what it is about the service that you disagree with, such as time or frequency of service.) All selected specific exceptions will NOT go into effect in this IEP. All other areas of the IEP will go into effect." The form includes fields for Student (Last, First, G), Meeting Date (08-SEP-2025), and sections for Parent Participation and Parent Notification. The Parent Participation section has radio buttons for various attendance scenarios. The Parent Notification section has a table with columns for Whom and When. Below these is the "Parent/Student (18-21) Agreement to Components of the Proposed IEP" section, which includes a list of components (Assessment, Eligibility, Instructional Setting, Services) with checkboxes and "Specify" boxes. The form also includes a "Download Pending IEP" button, a "Submit" button, and a "Close" button.

# Alerts/Messages During Signature Process

## Firma electrónica en el aviso de reunión

2

- Partial agreement must include the area of disagreement
- El acuerdo parcial debe incluir el área de desacuerdo

The following error(s) were detected:

- When there is partial agreement the disagreed upon component must be specified.
- At least one signature must be entered in the Parent/Student (18-21) Agreement to Components of the Proposed IEP section.
- At least one signature must be entered below I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting.

Parent Participation

Parent/Student (18-21) has participated in the IEP meeting.

Parent/Student (18-21) indicated before the meeting that they would respond to any of the meeting notifications and the meeting was held with present.

Parent/Student (18-21) did not attend and gave permission to proceed.

Parent/Student (18-21) AGREES to all components of the proposed IEP.

Parent/Student (18-21) AGREES to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:

- Assessment Specify
- Eligibility Specify
- Instructional Setting Specify
- Services Specify

The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*.

Parent Concerns and Comments

# Alerts/Messages During Signature Process

## Firma electrónica en el aviso de reunión

3

- No agreement
- No hay acuerdo

The screenshot shows a web form for IEP signature. A modal dialog box is open, displaying the text: "Selecting this option means that you are NOT in agreement with ANY components of the IEP. This option will cause the entire IEP to not be implemented. No part of the IEP will go into effect." The dialog has an "OK" button. The background form is dimmed and contains sections for "Parent Participation" and "Parent/Student (18-21) Agreement to Components of the Proposed IEP".

**Parent Participation**

- Parent/Student (18-21) has participated in the IEP meeting.
- Parent/Student (18-21) indicated before the meeting that they would not attend.
- Parent/Student (18-21) was notified 3 times of the meeting time and place. Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present.
- Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

**Parent/Student (18-21) Agreement to Components of the Proposed IEP**

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

- Parent/Student (18-21) **AGREES** to all components of the IEP.
- Parent/Student (18-21) **AGREES** to all components of the proposed IEP **WITH THE SPECIFIC EXCEPTION(S)** stated below:
  - Assessment Specify \_\_\_\_\_
  - Eligibility Specify \_\_\_\_\_
  - Instructional Setting Specify \_\_\_\_\_
  - Services Specify \_\_\_\_\_
- The Parent/Student (18-21) **DOES NOT AGREE** with any of the components of the proposed IEP.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*.

# Consent Page Requires 2 Signatures

## La página de consentimiento requiere 2 firmas

- May enter parent concerns and comments in text box
- Prompted to sign in 2 areas
  1. IEP consent option
  2. Receipt of Parent Input Survey

The screenshot shows a web-based consent form. At the top right, there are buttons for 'Download Pending IEP', 'Submit', and 'Close'. Below the header, there is a text area for 'Parent Concerns and Comments'. The form is divided into two main sections, each with a signature line and a date field. The first section is for the parent's signature, with a date of 4-DEC-2025. Below the signature line, there are radio buttons for roles: Parent (selected), Guardian, Student age 18-21 years age 18-21 years, Surrogate Parent, Emancipated Minor, and Foster Parent. Below the radio buttons, there is a question: 'Did the school district facilitate parent involvement as a means of improving services and results for your child?' with radio buttons for Yes (selected), No, and No Response. The second section is for a second signature, with a date of 10-SEP-2025. Below this signature line, there is a checkbox for a certification statement: 'I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting'. A red bracket highlights the two signature areas.

- Puede introducir preocupaciones y comentarios en un cuadro de texto
- Se pide que firme en 2 áreas
  1. Opción de consentimiento del IEP
  2. Recepción de la encuesta de entrada de los padres



# Digital Signature

## Firma digital

The screenshot shows a web application interface for adding electronic signatures. A modal window titled "Add Electronic Signatures" is open, displaying a handwritten signature in a white box. Below the signature, the text "Sign above with mouse" is visible. A red circle highlights the "Verify/Sign" button. The background interface includes a "Signature(s)" field, a "Date" field set to "4-DEC-2025", and a "Submit" button. The "Verify/Sign" button is also highlighted with a red circle.

- Manually sign in the designated space
- If needed, press **Clear** if the signature needs to be redone
- **Verify/Sign** to accept signature
- **Submit** button to send to school

- Manualmente ponga su firma en el espacio designado
- Si es necesario, pulse **Clear** si la firma necesita ser rehecha
- **Verificar/Firmar** para aceptar la firma
- Oprima el botón de **Enviar** para enviar a la escuela



SIGN IEP ASSESSMENT PLAN

# Assessment Plan Plan de Evaluación

## Provided to parent when an evaluation will be completed

- Initial IEP
- Triennial IEP
- Re-evaluation IEP
- \*Additional/New assessment

Signature prompts will be similar to the other pages

## Proporcionado a los padres cuando se complete una evaluación

- IEP inicial
- IEP trienal
- IEP de reevaluación
- \*Evaluación adicional/nueva

Las indicaciones de firma serán similares a las de las otras páginas

**Los Angeles Unified School District**  
SPECIAL EDUCATION ASSESSMENT PLAN

Name  Birthdate  Grade

School of Attendance  School of Residence

Student Language/Alternate Mode of Communication  Home Language  ELD Level

Assessment Areas (*including consideration of need for specialized equipment). See other side for descriptions.	Assessment may include review of existing data, observations and parent input. It may also include the use of standardized tests, developmental scales and alternative assessments.	Assessment will be conducted by the District staff checked below.
1. <input checked="" type="checkbox"/> Health and Development, Including Vision and Hearing	<input checked="" type="checkbox"/> Alternative Assessment: <input type="text" value="Interviews, Informal Tests"/>	<input checked="" type="checkbox"/> Nurse/Physician
2. <input checked="" type="checkbox"/> Academic Performance	<input checked="" type="checkbox"/> Standardized Tests (See Assessment Plan, Page 2)	<input checked="" type="checkbox"/> Special Education Teacher
3. <input checked="" type="checkbox"/> General Ability	<input checked="" type="checkbox"/> Standardized Tests (See Assessment Plan, Page 2)	<input checked="" type="checkbox"/> Psychologist
4. <input checked="" type="checkbox"/> Language Function	<input checked="" type="checkbox"/> Standardized Tests (See Assessment Plan, Page 2)	<input checked="" type="checkbox"/> Psychologist
5. <input checked="" type="checkbox"/> Motor Abilities	<input checked="" type="checkbox"/> Standardized Tests (See Assessment Plan, Page 2)	<input checked="" type="checkbox"/> Psychologist
6. <input checked="" type="checkbox"/> Social Emotional Status	<input checked="" type="checkbox"/> Standardized Tests (See Assessment Plan, Page 2)	<input checked="" type="checkbox"/> Psychologist
7. <input checked="" type="checkbox"/> Adaptive Behavior	<input checked="" type="checkbox"/> Standardized Tests (See Assessment Plan, Page 2)	<input checked="" type="checkbox"/> Special Education Teacher

Accommodations in test administration  Reason qualified interpreter will assist assessor in test administration

### PARENT/GUARDIAN CONSENT FOR ASSESSMENT

I have reviewed the *Special Education Assessment Notification* and the *Special Education Assessment Plan*. I have received *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*. Parents of students who are Medi-Cal eligible are referred to "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)." I understand that no assessment shall be conducted without my written consent and no educational placement or services will be provided unless I consent to them on the IEP.

**CHECK ONE**

YES, I consent to the Assessment Plan.

YES, I consent to the Assessment Plan except in the following area(s):

NO, I do not consent to the Assessment Plan.

Parent/Guardian Signature  Date

Home Phone  Work Phone  Other

Email

**CHECK AS APPROPRIATE**

I have attached the following independent evaluation report(s) or will provide a copy to the IEP team for consideration at the IEP meeting:

I would like to have additional areas of educational concern addressed (specify)

I would like to have a copy of the psychologist's assessment report resulting from this assessment mailed to me four (4) working days prior to the IEP meeting. If feasible, please translate the report into the following language:

**FOR OFFICE USE ONLY**  Enclosed with this plan: *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*  Assessment Not Requiring In-Person Interaction Letter Attached

Plan sent on  by  mail  student  other  2<sup>nd</sup> plan sent  3<sup>rd</sup> plan sent  Psych report mailed on  by  in (language, if other than English)

Signed plan rec'd on  by  IEP must be held by

**Contact your Region's Family and Community Engagement Office for assistance with the Parent Portal.**

**Comunícate con la Oficina de Participación Familiar y Comunitaria de tu región para obtener ayuda con el Portal para Padres.**

Region	Phone Number
East/ <a href="#">Este</a>	(323) 224-3382
North / <a href="#">Norte</a>	(818) 654-3600
South / <a href="#">Sur</a>	(310) 354-3230
West / <a href="#">Oeste</a>	(310) 914-2124
Virtual Academy & Options Schools <a href="#">Academia virtual y escuelas de opciones</a>	(213) 241-0113



# **Brainstorming to Develop a Draft**

**Parent Perspectives: Creating Welcoming Schoolwide Events  
for All (School Resource)**

## **Lluvia de ideas para desarrollar un borrador**

**Perspectivas de los padres: creando eventos escolares  
acogedores para todos (recurso escolar)**



# Questions to get us brainstorming!

## ¡Preguntas para que podamos hacer una lluvia de ideas!

**To make sure everyone has a chance to share their ideas and that our meeting runs smoothly, we will follow these steps:**

1. Questions will be asked to collect tips and recommendations so we can draft the school resource.
2. Please raise your hand if you would like to participate or add your input. You may also place your comments in the chat.
3. Wait for the Chairperson to call on you before speaking.

Notes will be taken by the Division of Special Education

**Para asegurarnos de que todos tengan la oportunidad de compartir sus ideas y que nuestra reunión transcurra sin problemas, seguiremos estos pasos:**

1. Se harán preguntas para recopilar consejos y recomendaciones y así redactar el recurso escolar.
2. Por favor, levante la mano si quiere participar o aporta su opinión. También puede dejar sus comentarios en el chat.
3. Espere a que la Presidenta le llame antes de hablar.

Las notas serán tomadas por la División de Educación Especial



# Questions to get us brainstorming!

## ¡Preguntas para que podamos hacer una lluvia de ideas!

1. What are some examples of schoolwide events that students with disabilities can be involved in and participate in?
  2. Think of a school event your child loved—or avoided. What factors made it feel inclusive or not inclusive?
  3. What signals (intentional or unintentional) might make families feel that an event is “not inclusive” or does not involve their child?
  4. How can events be designed so students with different abilities and needs can fully participate?
1. ¿Cuáles son algunos ejemplos de eventos escolares en los que los estudiantes con discapacidad pueden participar y participar?
  2. Piensa en un evento escolar que a tu hijo le encantó o evitó. ¿Qué factores hicieron que se sintiera inclusivo o no?
  3. ¿Qué señales (intencionadas o no) pueden hacer que las familias sientan que un evento es "no inclusivo" o que no involucra a su hijo?
  4. ¿Cómo se pueden diseñar los eventos para que estudiantes con diferentes habilidades y necesidades puedan participar plenamente?





**Upcoming opportunities/Announcement**  
**Próximas oportunidades / Anuncio**

# Questions/Preguntas



**Subcommittee Meeting**

March 3, 2026

9:30 a.m.-10:25 a.m.

**Reunión del Subcomité**

3 de marzo del 2026

9:30 a.m.-10:25 a.m

**Monthly Meeting**

February 18, 2026

10:00 a.m.-12:00 p.m.

**Reunión Mensual**

Febrero 18, 2026

10:00 a.m.-12:00 p.m.

**Officers' Agenda**

**Planning Meeting**

February 25, 2026

10:00 a.m.-11:30 a.m.

**Reunión de Planificación**

**para Funcionarios**

Febrero 25, 2026

10:00 a.m.-11:30 a.m.



ANNOUNCEMENTS

ANUNCIOS

ADJOURNMENT

Clausura

10:25 a.m.





# Community Advisory Committee **Comité Asesor Comunitario**

**Parent Ambassador  
Embajador de Padres**

10:30 a.m. – 11:25 a.m.

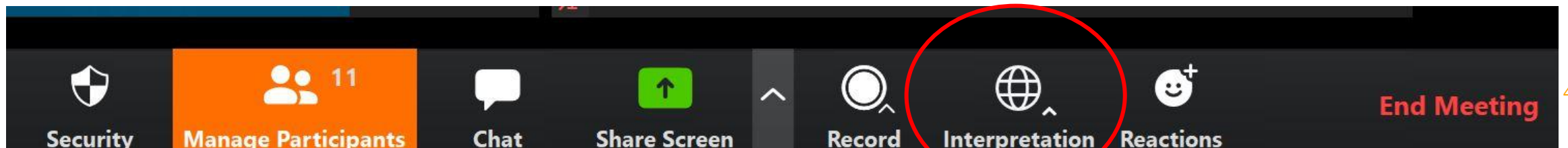
Wednesday, February 4, 2026  
miércoles, 4 de febrero del 2026

# Interpretation Services

# Servicios de Interpretación

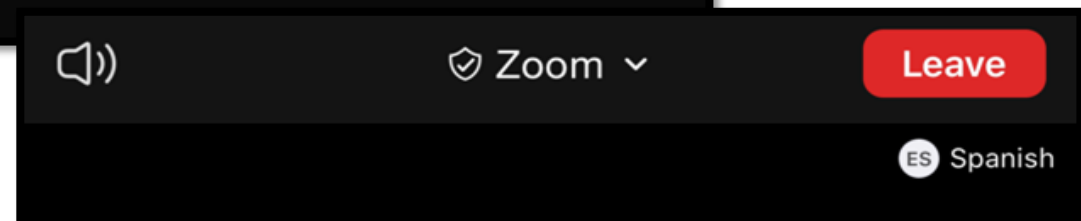
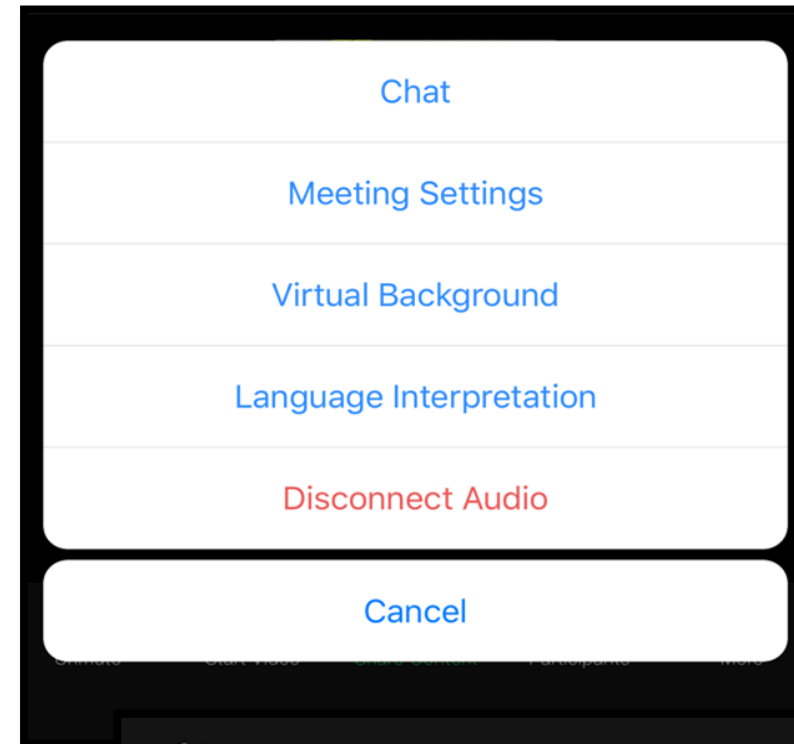
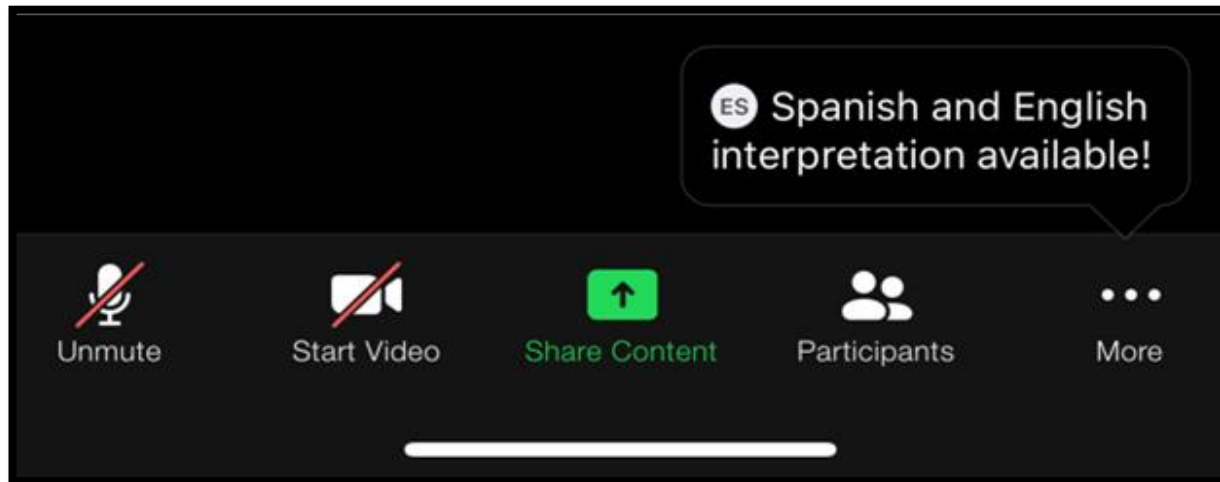
- Click on the globe icon at the bottom of the screen.
- Select the language of preference for you.
- You will engage and listen to the presentation in the language you select.

- Haga clic en el símbolo del mundo en la parte de abajo de su pantalla.
- Seleccione el idioma que le gustaría escuchar.
- Participará y escuchará la presentación en el idioma que seleccione.



# Interpretation Services

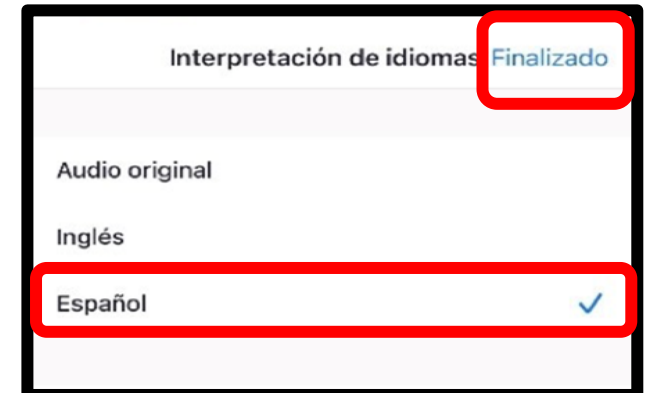
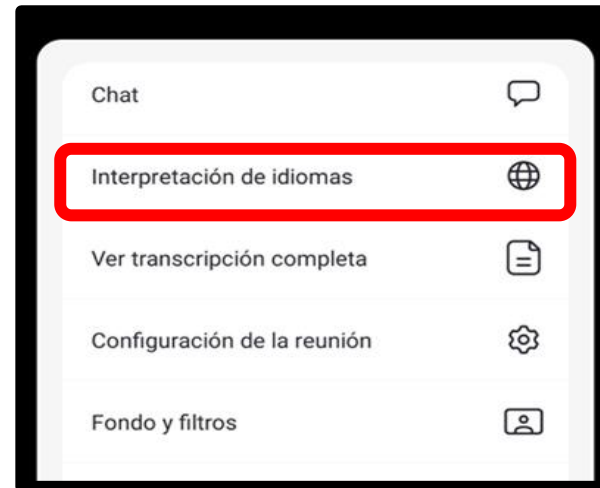
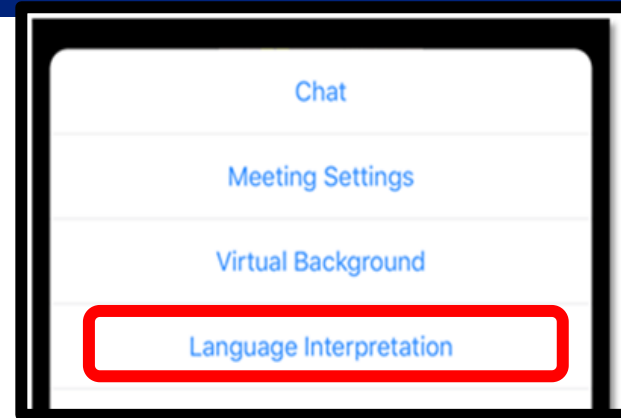
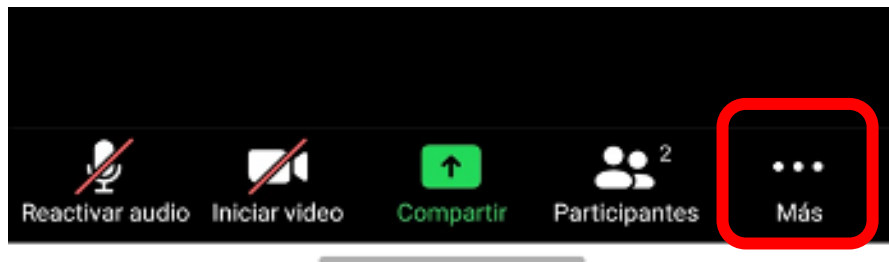
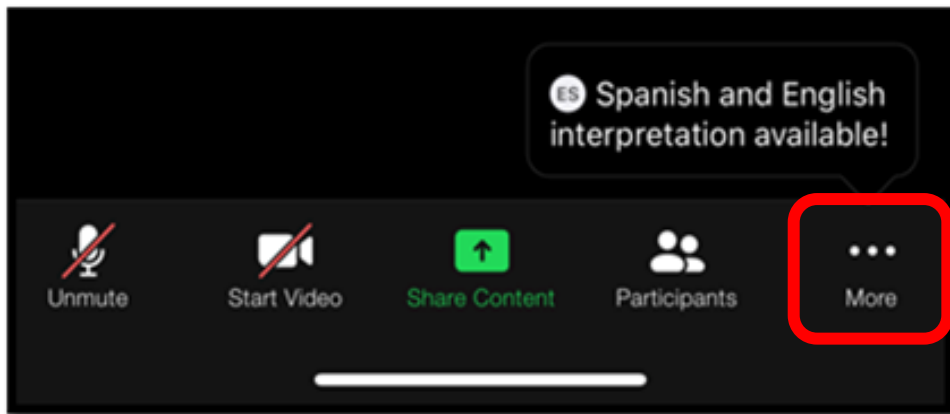
# Servicios de Interpretación



# Interpretation services: mobile device



# Servicios de interpretación: dispositivo móvil



# CAC Parent Ambassador Subcommittee Meeting

## Reunión del Subcomité de los Padres Embajadores del CAC

Feb 4, 2026

10:30am -11:25am

4 de febrero de 2026

10:30am -11:25am

# Welcome Bienvenidos



**Yuki (Yukiko) Miyauchi**  
Co-Chairperson  
Copresidenta

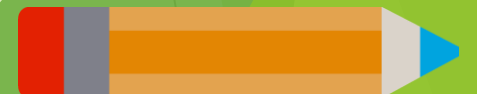


**Juliet Schwarz**  
Co-Chairperson  
Copresidenta



# Agenda

Welcome / <b>Bienvenida</b>	Yukiko Miyauchi Chairperson / <b>Presidenta</b>  Juliet Schwarz Chairperson / <b>Presidenta</b>
Presentation – Working Session with Updates / <b>Presentación – Sesión de Trabajo con Actualizaciones</b>	Yukiko Miyauchi Juliet Schwarz
Parent Ambassador Share Out / <b>Compartir con los Padres Embajadores</b>	Parent Ambassadors / <b>Padres Embajadores</b>
Upcoming Opportunities/Announcement / <b>Futuras Oportunidades / Anuncios</b>	Yukiko Miyauchi Juliet Schwarz
Q&A / <b>Preguntas y Respuestas</b>	Juliet Schwarz
Adjournment / <b>Clausura</b>	Yukiko Miyauchi





# Working Session with Updates

## Sesión de Trabajo con Actualizaciones

## Goals:

1. CAC promotion
2. Support school site groups

## Objetivos:

1. Promover el CAC
2. Apoyar los grupos en las escuelas



## SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE

### WHO WE ARE

The Community Advisory Committee (CAC) for special education is a District-level group made up of parents, guardians, educators, other school staff, students with disabilities and community members who collaborate to improve special education services. Most members are parents or guardians of children with disabilities. The CAC serves in an advisory role.

### WHAT WE DO

Our committee:

- Advises on the development and review of the Local Plan for special education.
- Provides input on special education programs and policies.
- Supports parent awareness and education regarding special education.
- Promotes communication between families, schools, and the SEDPA.

### HOW TO PARTICIPATE

All CAC meetings are open to the public – no membership required to attend. Join us at our next monthly meeting to get updates on special education, learn how training topics connect to the local plan, and much more. Find us at <https://families.lausd.org/cac> where you can also access meeting materials and past meeting recordings. We hope to see you there!

<https://families.lausd.org/cac> | [FAMILIES@LAUSD.NET](mailto:families@lausd.net)

## EDUCACIÓN ESPECIAL COMITÉ ASESOR COMUNITARIO

### QUIENES SOMOS

El Comité Asesor Comunitario (CAC) para educación especial es un grupo a nivel de distrito compuesto por padres, tutores, educadores, personal escolar, estudiantes con discapacidades y miembros de la comunidad que colaboran para mejorar los servicios de educación especial. La mayoría de los miembros son padres o tutores de niños con discapacidades. El CAC desempeña una función consultiva.

### QUE HACEMOS

Nuestro comité:

- Asesora en el desarrollo y la revisión del Plan Local de educación especial.
- Proporciona comentarios sobre programas y políticas de educación especial.
- Apoya la concientización y la educación de los padres sobre la educación especial.
- Promueve la comunicación entre las familias, las escuelas y el SEDPA.

### COMO PARTICIPAR

Todas las reuniones del CAC son públicas; no se requiere membresía para asistir. Únase a nuestra próxima reunión mensual para recibir información actualizada sobre educación especial, aprender cómo se relacionan los temas de capacitación con el Plan Local y mucho más. Encuéntrenos en <https://families.lausd.org/cac>, donde también podrá acceder a los materiales de las reuniones y grabaciones de reuniones anteriores. ¡Esperamos verlo allí!

<https://families.lausd.org/cac> | [FAMILIES@LAUSD.NET](mailto:families@lausd.net)

# CAC Outreach Tools

- ▶ CAC flyers
- ▶ Virtual Parent Workshop flyers
- ▶ Special Education Region Ambassador flyers
- ▶ CAC presentations

## 2025-2026 SPECIAL EDUCATION REGION AMBASSADOR

**Early Childhood Special Education Program Overview**

El programa de Educación Especial para la Primera Infancia (ECSE) brinda apoyo a los niños de 3 a 5 años con discapacidades o retrasos en el desarrollo para que estén preparados para la escuela primaria. El programa incluye servicios de evaluación, intervención temprana y apoyo a los padres.

City	Area	Start	End
Alhambra	Alhambra	08/01/2025	08/31/2026
Alhambra	Alhambra	09/01/2025	09/30/2026
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Alhambra	Alhambra	11/01/2025	11/30/2026
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## Where Did Outreach Happen?

- ▶ Virtual Parent Workshops
- ▶ Region Ambassador Sessions
- ▶ Coffee with Special Education
- ▶ Workshops / Events at Schools
- ▶ Community Locations

## ¿Dónde se llevó a cabo el alcance?

- ▶ Talleres Virtuales de Padres
- ▶ Sesiones de Embajadores por Región
- ▶ Café con Educación Especial
- ▶ Talleres/Eventos Escolares
- ▶ Ubicaciones Comunitarias

## Virtual Parent Workshops & Special Education Region Ambassadors sessions

## Talleres Virtuales de Padres y Sesiones de Embajadores de Educación Especial de Región

Date Fecha	Event Eventos	Time Horario	Location Ubicación	Presenter Presentadora
Dec 02, 2025	The Power of Belonging: Partnering with Families to Nurture Student Success (Virtual)	9:00 AM – 10:15 AM	Zoom Webinar	Juliet Schwarz
Dec 09, 2025	Early Childhood Special Education Programs Overview (East)	9:00 AM – 10:30 AM	Fishburn Elementary	Ana Carrion
Dec 11, 2025	The Power of Belonging: Partnering with Families to Nurture Student Success (Virtual)	6:00 PM – 7:15 PM	Zoom Webinar	Juliet Schwarz
Dec 12, 2025	Early Childhood Special Education Programs Overview (West)	9:00 AM – 10:30 AM	Wilshire Crest Elementary	Ana Carrion
Jan 13, 2026	Early Childhood Special Education Programs Overview (South)	9:00 AM – 10:30 AM	Region South Parent Center	Ana Carrion
Jan 22, 2026	Early Childhood Special Education Programs Overview (North)	10:00 AM – 11:30 AM	Bertrand Elementary	Kristie Lacy (Yukiko Miyauchi)
Jan 27, 2026	Preventing & Responding to Behavior(s) in the Home Setting (East)	9:00 AM – 10:30 AM	Fishburn Elementary	No Presenter

# List of Schools Where CAC Members Distributed Flyers

Computer And Science Virtual  
Academy  
John Muir Middle School  
Manual Arts High School  
Banneker CTC Transition Center  
South East High School  
Rusell Elementary  
South East High school  
Emerson CCMS  
Venice High school  
Cahuenga Elementary  
Palisades Charter Elementary  
Broadway Elementary

# Lista de Escuela en las que los Miembros del CAC Distribuyeron Volantes

Mark Twain Middle School  
Van Nuys Elementary  
Fishburn Elementary  
Bertrand Elementary  
Wilshire Crest Elementary  
Sylvan Park Elementary  
Kester Ave Elementary  
Webster Middle School  
Lankershim Elementary  
Woodland Hills Elementary



## List of locations that CAC Members Distributed Flyers

- ▶ Mid-Valley Regional Branch Library (LA Public Library)
- ▶ Zooz Fitness(resource binder in the wait area)
- ▶ UCLA Kidsconnect

## Lista de Ubicaciones en las que los Miembros del CAC Distribuyeron Volantes

- ▶ Biblioteca de Mid-Valley Regional (Biblioteca Pública de LA)
- ▶ Zooz Fitness(folder de recursos en área de espera)
- ▶ UCLA Kidsconnect



# Parent Ambassador Share Out

## Tiempo para Compartir de Padres Embajadores





Virtual Parent Workshops & Region Ambassador  
Sessions

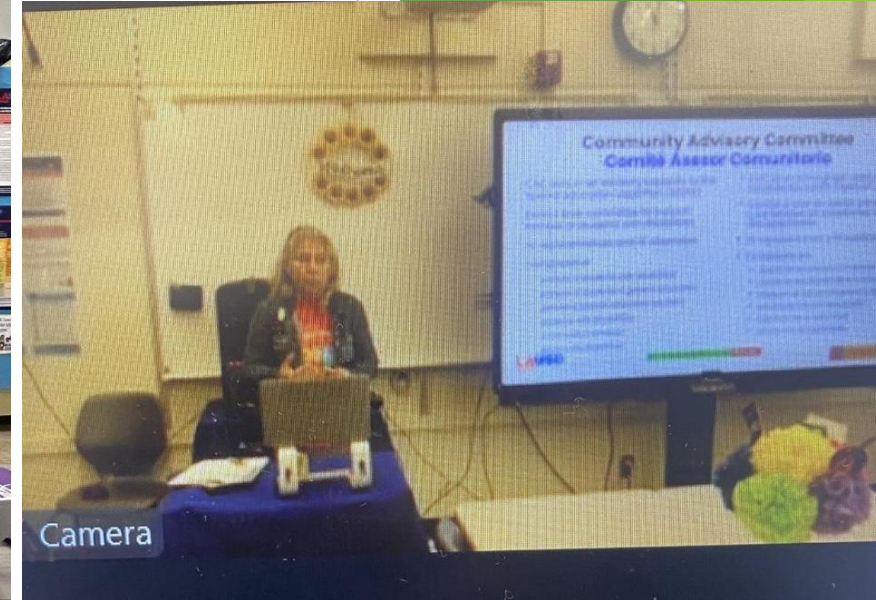
Talleres Virtuales para Padres y Sesiones de  
Embajadores de Región



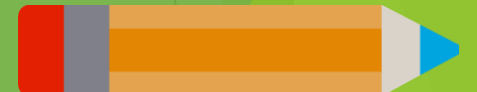
Ana Carrion  
Gabriela Rangel  
Yukiko Miyauchi



Ana Carrion provided the CAC presentation multiple times across regions.



Ana Carrion proporcionó la presentación sobre el CAC en diferentes momentos en varias regiones.





Coffee with Special Education in 4 Regions

Café con la Educación Especial en 4 Regiones

# Region East

CAC Public Relation Officer,  
Maria Duran

Funcionaria de Relaciones  
Públicas del CAC,  
María Durán

# Región Este

**COFFEE WITH  
REGION EAST  
SPECIAL EDUCATION**

- Meet your regional special education team
- Receive important special education updates
- Learn about upcoming special education events
- Provide input to inform special education in LAUSD

**Hybrid Format:** Attend in person or join virtually via Zoom.



**DATE & TIME:**  
NOVEMBER 12, 2025  
3:30 -4:30 PM

**LOCATION:**  
REGION EAST OFFICE  
PHIL SALDIVAR CONFERENCE ROOM  
2151 N. SOTO ST., LOS ANGELES, CA 90032  
OR ZOOM: [LINK](#)  
MEETING ID: 421 619 7650 PASSCODE: 588355

**CAFÉ CON LA  
DIVISIÓN REGIONAL  
ESTE DE EDUCACIÓN  
ESPECIAL**

- Conozca a su equipo regional de educación especial
- Reciba actualizaciones importantes sobre la educación especial
- Infórmese de los próximos eventos sobre la educación especial
- Proporcionar información para la educación especial en LAUSD

**Formato híbrido:** Asista en persona o únase virtualmente a través de Zoom






**FECHA Y HORA:**  
12 DE NOVIEMBRE DE 2025  
3:30-4:30 PM

**UBICACIÓN:**  
REGION EAST OFFICE  
PHIL SALDIVAR CONFERENCE ROOM  
2151 N. SOTO ST., LOS ANGELES, CA 90032  
OR ZOOM: [LINK](#)  
MEETING ID: 421 619 7650 PASSCODE: 588355

# Region South

# Región Sur

**COFFEE WITH REGION SOUTH SPECIAL EDUCATION**



- Meet your regional special education team
- Receive important special education updates
- Learn about upcoming special education events
- Provide input to inform special education in LAUSD

**Hybrid Format:** Attend in person or join virtually via Zoom.

**DATE & TIME:**  
NOVEMBER 14, 2025  
10:00 - 11:00 AM

**LOCATION:**  
SELLERY SPECIAL EDUCATION CENTER  
PARENT CENTER  
15805 S. BUDLONG AVE., GARDENA, CA 90247  
OR ZOOM: [LINK](#)  
Webinar ID: 848 4890 9631

**CAFÉ CON LA DIVISIÓN REGIONAL SUR DE EDUCACIÓN ESPECIAL**



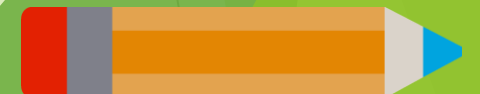
- Conozca a su equipo regional de educación especial
- Reciba actualizaciones importantes sobre la educación especial
- Infórmese de los próximos eventos sobre la educación especial
- Proporcionar información para la educación especial en LAUSD

**Formato híbrido:** Asista en persona o únase virtualmente a través de Zoom

**FECHA Y HORA:**  
14 DE NOVIEMBRE DE 2025  
10:00 - 11:00 AM

**UBICACIÓN:**  
SELLERY SPECIAL EDUCATION CENTER  
PARENT CENTER  
15805 S. BUDLONG AVE., GARDENA, CA 90247  
OR ZOOM: [LINK](#)  
Webinar ID: 848 4890 9631

Ana Carrion  
Gabriela Rangel




# Region North

## Región Norte




**COFFEE WITH REGION NORTH SPECIAL EDUCATION**




- Meet your regional special education team
- Receive important special education updates
- Learn about upcoming special education events
- Provide input to inform special education in LAUSD

**Hybrid Format:** Attend in person or join virtually via Zoom.




**CAFÉ CON LA DIVISIÓN REGIONAL NORTE DE EDUCACIÓN ESPECIAL**



- Conozca a su equipo regional de educación especial
- Reciba actualizaciones importantes sobre la educación especial
- Infórmese de los próximos eventos sobre la educación especial
- Proporcionar información para la educación especial en LAUSD

**Formato híbrido:** Asista en persona o únase virtualmente a través de Zoom.



**FECHA Y HORA:**  
18 DE NOVIEMBRE DE 2025  
10:00 -11:00 AM

**UBICACIÓN:**  
LEICHMAN CPTC  
19034 GAULT ST., RESEDA, CA 91335  
OR ZOOM: [LINK](#)  
WEBINAR ID: 884 0567 9112

CAC Chairperson, Kristie Lacy  
CAC Secretary Yukiko Miyauchi



# Region West

## Región Oeste



**COFFEE WITH REGION WEST SPECIAL EDUCATION**

- Meet your regional special education team
- Receive important special education updates
- Learn about upcoming special education events
- Provide input to inform special education in LAUSD

**Hybrid Format:** Attend in person or join virtually via Zoom.

**DATE & TIME:**  
DECEMBER 8, 2025  
10:00-11:00 AM

**LOCATION:**  
WEBSTER MIDDLE SCHOOL  
11330 GRAHAM PL., LOS ANGELES, CA 90064  
OR ZOOM: [LINK](#)  
WEBINAR ID: 867 8433 4741

**CAFÉ CON LA DIVISIÓN REGIONAL OESTE DE EDUCACIÓN ESPECIAL**

- Conozca a su equipo regional de educación especial
- Reciba actualizaciones importantes sobre la educación especial
- Infórmese de los próximos eventos sobre la educación especial
- Preparar información para la educación especial en LAUSD

**Formato híbrido:** Asista en persona o únase virtualmente a través de Zoom.

**FECHA Y HORA:**  
8 DE DICIEMBRE DE 2025  
10:00-11:00 AM

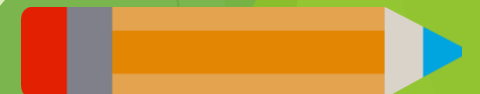
**UBICACIÓN:**  
WEBSTER MIDDLE SCHOOL  
11330 GRAHAM PL., LOS ANGELES, CA 90064  
OR ZOOM: [LINK](#)  
WEBINAR ID: 867 8433 4741

Former CAC Secretary/ **Exsecretaria del CAC**  
Rocío Elorza

CAC Training and Education officer/  
**Funcionaria de Capacitación y Educación del CAC**  
Denissa Zapata

Former CAC Chair, **Expresidenta del CAC**  
Ingrid Levy

CAC Secretary / **Secretaria del CAC**  
Yukiko Miyauchi



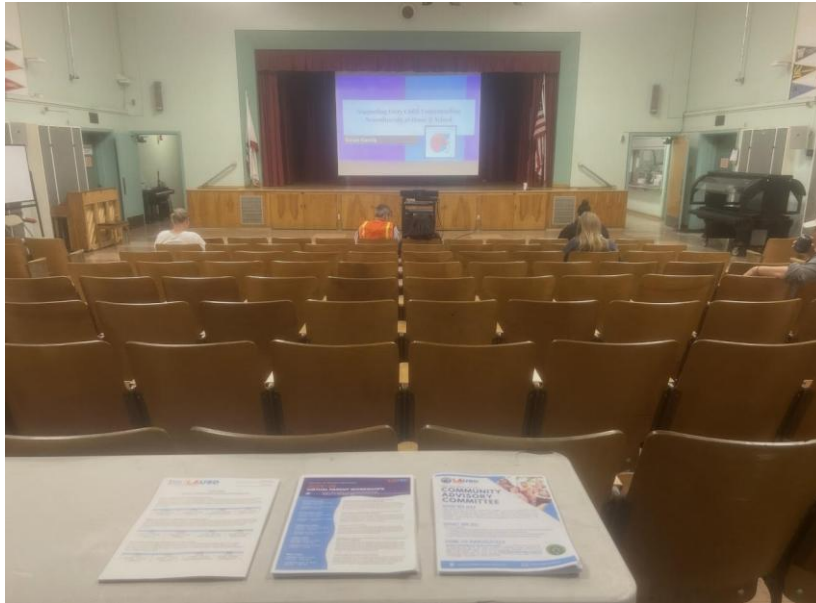


Workshops at Schools  
Talleres en las Escuelas



# Woodland Hills Elementary

## Juliet Schwarz



Supporting Every Child:  
Understanding Neurodiversity at Home & School Presentation

Apoyar a Todo Estudiante:  
Presentación de Comprender la Neurodiversidad en el Hogar y la Escuela

### SPECIAL EDUCATION PARENT EDUCATION

WOODLAND HILLS ELEMENTARY

### EMPOWERING FAMILIES DURING THE IEP PROCESS

An Introduction to Special Education  
2025-26

JANUARY 26, 2025 | 8:30 AM

Workshop Topic:  
Empowering Families During the  
IEP Process: An Introduction to  
Special Education

Join us to learn more about the Special Education process, how IEPs work, and how you can best support your child. This informative session will provide guidance, answer questions, and help families feel confident and empowered throughout throughout the IEP journey.

We hope to see you there!



# Van Nuys Elementary

Yukiko Miyauchi

APEIS Ms. Janelle Brown  
Yukiko Miyauchi



Van Nuys Elementary

## VNES/ PARENT CENTER

Does your child have an IEP (Individualized Education Program)? Would you like to learn about the IEP process?

**Date & Time**  
Thursday, January 15, 2027  
8:15am- 9:15am

**FACILITATOR: MS. BROWN/MS. MIYAUCHI (VNES PARENT)**

Van Nuys Elementary

## VNES/ TALLERES PARA PADRES

¿Tiene su hijo un Programa De Educación Individualizado (IEP)? ¿Le gustaría conocer el proceso del IEP?

**Fecha y hora**  
Jueves, 15 de Enero del 2026  
8:15am- 9:15am

**FACILITADORA : MS. BROWN/MS. MIYAUCHI (VNES PADRE)**



**CAC Mid-Year Elections**

**Elecciones del CAC a Medios de Año**

★ ★ ★ ★ ★  
**COMMUNITY ADVISORY COMMITTEE (CAC)**  
*For Special Education*

**ELECTIONS TO FILL MID-YEAR  
 REGION NORTH VACANCIES**

★ ★ ★ ★ ★

The Community Advisory Committee (CAC) for special education is a District-level group made up of parents, guardians, educators, other school staff, students with disabilities and community members who collaborate to improve special education services. Most members are parents or guardians of children with disabilities. The CAC serves in an advisory role to the SELPA director, the Board of Education, and the Superintendent's cabinet. Get involved! Consider joining the CAC and attending a regional election to learn more. \*Prospective candidates must meet eligibility criteria, which include one of the following: they must provide evidence that they live, work, or have a child enrolled in a school covered by the LAUSD SELPA Local Plan. This will be based on the category they are interested in. **Vacancies to fill are one (1) Representative and (1) Alternate in the category of Parent/Guardian of Student with a Disability or with a 504 Plan.**

★ Please be aware that eligible parents (parents of students with an IEP or with a 504 Plan) who arrive or join after a review of the operating norms and code of conduct on the agenda will no longer be seated to vote, nominate or be nominated. Please plan to arrive or join on time.

**Election Date & Time**  
 01/26/26 at 9:00 a.m.

**Contact**  
 Lilia Moran  
 dse.families@lausd.net  
 213-241-8095

**Virtual Format**  
 with in-person tech support at  
 Alta California Elementary School  
 14859 Rayen Street  
 Panorama City, CA 91402

**Zoom Link:**  
[lausd.zoom.us/j/85006173638](https://lausd.zoom.us/j/85006173638)

**Zoom ID:** 850 0617 3638  
**Passcode:** 2026

 Pre-registration QR code



★ ★ ★ ★ ★  
**COMITÉ ASESOR COMUNITARIO (CAC)**  
*Para educación especial*

**ELECCIONES PARA LLENAR  
 VACANTES DE MEDIO AÑO EN LA  
 REGIÓN NORTE**

★ ★ ★ ★ ★

El Comité Asesor Comunitario (CAC, por sus siglas en inglés) para la educación especial es un grupo a nivel de distrito compuesto por padres, tutores, educadores y miembros de la comunidad que colaboran para mejorar los servicios de educación especial. La mayoría de los miembros son padres o tutores de niños con discapacidades. El CAC desempeña una función consultiva del director de SELPA, la Junta de Educación y el gabinete del Superintendente. ¡Involúcrese! Considere unirse al CAC y asistir a una elección regional para obtener más información. \*Los posibles candidatos deben cumplir con los criterios de elegibilidad, que incluyen uno de los siguientes: deben proporcionar evidencia de que viven, trabajan o tienen un hijo inscrito en una escuela cubierta por el Plan Local SELPA de LAUSD. Esto se basará en la categoría que les interese. **Las vacantes a llenar son de (1) Representante y (1) Suplente en la categoría de Padre/Tutor de Estudiante con una Discapacidad o con un Plan 504.**

★ Por favor tener en cuenta que los padres elegibles (padres de estudiantes con un IEP o con un Plan 504) que lleguen o ingresen después de la revisión de las normas de funcionamiento y código de conducta en la agenda ya no podrán votar, nominar ni ser nominados. Favor de llegar o ingresar a tiempo.

**Fecha y Hora:**  
 1/26/26 a las 9 a.m.

**Contacto:** Lilia Moran  
 dse.families@lausd.net  
 213-241-8095

**Formato Virtual**  
 con apoyo técnico en persona en  
 Escuela Primaria Alta California  
 14859 Rayen Street  
 Panorama City, CA 91402

**Enlace Zoom :**  
[lausd.zoom.us/j/85006173638](https://lausd.zoom.us/j/85006173638)

**ID de Reunión:** 850 0617 3638  
**Contraseña:** 2026

 Código QR de Pre-Registro





# How Can New Parents Get Involved?

## ¿De qué forma pueden participar nuevos padres?



# Upcoming Opportunities & Announcements

Futuras Oportunidades y Anuncios



LAUSD Division of Special Education

# Family Resource Fair



Join us at the 2026 LAUSD Division of Special Education Family Resource Fair!

Families will have the opportunity to connect with district teams, community partners, and service providers to learn about resources, supports, and tools that strengthen learning at home and support student success.

- Access to district and community resources that support students with disabilities
- Family-friendly materials and resources to take home
- Strategies and tools to support learning at home

## East

📍 **Eastside HS**  
 📅 **April 11, 2026**  
 🕒 **9 AM to 1 PM**

## North

📍 **Holmes MS**  
 📅 **May 9, 2026**  
 🕒 **9 AM to 1 PM**

## South

📍 **White MS**  
 📅 **May 2, 2026**  
 🕒 **9 AM to 1 PM**

## West

📍 **Pio Pico MS**  
 📅 **May 30, 2026**  
 🕒 **9 AM to 1 PM**

For more information, please contact

✉ **Division of Special Education**  
 dse.families@lausd.net



División de Educación Especial del LAUSD

# Feria de Recursos Para Familias



¡Únase a nosotros en la Feria de Recursos para Familias de la División de Educación Especial del Distrito Escolar Unificado de Los Ángeles (LAUSD) de 2026!

Las familias tendrán la oportunidad de conectar con los equipos del distrito, los asociados comunitarios y los proveedores de servicios para informarse sobre los recursos, el apoyo y las herramientas que fortalecen el aprendizaje en el hogar y contribuyen al éxito de los estudiantes.

- Acceso a recursos del distrito y de la comunidad que apoyan a los estudiantes con discapacidades
- Materiales y recursos para las familias que pueden llevar a casa
- Estrategias y herramientas para apoyar el aprendizaje en el hogar

## Este

📍 **Eastside HS**  
 📅 **11 de abril del 2026**  
 🕒 **9 AM to 1 PM**

## Norte

📍 **Holmes MS**  
 📅 **9 de mayo del 2026**  
 🕒 **9 AM to 1 PM**

## Sur

📍 **White MS**  
 📅 **2 de mayo del 2026**  
 🕒 **9 AM to 1 PM**

## Oeste

📍 **Pio Pico MS**  
 📅 **30 de mayo del 2026**  
 🕒 **9 AM to 1 PM**

Para información adicional, contacte a:

✉ **División de Educación Especial**  
 dse.families@lausd.net



# 47<sup>th</sup> Annual Very Special Arts Festival

## Saturday April 18<sup>th</sup>, 2026

47<sup>o</sup> Festival Anual *Very Special Arts*  
Sábado, 18 de abril de 2026



Yukiko Miyauchi in 2025 Spring



## Proposed Next Step **CAC Award**

Certificate to express appreciation from CAC

LAUSD staff & professionals in community

- ▶ APEIS supporting school site groups
- ▶ Guest speaker for CAC meetings



## Próximos Pasos Propuestos **Premio del CAC**

Certificado para expresar aprecio por parte del CAC

Personal de LAUSD y Profesionales en la Comunidad

- ▶ APEIS (subdirector) que apoyan grupos en las escuelas
- ▶ Oradores invitados en las reuniones del CAC



CAC presentation  
Virtual Parent Workshops &  
Region Ambassador  
Sessions

Presentación del CAC  
Talleres Virtuales para  
Padres y Sesiones de  
Embajadores de Región

Date Fecha	Event Evento	Time Horario	Location Ubicación	Presenter Presentadores
Feb 10, 2026	Executive Functioning: Strategies for Organizing, Time Management & Focus (Virtual)	9:00 AM – 10:15 AM	Zoom Webinar	Juliet Schwarz
Feb 12, 2026	Executive Functioning: Strategies for Organizing, Time Management & Focus (Virtual)	6:00 PM – 7:15 PM	Zoom Webinar	Juliet Schwarz

Next Parent Ambassador meeting  
March 4th, 2026 10:30am-11:25am

**Próxima Reunión de Padres Embajadores**  
4 de marzo de 2026 10:30 am-11:25 am





Q&A

# Preguntas y Respuestas

## Adjournment

Thank you for supporting the parents of students with exceptional needs!

## Clausura

¡Gracias por apoyar a los padres de estudiantes con necesidades excepcionales!

**Thank you!!**

**¡Gracias!**



**Subcommittee Meeting**

March 3, 2026

9:30 a.m.-10:25 a.m.

**Reunión del Subcomité**

3 de marzo del 2026

9:30 a.m.-10:25 a.m

**Monthly Meeting**

February 18, 2026

10:00 a.m.-12:00 p.m.

**Reunión Mensual**

Febrero 18, 2026

10:00 a.m.-12:00 p.m.

**Officers' Agenda**

**Planning Meeting**

February 25, 2026

10:00 a.m.-11:30 a.m.

**Reunión de Planificación**

**para Funcionarios**

Febrero 25, 2026

10:00 a.m.-11:30 a.m.



ANNOUNCEMENTS

ANUNCIOS

ADJOURNMENT

Clausura

11:25 a.m.





# Community Advisory Committee

## Comité Asesor Comunitario

**Legislation**

**Legislación**

**11:30 a.m. - 12:25 a.m.**

**Wednesday, February 4, 2026**

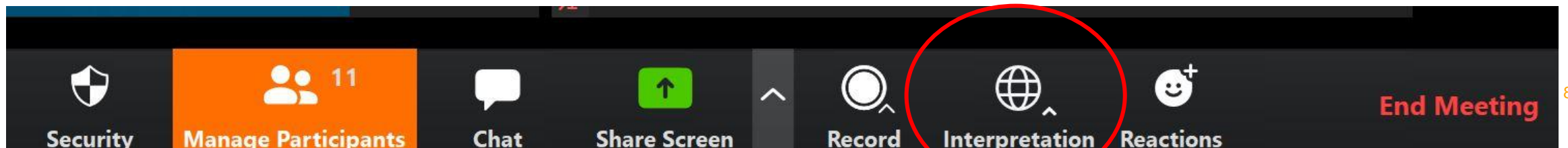
**miércoles, 4 de febrero del 2026**

# Interpretation Services

# Servicios de Interpretación

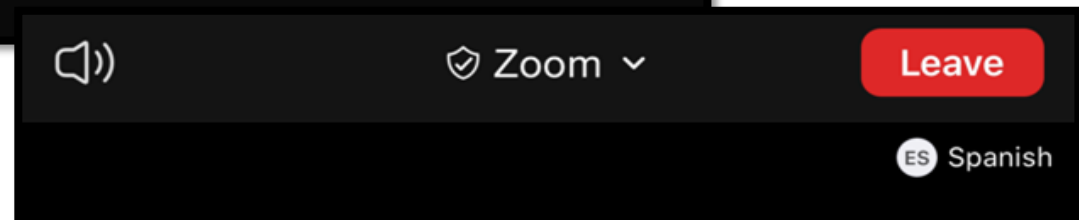
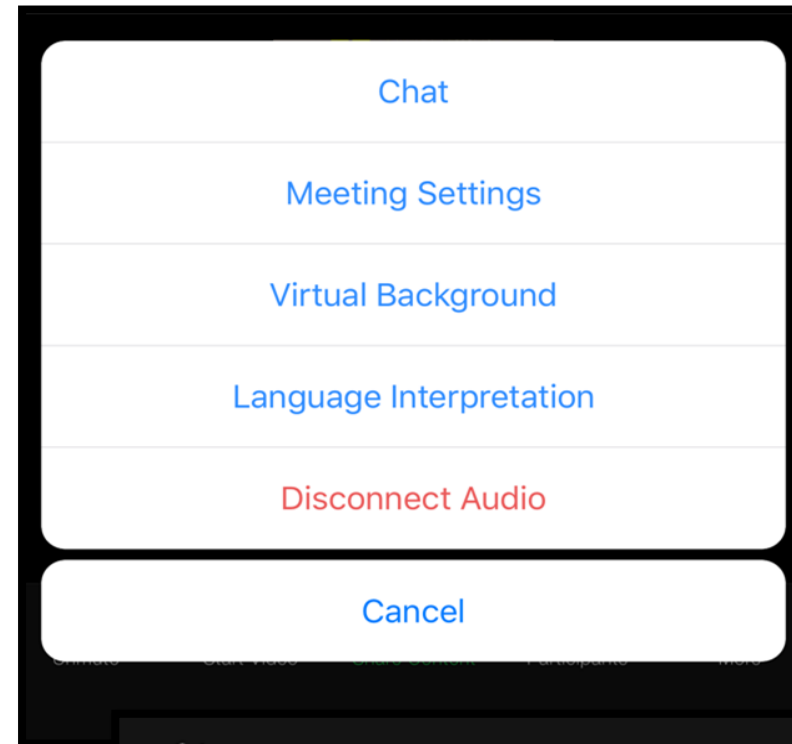
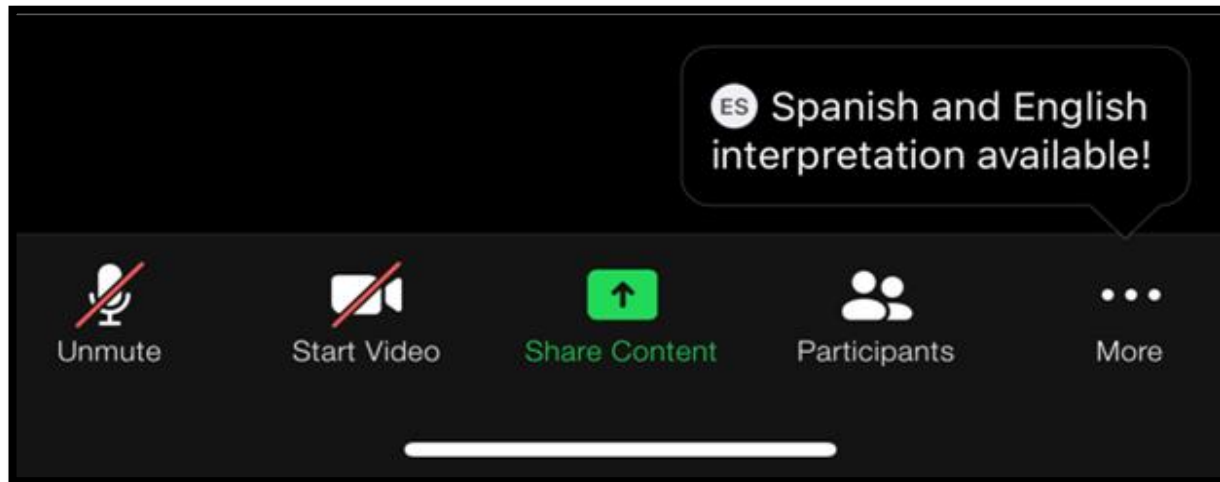
- Click on the globe icon at the bottom of the screen.
- Select the language of preference for you.
- You will engage and listen to the presentation in the language you select.

- Haga clic en el símbolo del mundo en la parte de abajo de su pantalla.
- Seleccione el idioma que le gustaría escuchar.
- Participará y escuchará la presentación en el idioma que seleccione.



# Interpretation Services

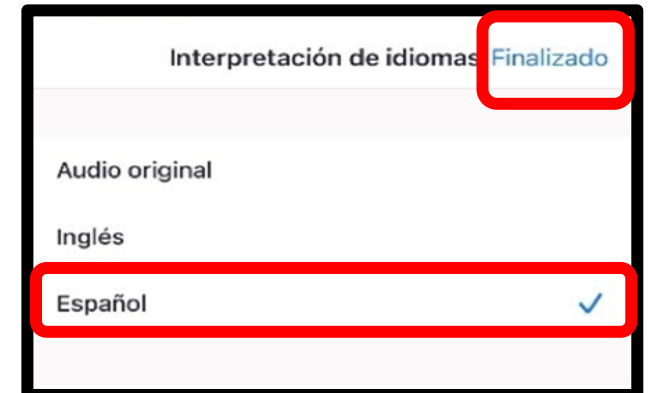
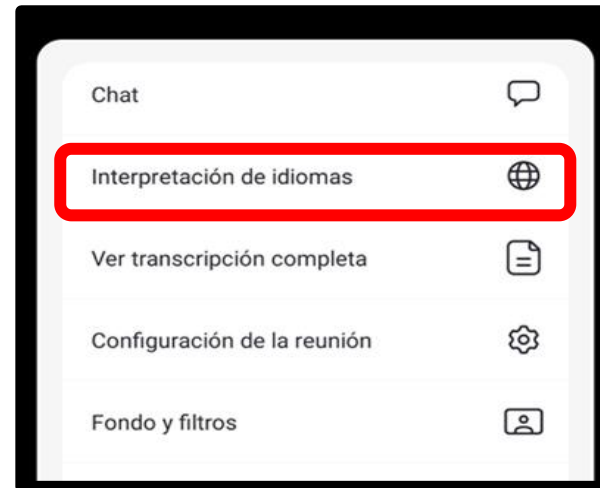
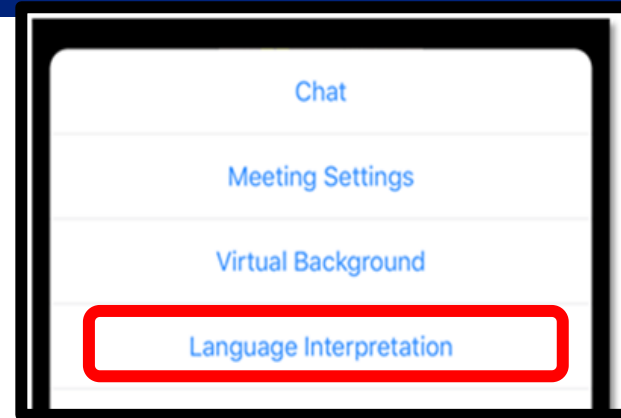
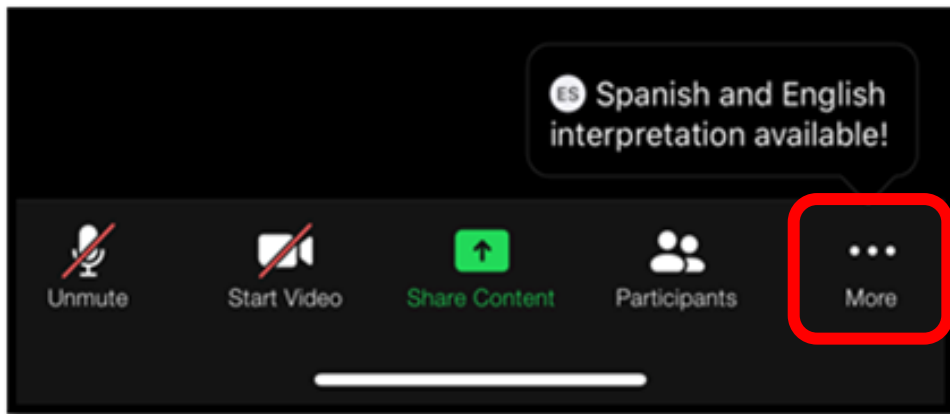
# Servicios de Interpretación



# Interpretation services: mobile device



# Servicios de interpretación: dispositivo móvil



# WELCOME/BIENVENIDA



Olivia Hobson  
Chairperson/**Presidenta**

Ana Carrion  
Chairperson/**Presidenta**

# AGENDA

## **Welcome/Bienvenido**

Olivia Hobson, Chairperson/**Presidenta**

Ana Carrion, Co-Chairperson/**Copresidenta**

## **Presentation/Presentación**

### **• Legislation Updates/Actualización de legislación**

Brian Ricks

Legislative Liaison II

Legislative Affairs and Government Relations

Los Angeles Unified School District/

**Persona de Enlace para Asuntos Legislativos II**

**Asuntos Legislativos y Relaciones Gubernamentales**

**Distrito Escolar Unificado de Los Angeles**

## **Upcoming opportunities/Announcement-Próximas oportunidades / Anuncio**

Olivia Hobson, Chairperson/**Presidenta**

## **Questions and Answers/Preguntas y Respuestas**

Ana Carrion, Co-Chairperson/**Copresidenta**

## **Adjournment/Clausura**

Olivia Hobson, Chairperson/**Presidenta**



**LAUSD**  
**UNIFIED**

**Legislation Update**

**Actualización de Legislación**

Wednesday February 4, 2026  
Miércoles 4 de febrero 2026

## SNAP Services and Medical Services

LAUSD's student and family wellness resource supports all students and families.

- If you need support on how to enroll on various programs to support with basic needs such as food, health care, housing, etc. call 213-241-3840. The resource line is open M-F 8am-4:30pm

## Servicios SNAP y Servicios Médicos

LAUSD ofrece recursos para el bienestar de todos los estudiantes y sus familias.

- Si necesita ayuda para inscribirse en diversos programas que brindan apoyo con necesidades básicas como alimentación, atención médica, vivienda, etc. llame al 213-241-3840.

# State Budget Proposal for 2026–27

- The Governor's proposed budget for the 2026–27 fiscal year includes an additional \$500 million specifically for special education to increase the base funding. The budget also proposes \$40 million in one-time funds to help implement statewide reading difficulty screening tests for children in Transitional Kindergarten through second grade. There are currently no details on how these proposed funds would be distributed to schools, or to Los Angeles Unified. The State Legislature will consider these and other funding proposals throughout the Spring and they have until June 15 to adopt a State budget for the following fiscal year that begins on July 1.

# Propuesta del Presupuesto Estatal para 2026–27

- El presupuesto propuesto por el Gobernador para el año fiscal 2026–27 incluye \$500 millones adicionales destinados específicamente a la educación especial para aumentar la financiación básica. El presupuesto también propone \$40 millones en fondos únicos para ayudar a implementar pruebas preliminares de todo el estado que detecten dificultades para la lectura entre estudiantes desde Kinder de Transición hasta el segundo grado. Actualmente no hay detalles sobre cómo se distribuirían estos fondos propuestos a las escuelas, o al Distrito Unificado de Los Ángeles. La Legislatura estatal considerará estas y otras propuestas de financiamiento durante la primavera y tienen hasta el 15 de junio para

## Call to Action: Support IDEA Pledge for Increased Federal Funding

Los Angeles Unified is inviting parents to sign a pledge calling on Congress to support federal special education funding. Signing the pledge allows parents to lend their support to communications to Congress and other collective action advocating for the full funding of the Individuals with Disabilities Education Act (IDEA). To join the pledge, parents may submit [this form](#).

## Llamada a la Acción: Apoyo al Compromiso IDEA para Aumentar la Financiación Federal

El Distrito Escolar Unificado de Los Ángeles invita a los padres a firmar una petición para que el Congreso se comprometa a apoyar la financiación federal para la educación especial. Al firmarla, los padres pueden apoyar las comunicaciones al Congreso y otras acciones colectivas que abogan por la financiación completa de la Ley de Educación para Personas con Discapacidades (IDEA). Para unirse al compromiso, los padres pueden presentar [este formulario](#).

**AB 560 (Addis) Special Education:  
Resource Specialist: Special Classes**

- **Requires the Superintendent of Public Instruction, on or before July 1, 2027, to recommend a maximum adult-to-student staffing ratio for special day classes for students with disabilities ages three to 22.**
- **Requires LEAs and charter schools to take all reasonable steps to distribute workload associated with initial assessments across all resource specialists.**

**AB 560 (Addis) Educación Especial:  
Especialista en Recursos: Clases  
Especiales**

- **Exige al Superintendente de Instrucción Pública que recomiende antes del 1 de julio de 2027 una proporción máxima entre adultos y estudiantes en las clases especiales diurnas para estudiantes con discapacidades, de edades entre tres y 22 años.**
- **Requiere que las agencias LEA y las escuelas charter tomen todas las medidas razonables para distribuir la carga de trabajo asociada con las evaluaciones iniciales entre todos los especialistas de recursos.**

**AB 784 (Hoover) Special education: specialized deaf and hard-of-hearing services.**

Clarifies that specialized deaf and hard-of-hearing services may be the only services included in a student's IEP.

**AB 784 (Hoover) Educación especial: servicios especializados para estudiantes con sordera y deficiencia auditiva.**

Aclara que los servicios especializados para estudiantes con sordera y deficiencia auditiva pueden ser los únicos servicios incluidos en el IEP de un estudiante.

**AB 1412 (J. Gonzalez) Special  
Education: Resource Specialist:  
Special Classes**

- **Requires a local educational agency to adopt and implement the IEP for a transfer student within 30 days of receipt of records.**

**AB 1412 (J. Gonzalez) Educación  
Especial: Especialista en Recursos:  
Clases Especiales**

- **Requiere que una agencia educativa local adopte e implemente el IEP para un estudiante de traslados dentro de los 30 días posteriores a la recepción de expedientes.**

## **SB 373 (Grove) Special Education: Resource Specialist: Special Classes**

- **Expands certification requirements for nonpublic, nonsectarian schools (NPSs) located outside of California that serve students with disabilities.**
- **Requires LEAs which have placed students at NPSs outside of California to conduct annual in-person interviews with students to evaluate their health and safety.**
- **Requires CDE to develop an interview tool for this purpose.**

## **SB 373 (Grove) Educación Especial: Especialista en Recursos: Clases Especiales**

- **Amplía los requisitos de certificación para las escuelas no públicas y no sectarias (NPS) ubicadas fuera de California que atienden a estudiantes con discapacidades.**
- **Requiere que las agencias LEA que han colocado a los estudiantes en escuelas NPS fuera de California lleven a cabo entrevistas anuales en persona con los estudiantes para evaluar su salud y seguridad.**
- **Requiere que el Departamento CDE desarrolle una herramienta de entrevista para este propósito.**

**SB 374 (Archuleta) Local educational agencies: annual reporting requirements: IDEA Addendum**

- **Extends by one year the date by which CDE must provide a report to the Legislature regarding the number and types of reports that LEAs are required to submit annually**
- **Removes the requirement for SBE to adopt an IDEA addendum to the LCAP relating to service improvements for students with disabilities.**

**SB 374 (Archuleta) Agencias educativas locales: requisitos de informes anuales: anexo de IDEA**

- **Extiende por un año la fecha en que el CDE debe proporcionar un informe a la Legislatura con respecto al número y tipos de informes que las LEA deben presentar anualmente**
- **Elimina el requisito de que junta SBE adopte un anexo de la ley IDEA al plan LCAP relacionado a mejoras de servicio para estudiantes con discapacidades.**

**SB 389 (Ochoa Bogh) Pupil health: individuals with exceptional needs: respiratory services: licensed vocational nurses.**

**Authorizes a licensed vocational nurse (LVN), under the supervision of a credentialed school nurse, to provide basic respiratory services to a student with exceptional needs who requires specialized health care services during the school day.**

**SB 389 (Ochoa Bogh) Salud de los estudiantes: personas con necesidades excepcionales: servicios respiratorios: enfermeros vocacionales licenciados.**

**Autoriza a personal de enfermería vocacional licenciado (LVN), bajo la supervisión de un enfermero escolar acreditado, a proporcionar servicios respiratorios básicos a un estudiante con necesidades especiales que requiera servicios de atención médica especializados durante la jornada escolar.**

# Thank you

# Gracias

**Brian Ricks**  
**Legislative Liaison II**  
**Legislative Affairs and Government Relations**  
**Los Angeles Unified School District**

**Brian Ricks**  
**Funcionario Legislativo II de Enlace**  
**Asuntos Legislativos y Relaciones Gubernamentales**  
**Distrito Escolar Unificado de Los Angeles**

**Martha Alvarez**  
**Chief of Legislative Affairs and Government**  
**Relations**  
**Los Angeles Unified School District**  
**333 South Beaudry Avenue**  
**Los Angeles, California 90017**  
**Phone: 213-241-8283**

**Martha Alvarez**  
**Directora Gral. de Asuntos Legislativos y Relaciones**  
**Gubernamentales**  
**Distrito Escolar Unificado de Los Angeles**  
**333 South Beaudry Avenue**  
**Los Angeles, California 90017**  
**Teléfono: 213-241-8283**

# Questions/Preguntas

1



**Subcommittee Meeting**

March 3, 2026

9:30 a.m.-10:25 a.m.

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**para Funcionarios**

Febrero 25, 2026

10:00 a.m.-11:30 a.m.



ANNOUNCEMENTS

ANUNCIOS

ADJOURNMENT

CLAUSURA

12:25 p.m.

감사합니다 Natick  
Grazie Danke Ευχαριστίες Dalu  
Thank You Köszönöm  
Спасибо Dank Gracias  
谢谢 Merci Seé  
ありがとう

Obbrigado



# Community Advisory Committee **Comité Asesor Comunitario**

**African American Students with an IEP**  
Estudiantes Afroamericanos con un IEP

12:30 p.m. – 1:25 p.m.

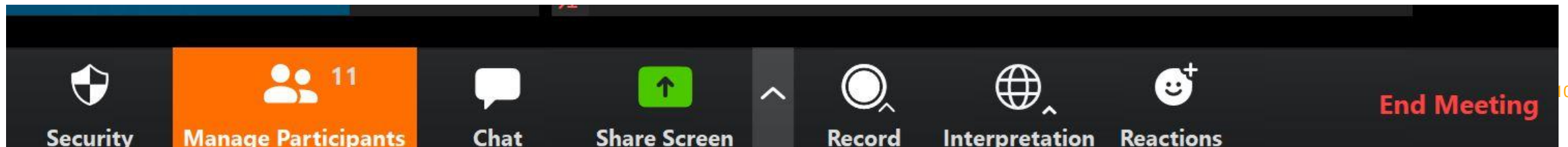
Wednesday, February 4, 2026  
miércoles, 4 de febrero del 2026

# Interpretation Services

# Servicios de Interpretación

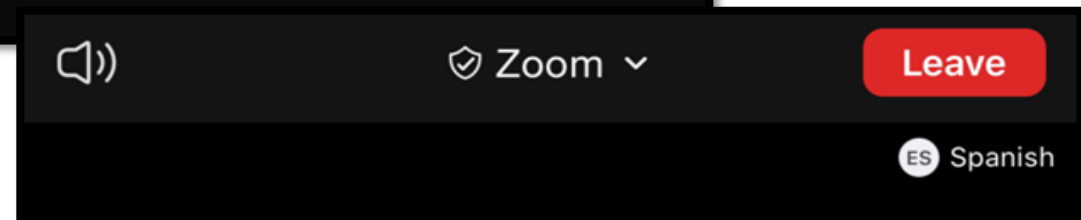
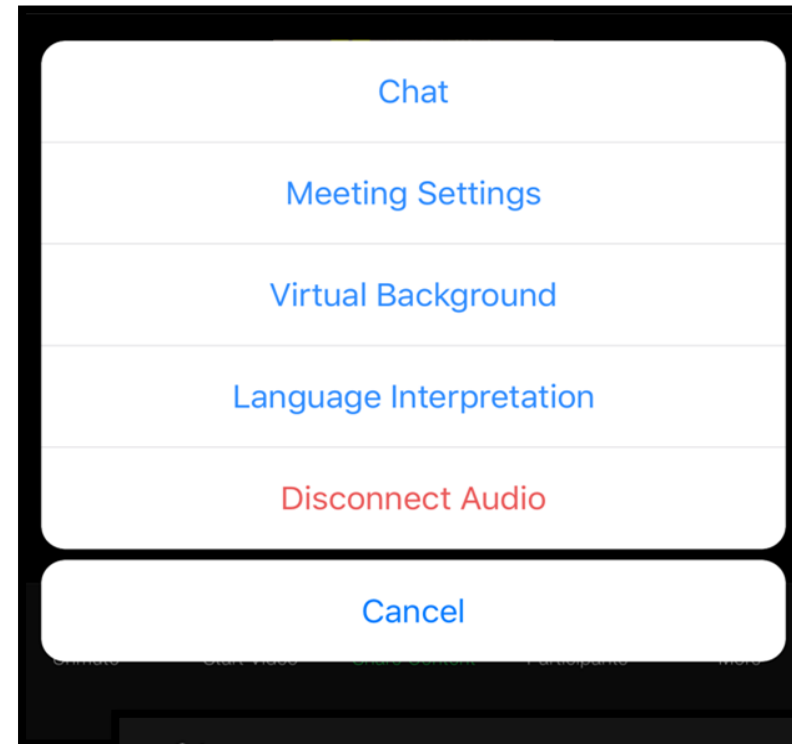
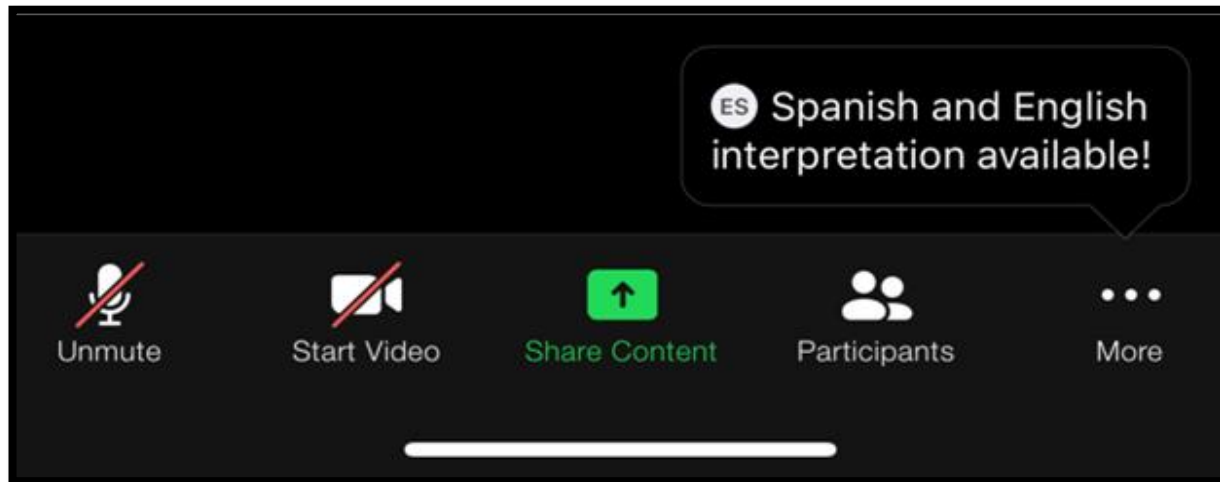
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- Haga clic en el símbolo del mundo en la parte de abajo de su pantalla.
- Seleccione el idioma que le gustaría escuchar.
- Participará y escuchará la presentación en el idioma que seleccione.



# Interpretation Services

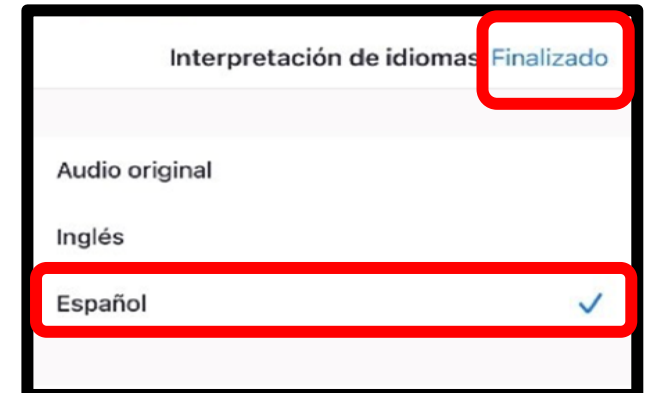
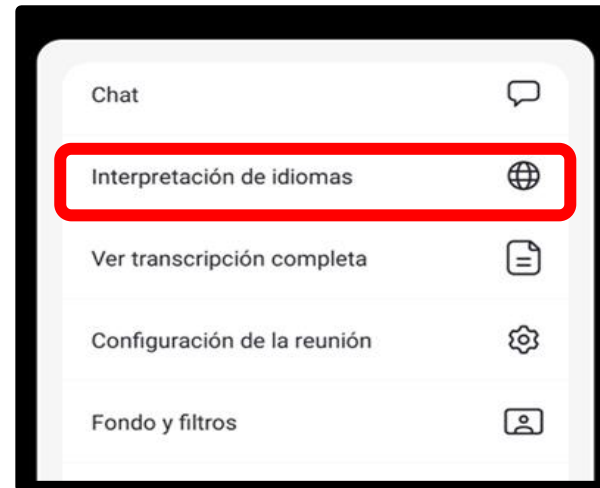
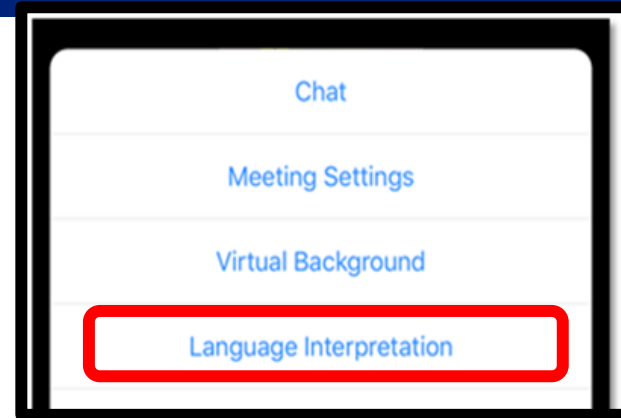
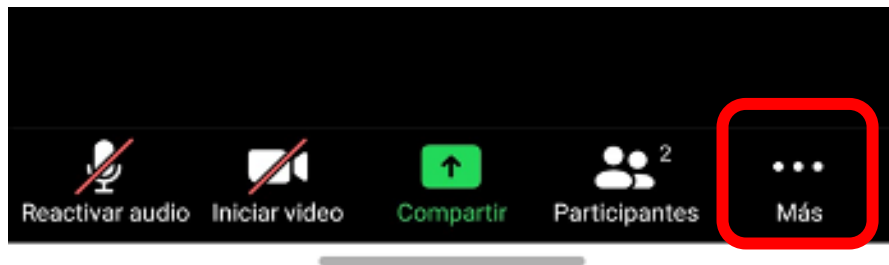
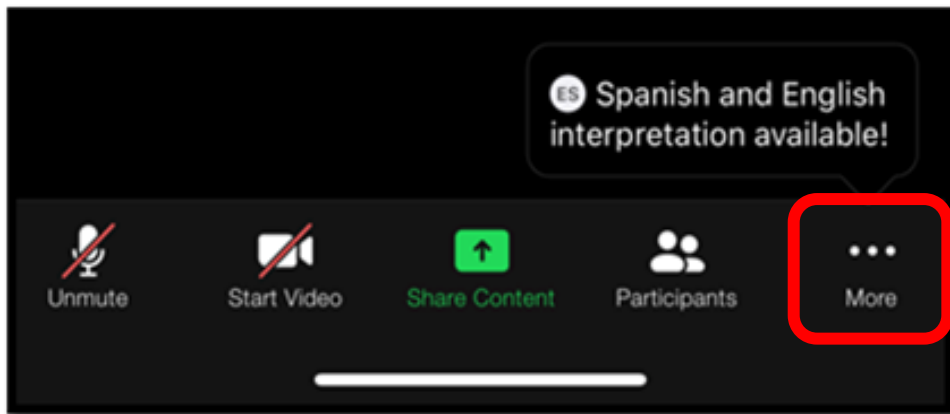
# Servicios de Interpretación



# Interpretation services: mobile device



# Servicios de interpretación: dispositivo móvil



# WELCOME/ BIENVENIDA



Kristie Lacy  
Chairperson/Presidenta

# AGENDA

**Welcome/Bienvenido**

**Shanita Rogers**

Co-Chairperson/[Copresidenta](#)

**Silva-Marna Echavarria**

Co-Chairperson/[Copresidenta](#)

**Presentation/Presentación**

Roles and responsibilities/[Funciones y responsabilidades](#)

**Shanita Rogers**

**Silva-Marna Echavarria**

**Questions and Answers/Preguntas y Respuestas**

**All/Todo**

**Announcements/Anuncios**

**Silva-Marna Echavarria**

**Adjournment/Clausura**

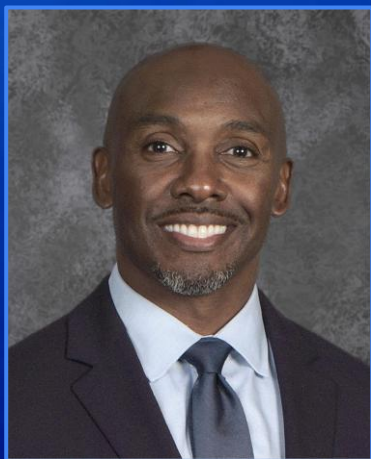
**Shanita Rogers**



**LAUSD**  
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# Black Student Achievement Plan (BSAP)

## Plan de Desempeño Académico para Estudiantes Afroamericanos (BSAP)



**Dr. Charles D. Smith**

*Administrator of Instruction*

*Educational Transformation Office*

*Administrador de Instrucción*

*Oficina de Transformación Educativa*

February 4, 2026  
4 de febrero de 2026

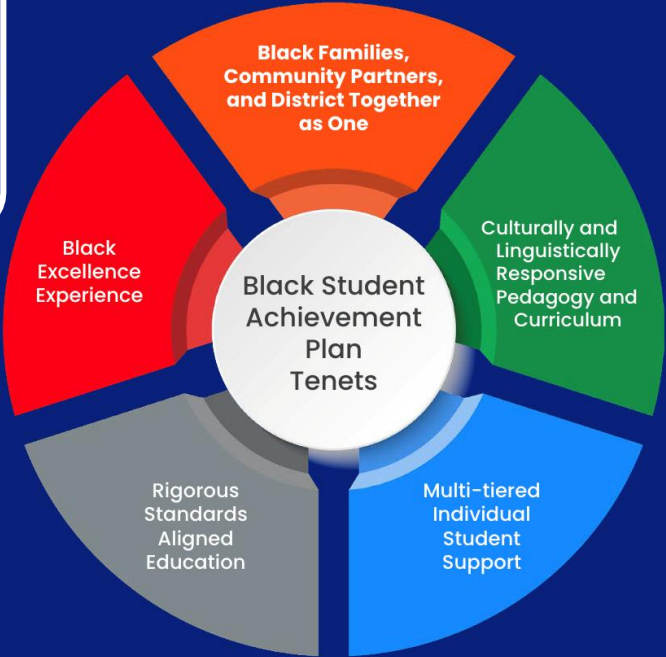
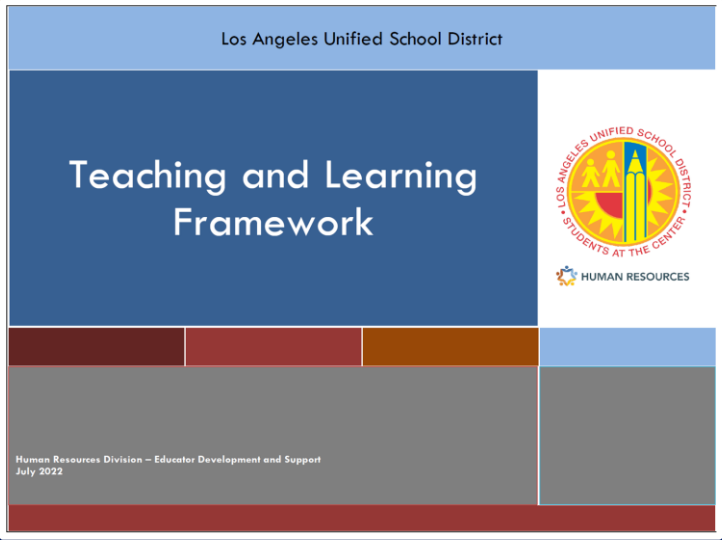
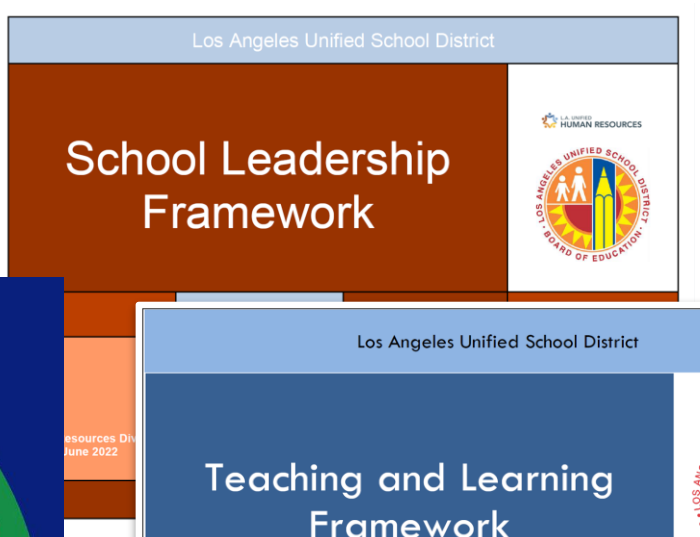
# Strengthening BSAP Implementation through Districtwide Coherence



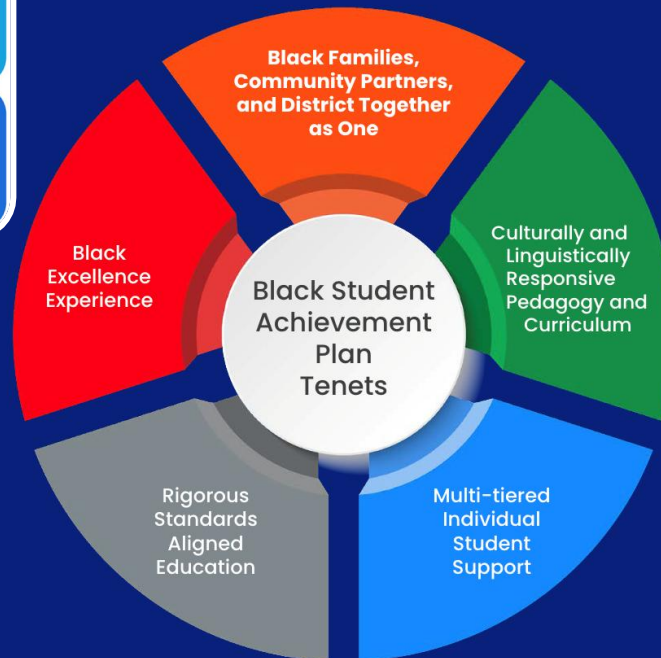
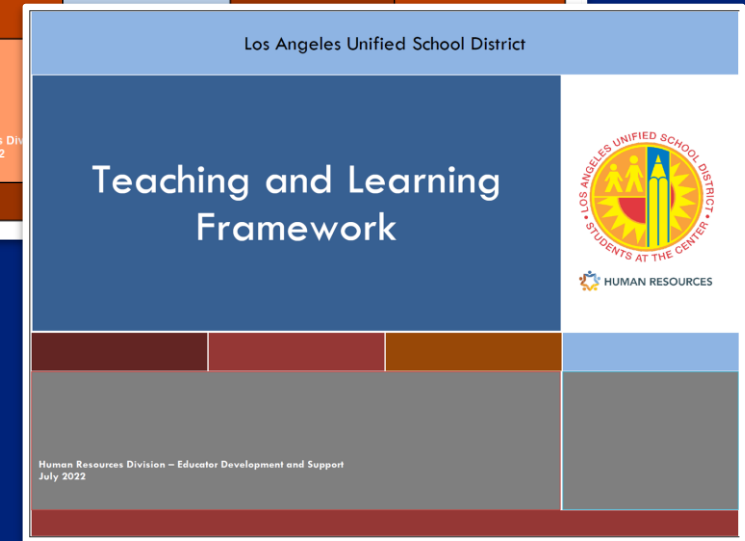
# Fortalecer la Implementación de BSAP a través de la Coherencia en Todo el Distrito



# Strategic Plan and Framework Alignment



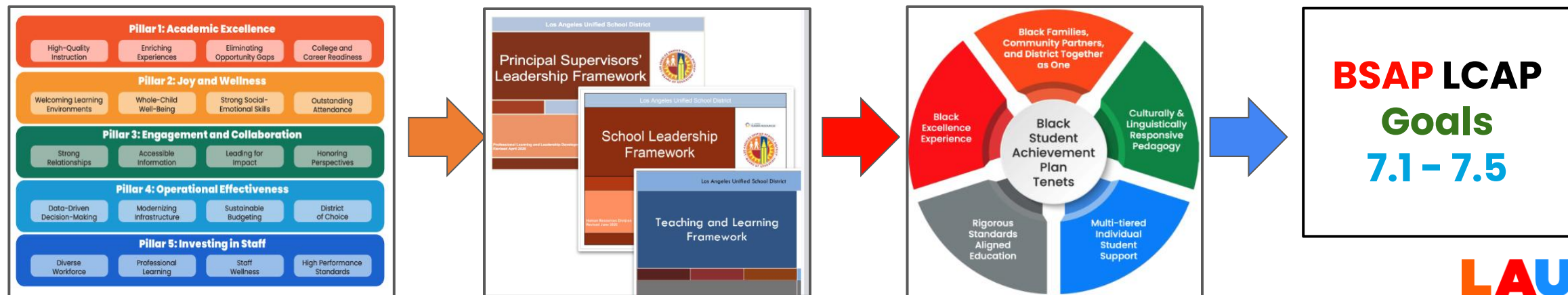
# Alineación entre el Plan Estratégico y el Marco de Trabajo



# Definition of Success

“Successful Black student achievement is defined by high academic performance, strong social-emotional awareness and management, and positive cultural identity. Furthermore, strategies and methods utilized to cultivate these things shall be directly responsive to the unique needs of Black students due in large to the historic and ongoing social and economic conditions experienced by Black people.”

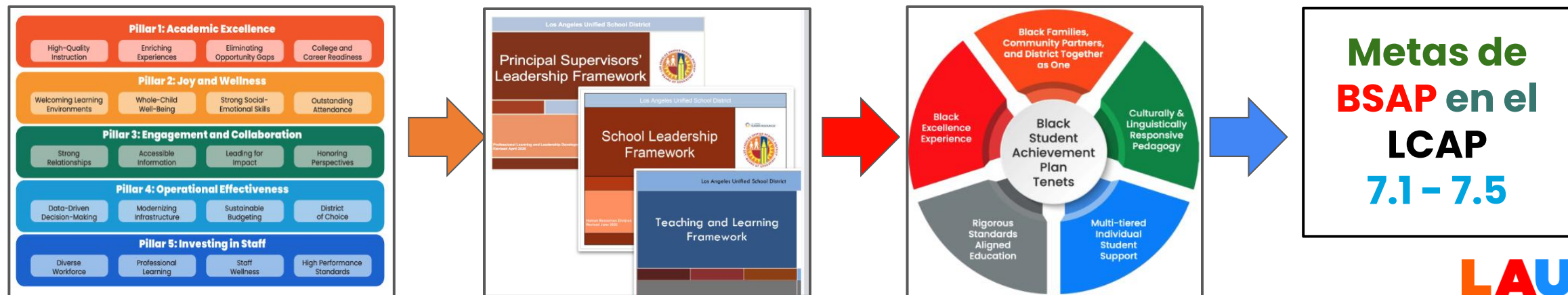
## LAUSD Alignment and Coherence



# Definición del Éxito

“El logro exitoso de los estudiantes afroamericanos se define por un alto desempeño académico, una conciencia y una gestión socioemocional sólida y una identidad cultural positiva.” Además, las estrategias y métodos que se utilizan para cultivar estos componentes deben directamente ser receptivos a las necesidades únicas de los estudiantes afroamericanos debido en gran parte a las condiciones sociales y económicas históricas y continuas que experimentan las personas afrodescendientes.”

## Alineación y Coherencia de LAUSD



# BSAP Key Performance Indicators (KPIs)

Board Goal	KPI	Metric	KPI Use		
			BSAP	Elementary	Secondary
	<b>Chronic Absenteeism</b>	<b>Percent of students who miss more than 14 days of school in a school year</b>	✓	✓	✓
	<b>Foundational Literacy</b>	<b>Percent of students who are below/well-below on DIBELs Composite on MOY and EOY assessments</b>	✓	✓	
✓	<b>English Language Arts</b>	<b>Percent of students scoring 2 or more years below grade-level</b>	✓	✓	✓
✓	<b>Mathematics</b>	<b>Percent of students scoring 2 or more years below grade-level</b>	✓	✓	✓
✓	<b>Post-Secondary</b>	<b>Percent of senior cohort students who earn "C" or better in A-G courses</b>	✓		✓
	<b>GATE Identification</b>	<b>Percent of GATE Referrals/Identification for Black Students</b>	✓	✓	
	<b>Special Education Referrals (Black Students)</b>	<b>Percent of Black students being referred to special education</b>	✓	✓	
✓	<b>Social Emotional Learning</b>	<b>Percent of students who demonstrate growth in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management, and social awareness</b>	✓	✓	✓

# Indicadores Clave del Desempeño (KPI, por sus siglas en inglés) de BSAP

Meta de la Junta	KPI	Parámetro	Uso de KPI		
			BSAP	Primaria	Nivel Secundario
	Ausentismo Crónico	Porcentaje de estudiantes que faltan más de 14 días a clases en un año escolar	✓	✓	✓
	Alfabetización Fundamental	Porcentaje de estudiantes que se desempeñan por debajo / muy por debajo en las evaluaciones de DIBELS Composite a mediados de año y al final de año	✓	✓	
✓	Lenguaje y Literatura en Inglés	Porcentaje de estudiantes que se desempeñan 2 o más años por debajo del nivel de grado	✓	✓	✓
✓	Matemáticas	Porcentaje de estudiantes que se desempeñan 2 o más años por debajo del nivel de grado	✓	✓	✓
✓	Postsecundario	Porcentaje de estudiantes de último año en la cohorte que reciben una calificación de "C" o mejor en cursos A-G	✓		✓
	Identificación de estudiantes GATE	Porcentaje de referencias/identificación al programa GATE para estudiantes afroamericanos	✓	✓	
	Referencias a la educación especial (estudiantes afroamericanos)	Porcentaje de estudiantes afroamericanos que son referidos a la educación especial	✓	✓	
✓	Aprendizaje socioemocional	Porcentaje de estudiantes que demuestran progreso en cada una de las competencias de aprendizaje socioemocional (SEL) en las áreas de mentalidad de crecimiento, autoeficacia, autogestión y conciencia social	✓	✓	✓

# Staffing Resources by School Group

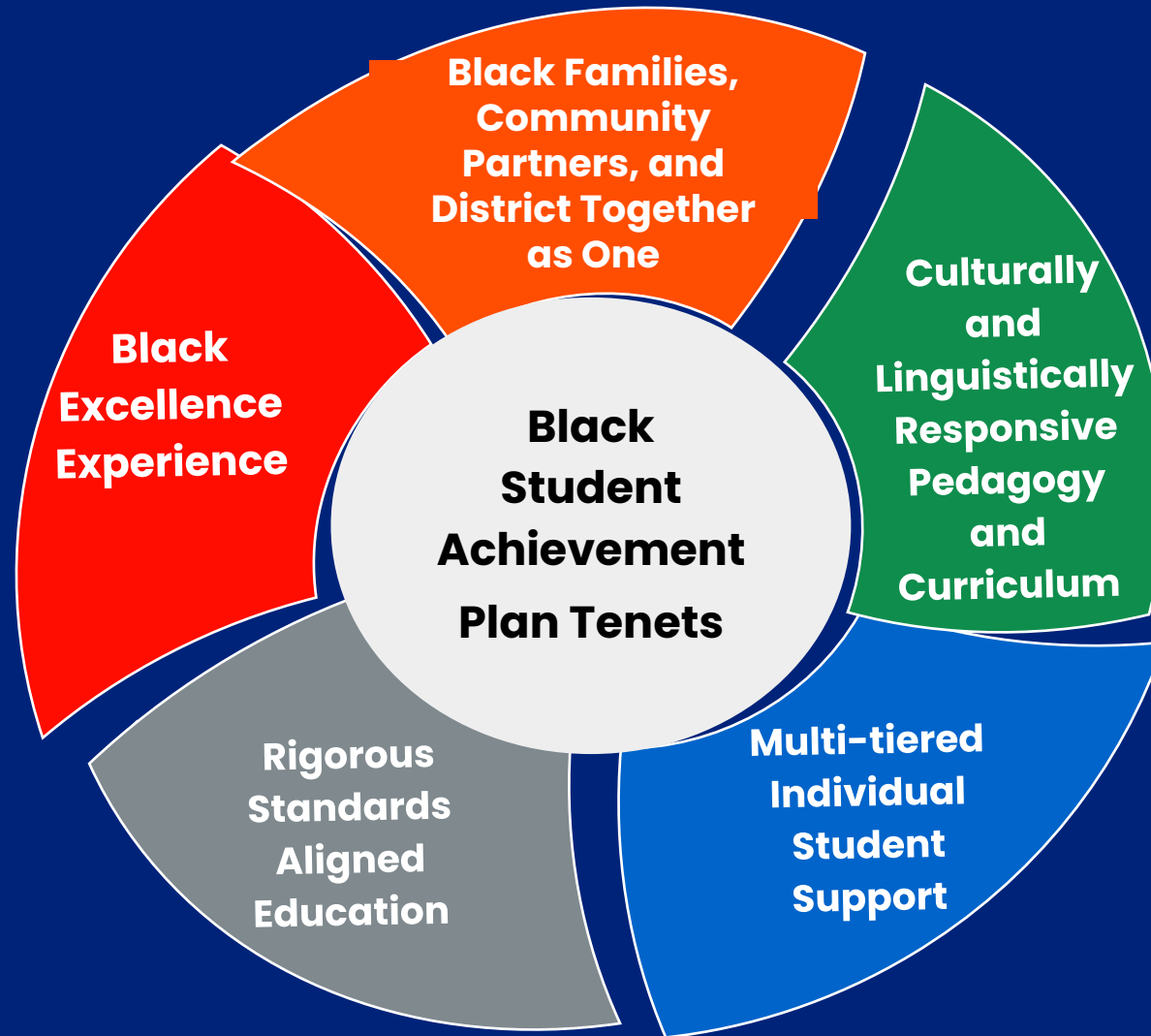
Position	Group 1	Group 2
<b>Pupil Services and Attendance Counselor (PSA) - Elementary</b>	✓	✓
<b>Academic Counselor - Secondary Only</b>	✓	✓
<b>Community Representative</b>	✓	✓
<b>School Climate Advocate</b>	✓	✓ (secondary only)
<b>Restorative Justice Teacher</b>	✓	N/A
<b>Psychiatric Social Worker</b>	✓	N/A

# Recursos de Dotación Escolar por Grupo Estudiantil

Puesto	Grupo 1	Grupo 2
<b>Consejero de Servicios Estudiantiles y Asistencia Escolar (PSA) – Nivel Primario</b>	✓	✓
<b>Consejero Académico – Solo Nivel Secundario</b>	✓	✓
<b>Representante de la Comunidad</b>	✓	✓
<b>Defensores del Ambiente Escolar</b>	✓	✓ (solo nivel secundario)
<b>Maestros de Justicia Restaurativa</b>	✓	N/A
<b>Trabajador Social en Psiquiatría</b>	✓	N/A

# BSAP Tenets

These five tenets have been established and represent BSAP critical areas of focus. Each tenet contains several strategies which are in alignment with the District's Strategic Plan.

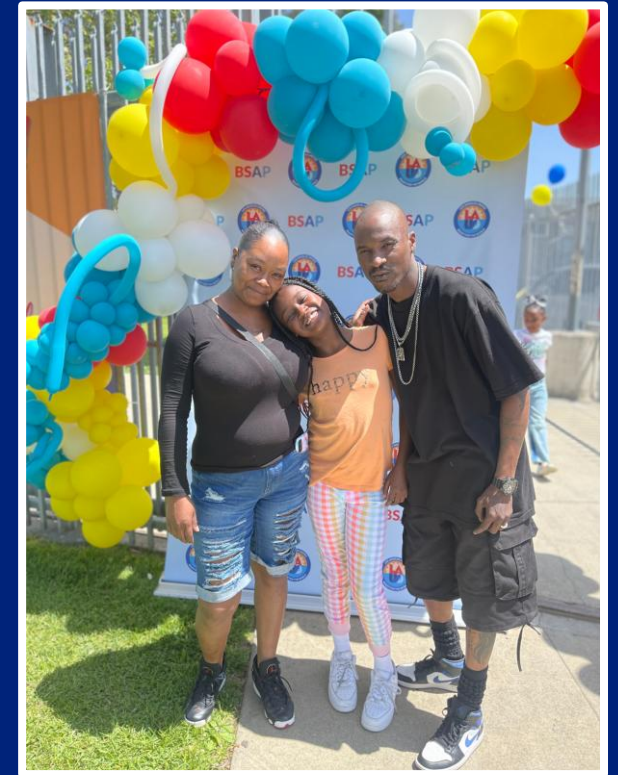


# Principio de BSAP

Estos cinco principios se han establecido y representan ámbitos claves de enfoque de BSAP. Cada principio incluye varias estrategias que están alineadas con el Plan Estratégico del Distrito.

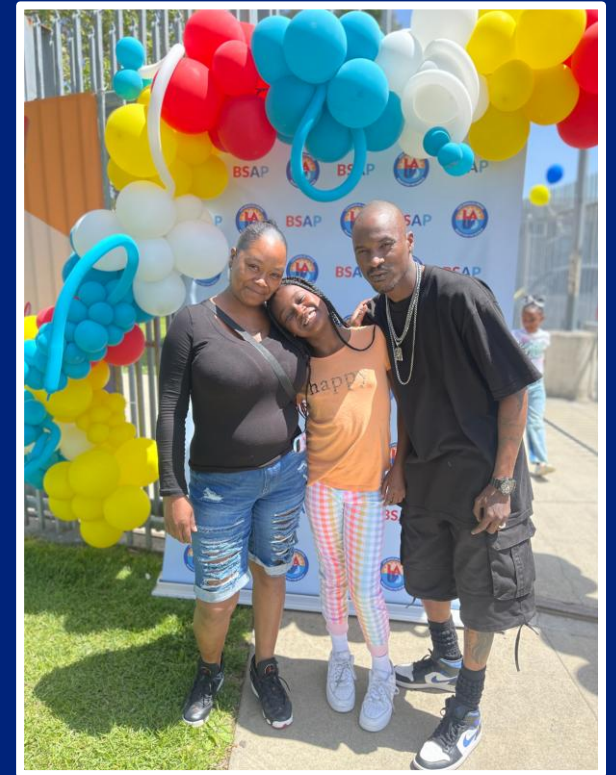
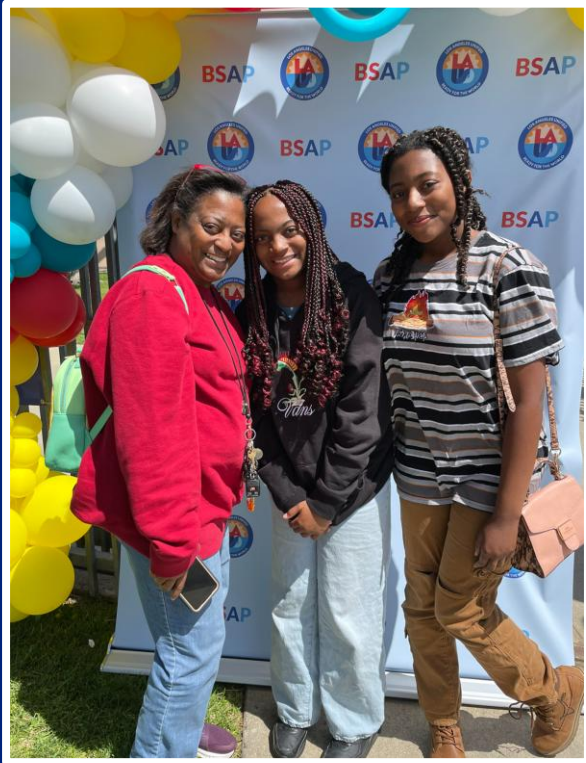


# Tenet A: Black Families, Community Partners as One



- School teams and District personnel collaborate with community partners and students
- Increase fiscal transparency for families and community partners.
- collaborates with all District divisions to increase coherence and alignment the District's Strategic Plan.

# Principio A: Familias Afroamericanas, Socios Comunitarios Como Solo Uno



- Los equipos escolares y el personal del Distrito colaboran con los socios de la comunidad y los estudiantes
- Aumentar la transparencia fiscal para las familias y los socios comunitarios.
- Colaboración con todas las divisiones del Distrito para aumentar la coherencia y alineación con el Plan Estratégico del Distrito.

# Tenet A: Black Families, Community Partners as One

## BSAP Highlights

- BSAP Student Advisory Committees
- BSAP Parent School Visits/Observations
- BSAP Family Days well received and highly attended
- Open forum Parent Town Hall Meeting
- Trust established with Steering Committee
- Supt. Safety Meetings with parent and student groups
- BSAP Bench Refresh
- BSAP Parent Advisory Councils
- Fatherhood Networking and Support Group
- Increased parent participation in councils
- Vendor Fair for Community Partners
- Vendor Evaluation
- School supported by Safe Passages



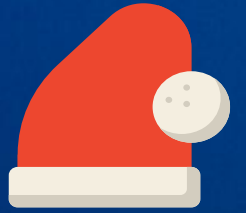
# Principio A: Familias Afroamericanas, Socios Comunitarios Como Solo Uno

## Puntos Sobresalientes de BSAP

- Comités Asesores Estudiantiles de BSAP
- Visitas/Observaciones por parte de Padres de BSAP
- Días Familiares de BSAP fueron muy bien recibidos y con buena asistencia.
- Reuniones de Foros Comunitarios con Formato Abierto
- Confianza establecida con el Comité Directivo
- Reuniones de Seguridad con el Superintendente con los grupos de padres y estudiantes
- Actualización al Conjunto de BSAP
- Consejos Asesores de Padres de BSAP
- Grupo de Redes y Apoyo de Papás de Familia
- Aumento de la participación de los padres en los consejos
- Feria de vendedores para socios comunitarios
- Evaluación de vendedores
- Escuela apoyada por Caminos Seguros



# Tenet A: Black Families, Community Partners as One

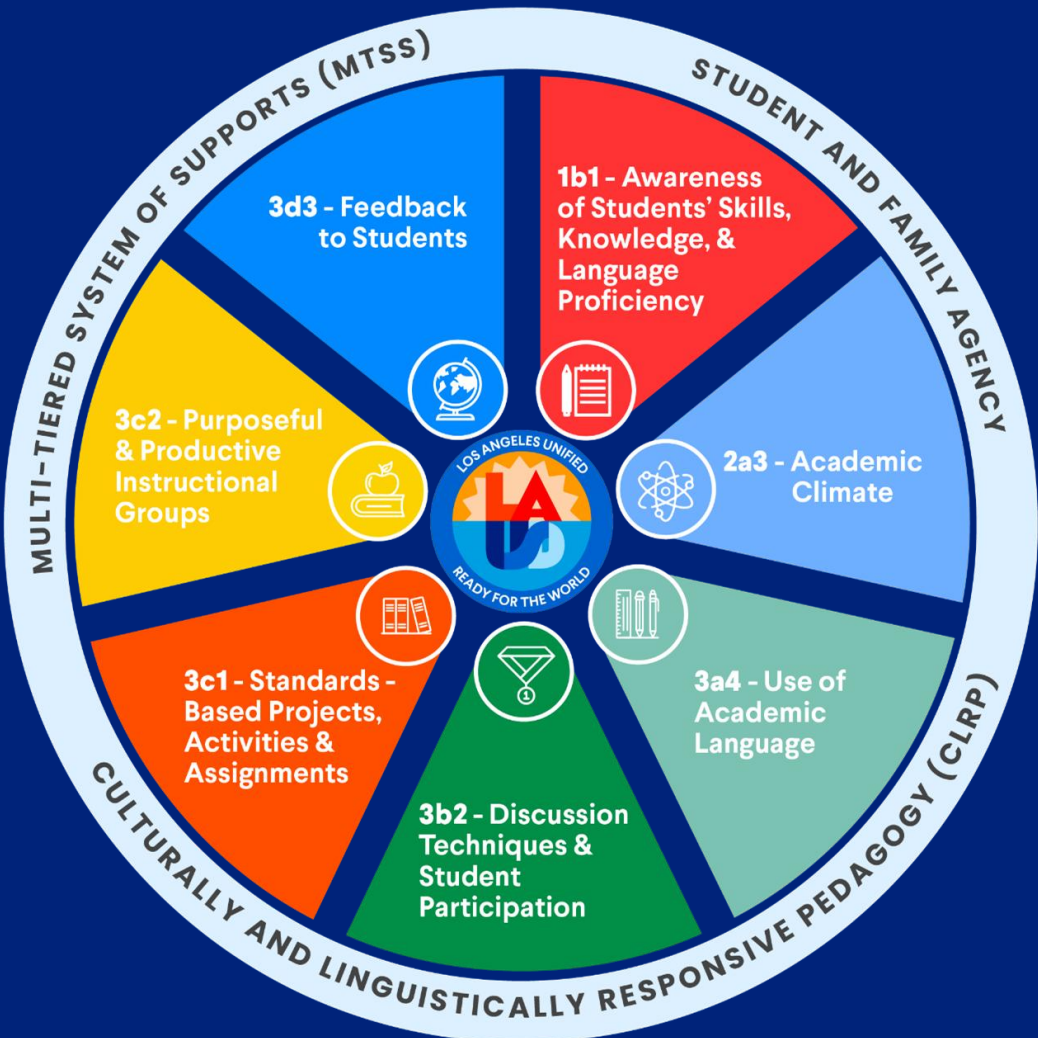




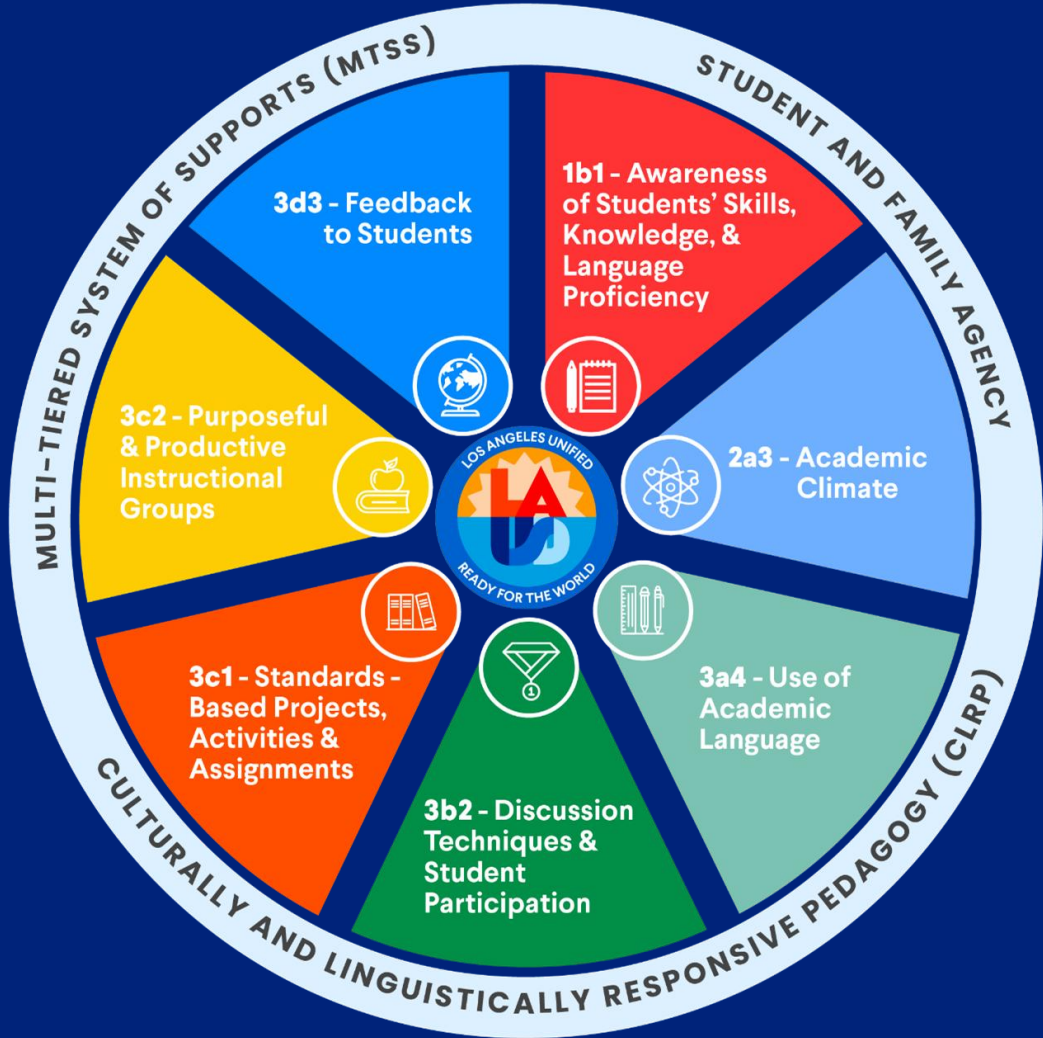
# Principio A: Familias Afroamericanas, Socios Comunitarios Como Solo Uno



# Tenet B: Culturally and Linguistically Responsive Pedagogy/Curriculum



# Principio B: Pedagogía / Plan de Estudios Receptivos a lo Cultural y Lingüístico

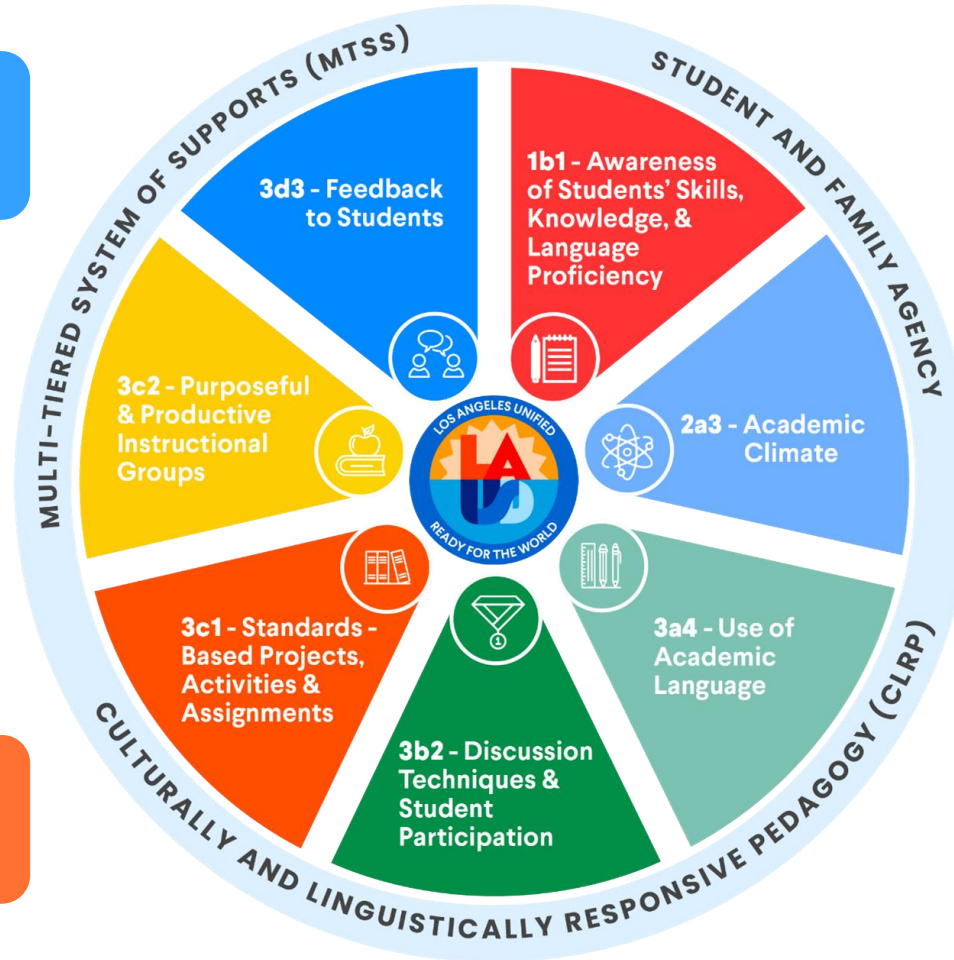


# TLF Focus Elements

Students receive specific, relevant, and timely feedback that will move their learning forward.

Students are grouped in ways that allow them to demonstrate their understanding of learning, interests, and differentiated needs.

Students are constructing their own understanding and exploring real-world application based on rigorous learning expectations.



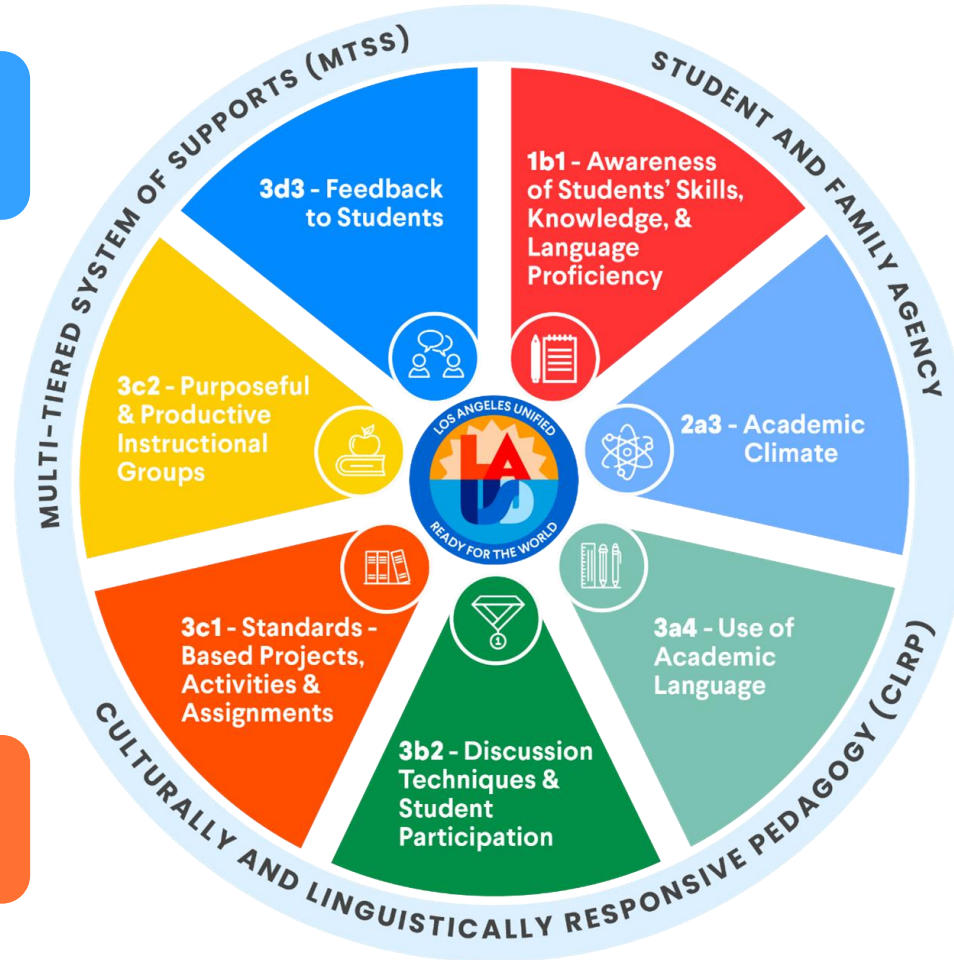
Educators use information about students' academic strengths and needs in planning.

The school and classroom are safe and supportive learning environments where taking risks in learning is encouraged.

Structured opportunities for students to communicate using the language of the subject to deepen understanding of the content.

Quality questions are used for students to share their thinking and participate in intellectually challenging discussions.

# Elementos de Enfoque de TLF



Los estudiantes reciben comentarios específicos, relevantes y oportunos que hará avanzar su aprendizaje.

Se agrupa a los estudiantes en formas que les permitan demostrar su comprensión del aprendizaje, sus intereses y necesidades diferenciadas.

Los estudiantes están desarrollan su propia comprensión y explorando aplicaciones del mundo real basadas en expectativas exigentes para el aprendizaje.

Se utilizan preguntas de calidad para que los estudiantes compartan su pensamiento y participen en discusiones intelectualmente desafiantes.

Los educadores utilizan esta información sobre las aptitudes y necesidades académicas de los estudiantes en la planificación.

La escuela y el aula son entornos seguros de aprendizaje y apoyo donde se anima desafiarse en el aprendizaje.

Oportunidades estructuradas para que los estudiantes se comuniquen utilizando el lenguaje de las materias para profundizar la comprensión del contenido.

# Connections to The Five Pursuits

Gholdy Muhammad's five pursuits can serve as a framework for achieving culturally effective instruction, each addressing a distinct aspect of creating an inclusive and culturally competent educational environment.

<b>IDENTITY</b> 1b1	<b>SKILL</b> 3c1	<b>INTELLECT</b> 3b2	<b>CRITICALITY</b> 3c1	<b>JOY</b> 2a3
 <p data-bbox="117 1058 529 1229"><b>Making sense of who they are, are not, and who they want to be.</b></p>	 <p data-bbox="588 1058 1001 1279"><b>Skills embody the learning standards that are promoted by the states.</b></p>	 <p data-bbox="1059 1058 1472 1279"><b>Enhancing critical thinking skills and knowledge with new ideas and concepts.</b></p>	 <p data-bbox="1544 1058 1956 1279"><b>Cultivating literacy and critical thought for social justice awareness.</b></p>	 <p data-bbox="2015 1058 2428 1279"><b>Renewing a focus on the joy of learning through authentic engagement.</b></p>

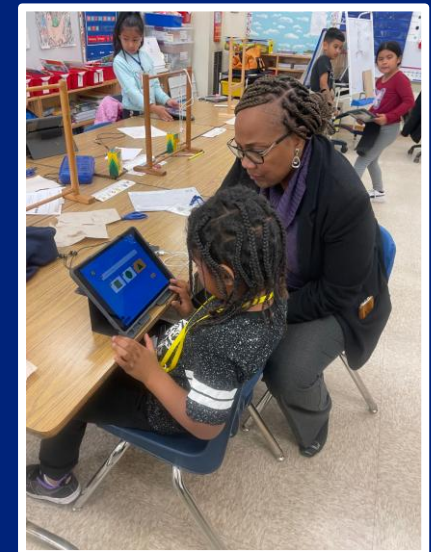
# Conexiones a los Cinco Propósitos

Gholdy Muhammad's five pursuits can serve as a framework for achieving culturally effective instruction, each addressing a distinct aspect of creating an inclusive and culturally competent educational environment.

<b>IDENTITY</b> 1b1	<b>SKILL</b> 3c1	<b>INTELLECT</b> 3b2	<b>CRITICALITY</b> 3c1	<b>JOY</b> 2a3
 <p><b>Making sense of who they are, are not, and who they want to be.</b></p>	 <p><b>Skills embody the learning standards that are promoted by the states.</b></p>	 <p><b>Enhancing critical thinking skills and knowledge with new ideas and concepts.</b></p>	 <p><b>Cultivating literacy and critical thought for social justice awareness.</b></p>	 <p><b>Renewing a focus on the joy of learning through authentic engagement.</b></p>

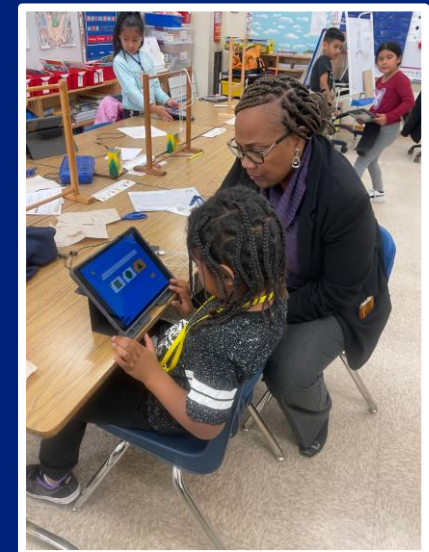
# Tenet C: Multi-Tiered Individual Supports

- iReady Formative Assessment Analysis (PDSA Cycles)
- SEL Surveys/School Experience Survey
- BSAP Team Data Monitoring and Coordination of Support



# Principio C: Apoyos a Niveles para los Estudiantes

- Análisis de Evaluación Formativa iReady (Ciclos PDSA)
- Encuesta de la Experiencia Escolar /SEL
- Monitoreo de Datos y Coordinación de Apoyo por el Equipo de BSAP



# Tenet C: Multi-Tiered Individual Supports

## 2023–25 Highlights

- Study Smart Tutors in Group 1 Priority ES
- PDSA Cycles (Attendance, Literacy, Numeracy)
- SEL Support (MyCREW)
- BSAP Team Monitoring & Coordination of Support
- iAttend Support
- 5000 Role Models of Excellence Project (Mentoring)
  - 2024 – 2025 18 High Schools, Year 1
  - 2025 – 2026 68 Middle & High Schools, Year 2
- School Experience Survey (Parity)
  - Overall Connectedness 55% (59%)
  - Overall Safety 57% (62%)



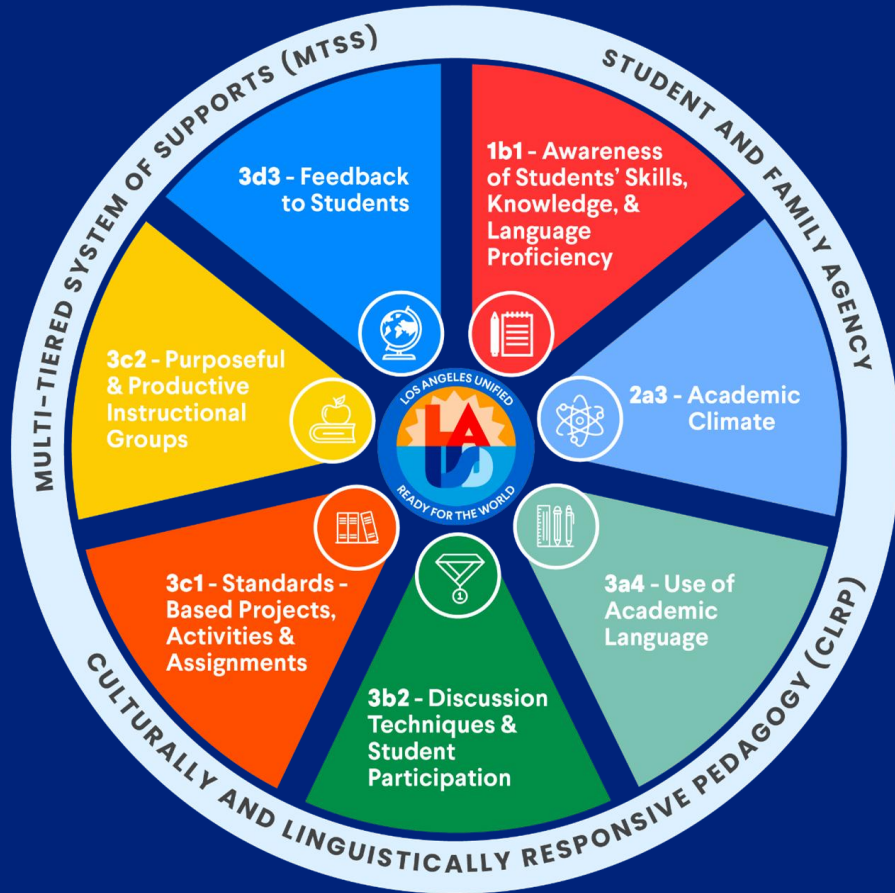
# Principio C: Apoyos a Niveles para los Estudiantes

## Aspectos Destacados 2023–25

- Tutores de Study Smart en el Grupo 1 de Primarias de Prioridad
- Ciclos de PDSA (Asistencia, Alfabetización, Aritmética)
- Apoyo de SEL (MyCREW)
- Monitoreo y Coordinación de Apoyo por el Equipo de BSAP
- Apoyo con iAttend
- 5000 Role Models of Excellence Project [Proyecto 5000 Modelos a Seguir de Excelencia] (Mentores)
  - 2024 – 2025 18 Preparatorias, Año 1
  - 2025–2026 68 Intermedias y Preparatorias, Año 2
- Encuesta de la Experiencia Escolar (Paridad)
  - Sentido de Pertenencia en General 55% (59%)
  - Seguridad en General 57% (62%)

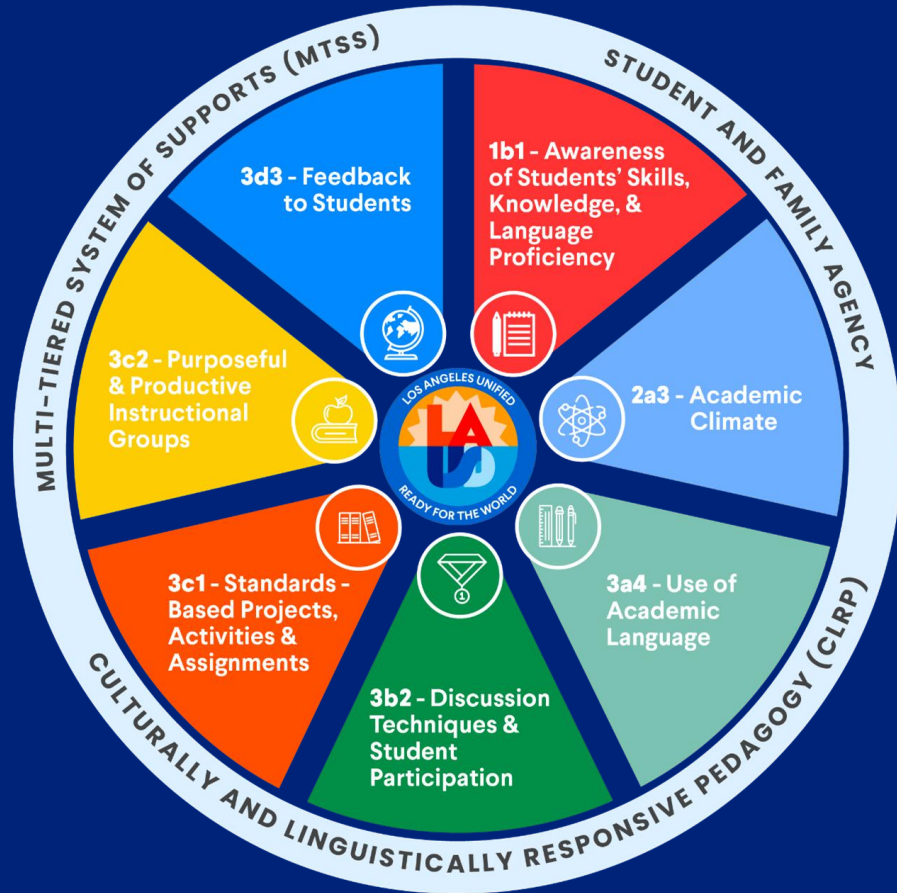


# Tenet D: Rigorous Standards Aligned Curriculum



Conduct classroom observations and provide feedback, teacher resources, and support aligned with standards-based lessons, rigor, and inquiry-based instruction.

# Principio D: Plan de Estudios Alineado con Estándares Exigentes



Observar en el aula y brindar comentarios, recursos para maestros y apoyo alineado con lecciones basadas en estándares, exigencia e instrucción configurada por la indagación.



# Rigorous Tier 1 Instruction for All

## Belonging

Schools create an emotional climate for learning that activates students' ability to excel

**Every student is known well as an individual and a learner.**

**Educators work together to identify needs and provide personal support.**

**Educators focus on incremental growth for every student over time.**

## Consistency

Schools deliver consistently good teaching and grade level content for ALL students

**All students do grade-level work with different support.**

**Teachers work in structured teams to improve instruction.**

**Leaders focus on foundational practices in all classrooms.**

## Coherence

Schools build a unified instructional program and set priorities that are clear to all

**Students start with Tier 1 content in both classwork and interventions.**

**Leaders clear space for teachers to focus.**

**Caregivers know where students stand and how to help.**



# Instrucción Exigente de Nivel 1 para Todos

## Pertenencia

Las escuelas crean un entorno de emociones para el aprendizaje que activa la capacidad de los estudiantes para sobresalir

**Cada estudiante es bien conocido como un individuo y un aprendiz.**

**Los educadores trabajan juntos para identificar necesidades y proporcionar apoyo personal.**

**Los educadores se enfocan en el avance incremental de cada estudiante a lo largo del tiempo.**

## Consistencia

Las escuelas imparten constantemente buena enseñanza y contenido a nivel de grado para **TODOS** los estudiantes

**Todos los estudiantes hacen trabajo a nivel de grado con apoyo diferente.**

**Los maestros trabajan en equipos estructurados para mejorar la instrucción.**

**Los líderes se enfocan en las prácticas fundamentales en todas las aulas.**

## Coherencia

Las escuelas desarrollan un programa de instrucción unificado y establecen prioridades claras para todos

**Los estudiantes comienzan con el contenido de Nivel 1 tanto en el trabajo de clase como en las intervenciones.**

**Los líderes facilitan el espacio para que los maestros se puedan enfocar.**

**Los cuidadores saben el nivel académico de los estudiantes y cómo ayudar.**

# Tenet E: Black Excellence Experience

- GATE Identification
- AP Enrollment and Success (3 or Better on AP Exam)
- Reduction in Special Ed. Referrals
- Black Student Unions
- Fostering Black Communities



# Principio E: Experiencia de la Excelencia de Afroamericanos

- Identificación de estudiantes GATE
- Inscripción y éxito en cursos AP (3 o mejor en el examen AP)
- Reducción en las referencias a la Educación Especial
- Grupos de Estudiantes Afroamericanos
- Fomentando Comunidades Afroamericanas



# Tenet E: Black Excellence Experience



**African American Empowerment Summit**



**BSAP Family Reunions**



**5000 Role Models of Excellence Congressional Black Caucus**



**STEAM Enrichment**



**BSAP STEAM Academy**



**GATE Symposium**



**College Experience Tours**



# Principio E: Experiencia de la Excelencia de los Afroamericanos



**Cumbre de Empoderamiento Afroamericano**



**Reuniones Familiares de BSAP**



**Caucus Afroamericano de 5000 Role Models of Excellence**



**Academia STEAM de BSAP**



**Enriquecimiento de STEAM**



**Tours de Experiencia Universitaria**



**Simposio de GATE**





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# Data Analysis



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# Análisis de Datos

# BSAP Scorecard: Elementary School

## Elementary Scorecard

BSAP Scorecard: Elementary School										
Key Performance Indicators (KPIs)										
School:					Region:		Principal:			
Location Code:					School Year: 2023-2024		Contact:			
KPI	Metric	Target	Source	EOY Goal 6/15/23	Current Baseline EOY 2022-23	10 Week 10/20/23	20 Week 12/29/23	30 Week 3/8/24	EOY Goal 6/14/24	EOY Result 6/14/24
Chronic Absenteeism	Percent of students who miss more than 14 days of school in a school year	Decrease by 15%	Focus Reports							
Foundational Literacy	Percent of students who are below/well-below on DIBELS Composite on MOY and EOY assessments	Decrease by 20% from BOY	mCLASS Assessments							
English Language Arts	Percent of students scoring 2 or more years below grade-level	Decrease by 20% from BOY	i-Ready Assessments							
Mathematics	Percent of students scoring 2 or more years below grade-level	Decrease by 20% from BOY	i-Ready Assessments							
GATE Identification	Percent of GATE Referrals/Identification for Black Students	Increase by 5%	GATE Office Reports							
Special Education (Black Students)	Percent of Black students being referred to special education	Decrease by 5%	Sped. Office Reports							
Social-Emotional Learning	Percent of students who demonstrate growth in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management, and social awareness	Increase by 5%	School Experience Survey/BSAP Surveys							

# Cuadro de Desempeño de BSAP: Primaria

## Cuadro de Desempeño, Nivel Primario:

BSAP Scorecard: Elementary School										
Key Performance Indicators (KPIs)										
School:					Region:		Principal:			
Location Code:					School Year: 2023-2024		Contact:			
KPI	Metric	Target	Source	EOY Goal 6/15/23	Current Baseline EOY 2022-23	10 Week 10/20/23	20 Week 12/29/23	30 Week 3/8/24	EOY Goal 6/14/24	EOY Result 6/14/24
Chronic Absenteeism	Percent of students who miss more than 14 days of school in a school year	Decrease by 15%	Focus Reports							
Foundational Literacy	Percent of students who are below/well-below on DIBELS Composite on MOY and EOY assessments	Decrease by 20% from BOY	mCLASS Assessments							
English Language Arts	Percent of students scoring 2 or more years below grade-level	Decrease by 20% from BOY	i-Ready Assessments							
Mathematics	Percent of students scoring 2 or more years below grade-level	Decrease by 20% from BOY	i-Ready Assessments							
GATE Identification	Percent of GATE Referrals/Identification for Black Students	Increase by 5%	GATE Office Reports							
Special Education (Black Students)	Percent of Black students being referred to special education	Decrease by 5%	Sped. Office Reports							
Social-Emotional Learning	Percent of students who demonstrate growth in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management, and social awareness	Increase by 5%	School Experience Survey/BSAP Surveys							

# BSAP Scorecard: Secondary School

## Secondary Scorecard

BSAP Scorecard: Secondary School										
Key Performance Indicators (KPIs)										
School:						Region:		Principal:		
Location Code:						School Year: 2023-2024		Contact:		
KPI	Metric	Target	Source	EOY Goal 6/15/23	Current Baseline EOY 2022-23	10 Week 10/20/23	20 Week 12/29/23	30 Week 3/8/24	EOY Goal 6/14/24	EOY Result 6/14/24
Chronic Absenteeism	Percent of students who miss more than 14 days of school in a school year	Decrease by 15%	Focus Reports							
English Language Arts	Percent of students scoring 2 or more years below grade-level	Decrease by 20% from BOY	i-Ready Assessments							
Mathematics	Percent of students scoring 2 or more years below grade-level	Decrease by 20% from BOY	i-Ready Assessments							
Post-Secondary	Percent of senior cohort students who earn "C" or better in A-G courses	Increase by 5% for senior cohort (if below 70%)	Focus Reports							
Social-Emotional Learning	Percent of students who demonstrate growth in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management, and social awareness	Increase by 5%	School Experience Survey/BSAP Surveys							

# Cuadro de Desempeño de BSAP: Escuela Nivel Secundario

## Cuadro de Desempeño, Nivel Secundario

BSAP Scorecard: Secondary School										
Key Performance Indicators (KPIs)										
School:						Region:		Principal:		
Location Code:						School Year: 2023-2024		Contact:		
KPI	Metric	Target	Source	EOY Goal 6/15/23	Current Baseline EOY 2022-23	10 Week 10/20/23	20 Week 12/29/23	30 Week 3/8/24	EOY Goal 6/14/24	EOY Result 6/14/24
Chronic Absenteeism	Percent of students who miss more than 14 days of school in a school year	Decrease by 15%	Focus Reports							
English Language Arts	Percent of students scoring 2 or more years below grade-level	Decrease by 20% from BOY	i-Ready Assessments							
Mathematics	Percent of students scoring 2 or more years below grade-level	Decrease by 20% from BOY	i-Ready Assessments							
Post-Secondary	Percent of senior cohort students who earn "C" or better in A-G courses	Increase by 5% for senior cohort (if below 70%)	Focus Reports							
Social-Emotional Learning	Percent of students who demonstrate growth in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management, and social awareness	Increase by 5%	School Experience Survey/BSAP Surveys							

# Black Students: Outpacing the District's in Growth

## 2024–2025 SBA Growth

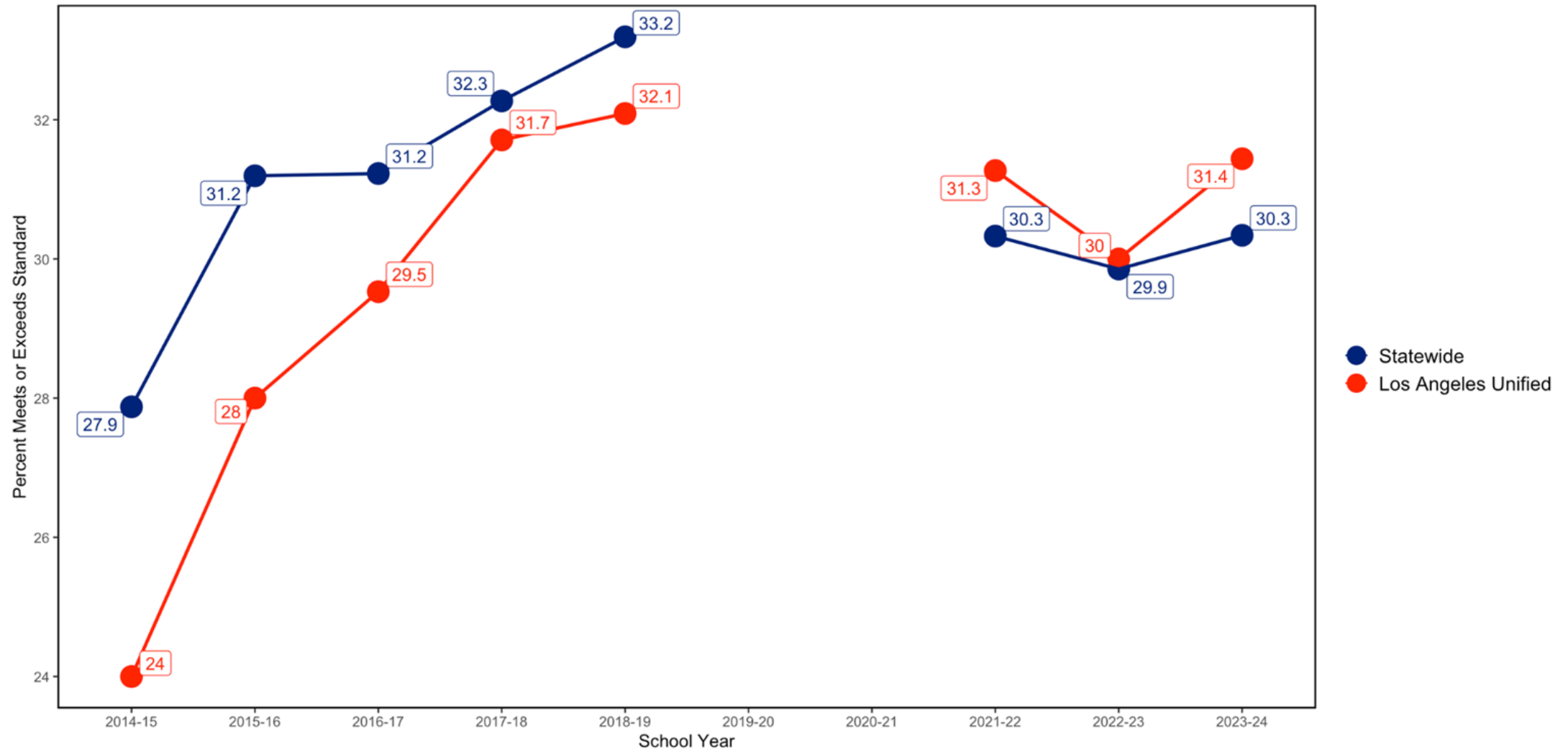
	DFS Change from 22–23 to 24–25	
	ELA	Math
<b>District</b>	<b>14.23</b>	<b>18.90</b>
Priority Schools	<b>19.13</b>	<b>25.09</b>
District – <b>Black Students</b>	<b>17.38</b>	<b>19.29</b>
Priority Schools – <b>Black Students</b>	<b>26.94</b>	<b>27.55</b>
District – English Learners	<b>12.26</b>	<b>17.12</b>
Priority Schools – English Learners	<b>13.16</b>	<b>19.92</b>

# Estudiantes Afroamericanos: Superando al Avance del Distrito en Progreso en SBA 2024-2025

	Cambio de DFS de 2022-23 a 2024-25	
	ELA	Matemáticas
<b>Distrito</b>	<b>14.23</b>	<b>18.90</b>
Escuela de prioridad	<b>19.13</b>	<b>25.09</b>
Distrito - <b>Estudiantes Afroamericanos</b>	<b>17.38</b>	<b>19.29</b>
Escuelas Prioritarias - <b>Estudiantes Afroamericanos</b>	<b>26.94</b>	<b>27.55</b>
Distrito - Aprendices de Inglés	<b>12.26</b>	<b>17.12</b>
Escuelas Prioritarias - Aprendices de Inglés	<b>13.16</b>	<b>19.92</b>

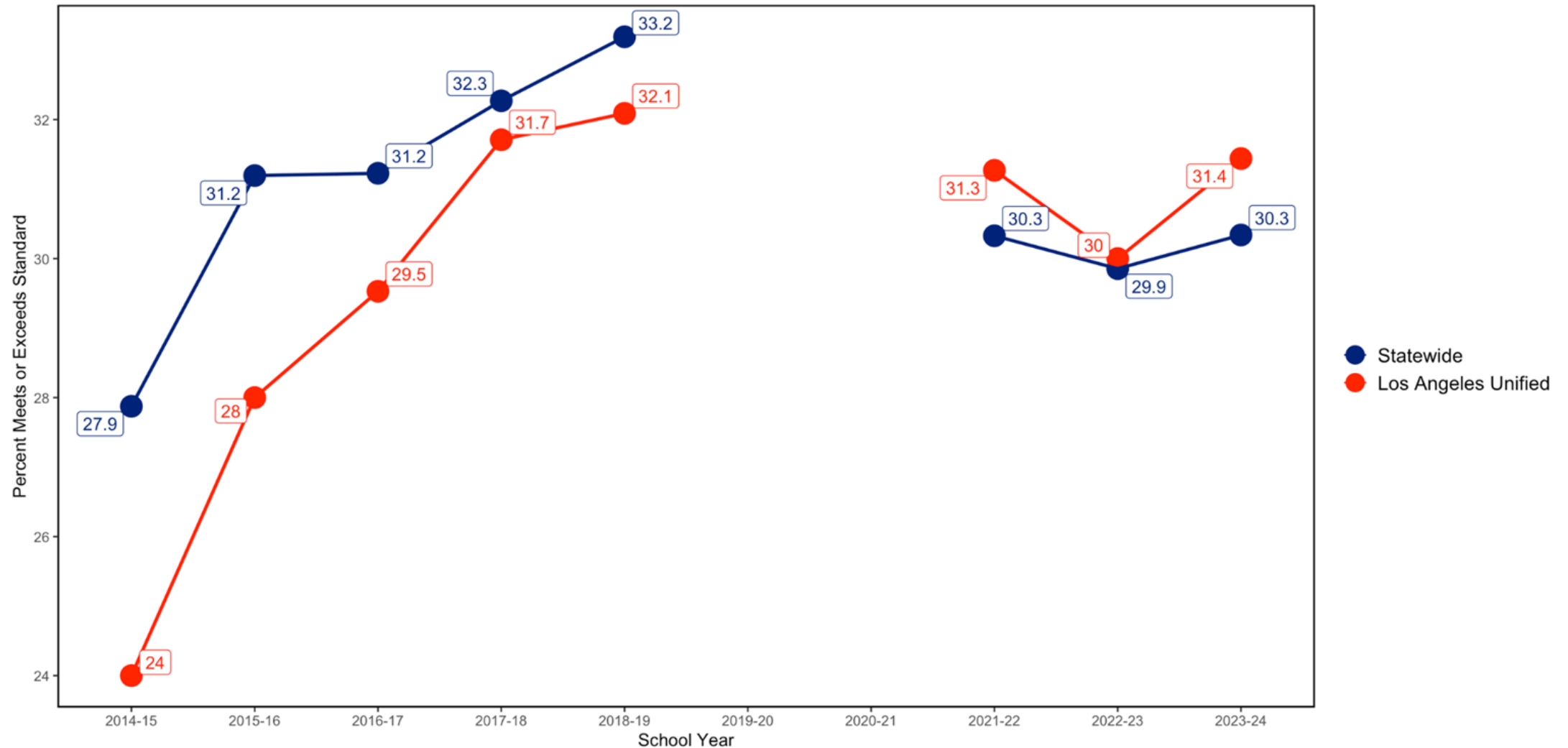
# ELA Achievement in Context

LAUSD vs. Statewide ELA Achievement - Black Students



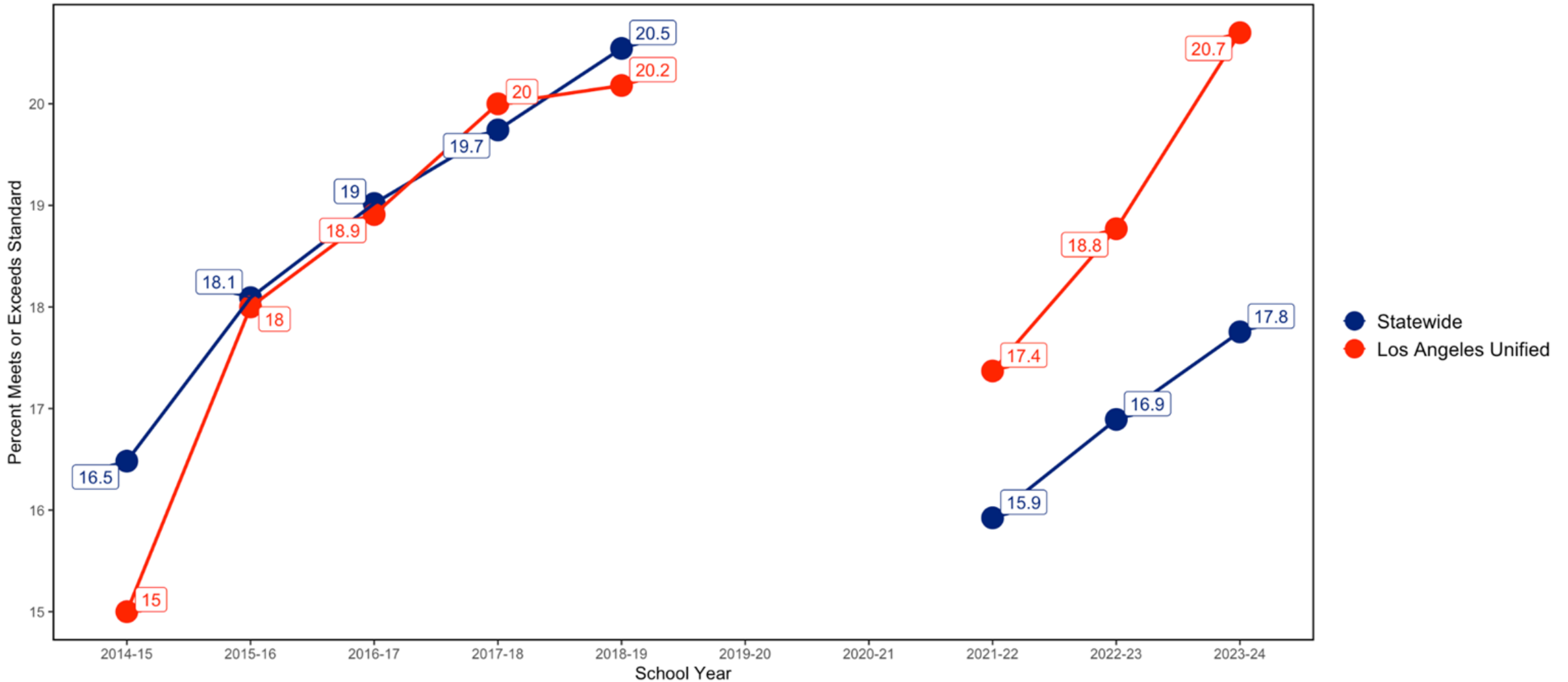
# Desempeño en ELA en Contexto

LAUSD vs. Statewide ELA Achievement - Black Students



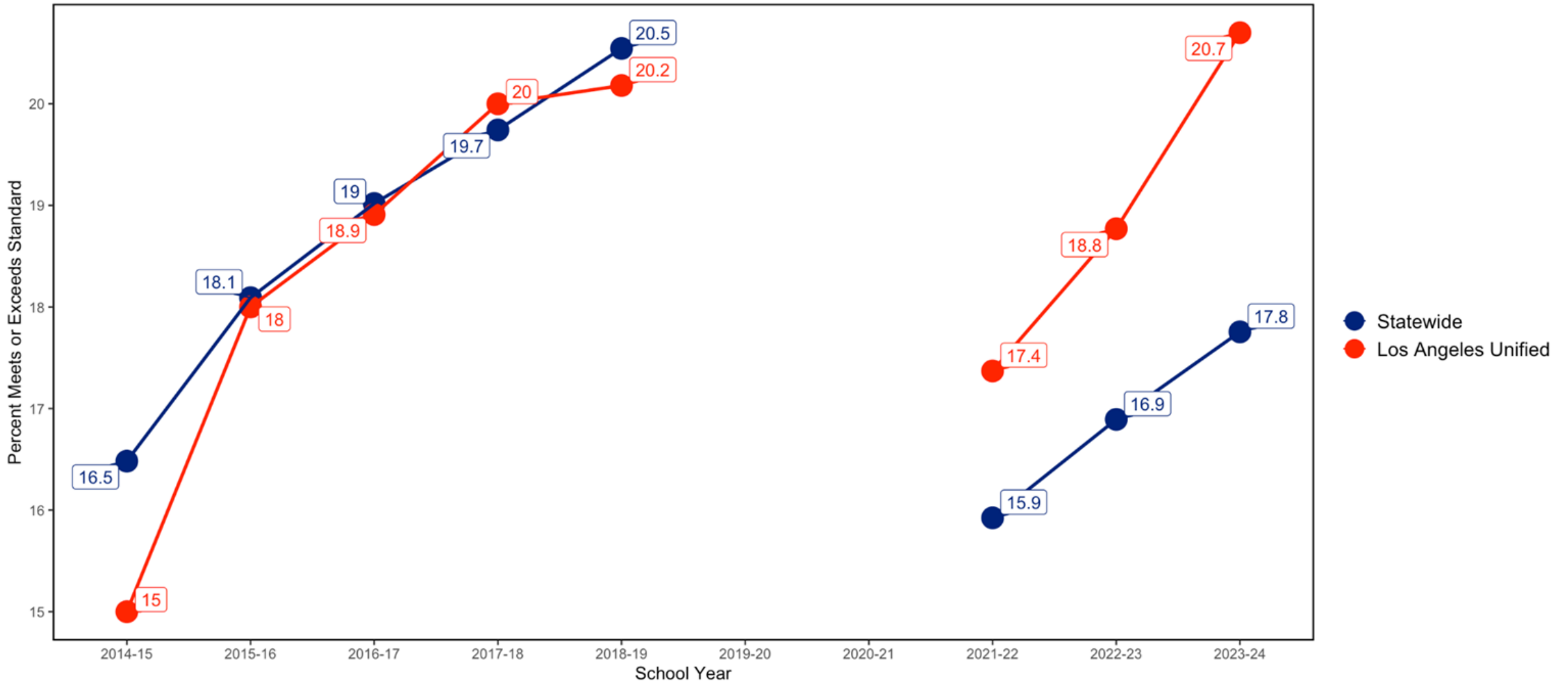
# Math Achievement in Context

LAUSD vs. Statewide Math Achievement - Black Students



# Desempeño en Matemáticas en Contexto

LAUSD vs. Statewide Math Achievement - Black Students



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**Black Student Achievement**  
**Plan**  
**ETO IOC**

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**Plan de Desempeño Académico**  
**para Estudiantes**  
**Afroamericanos**  
**ETO IOC**



**Questions?**  
**¿Preguntas?**

**Subcommittee Meeting**

March 3, 2026

9:30 a.m.-10:25 a.m.

**Reunión del Subcomité**

3 de marzo del 2026

9:30 a.m.-10:25 a.m

**Monthly Meeting**

February 18, 2026

10:00 a.m.-12:00 p.m.

**Reunión Mensual**

Febrero 18, 2026

10:00 a.m.-12:00 p.m.

**Officers' Agenda**

**Planning Meeting**

February 25, 2026

10:00 a.m.-11:30 a.m.

**Reunión de Planificación**

**para Funcionarios**

Febrero 25, 2026

10:00 a.m.-11:30 a.m.



ANNOUNCEMENTS

ANUNCIOS

