



CAC  
Chairperson's Report

Meeting Date: January 15, 2019

Chairperson's Name: Lisa Mosko

**Meetings/Trainings attended or upcoming meetings:**

December 18, 2019

Officers Planning Meeting

January 9, 2019

Presentation to Special Education Committee

**Upcoming Events:**

**Workshop for Parents, Families, CA Dashboard** Jan. 17, 10am (Office of Parent & Community Services)

**Parent Legislative Training Group**, Jan. 21, 10am (Office of Parent & Community Services)

**CAC Members Training, #2** Jan. 22, 10am (Office of Parent & Community Services)

**Committee of the Whole** Jan. 16, 4pm (333 S. Beaudry, Board Room)

**Committee of Continuous Improvement Data** Jan. 28, 10am ((333 S. Beaudry, Board Room)

**Committee of Instruction** Jan. 28, 1pm (333 S. Beaudry, Board Room)

**Communications:**

- Our student members have requested that we use less acronyms. Dr. Mahmud has worked with Ms. Lilia Moran to provide us with an acronym glossary.

- I had a communication ready to go out to Mr. Schmerelson conveying to him the CAC's motion to officially appoint Ms. Lozano as our representative on the Special Education Committee. When I received the agenda for the Special Ed Committee's agenda, I was pleased to see that Ms. Lozano already had the initials C.A.C. after her name. At my presentation at the Special Education Committee, I let Mr. Schmerelson know that we also had approved a motion at the CAC's November meeting requesting that the Special Education Committee continue to have parent members appointed by the CAC in future years. I also presented the motion calling for the Complaint Response Unit (CRU) to be relocated to the Office of Parent & Community services instead of being dissolved in June.

- I reached out to Board Member and Chairwoman of the Committee of the Whole, Jackie Goldberg about inviting the CAC to present regularly. Last year, the CAC was invited to the Committee of the Whole to present regularly, and Ed Code mandates that our committee be responsible to and advise the "policy entity", or the Board of Education, on the Local Plan (see Ed Code: 56190 & 56194 a)

In the past, CAC presentations to the Committee of the Whole afforded our committee valuable time to communicate and advise all members of the LAUSD school board about special education, keeping them abreast of the challenges in special education across the entire district. I am sure that we are all delighted to be so closely involved in Board Member Schmerelson's Special Education Committee, however, not all the other school board members are in attendance at these committee meetings. It is important to have continued partnership with the entire school board, so that they may carry concerns about special education to their respective board districts, and consider kids with special needs as they plan policy and draft future resolutions.



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I have enclosed the email I wrote to Ms. Goldberg and have also included the response from her Chief of Staff, Sharon Degulach. As per her suggestion, I will be presenting during the Parent Partners item on the agenda.

**Research:**

Additionally, I spent time reviewing the video from our December meeting to revisit the presentations made by the Division of Special Education and the Independent Monitor, David Rostetter. Two main data points really stood out to me: Mr. Rostetter said that he's seen the number of Due Process lawsuits go up significantly in the past year, and according to our Special Education Fiscal Analyst, Mr. Daee, \$2.8 million was spent last year on Due Process and MCD Monitoring combined. However, only \$1.5 million are spent on professional development for educators (this covers non-scheduled hours only). As one frustrated parent once told me, maybe if the district put less money into hiring lawyers, and spent more money on training and supporting teachers, kids with special needs would be better served.

Lastly, I spent some time reading reports by the National Center for Educational outcomes. <https://nceo.info> If you haven't taken a look at this site, I highly encourage you to do so. It publishes data and reports on special education implementation and outcomes across the country, providing us with valuable insights about how and what other states are doing to fulfill the Individuals with Disabilities Education Act. One of their research reports, published in 2010, states that over 80% of kids with disabilities can achieve at grade level when provided appropriate supports. In 2018-19, only 9.13% of LAUSD students with IEPs achieve grade level standards in ELA, and only 6.76% achieved them in Math. The state target is very low: 14.9% for ELA, and 12.6% in Math.

I will also remind you that at our December meeting, we learned that the state of CA is under a federal decree for sub-standard monitoring practices in its oversight of special education. How is this acceptable? As a committee, and as a community of advocates for students with special needs, we must push for higher expectations and better outcomes. How can we partner with the Division of Special Education to improve outcomes for students with special needs? Do we call for better training and supports for educators from the LAUSD school board? From the state? Do we demand more funding from the state? From the federal government? Do we, as Mr. Rostetter suggested, contact the Office of Civil Rights about the issues we see at the state level that impact us here in our district? Let us not forget, that if we really want to move the needle and serve our special needs kids, we need to work together, get organized, and lift our collective voice. Let 2020 be the year where the CAC takes action to lift up all kids with special needs in LAUSD.

Thank you, everyone, and Happy New Year!

Sincerely,

Lisa Mosko