

Action Plan 2017-2019

Achieving Breakthroughs in
Outcomes for Students with
Disabilities

UPDATES

Multi-Tiered System of Support (MTSS):

MTSS trainings with the Local District (LD) executive staff for LDs South, East, West, Northeast, and Northwest have been completed. Training for LD Central will be conducted in the coming months.

LAUSD has been awarded nine additional California Scale-Up MTSS (SUMS) grants, totaling \$225,000 disbursed across nine departments within the Division of Instruction and the Division of Special Education. Department representatives will participate in five days of training through the Los Angeles County Office of Education (LACOE), as part of the requirements for the grant.

Upcoming:

MTSS Campaign Video (February 2018)

MTSS Reference Guide (February 2018)

Dyslexia Support Plan:

Upcoming February 2018:

- Dr. Maryanne Wolf, Tufts University, Director, Center for Reading and Language Research, will be the guest speaker at the LAUSD Dyslexia Learning Group meeting and the keynote speaker at the Elementary Principals' Organization meeting
- MyPLN interactive learning module on dyslexia
- Parent workshops on dyslexia
- New assessment policy

Increase Reclassification of Long Term English Learners:

Upcoming February 2018:

- In-person parent workshops will commence mid-February
- New Reference Guide is pending publication

Behavior Intervention Implementation (BII) Improvement Program:

The first phase of the Local District South PBIS/BII Pilot Training Program was held at Banneker Career and Transition Center (CTC) during the third week of winter recess, January 2-6, 2018. This first cohort consisted of 18 Local District South paraprofessionals currently supporting special education classrooms from pre-school to high school.

A spring training will be scheduled to recruit additional Local District South special education assistants interested in receiving the PBIS/RBT (Registered Behavior Technician) training and ultimately serving as a BII provider.

Cook-Weintraub Memorial Education Fund Grant

Congratulations to Los Angeles High School and Chandler Learning Academy, each recipients of a \$25k grant to continue their efforts with improving inclusive practices.



Starting off on the Right Foot

On January 8, 2018, the Charter Operated Programs team within the Division of Special Education kicked off the spring semester with an opportunity for schools to "step-back" to reflect and be fully recharged for the work ahead. With over 15 sessions, 225 attendees and two amazing keynotes, both Charter and District attendees are starting off the semester on the right foot!



UPDATES (Continued)

Integrating Students with Disabilities into General Education:

All Local Districts have now identified schools to participate in the integration pilot for the 2018-2019 school year. Schools newly identified to participate include Gompers HS and Drew HS (new Local District South school openings in 2018-2019).

In January 2018, in partnership with the Division of Instruction, the Division of Special Education sponsored 12 school teams of 3 (Special Education Teacher, General Education Teacher, and Administrator) to attend a professional development on co-teaching. "The Inclusive Schools Leadership Institute Focus on Co-Teaching" was presented by the Charter College of Education at California State University Los Angeles (CSULA) & Urban Education Leaders Collaborative at Teachers College, Columbia University.

In partnership with CSULA, the Division of Special Education is proud to announce the **4th Annual One Conference**. The Saturday, May 12, 2018 conference will be held at CSULA with a focus on building healthy integrated cultures. More information to follow.

Reduce Over-Identification of English Learners (ELs) with Disabilities

The assessment for EL Learners will be presented at the Psychological Services professional development on 2/8/18, in alignment with the rollout of the English Language Proficiency Assessments for California (ELPAC) which is the replacement for the California English Language Development Test (CELDT). The Division of Special Education Instruction and Psychological Services Departments are consulting with the California Deaf Education Resource Center on establishing bilingual assessment guidelines for students with deafness and/or hard of hearing and use of ASL.

Upcoming: Updated *EL Guide: Procedures for the Referral and Assessment of English Learners*

Reduce Disproportionality of African-American Students with Disabilities in Special Education

- Based on monthly data, Intervention Coordinators & LRE Specialists continue to target schools that over-identify African-American students with ED & OHI eligibilities, and meet with school teams to assist with the implementation of intervention strategies.
- The Division of Special Education continues to collaborate with other District Divisions to monitor suspension data and identify the top 50 schools that are disproportionate in suspending African-American students. School visits will be scheduled with principals to identify problems around suspensions, and implement intervention plans as appropriate.
- The District is developing a workshop for schools that focuses on alternatives to suspensions in hopes to decrease disproportionality in suspensions. The workshop will take place in April 2018.

Successful Exit of Students in Special Education:

The Division of Special Education has identified 15 additional school sites in each Local District to expand the exit improvement implementation pilot.

Upcoming:

- Exit & Reintegration Reference Guide (February 2018)
- Parent workshops



Homecoming King

Juan has been a member of both the Roosevelt High Cheer Squad and the Integrated Sports Team (formally AA Track) since his freshman year. When asked about her son being elected Homecoming King, Juan's mother, Veronica Salcedo, stated "I felt happy and proud because that let me know how many people love my son and that proves to many people that having a disability doesn't stop you from reaching for the stars." Juan's teacher, coach and Roosevelt High School alum himself, Robert Mata, Jr., added, "this affirmed what I already knew about the student body at Roosevelt; we are a close knit family and we will always accept all who enter our campus."

Congratulations go out to Juan E. Gonzalez, Boyle Heights native and Roosevelt High School Homecoming King!