Division of Special Education

Beth Kauffman
Associate Superintendent

Community Advisory Committee
October 17, 2018

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

2017-2019 Action Plan

Achieving Breakthroughs in Outcomes for Students with Disabilities

- Update

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

2017-18 Accomplishments

- 2017-2019 Action Plan
  - Long Term English Learner (LTEL) Students with Disabilities (SWD) Reclassification
  - Behavior Intervention Implementation (BII) Reduction
  - Multi-Tiered System of Support (MTSS)
  - Reading Specialist

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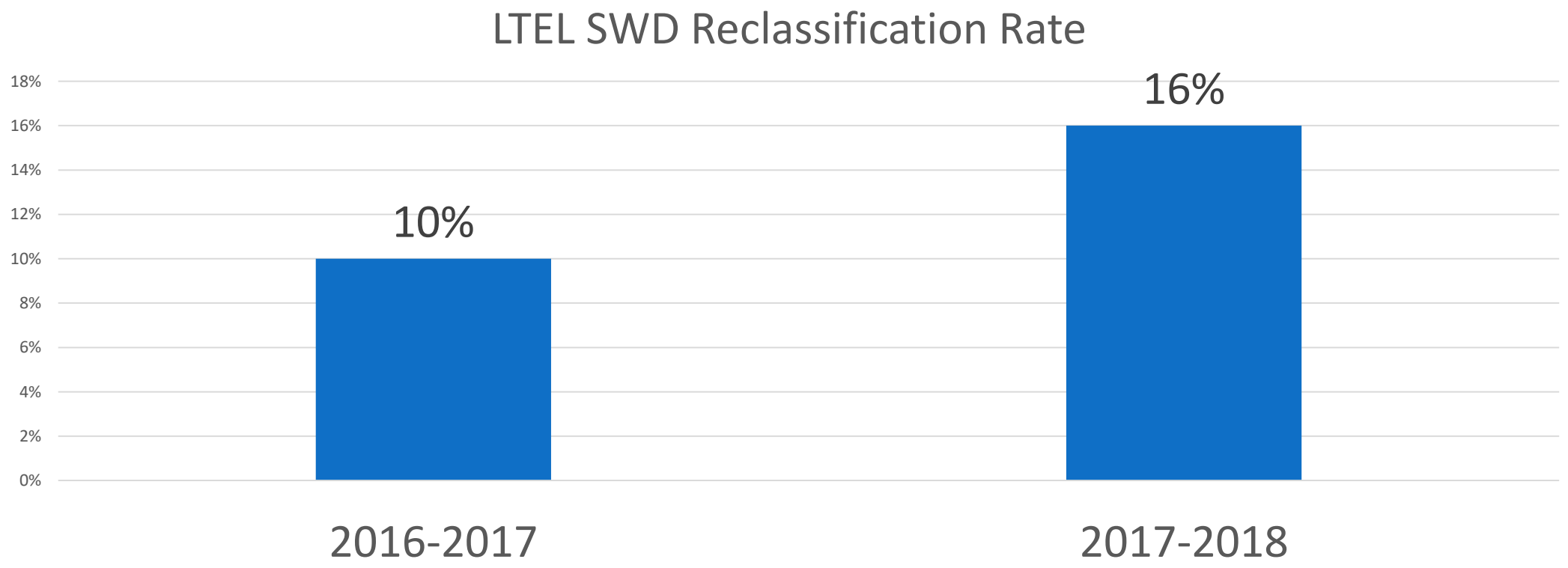
Division of Special Education

Increase Reclassification of Long Term English Learners

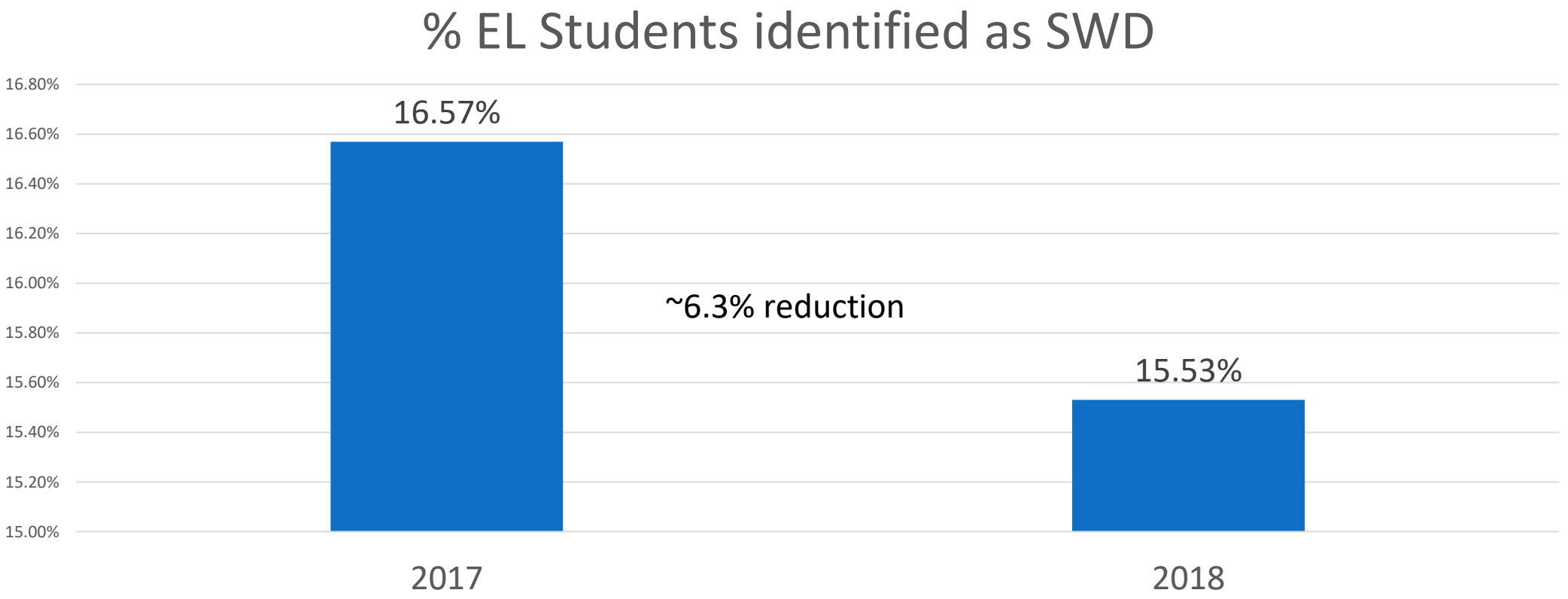
TARGET

Increase the number of LTELs with disabilities who reclassify to 13% during the 2017-18 school year.



Reduce Over-Identification of English Learners with Disabilities

TARGET
Reduce over-representation of English Learners initially found eligible for special education by 5% by the end of the 2017-18 school year.



Integrating Students with Disabilities Into General Education

TARGET
Increase the number of integrated sites, as measured by full implementation of the Integration Framework, by 18 (3 per Local District) in the 2018-19 school year.

LD Central
- RFK Community School – Ambassador
- Dr Maya Angelou SH
- Burbank MS
- Manual Arts SH

LD East
- South Gate SH
- Maywood CES
- Solis LA

LD Northeast
- Colfax ES
- Byrd MS
- Chavez Learning Complex

LD Northwest
- Nobel MS
- Portola MS
- Northridge Academy SH
- Lake Balboa Magnet
- Limerick ES

LD South
- Drew MS
- Gompers MS

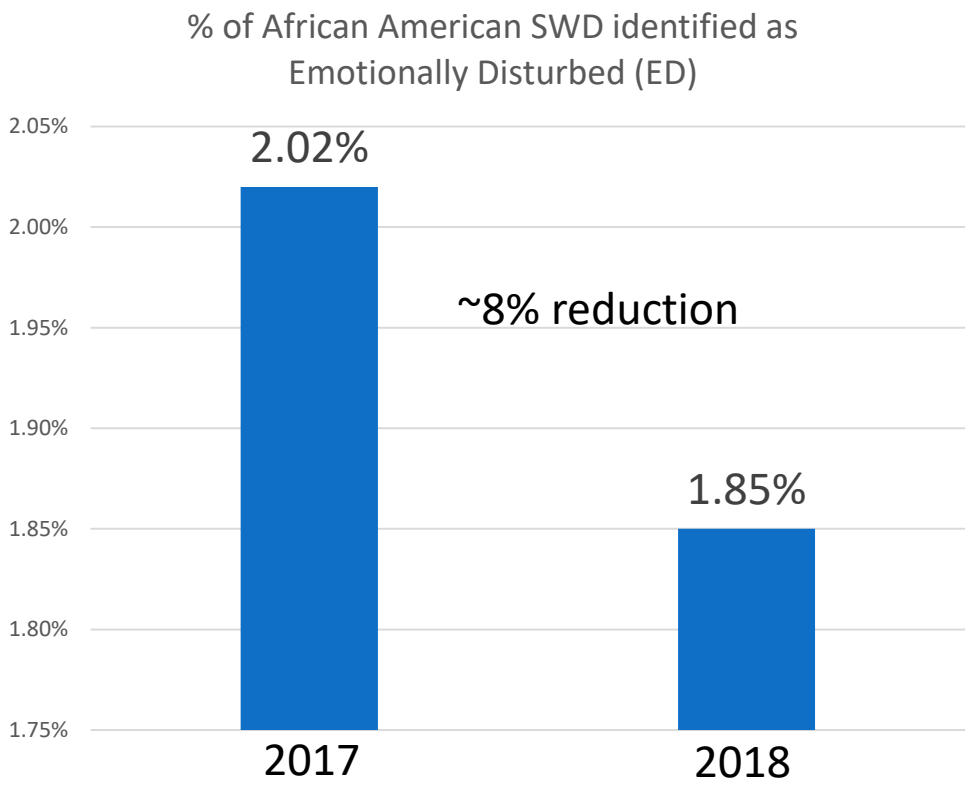
LD West
- Manhattan Place ES
- Los Angeles SH
- Mann MS
- Bernstein SH

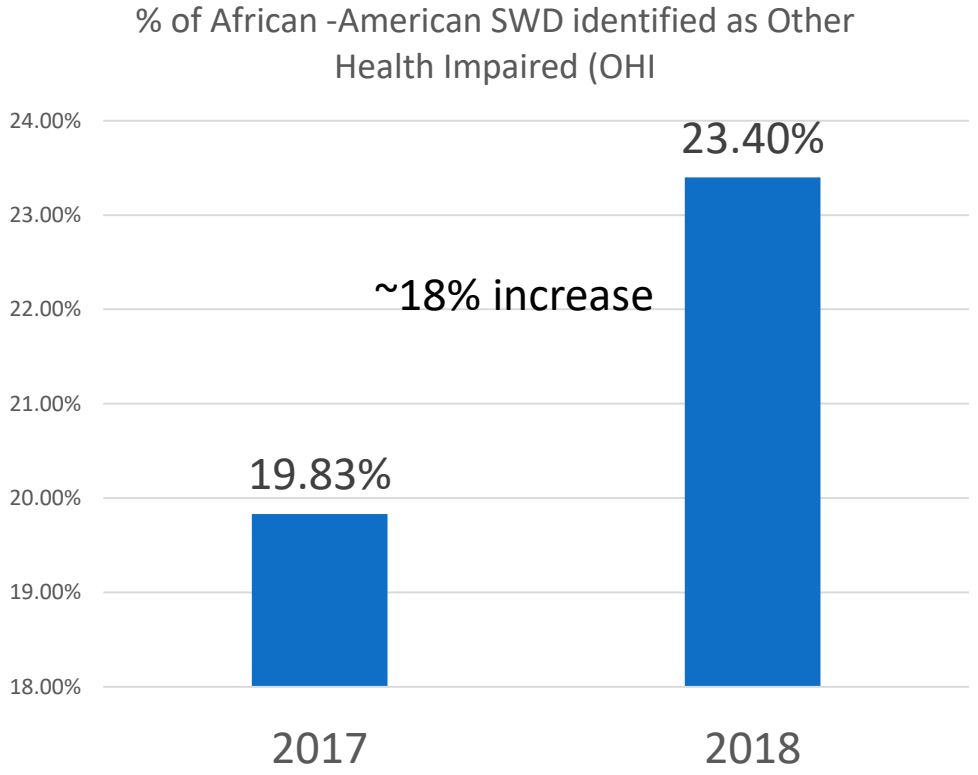
Reduce Disproportionality of African-American Students with Disabilities in Special Education

TARGET

By the end of the 2018-19 school year the District will:

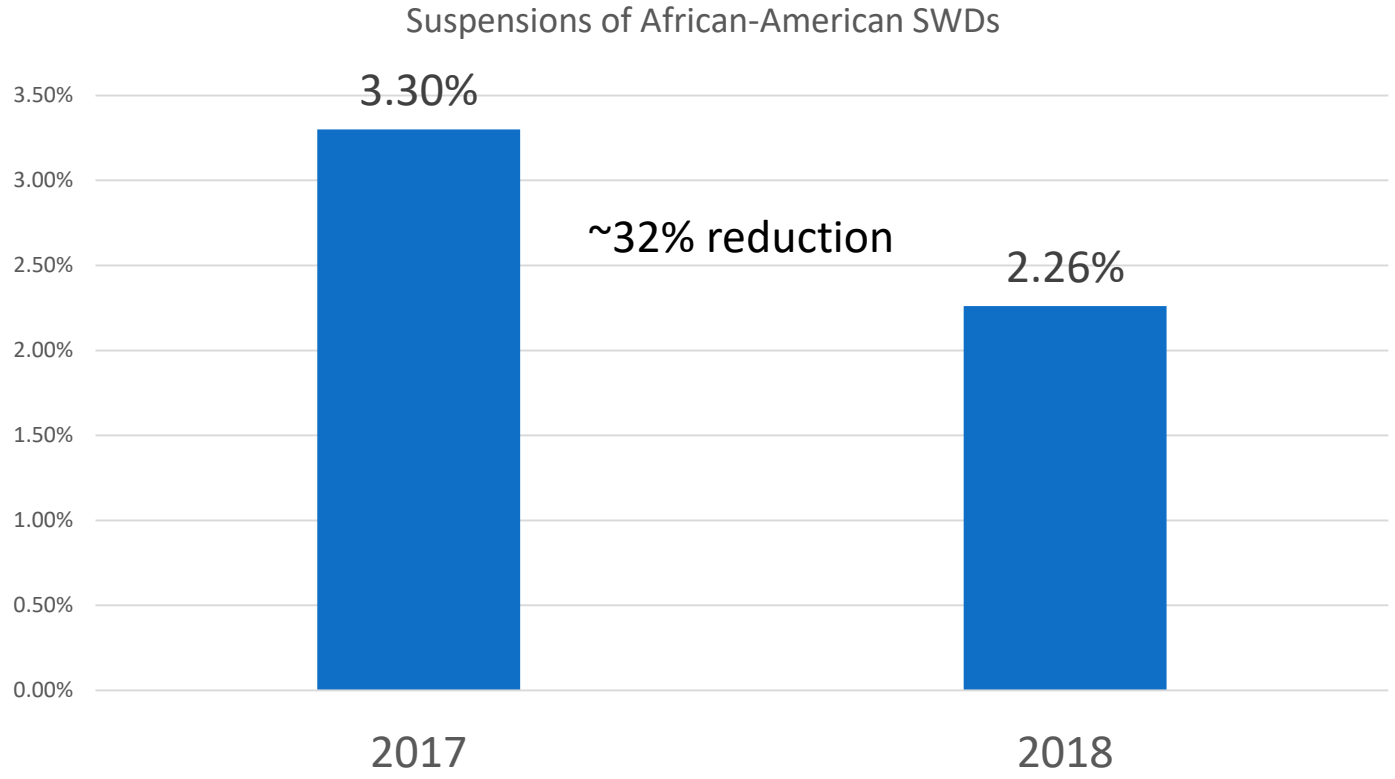
- Reduce the over-representation of African-American Students found eligible for special education in the areas of ED by 25% and OHI by 10%





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

TARGET
By the end of the 2018-19 school year the District will:
- Reduce suspension of African-American SWDs by 20%

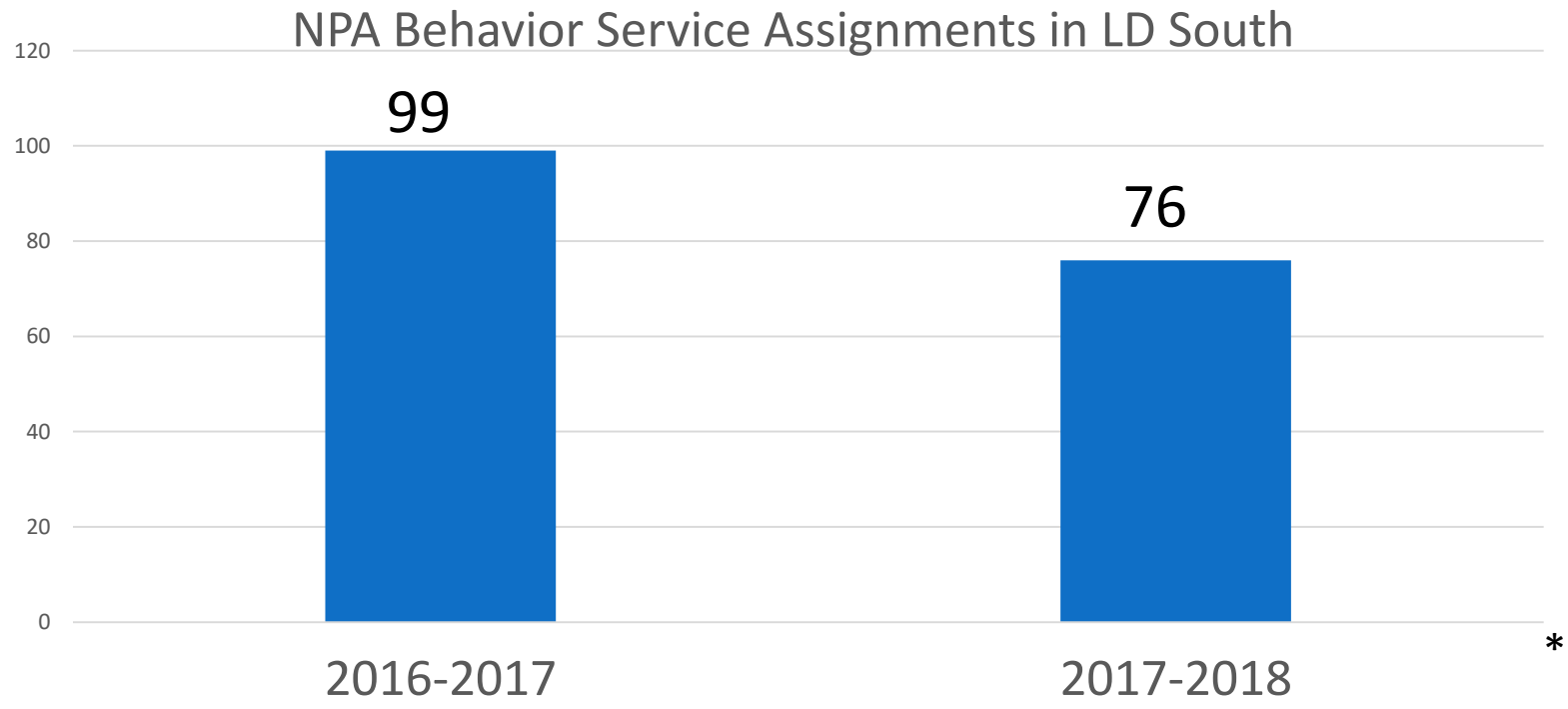


Behavior Intervention Implementation (BII) Improvement Program

Reduction of Reliance on Non-Public Agency Services

TARGET

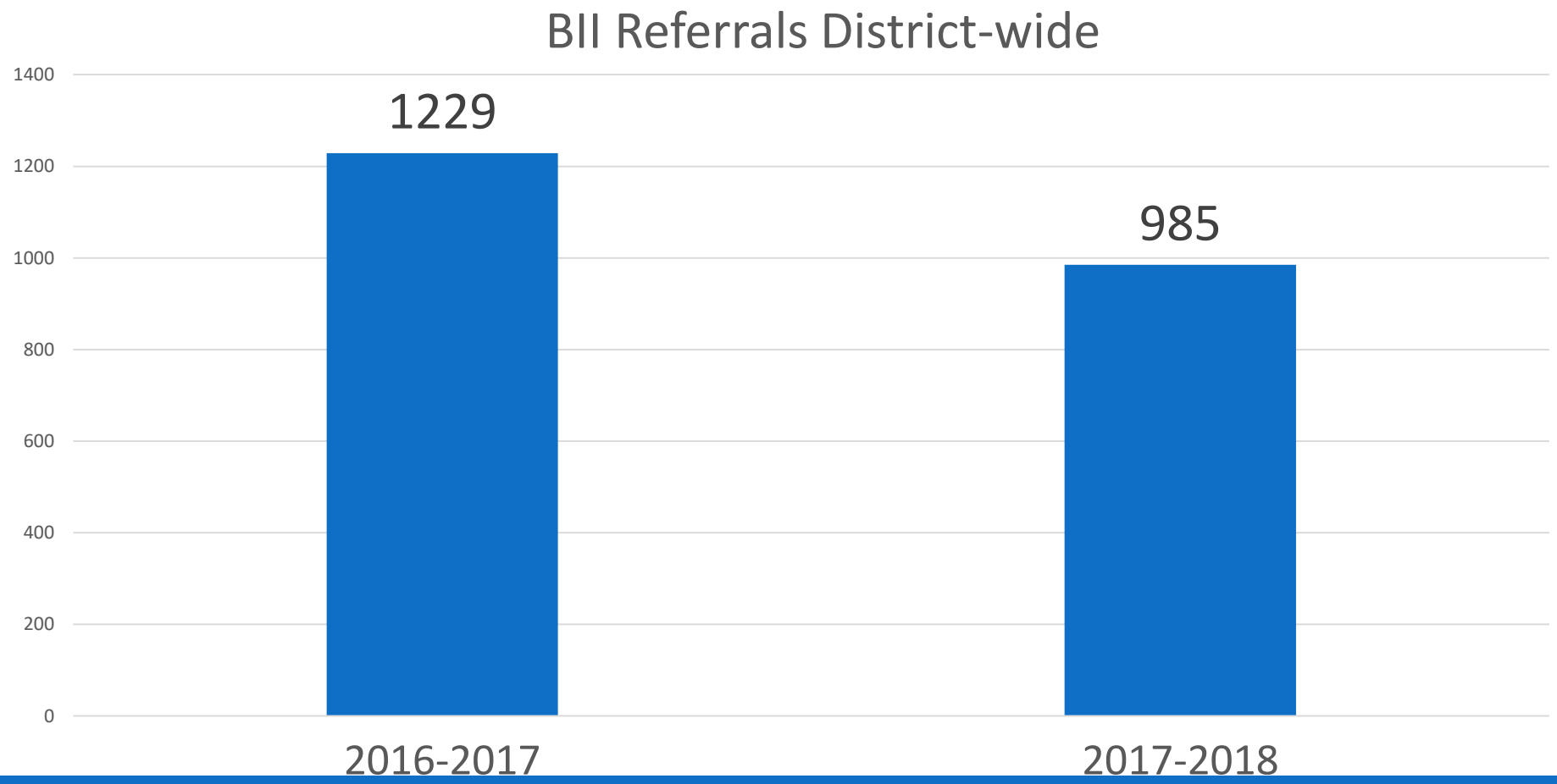
Local District South will reduce the use of NPA BII service providers for newly requested services by 25% by the end of the 2017-18 school year. *



24 % decrease

* Increase use of District BIIs with training.

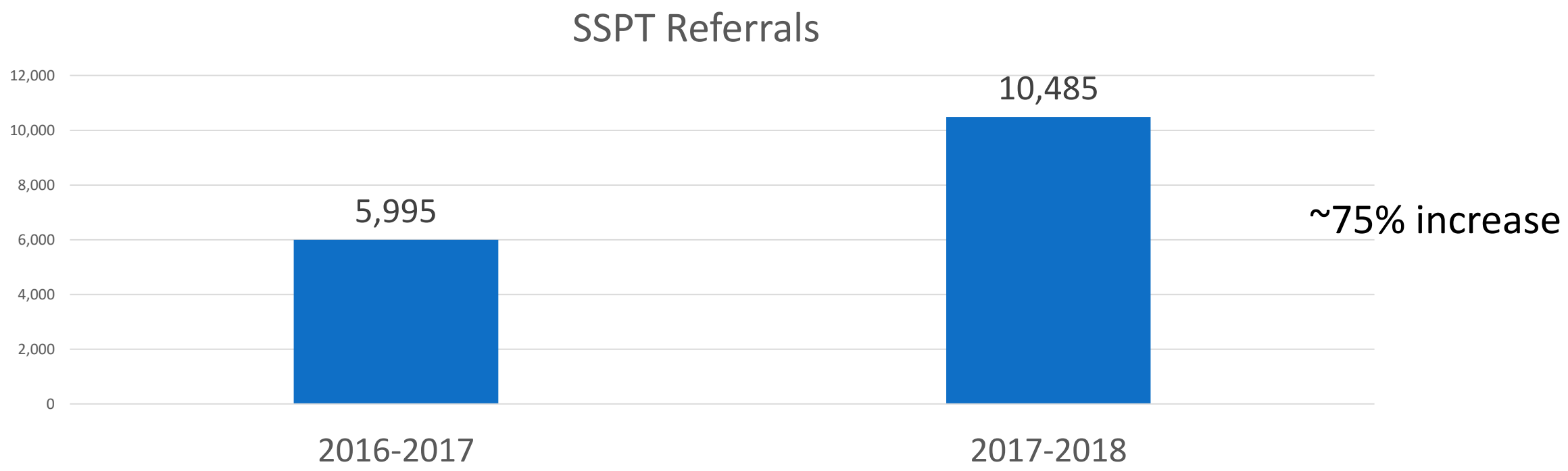
Behavior Intervention Implementation (BII) Improvement Program



~20% reduction

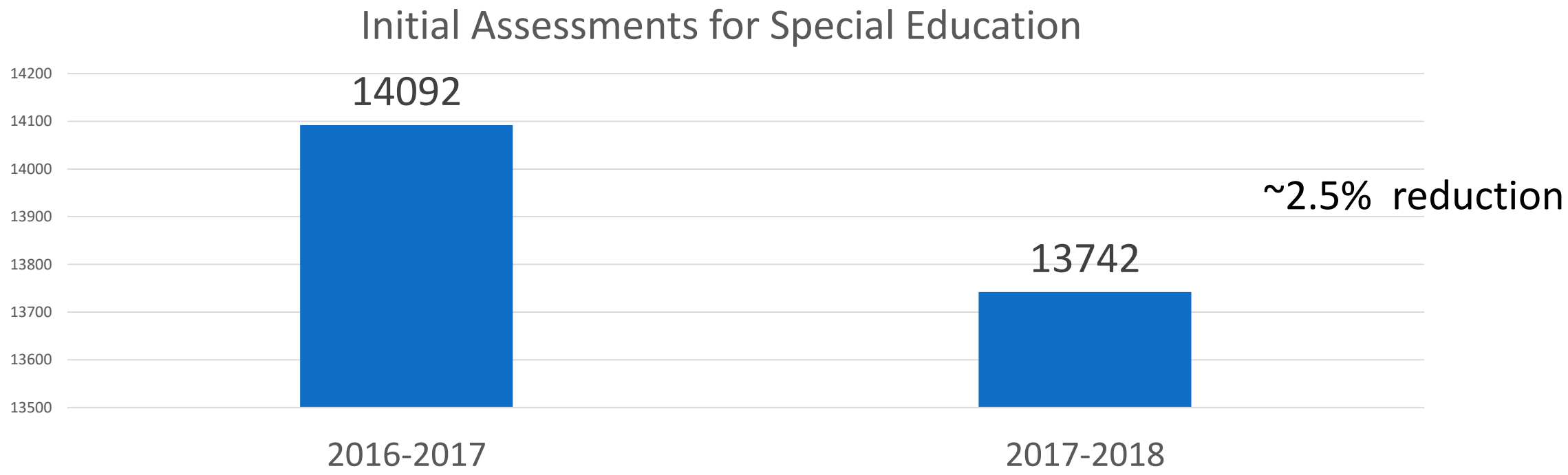
Multi-Tiered System of Supports(MTSS)
Pre-Referral Interventions

TARGET
The District will increase the number of students referred for Student Support and Progress Team (SSPT) by 5% for PreK-12 by the end of the 2018-19 school year.



Multi-Tiered System of Supports(MTSS)
Pre-Referral Interventions

TARGET
The District will reduce the number of students referred for Special Education assessment by 5% for PreK-12 by the end of the 2018-19 school year, as measured by monthly disproportionality data



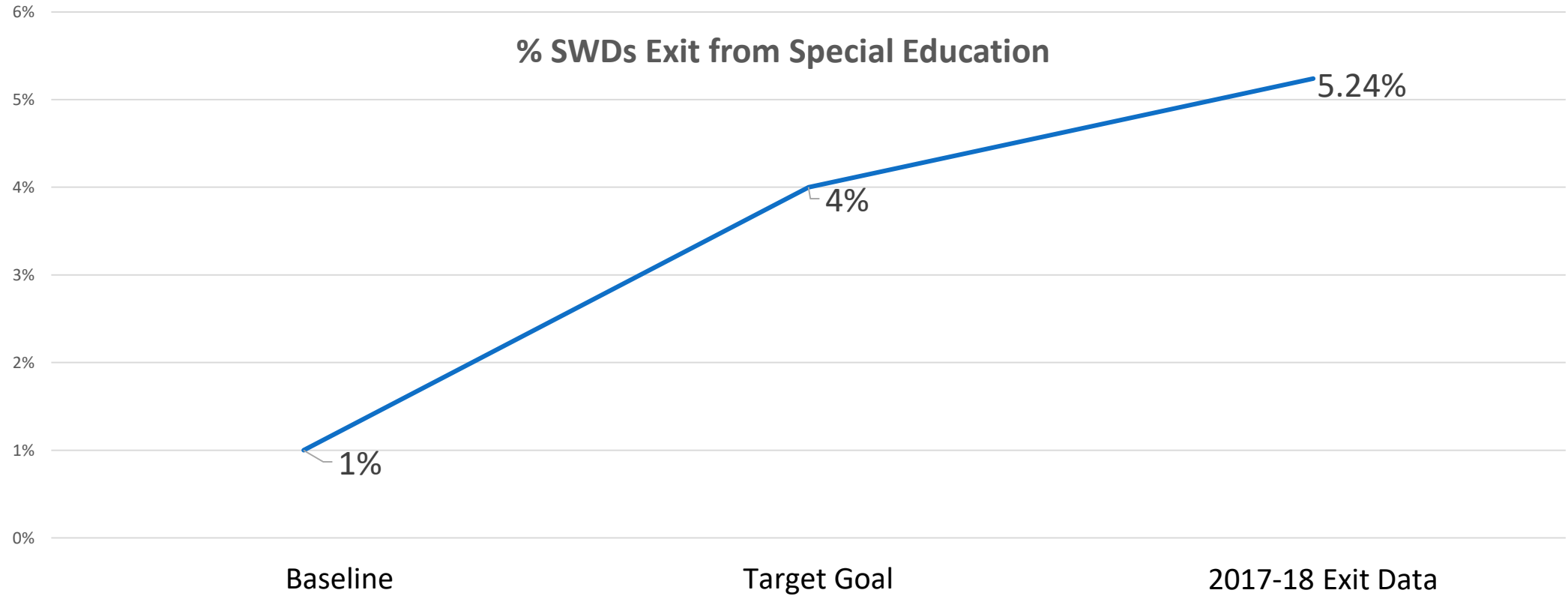
Dyslexia Support Plan
Reading Specialist

TARGET
District Elementary Resource Specialist Program teachers will be trained on multi-sensory, direct, explicit and structured literacy approach for struggling readers by the end of the 2018-19 school year

- 2017-18 school year
  - 150 Elementary Resource Specialists trained
- 2018-19 school year
  - 450 additional Elementary Resource Specialists will be trained
  - Fall 2018

Successful Exit of Students in Special Education

TARGET
Increase rate of students exiting from special education from 1% to 4% by the end of the 2017-18 school year.*



*Due to successful attainment of IEP goals

Special Education Reimagining

New Pilots to Improve Outcomes for Students with Disabilities

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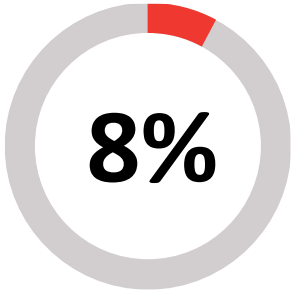
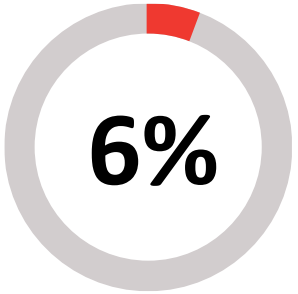
Division of Special Education

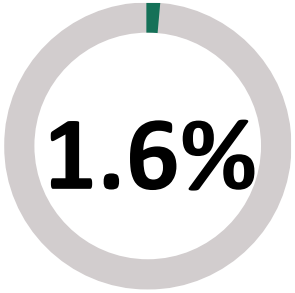
CASE FOR ACTION



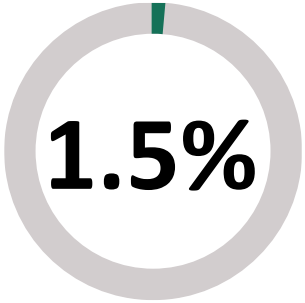
Proficient in ELA



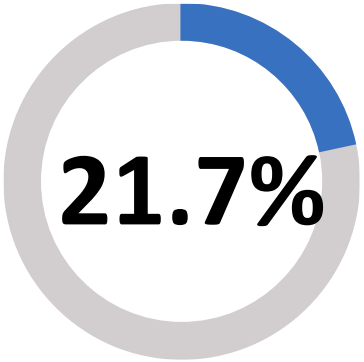
Proficient in Math



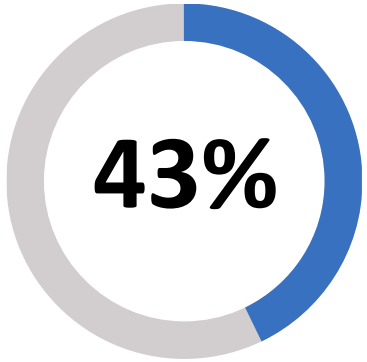
Proficient in ELA, self-contained class



Proficient in Math, self-contained class



Graduation gap



Of students in most restrictive environment

VISION

#allmeansall

Access
Equity
Inclusion
Outcomes

Special Education: A Service not a Destination

Targeted Services

Cross-Functional Collaboration

Co-Teaching

School-Wide Supports

Access
Equity
Inclusion
Outcomes

Self-Contained

WHAT NOW?

Division of Special Education

Student Inclusion Pilot

- Continuum of placement options
- LRE through the IEP process
- Align staffing
- Capacity building
- Family engagement

School Support Pilot

- Coherent framework
- On-site support and coaching
- Changing behavior escalation protocols

Improve Compliance Access

- Improve quality and ease of access
- One-stop portal
- School and network dashboards
- School focus groups
- Promising practices

PLAN TO SCALE

Division Request for Future Meetings:
CAC Input

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

Improving Outcomes for Students with Disabilities

Additional areas of focus include:

- Graduation and Completion
- Academic Performance
- Least Restrictive Environment
- Disproportionality
- Evaluation and IEP Timelines
- Delivery of Services

At **various future** CAC meetings **during the school year**, the Division will bring forward information **regarding the areas of focus** and seek input from CAC membership on ways to improve outcomes for students with disabilities.

At these future CAC meetings, the Division will use a three-step process to provide information and request input from CAC.

Plan for future CAC meetings:

Step 1:

The Division will provide the CAC with information about one of the District's areas of focus for improving outcomes for students with disabilities.

Plan for future CAC meetings:

Step 2:

The Division will ask for input on how to improve outcomes for students with disabilities in this focus area. Questions will be provided to CAC members to discuss in small groups.

Plan for future CAC meetings:

Step 3:

The Division will ask representatives from the small groups to share their responses and input to the whole CAC group and the Division.

QUESTIONS?

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