

Recommendations to the LAUSD Superintendent and Board of Education from the Community Advisory Committee

#	Topic	Recommendations	Rationale	Responses
1.	STRENGTHEN THE PARENT VOICE	Truly empower parents, guardians, and families as partners with LAUSD in supporting their special-education students with additional COSA and Regional Superintendent 'town hall' meetings that include Q&A sessions.		<p>The Division of Special Education has worked collaboratively with CAC members to strengthen parent voice and to support students with disabilities by having APEIS' and SEAs provide information about Special Education and provide Q&A sessions to the Parent Ambassador subcommittees this year. Additionally, an informational video clip regarding the work and efforts of CAC has been presented to families/communities during the Division of Special Education's informational webinars throughout the school year. The Division of Special Education has also assisted the Office of Student, Family and Community Engagement (OSFACE) by disseminating information to schools during the CAC application process. The Division of Special Education will continue to work collaboratively with Region leadership to strengthen parent/family and school partnerships.</p> <p>The DSE will collaborate and host fall 2023 and spring 2024 in-person dialogue meetings with families across all four regions.</p>

<p>2.</p>	<p>STRENGTHEN THE STUDENT VOICE</p>	<p>Give special-education students more opportunities to be engaged and heard. Add a student representative to the Board Special Education Committee.</p>	<p>.</p>	<p>This year a student representative was added to the Board of Education Special Education Committee.</p> <p>Also, the Division of Special Education works collaboratively with the Office of Chief Strategy (LCAP Administrator) to establish Local Control Accountability Plan (LCAP) Special Education Student Focus Groups to discuss the yearly LCAP. The focus group ensures that the LCAP is reflective of student voices. Students with disabilities from across the District in grades 6-12 are invited to participate.</p>
<p>3.</p>	<p>SPECIAL EDUCATION COMMITTEE AT EVERY SCHOOL SITE</p>	<p>Form a Special Education Committee at each school, similar to the School Site Council and ELAC.</p>		<p>The District will explore piloting the formation of parent groups at every school site beginning in the 2023-24 school year with a specific focus on engaging and supporting parents and families of students with disabilities who have an IEP or 504 Plan. As part of this exploration, the District will determine the specific structure and function utilizing existing school site resources and augmenting those resources, as necessary. The overall purpose of the parents' groups will be to assist in educating parents and families and providing technical advisement regarding the District's policies and procedures that are designed to improve student outcomes and ensure rights for students with disabilities.</p>

<p>4.</p>	<p>STATUS UPDATES AVAILABLE TO PARENTS AND FAMILIES</p>	<p>IEPs and 504 Plans are often not reviewed for years at a time, and then not updated promptly.</p> <p>Update the IEP Goals page to include a section where the baseline goal is stated.</p> <p>Provide written evidence, in a timely manner, that these status updates were provided, which confirms that the specific needs of the student were met (e.g., monthly updates, logs, etc.)</p>		<p>The Division of Special Education is committed to ensuring that all supports and services are provided to students with disabilities in accordance with state and federal legal requirements. The Welligent IEP System has embedded failsafes to ensure that IEP administrators are made aware of the timelines for upcoming and overdue IEPs to ensure student IEPs are completed timely. IEPs are required to be reviewed at least annually and the District has systems in place to ensure annual reviews are completed.</p> <p>The Division of Special Education ensures that updates and improvements to IEP documents as necessary. The Division of Special Education has taken the recommendation to include baseline information in IEP goals under consideration.</p> <p>The Division of Special Education will continue to advise the CAC when major updates are made to the IEP document through its monthly reports. Monthly data is also provided on the number of IEPs completed year to date.</p>
<p>5.</p>	<p>TRAINING AND SKILL SET</p>	<p>Community Representatives request direct CAC</p>		<p>The Office of Student, Family and Community Engagement will continue to provide</p>

		<p>communication, more consistent Parent Engagement, and learning opportunities for staff and families at their school sites.</p> <p>Conduct District-wide CAC Special Education Ambassador certificate training programs to enhance community engagement.</p>		<p>opportunities for the CAC Parent Ambassadors to lead training segments with Region Parent and Community Engagement Teams specifically for Community Reps and Parent and Family Center Personnel. Furthermore, the Division of Special Education will partner with the CAC Parent Ambassadors to offer Parent Ambassador training and certificates to families in coordination with its central and Region Office Special Education teams.</p>
6.	SPECIAL EDUCATION INFOGRAPHICS	<p>Create flowcharts that clearly show the processes and timelines for drafting IEPs and 504 Plans.</p>	<p>Create a series of interactive flowcharts that connect to relevant Special Ed information and resources for services required to enhance learning environments for students and families, as the Board has previously committed to doing.</p>	<p>The District recognizes a need for special education infographics. The Division of Special Education is working on the creation and publication of a variety of visuals and flowcharts for the 23/24 school year.</p> <p>The Division of Special Education continues to revise publications to ensure that families can easily locate information.</p>
7.	MESSAGING	<p>“SpEd 101” webinar for families and staff every year after summer and winter break, with updates and information on how to get resources.</p> <p>Each Region should host a ‘town hall’ meeting that includes the</p>	<p>CAC shall periodically hold regional information sessions to familiarize new families and serve as ‘refreshers’ and update those already familiar with the CAC.</p>	<p>The Division of Special Education will continue to work collaboratively with OSFACE and the CAC to support the development and presentation of a SpEd 101 webinar for families.</p> <p>For the 2023–24 school year, the Division of Special Education will present the SPED 101</p>

		Regional Superintendent at the beginning of each semester.	For true interactive engagement, communication should not utilize the restrictive Zoom 'webinar' format. Participants must be able to see and hear each other.	workshop in an interactive format in order to guide families through the special education process in its first parent workshop webinar series.
8.	MESSAGING	Post the goals for this committee on the CAC website, perform outreach, and collaborate with the larger CAC committee to garner input and ideas leading to goals and guidance on expanding them.		As part of the planning for the year, the Division of Special Education and Office of Student, Family and Community Engagement will lead a goal-setting exercise with the officers to define opportunities that expand the awareness of the public as it relates to the work of the CAC.
9.	MESSAGING	<p>Too many families don't know that special education services are available to their students. There needs to be a notification that goes out to ALL families every school year stating that LAUSD offers special education services, with information (in English and Spanish - others?) on how to find out if your child is eligible, what is offered, and how to begin the process.</p> <p>Develop an outreach program that increases and improves awareness of special education and provides information about its various programs.</p>		<p>The Los Angeles Unified School District has processes in place to identify, locate, and evaluate children suspected of having a disability who may be eligible for special education services designed to meet their educational needs at no cost to families. This includes highly mobile children, migrant children, children experiencing homelessness, children who are wards of the state, and children attending private schools located within LAUSD boundaries regardless of where they reside. All other children must live in the LAUSD attendance area.</p> <p>The CAC currently has a Parent Ambassador sub-committee that provides information</p>

				about special education and services to the community.
10.	ACCOUNTABILITY AND COMPLIANCE	Teachers are unsure how to support students with IEPs. A principal at a CAC presentation stated, "I'm not well versed in Special Ed."	<p>LAUSD needs to create reasonable metrics and set measurable goals, providing evidence that all services required in the IEP have actually been delivered.</p> <p>Ensure that an IEP is provided to parents in their primary language before asking them to sign and consent to the IEP.</p>	<p>The Division of Special Education provides ongoing professional development to administrators, general education, and special education teachers addressing how to support students with disabilities. The Division of Special Education will continue to work together with the Division of Instruction to provide targeted professional development and training to all teachers. The Special Education Region support team provides targeted support to special education classes and programs.</p> <p>All roster-carrying teachers and principals are provided with copies of student IEPs through the Whole Child Integrated Data system.</p>
11.	ACCOUNTABILITY AND COMPLIANCE	Provide the CAC Executive Board with written responses, in ten days, to all questions asked and submitted by members during presentations in our meetings.		The Division of Special Education will continue to provide the CAC Executive Board written responses to questions asked and submitted by members in a timely manner.

<p>12.</p>	<p>ACCOUNTABILITY AND COMPLIANCE</p>	<p>I think that the CAC should be more involved in creating the SELPA rather than rubberstamping a final product</p>		<p>The Division of Special Education values the important role and responsibility of the CAC to review in detail the Local Plan. The Division carefully reviews Local Plan feedback that is provided by the CAC.</p> <p>CAC members are provided with information regarding timelines associated with the Local Plan updates. Annually, upon the development of the Local Plan Annual Budget (Section D) and Annual Service Plan (Section E), CAC is provided with an opportunity to review the draft and provide feedback before the plan is submitted to the Board. For the triennial revision of the SELPA Local Plan, which includes Section B (Governance and Administration) a working plan is developed to engage all stakeholders in the revision and development of the Local Plan.</p>
<p>13.</p>	<p>IEP Accommodations/ Services</p>	<p>LAUSD needs to provide written evidence that they were provided and the needs of the student were met in a timely manner. Monthly updates, logs, etc.</p>	<p>Parents feel that accommodations/services in an IEP have not been in compliance.</p>	<p>All parents have access through the Parent Portal to a quarterly year-to-date snapshot report summarizing all services delivered in accordance with their student(s) IEP on the following benchmark dates: October/November, February, and April. There are 2 quarterly reports available for parent review found on the Parent portal.</p> <ol style="list-style-type: none"> 1. Student Quarterly Service Report (YTD) – The report summarizes the

				<p>total amount of service minutes, by service, provided to students year-to-date.</p> <p>2. Student Quarterly Absence Details Report (YTD) – This report provides detail on the number of times a scheduled service session was canceled by the service provider due to a student-related absence.</p> <p>At the intervals above, the District sends letters to the parents of students whose service provision falls under 70% (some exclusion apply). The school/provider is responsible for addressing the owed minutes at the regularly scheduled IEP team meeting.</p>
14.	Translation of IEP documents	Parents are provided copies of the IEP in their primary language before they are required to sign and consent to the IEP	Parents need to be able to review the IEP in writing in a language that they can understand so that they can provide their informed consent	The District is committed to ensuring that all materials are provided in the requested language in a timely manner. Written translations of IEP documents must be provided to parents within 30 days of a parent request. IEPs are automatically sent to the IEP translation unit when the IEP is put into pending status. Parents do not need to sign the IEP in order to have the document translated in their requested language.
15.	IDENTIFICATION/ DIAGNOSIS	If any student is identified as ED, there should be some sort of equity,		Given the CCEIS flag for African American students with ED, the CCEIS team is working

		anti-racist committee to review these findings before the stigmatizing label is placed on the student. The assessments need to be reviewed thoroughly as a measure of checks and balances.		collaboratively with Psychological Services to analyze and implement any potential improvements within the scope of the identification process. Per the California Education Code, Emotionally Disturbed (ED) is a recognized eligibility.
16.	FASTER DISPUTE RESOLUTION	Hire and train Due Process Specialists to resolve cases faster, and to reduce caseload levels, so students can quickly receive appropriate services.		The District is committed to timely resolutions of all IEP disputes. Families are encouraged to use the four dispute resolution options: (1) Alternate Dispute Resolution, (2) Informal Dispute Resolution, (3) Mediation Only, and (4) Formal Due Process.
17.	TRANSPARENCY	Provide detailed, written notice in a timely manner for all decisions. Be specific about what the IEP team can and cannot do, and be clear on how to move forward after a disagreement.	Provide clear, easy-to-understand information to parents on the differences between an IEP (Individualized Education Plan) and 504 Plan accommodations, to assist them with the assessment process.	Currently, each school site has a 504 Designee trained on Section 504 procedures and can assist parents with questions regarding Section 504 Plans.
18.	Special Education African American Student Ad-Hoc	BSAP Goals are established and implemented for students enrolled in SpEd.		BSAP Goals are established and implemented for all students including students with disabilities. Given that the 2021 and 2022 CCEIS Action Plans support African American students with and without IEPs, and their families, a

				partnership between these two offices will ensure effective collaboration.
19.	Special Education African American Student Ad-Hoc	<p>As many of our students have been over-identified as Emotionally Disturbed (ED) for reasons that were/are not sound or verifiable (e.g. racism), I'd like to recommend those students be re-assessed and their eligibility be re-determined. There is a stigma that can be long-lasting for these students when they've been misdiagnosed. Students face traumatic consequences when misinformation is placed in their permanent records which is unfair. It can affect their livelihood. Although it is required students be reassessed every 3 years, I suggest a more current assessment and evaluation be performed. In the name of equity, any previous IEP's with the ED eligibility should be discarded.</p>	<p>Provide detailed, written notice within established, statutory deadlines, for all decisions.</p> <p>Create software which automatically flags approaching and missed deadlines.</p> <p>Be specific about what the IEP team can and cannot do and be clear on how to move forward after a disagreement.</p>	<p>Given the CCEIS flag for African American students identified as Emotionally Disturbed (ED), the CCEIS team is working collaboratively with Psychological Services to analyze and implement any potential improvements within the scope of the identification process. This suggestion is one being considered and will include the support of families in any re-evaluation process.</p>
20.	Special Education African American Student Ad-Hoc	<p>Hire more African American psychologists, LRE specialists, SpEd administrators, case workers, etc. As they would inherently have an understanding and familiarity with African American culture. They may</p>		<p>Los Angeles Unified School District is an equal opportunity employer. The District encourages all eligible employees to apply for open positions.</p>

		be better equipped to assess situations		
21.	Special Education African American Student Ad-Hoc	Identify the specific issues pertaining to African American (AA) students enrolled in special education in order to determine goals that meet their needs.		During stage 1 of creating a CCEIS Action Plan, focus groups of students are held to ensure their feedback is taken into consideration. For the 2023-24 school year, CCEIS will be increasing the number of focus groups to ensure student voice is central to the work of CCEIS on an ongoing basis.
22.	Special Education African American Student Ad-Hoc	It is critical to obtain current and accurate statistics, on a regular and ongoing basis, for AA students eligible for special education.		The Division publishes official CDE numbers and is building structures to ensure alignment of internal interventions is focused on real-time data, rather than official data reporting periods.
23.	Special Education African American Student Ad-Hoc	Determine the rate at which AA students, eligible for special education, are suspended, especially in middle and high school. Determine the statistics on students who are failing but advanced to higher grade levels beginning in middle school.		As part of the 2021 and 2022 CCEIS Action Plans, the CCEIS team monitors both suspension counts and other leading indicators (e.g., attendance, office referrals, etc.) for potential intervention.
24.	Special Education African American Student Ad-Hoc	Provide training for parents that inform them on issues such as diversity and inclusion. Inform and explain to the community at-large the issues affecting AA students		During parent and stakeholder interviews for the 2021 and 2022 CCEIS Action Plan, a root cause emerged that indicated a lack of authentic partnership with African American parents and families, which leads to strained relationships and distrust. Parents' support

		and how it impacts them and their learning.		within the 2021 and 2022 CCEIS Action Plan focuses on reestablishing trust at the school-site level and rebuilding the relationship between school and home.
25.	NEW ITEM	As a better way to inform families, the District's website should be formatted to link users to all available services and resources by category. When clicking the Resources link, a user should be directed to a list of specific services and resources (e.g., Special Education African American Student Subcommittee, Division of Transition Services or DOTS, general education students, EL and Black students, newcomers, special education students, etc.). The District landing page should feature clickable icons for Regions, COSAs, CAC, SpEd, etc. which link to Special Ed services and resources.		Los Angeles Unified will be upgrading the District website to a new platform; the site will include direct resources that guide families in multiple areas, including Special Education services. The LAUSD Mobile App was recently upgraded and links users to the Division of Special Education website. These are directly connected to recommendations received by families in past engagement cycles.

26.	NEW ITEM	Post-High School to College Transition LAUSD (Dept of Transition Services - D.O.T.S.), SPED, and High School College Advisors) need to help graduating special ed students with more information and transitional help for college (specific guidance in college	DOTS only gives out very basic, general information to a graduating Special Ed	Transition Services are designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to
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27.	NEW ITEM	<p>S.M.A.R.T. Goals</p> <p>LAUSD needs to create reasonable, measurable goals and provide evidence that they were achieved. Need evidence to support completion of goal reports in a timely manner throughout the school year.</p>	Goals are written in a vague manner or not achievable in a reasonable timeline.	The Division of Special Education is committed to ensuring that IEP teams develop IEP goals for students in alignment with the requirements of the Individuals with Disabilities Education Act (IDEA).
28.	NEW ITEMS	Each subcommittee needs an informational video that provides information and resources.		The Division of Special Education and Office of Student, Family and Community Engagement will look into internal capacity with KLCS, to

				arrange for a CAC video that features the purpose of the various CAC subcommittees. Since there are six sub-committees, through a collaborative effort, a script that messages the work of each subcommittee can be created.
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