



Achieving Breakthroughs in Outcomes for Students with Disabilities



Action Plan
2017-2019



The L.A. Unified Division of Special Education is committed to increasing positive outcomes for students with disabilities at an accelerated pace. Across the nation, academic outcomes for students in special education are typically below expectations. The critical factor for increasing student outcomes is to provide students with disabilities high-quality instruction in the general education setting. The L.A. Unified Division of Special Education is developing pathways to increase academic progress and graduation rates for students with disabilities. As a result, it is essential that changes be implemented to address these areas. The goal of the Division of Special Education Action Plan is to ensure:

- Students should first receive appropriate interventions in the general education setting, except for students likely to have severe disabilities;
- Once students are found eligible for special education supports and services, they receive quality instruction and services;
- Procedures and systems are in place to facilitate the process when a student is ready to reintegrate to a less restrictive environment or exit from special education in accordance with the IEP process.

The Division of Special Education has developed an Action Plan to address the needs of students with disabilities (SWD) and improve academic and behavioral outcomes, as follows:

- Implement a District-wide Multi-Tiered System of Supports to ensure that students receive good first teaching and evidence-based interventions through the utilization of a Student Support and Progress Team (SSPT) model;
- Reduce disproportionate over-identification of English Learners receiving special education supports and services;
- Reduce disproportionate over-identification of African-American SWD with Emotional Disturbance (ED) or Other Health Impaired (OHI) eligibilities and disproportionate suspensions of African-American SWD;
- Implement awareness, early identification and appropriate language arts instruction for students with dyslexia, a subset of a Specific Learning Disability (SLD);
- Increase integration opportunities at schools for SWD and research/pilot Special Day Class organizational structures;
- Increase reclassification rates for Long-Term English Learners (LTEL) that are SWD;
- Improve behavioral support for SWD through a pilot for the development of highly trained paraprofessional support staff;
- Increase the number of students exiting from special education where appropriate and in alignment with the IEP process.

During the 2016-17 school year, the Division of Special Education worked with the Public Consulting Group (PCG) to conduct an in-depth study of the Division's fiscal efficacy and organizational structures to support student outcomes for SWD. The Action Plan was informed by PCG's findings, as well as promising practices identified within and outside of L.A. Unified.

Though this plan is primarily focused on the Division of Special Education, improving outcomes for students with disabilities will require District-wide collaboration along with the support of the Superintendent and the Board of Education. With such support, the elements outlined in the Action Plan can be successfully implemented and marked improvement in the educational and behavioral outcomes for students with special needs can be achieved.

Multi-Tiered System of Supports Framework

OBJECTIVE

L.A. Unified will ensure that all PreK-12 schools will utilize a Multi-Tiered System of Supports (MTSS) Framework to respond to the academic, behavioral, and social emotional needs of each student through tiered interventions and supports. The implementation of this objective will include the following actions:

- Expand District-wide MTSS awareness among all stakeholders
- Provide District-wide professional development to build the capacity of staff to implement the MTSS Framework
- Monitor the effectiveness and fidelity of MTSS implementation
- Provide opportunities for Central Offices, Local District leadership, and District schools to share promising practices to close achievement and opportunity gaps

L.A. Unified is committed to MTSS as an effective practice in meeting the needs of all students. MTSS implementation is critical in reducing achievement disparities, such as over-identification for Special Education, disproportionality in suspension rates and overall academic achievement.

The following provides an overview of key actions, responsible staff and timelines to implement the MTSS Framework with fidelity in every PreK-12 school in the District.

TARGET

100% of PreK-12 schools will utilize a Multi-Tiered System of Supports Framework that includes an active Student Support and Progress Team (SSPT) to respond to the academic, behavioral and social-emotional needs of students, by the end of the 2017-18 school year.

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.

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

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
EXPAND AWARENESS OF MTSS FRAMEWORK		
Develop MTSS Campaign Video		
Develop an MTSS campaign awareness video that provides an overview of the MTSS Framework and its connection to the Student Support and Progress Team.	Dr. Robert Whitman, Director, Access, Equity & Acceleration Annmarie Serrano, Intervention Coordinator, Psychological Services	2017-18 School Year

Multi-Tiered System of Supports Framework

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Conduct MTSS Training for Central Office Staff Conduct a one-hour MTSS awareness training to central office staff by Spring 2018. The training will be provided by the Division of Instruction, in collaboration with the Division of Special Education, and include: <ul style="list-style-type: none"> • A PowerPoint presentation • MTSS Bulletin and Reference Guide • MTSS Toolkit and Video 	Dr. Robert Whitman, Director, Access, Equity & Acceleration Annmarie Serrano, Intervention Coordinator, Psychological Services	2017-18 School Year
Align MTSS in District Plans Include MTSS implementation and oversight into central office, Local District and school-level planning documents (e.g., strategic plans and single plan for student achievement).	Dr. Robert Whitman, Director, Access, Equity & Acceleration	2017-18 School Year
Expand MTSS Toolkit Expand the MTSS Toolkit to include a more comprehensive repository of resources for PreK-12 schools.	Annmarie Serrano, Intervention Coordinator, Psychological Services	January 2018- June 2018
Provide MTSS Training to Local District Instructional Leadership Teams The Divisions of Instruction and Special Education will work in collaboration to provide a one-hour training for all Administrators of Instruction and Administrators of Operations to deepen their understanding of the MTSS Framework.	Annmarie Serrano, Intervention Coordinator, Psychological Services	January 2018- June 2018
Provide MTSS Training to Local District Instructional Leadership Teams Train Local District Administrators of Instruction to deliver a one-hour professional development to their LD Instructional Directors, LREs, and support staff to support MTSS implementation at school sites.	Local District Administrators of Instruction	2017-18 School Year
Recruit and Develop MTSS Coaches The Divisions of Special Education and Instruction will work in collaboration with the Human Resources Division to recruit, develop and assign MTSS Coaches that may be purchased by the 50 ACLU Settlement Schools. The MTSS Coaches will work with school site leadership teams to support MTSS implementation.	Human Resources Division Dr. Robert Whitman, Director, Access, Equity & Acceleration Annmarie Serrano, Intervention Coordinator, Psychological Services	2017-18 School Year

Multi-Tiered System of Supports Framework

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
PROVIDE PROFESSIONAL DEVELOPMENT		
Provide Early Education Principal Trainings		
Training will be provided for all Early Education Principals on the MTSS Framework and SSPT problem-solving process. The goal of the training will be to help decrease the number of PreK referrals to special education.	Dean Tagawa, Executive Director, Early Childhood Education	2017-18 School Year
Provide Early Education Parent Advisory Council Trainings		
Deliver MTSS and SSPT trainings for Parent Advisory Councils at each Early Education Center. Trainings will be led by Parent Educator Coaches in collaboration with the Divisions of Special Education and Instruction.	Dr. Robert Whitman, Director, Access, Equity & Acceleration Annmarie Serrano, Intervention Coordinator, Psychological Services LD Parent Educators	Monthly 2017-18 School Year
Hold Local District MTSS Workshops		
Monthly Local District MTSS workshops will be made available for school site teams who seek additional support. The workshops will be facilitated by LD MTSS Support Teams.	Local District MTSS Support Teams	2017-19 School Years
Incorporate MTSS into New Principal, Aspiring Principals and District Intern Programs		
The MTSS Framework will be incorporated into the New Principal, Aspiring Principals and District Intern Programs as a part of their professional development series.	Ileana Davalos, Director, Professional Learning & Leadership Development Dr. Robert Whitman, Director, Access, Equity & Acceleration	2017-18 School Year
Develop and MTSS Training Module on MYPLN		
Develop an MTSS training module on MYPLN to train school teams on how to effectively implement the MTSS Framework. The training module can be shared with staff during Banked Time Tuesdays and faculty meetings.	Dr. Robert Whitman, Director, Access, Equity & Acceleration Annmarie Serrano, Intervention Coordinator, Psychological Services	2017-18 School Year

Multi-Tiered System of Supports Framework

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
MONITOR MTSS IMPLEMENTATION		
<p>Provide Technical Support for Monitoring MTSS Progress</p> <p>Local District MTSS Support Teams will provide training to school administrators and support staff on how to access and utilize MiSiS Ad Hoc reports (e.g., A-G, EL Dashboard, SEL Dashboard and SSPT) to monitor students' progress and school-wide MTSS implementation.</p>	<p>Local District Instructional Directors, Administrators of Instruction and MTSS Support Staff</p>	<p>2018-19 School Year</p>
<p>Develop an MTSS Fidelity Implementation Checklist</p> <p>MTSS teams at all levels will monitor school site implementation of MTSS through an MTSS Fidelity Implementation Checklist. The checklist will outline:</p> <ul style="list-style-type: none"> • High-quality first instruction • School-wide PBIS implementation • Tiered Academic and Behavioral Interventions and Supports • SSPT problem-solving process <p>This tool will serve to ensure consistency and uniformity across schools in MTSS implementation.</p>	<p>Dr. Robert Whitman, Director, Access, Equity & Acceleration</p> <p>Annmarie Serrano, Intervention Coordinator, Psychological Services</p>	<p>2018-19 School Year</p>
<p>Fostering Ongoing Sharing of MTSS Best Practices</p> <p>During principal meetings, all principals will have the opportunity to share best practices, and discuss their challenges and progress towards MTSS implementation beginning with the 2018-19 school year.</p>		

Reduce Over-Identification of English Learners with Disabilities

OBJECTIVE

L.A. Unified will work to reduce the over-representation of English Learners (EL) as students with disabilities by:

- Increased awareness and skills of teachers and school leaders to provide effective Multi-Tiered System of Supports (MTSS) for struggling readers (diagnostic targeted interventions)
- Enhance and fortify tools of SSPT teams to strengthen the expertise of school staff to provide targeted intensive interventions and ensure referrals for special education are appropriate
- Provide school psychologists professional development opportunities that enhance their ability to differentiate between language acquisition versus a learning disability

In L.A. Unified, English Language Learners are 3 to 5 times more likely to be identified as either a student with a Specific Learning Disability (SLD) or as having an Intellectual Disability (ID), versus non-English Language Learners. This over-identification results in students being less likely to complete A-G coursework, at-risk of not graduating from high school, and less likely to have access to post-secondary opportunities.

There is a need to deepen the knowledge and ability of educators to effectively implement tiered interventions in a timely manner utilizing data. It is essential to develop culturally and linguistically responsive practices to support academic success of students designated as English Learners within the general education setting. The following plan will ensure that the District reduces the over-identification of English Learners found eligible for special education.

TARGET

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

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Build the Capacity of Least Restrictive Environment (LRE) and Program Specialists LD Special Education Administrators will meet monthly with LRE Specialists and Program Specialists to provide professional development in the following areas: <ul style="list-style-type: none">• Local District Administrators of Special Education will use data to better differentiate support to school SSPT teams• Provide centrally developed professional development modules to SSPT teams at targeted schools. The modules will cover the effective use of interventions to address the academic needs of struggling EL students, as well as the protocols that teachers must follow in providing and documenting student interventions prior to an SSPT referral• Review and study MTSS and SSPT training modules that will be provided to school sites to deepen their knowledge regarding MTSS	Local District Administrators of Special Education Lisa Kendrick, Director, Special Education Instruction Aaron Jeffery, Director, Special Education Operations	2017-18 School Year

Reduce Over-Identification of English Learners with Disabilities

ACTION STEPS

RESPONSIBLE STAFF

TIMELINE

Build the Capacity of School Psychologists

All District school psychologists will participate in a comprehensive professional development structure that is focused on language differences vs. learning disability and dyslexia. School psychologists will meet every 6 weeks in 3-4 hour sessions for professional development on the following topics:

- Active involvement and guidance role in the SSPT process to ensure best practices and evidence-based interventions are used
- Clear understanding of differences between students who are learning a second language and those that are showing characteristics of a learning disability
- Accurate assessment of struggling EL students being referred for special education

Each week, school psychologists will also have the opportunity to attend Local District case review meetings with fellow school psychologists to address the validity of assessments.

Monique Arbuckle,
Director, Psychological
Services

Sergio Aviles,
Administrative
Coordinator, LD Central
Psychological Services

2017-18
School Year

Provide Targeted School Site SSPT team Training

SSPT teams at targeted school sites will participate in a one hour training at their school site to review and clarify the procedures necessary to activate the SSPT pre-referral process. This training, provided by English Learner Coordinators and Intervention Coordinators, is intended to help participants discern appropriate pathways for intervention instead of referral to special education assessment.

The training will focus on the following topics:

- Online training module on pre-referral guidelines
- Identification of language differences and learning disabilities utilizing contrastive analysis strategies
- Use of a Parent Checklist to support home language development at home

Annmarie Serrano,
Intervention Coordinator,
Psychological Services

Robert Whitman,
Director, Access, Equity,
& Acceleration

Hilda Maldonado,
Executive Director,
Multilingual and
Multicultural Education
Department

2017-18
School Year

Monitor Referral Rates of English Learners

A District-wide tracking system will be developed and utilized to monitor the number of referrals of English Learners to school site SSPT teams and the number of special education assessments that are conducted for English Learners.

Each school's data will be shared monthly with Local District leadership teams and school site leaders.

Local Districts will be able to better differentiate support to schools that have rates that exceed appropriate levels of referrals for English Learners.

Local District
Superintendents,
Administrators of
Instruction, Special
Education Administrators

Beth Kauffman, Associate
Superintendent, Division
of Special Education

2017-18
School Year

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

OBJECTIVE

L.A. Unified will reduce the over-representation of African-American students with disabilities (SWD) in suspensions and in the eligibility areas of Emotional Disturbance (ED) and Other Health Impairment (OHI). To achieve this objective, the following actions will be taken:

- Increase awareness and skills of teachers and school leaders to provide Multi-Tiered System of Supports (MTSS) for African-American students exhibiting learning and emotional/behavior challenges
- Strengthen the expertise of staff to provide targeted intensive interventions to ensure that special education referrals are appropriate
- Provide school psychologists professional development opportunities that enhance their ability to differentiate between emotional disturbance, attention issues and behavioral challenges

In L.A. Unified, African-American students are 2 times more likely to be identified as either a student with an Emotional Disturbance (ED) or as having an Other Health Impairment (OHI) as compared to their proportional representation in the District. This over-identification results in students being less likely to complete A-G coursework, at-risk of not graduating from high school and less likely to have access to post-secondary opportunities.

It is essential to develop culturally sensitive and responsive practices to support student academic and social-emotional success. The following action plan will ensure that staff are better equipped to implement tiered interventions that reduce the over-identification of African-American students in suspensions and special education eligibility.

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 suspension of African-American students with disabilities by 20%.

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Build Capacity of Local District Special Education Staff Provide monthly trainings in each Local District with LRE Specialists, Program Specialists and Intervention Coordinators to enhance their ability to consult, support and provide professional development to select school site instructional leadership teams on strategies to reduce over-referral of African-American students. At these meetings participants will: <ul style="list-style-type: none">• Review and deepen knowledge of MTSS and SSPT functions to better support school sites	Monique Arbuckle, Director, Psychological Services Aaron Jeffery, Director Special Ed. Operations Laura Zeff, Coordinator Division of Special Ed. Behavior Support Psychological Services Intervention Coordinators L.D. Standard English Learner Coordinators	Monthly 2017-2019

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

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Build Capacity of Local District Special Education Staff <ul style="list-style-type: none"> • Monthly review, analysis, and dialogue of referral and suspension data for African-American students to differentiate support to school SSPT teams • Receive training on culturally relevant and responsive practices related to African-American students in collaboration with the Division of Instruction, to include the Local District Standard English Learner Coordinators • Collaborate with Local District Instructional Directors on the implementation of MTSS rubric of implementation checklist including use of the school-wide Integration Framework for Transformation (SWIFT) • Collaborate with Academic English Mastery Program program for training materials and resources • Collaborate with Operations and Health and Human Services to ensure compliance with Section V of BUL-5655.3, <i>Guidelines for Student Suspensions</i> 	Monique Arbuckle, Director, Psychological Services Aaron Jeffery, Director, Special Ed. Operations Laura Zeff, Coordinator, Division of Special Ed. Behavior Support Psychological Services Intervention Coordinators Local District Standard English Learner Coordinators	Monthly 2017-2019

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Build Capacity of District Staff on Prevention and Alternatives to Suspension <p>Provide professional development on Multi-Tiered System of Behavior Supports to build capacity to provide behavior support to African-American students with disabilities. The implementation of this will include:</p> <ul style="list-style-type: none"> • Creating an online module on the use of the Multi-Tiered Implementation Assessment (MIA) BUL-6269.1 to support school staff on prevention and intervention strategies • Analyzing 2016-2017 suspension data to target 50 schools to attend "Alternatives to Suspension" workshop in February 2018 • Collaborating and coordinating with District Operations and Student Health and Human Services to provide professional development to Local District and school site staff 	Monique Arbuckle, Director, Psychological Services Aaron Jeffery, Director, Special Education Operations Laura Zeff, Coordinator, Division of Special Education Behavior Support Dixon Deutsch, Director, Charter Operated Programs, Division of Special Education	September 2017 - June 2018

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

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
<p>Build Capacity of School Psychologists</p> <p>Provide professional development every six (6) weeks in each Local District for school psychologists to strengthen their ability to differentiate between Emotional Disturbance (ED) and/or Other Health Impairment (OHI) eligibilities and behavioral challenges. The meetings will cover the following topics:</p> <ul style="list-style-type: none"> • Active involvement and guidance in the SSPT process regarding best practices and evidence-based interventions • Clear understanding of differentiated criteria for students who are being considered for the eligibilities of Emotional Disturbance (ED) or Other Health Impairment (OHI) • Best practices on accurate assessments of African-American students who are being referred for special education due to academic and/or behavioral challenges <p>To ensure the validity of assessments, school psychologists will be required to participate in weekly case reviews within their Local District with a focus on over-identification of African-American students as ED or OHI.</p>	<p>Monique Arbuckle Director, Psychological Services</p> <p>Sergio Aviles, Administrative Coordinator, LD Central Psychological Services</p> <p>Laura Zeff, Coordinator Division of Special Education Behavior Support</p> <p>Psychological Services Intervention Coordinators</p>	<p>Monthly 2017-2019</p>
<p>Monitor Referral Rates of African-American Students</p> <p>A District-wide tracking system will be developed and utilized to monitor the number of referrals of African-American students to school site SSPT teams, suspensions and special education assessments that are conducted.</p> <p>Quarterly reports will be provided to Local District Superintendents and Director of Operations to assist their efforts in providing differentiated, targeted support for schools that have higher special education assessment referral rates and suspensions for African-Americans to Special Education.</p> <p>Collaborate with District Operations and Student Health and Human Services to address disproportionate suspensions of African-American SWD.</p>	<p>Local District Intervention Coordinators, Psychological Services</p> <p>Laura Zeff, Coordinator, Division of Special Education Behavior Support</p>	<p>October 2017</p> <p>January 2018</p> <p>April 2018</p> <p>June 2018</p>

Dyslexia Support Plan

(Assembly Bill 1369 and Board Resolution)

OBJECTIVE

L.A. Unified will ensure the effective delivery of instruction and appropriate classroom accommodations for students with and suspected of having dyslexia. To achieve this objective, the following actions will be taken:

- Launch dyslexia awareness campaign for all District stakeholders, including K-12 administrators and teachers, Local District and central staff, and parents
- Develop a new assessment policy that identifies dyslexia under the Specific Learning Disability eligibility and includes assessment of phonological processing
- Train teachers on implementing a multisensory, direct, explicit, structured and sequential approach to literacy instruction for struggling learners

The following plan is developed in response to California state legislation (AB1369) and Board Resolution 101-16/17, "Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools."

TARGET

- Dyslexia general awareness video module with facilitator guide will be developed and disseminated to all central offices, Local District leadership and schools by June 2018
- New dyslexia assessment policy will be published by October 2017
- Expand MTSS Framework Online Tools to include early indicators for students at risk for dyslexia by June 2018
- 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

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Conduct District Dyslexia Advisory Group		
Hold selected Dyslexia Learning Group meetings to gather key recommendations from community stakeholders to improve the implementation of the Dyslexia Support Plan. The meetings will provide an opportunity to partner with local universities regarding teacher preparation.	Diana Inouye, Coordinator, TK-12 Instruction, Division of Special Education	July 2017
		August 2017
		November 2017
		February 2018
	Alison Yoshimoto-Towery, Director, Instructional Operations	April 2018
	Lisa Kendrick, Director, TK-12 Instruction, Division of Special Education	

Dyslexia Support Plan

(Assembly Bill 1369 and Board Resolution)

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Launch Dyslexia Awareness Campaign Publish articles about dyslexia in District newsletters for staff during October Dyslexia Awareness Month. Invite state and national dyslexia experts to present on dyslexia awareness, early indicators and strategies to diverse stakeholder groups such as administrator leadership organizations (EPO, EAPO, etc.), school psychologists, speech and language pathologists. Develop dyslexia general awareness video with facilitator guide to all principals.	Diana Inouye, Coordinator, TK-12 Instruction, Division of Special Education Dr. Derrick Chao, Senior Executive Director, Division of Instruction	September 2017 – June 2018
Develop New Dyslexia Assessment Policy Develop new assessment policy that identifies dyslexia under Specific Learning Disability (SLD) eligibility and describes the use of appropriate assessments for phonological processing <ul style="list-style-type: none"> • Development of eligibility guidelines and report templates • Welligent changes to SLD Certification page 	Monique Arbuckle, Director, Psychological Services Susan Mora, Intervention Coordinator, Psychological Services	September - October 2017
Train School Psychologists, LRE Specialists, Program Specialists and APEIS Staff Train SPED Staff District-wide on new assessment policy, use of CTOPP-2 and research on dyslexia.	Monique Arbuckle, Director, Psychological Services Lisa Kendrick, Director, TK-12 Instruction, Division of Special Ed.	2017-18 School Year
Expand MTSS Online Tools for Dyslexia Indicators Expand MTSS tools online with dyslexia indicators for at-risk readers and appropriate interventions to be identified during the SSPT pre-referral process for struggling readers.	Robert Whitman, Director, Access, Equity, and Acceleration Annmarie Serrano, Intervention Coordinator	2017-18 School Year
Dyslexia Awareness Principal and Teacher Training Each Local District will deliver to all principals, during a Spring 2018 principal meeting, a 45-minute awareness presentation on understanding dyslexia and how the Early Language and Literacy Program (ELLP) can promote timely, targeted intervention for students at risk for dyslexia. Following the principal meeting, principals will deliver training to their school staff utilizing a Dyslexia Awareness video with key discussion points.	L.D. Superintendents, Administrators of Instruction, and Special Education Administrators Diana Inouye, K-12 Instruction Coordinator, Division of Special Ed.	Spring 2018

Dyslexia Support Plan

(Assembly Bill 1369 and Board Resolution)

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Fortify MTSS Framework to Support Students At Risk for Dyslexia Administrators, intervention coordinators and classroom personnel will be trained in evidence-based literacy strategies that support students with dyslexia indicators.	Lisa Kendrick, Director, TK-12 Instruction, Division of Special Education Don Macintosh, Administrative Coordinator, Division of Special Education	2017-19 School Years
Provide Dyslexia Awareness Training for Parents LD Parent Educators in collaboration with LD Special Education staff will provide dyslexia training for parents. The training will include at-risk factors and strategies to support struggling readers at home.	Sonia Flores, Specialist, TK-12 Instruction, Division of Special Education LaTanya Tolan, Specialist, MCD Policies and Procedures, Division of Special Education Parent and Community Services	Spring 2018
Build Capacity of All Elementary Resource Specialists as Structured Literacy Teachers Provide robust professional development through multiple pathways on early at-risk indicators for dyslexia and structured literacy strategies to address literacy growth of students with dyslexia: <ul style="list-style-type: none"> • Explore certification process offered by the Center for Effective Reading Instruction (CERI) • District Intern Added Authorization Courses • Online modules on structured literacy approach 	Lisa Kendrick, Director, TK-12 Instruction, Division of Special Education Diana Inouye, Coordinator, TK-12 Instruction, Division of Special Education	2018-19 School Year

Integrating Students with Disabilities Into General Education

OBJECTIVE

L.A. Unified will increase the number of students with disabilities who are fully integrated in general education. In order to achieve this objective, the following actions will be taken:

- Design an Integration Framework that will serve as a tool to guide, support and monitor schools through various phases of integration
- Develop professional development modules to assist schools in using the Integration Framework to design an integration model for their school
- Develop school based Key Performance Indicators (KPI) to measure effectiveness of integration of students with disabilities
- Conduct an annual conference to educate and build support for increased implementation of integration models

Research indicates that when students with disabilities spend the majority of their time in general education with typical age peers, their academic progress and social emotional development increases significantly. In addition, integrating students with disabilities greatly increases their chances of graduating and experiencing positive post-secondary outcomes.

The actions below will be taken to support efforts to increase the number of students with disabilities integrated 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.

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Develop New Integration Framework A new Integration Framework will be designed and implemented to serve as a tool to guide, support and monitor schools through the integration process.	Marco Tolj, Director, Div. of Special Ed. Alesha Haase, Special Ed. Administrator, LD North West Dr. Derrick Chau, Sr. Executive Director, Div. of Instruction	August 2017 - January 2018
Establish Integration Pilots The Division of Special Education, in collaboration with Local District (LD) Leadership, will identify three schools per LD (18 total) to serve as integration pilot sites. The Local District Special Education Administrators, LRE Specialists and Instructional Directors will work together to support the development and implementation of each pilot school's integration plan. Each pilot site will develop a comprehensive plan based on the Integration Framework and identified KPIs to train staff and provide professional development opportunities.	LD Superintendents and Special Education Administrators Beth Kauffman, Associate Superintendent, Div. of Special Ed.	August 2017 – March 2018 January – June 2018

Integrating Students with Disabilities Into General Education

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
<p>Deliver Professional Development Modules</p> <p>Professional development modules will be developed for pilot schools to utilize in creating their own integration model for students with disabilities. The modules will consist of the following:</p> <ul style="list-style-type: none"> • Purpose of Special Education/Connection to MTSS • Why Is Integration beneficial for ALL students? • Universal Design for Learning (UDL) and Culturally and Linguistic Responsive Best Practices • Executive Functioning Skills and Access to CCSS • Using Data to Monitor and Analyze Progress and Practice • Parents as Partners • Fiscal Responsibility 	<p>Marco Tolj, Director, Division of Special Education</p> <p>Dr. Aaron Jeffery, Director, Division of Special Education</p> <p>Dr. Frances Gipson, Chief Academic Officer, Division of Instruction</p> <p>Dr. Robert Whitman, Director, Access, Equity & Acceleration</p> <p>Hilda Maldonado, Executive Director, MMED</p>	<p>2017-18 School Year</p>
<p>Measure Effectiveness of the Pilots</p> <p>The effectiveness of the pilot schools implementation of the integration plan will be measured by Key Performance Indicators that monitor school level metrics:</p> <ul style="list-style-type: none"> • Academic Performance • Attendance • Suspension • EL Reclassification • Exiting Special Education 	<p>Marco Tolj, Director, Division of Special Education</p> <p>Oscar Lefarga, Executive Director, ODA</p>	<p>2017-18 School Year</p>
<p>Pilot Special Day Program Reorganization</p> <p>Research, plan and implement a Special Day program reorganization pilot at one family of schools (ES, MS, HS) to prototype a new Special Day class structure wherein students are grouped by need rather than eligibility.</p> <p>To develop and implement the pilot, the following actions will be taken:</p> <ul style="list-style-type: none"> • Research program options and menus of support at other large urban districts • Develop an effective instructional model for grouping of students • Analyze fiscal impact of staffing reorganization • Work with Staff Relations to revisit Collective Bargaining Agreement commitments 	<p>Marco Tolj, Director, Division of Special Education</p>	<p>2018-19 School Year</p>

Increase Reclassification of Long Term English Learners

OBJECTIVE

L.A. Unified will increase the reclassification rate of students with disabilities that are Long Term English Learners (LTELs). The over-identification of English Learners as students with disabilities has resulted in large numbers of LTELs with disabilities who face significant challenges in reclassification.

LTELs with disabilities face significant academic challenges in striving to graduate from high school and achieve post-secondary career and school goals. During the 2016-17 school year, the reclassification rate of LTELs with disabilities was 10%. To increase the reclassification rate of LTELs with disabilities, the following actions will be taken:

- Develop a new reclassification policy that provides LTELs with disabilities, including students with severe cognitive disabilities, the same opportunities to be reclassified as students without disabilities.
- Improve the ability of IEP teams to accurately determine recommendation for reclassification that takes into consideration the impact of a student's disability on language acquisition.

The over-identification of English Learners as students with disabilities has resulted in large numbers of LTELs with disabilities who face significant challenges in reclassification. During the 2016-17 school year, the reclassification rate of LTELs with disabilities was 10%.

TARGET

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

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Publish Guidelines For IEP Teams on Reclassification Procedures BUL 6890.0 The California Department of Education has established guidelines for alternate determination options for reclassification of LTEL students with disabilities. L.A. Unified will develop policy regarding the requirements and process by which IEP Teams can determine reclassification of LTEL students with disabilities.	Diana Inouye, Coordinator, TK-12 Instruction Hilda Maldonado, Executive Director, MMED Lisa Kendrick, Director, TK-12 Instruction	August 2017
Conduct Leadership Training Deliver training on new reclassification policy for: <ul style="list-style-type: none">• LRE Specialists and Program Specialists• Central MMED Staff• Local District EL Coordinators• Local District Superintendents• Local District Administrators of Instruction• Local District Directors	Diana Inouye, Coordinator, K-12 Instruction, Division of Special Education Rafael Escamilla, Coordinator, Multilingual and Multicultural Education Department	August 2017 – September 2017

Increase Reclassification of Long Term English Learners

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
<p>Train MMED/SPED Teams based upon Trainer of Training (TOT) model</p> <ul style="list-style-type: none"> • PowerPoint presentation and facilitator guide • Develop FAQs <p>Each Local District MMED/SPED Team will deliver professional development on reclassification policy BUL-6890.0 to various stakeholders:</p> <ul style="list-style-type: none"> • Secondary EL Designees, Title III Coaches, APSCS, Secondary SDP Teachers and Resource Specialists 	<p>Diana Inouye, Coordinator, K-12 Instruction, Division of Special Education</p> <p>Rafael Escamilla, Coordinator, Multilingual and Multicultural Education Department</p>	<p>September 2017 – February 2018</p>
<p>Foster Parent Engagement</p> <p>Develop parent module intended to support parents of LTELs with disabilities in strategies to improve academic achievement and accelerate literacy development.</p>	<p>Diana Inouye, Coordinator, TK-12 Instruction, Division of Special Education</p> <p>LaTanya Tolan, Specialist, Parent Engagement, Division of Special Education</p>	<p>February 2018 – June 2018</p>
<p>Build Capacity of Special Education Teachers</p> <p>Build capacity of Secondary SPED Teachers to support LTELs with disabilities with a variety of strategies to improve literacy in reading, writing and oral English language skills by providing the following trainings:</p> <ul style="list-style-type: none"> • Intensive literacy • Intervention training for teachers Grades 6-9 • Strategies to improve nonfiction reading skills • Close reading • Strategic writing instruction 	<p>Sonia Flores, Specialist, TK-12 Instruction, Division of Special Education</p> <p>Veronica Arevalo, Coordinator, Secondary Instruction, Multilingual and Multicultural Education Department</p>	<p>2017-18 School Year</p>

Behavior Intervention Implementation (BII) Improvement Program

(Reduction of Reliance on Non-Public Agency BII Services)

OBJECTIVE

L.A. Unified will reduce the reliance on non-public agency (NPA) Behavior Intervention Implementation (BII) support by improving the quality and perception of the Districts BII support. To achieve this objective, the following actions will be taken:

- Conduct professional development to strengthen the ability of District special education paraprofessionals to provide high-quality BII support
- Improve the recruitment, training and assignment of District paraprofessionals providing BII support
- Promote the value of District BII support to stakeholders

The District is currently spending over \$150 million on Behavior Intervention Implementation (BII) services District-wide, of which over \$75 million is spent on NPA BII support. This amount has significantly increased over the past 3 years due to a lack of adequately trained District special education paraprofessionals and a perception that NPA BII provides higher quality support. The overall expenditure on BII support (NPA and District) has nearly doubled since 2013. A BII Improvement plan will be piloted in Local District (LD) South in the 2017-18 school year.

TARGET

Local District South will reduce the use of NPA BII service providers for newly requested services by 25% by the end of 2017-2018 school year.

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Four (4) Cohorts of 20 (80 total) LD South special education paraprofessionals will be recruited and selected to attend a 40-hour Positive Behavior Intervention and Support (PBIS) training. The training is based on the Behavior Analyst Certification Board's Registered Behavior Technician (RBT) credential training. Participants will be selected based on principal recommendation and attendance history.	Jose Soto, Special Education Administrator, LD South	2017-18 School Year <u>Cohorts 1 and 2</u> Oct. 7, 14, 21, 28, Nov. 4, Dec. 2, 9, 2017
Upon completion of the 40-hour training, special education paraprofessionals will also enroll and complete the Behavior-Safety Care Emergency Training (B-SET), if not already certified.	Roberta Wrobel, BCBA Specialist, Behavior Support	
The 80 newly trained special education paraprofessionals will be assigned to students requiring BII services as new IEPs are identified within LD South schools.	Laura Zeff, BCBA Coordinator, Behavior Support	<u>Cohort 3 and 4</u> Jan. 2-6, 2018
School administrators facilitating IEPs will receive training on how to communicate the value of utilizing District-trained BII support staff to all involved IEP team members.		
The progress of the LD South pilot will be monitored and evaluated with the intention of scaling up across all LDs in the 2018-19 school year.		

Successful Exit of Students in Special Education

OBJECTIVE

L.A. Unified will increase the rate of students exiting special education into general education during the 2017-18 school year. To achieve this objective, the following actions will be taken:

- Provide professional development for principals, special education teachers and K-12 teachers on the process and benefits of exiting students with disabilities from special education
- Increase capacity of IEP teams to utilize data to identify students who may be ready to exit special education
- Inform parents of students with disabilities about the academic and social emotional benefits of exiting special education
- Develop and distribute a District reference guide that assists school staff in clearly understanding the steps necessary to exit students with disabilities

The goal of exiting students from special education has been a top priority for the District. When students exit into a general education program, their academic progress and social emotional development increases significantly, as does their chances of graduating and experiencing positive post-secondary outcomes.

The following action plan is informed by the successful Exiting Special Education Phase I pilot implemented in 60 schools across all Local Districts during the 2016-17 school year, in which administrators, teachers and parents were trained in the process and benefits of exiting special education. Beginning with the 2017-18 school year, 90 additional schools (15 per LD) will engage in systematic efforts to increase the number of SWD exiting into general education programs.

TARGET

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

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
Expand Exit Improvement Implementation		
The Division of Special Education, in collaboration with LD Leadership Teams, will identify 90 additional schools (15 per local district) to implement systematic efforts to increase the number of SWD exiting into general education programs.	Beth Kauffman, Associate Superintendent, Division of Special Education	2017-2018 School Year 2018-2019 School Year (if necessary)
	Monique Arbuckle, Director, Psychological Services, Division of Special Education	

Successful Exit of Students in Special Education

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
<p>Expand Exit Improvement Implementation</p> <p>The schools will take part in a professional development structure that includes the following:</p> <ul style="list-style-type: none"> • Principal Training: Each principal will participate in a 45-minute on-site training that provides an overview of the process and benefits of exiting SWD, as well as, details on the efforts they will need to lead in exiting students at their school site • Special Education Teacher Training: Special Education teachers will receive a one-hour on-site training on the benefits and process to exit students from Special Education • K-12 Teacher Professional Development: A one-hour professional development will be delivered to all school site teachers during a banked-time Tuesday during the 2017-18 school year. The training will address the benefits and process to exit students from Special Education • IEP Team Training: IEP Teams will participate in a one-hour training provided by LD Special Education staff to increase their knowledge and capacity to utilize data in identifying students who may have characteristics indicating readiness to exit special education 	<p>Jose Gonzalez, Administrator Coordinator, Local District Northeast Psychological Services Local District Psychological Services Intervention Coordinators Local District Administrators of Special Education/ General Education</p>	<p>2017-2018 School Year</p>
<p>Conduct Exiting Special Education Awareness Presentation</p> <p>All principals, during a Local District principal meeting, will receive a 10-minute awareness presentation on the benefits and process to exit students from special education. The presentation will be conducted by the LD Special Education Administrator.</p>	<p>Local District Administrators of Special Education</p>	<p>Spring 2018</p>

Successful Exit of Students in Special Education

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE
<p>Conduct Parent Trainings</p> <p>Central and Local District Special Education staff will work in coordination with Parent and Community Services to develop and provide a 45-minute training at all K-12 schools to parents of student with disabilities. The trainings will cover the following topics:</p> <ul style="list-style-type: none"> • Academic and social-emotional benefits of exiting from special education • Process for exiting • Importance of parent and school partnership 	<p>Enrique Saldana, Specialist, Psychological Services, Local District East</p> <p>Katie Doyon, Specialist, Psychological Services Local District Northeast</p> <p>LaTanya Tolan, Specialist, Parent Engagement Unit, Division of Special Education</p>	<p>Spring 2018</p>
<p>Develop and Distribute Reference Guide – “Guidelines for the Reintegration and Exit of Students in Special Education</p> <p>A reference guide entitled “Guidelines for the Reintegration and Exit of Students in Special Education” will be developed to provide guidance to schools on the steps necessary to exit students with disabilities from Special Education.</p>	<p>Beth Kauffman, Associate Superintendent, Division of Special Education</p> <p>Monique Arbuckle Director, Psychological Services, Division of Special Education</p> <p>Jose Gonzalez, Administrator Coordinator, Local District Northeast Psychological Services Office of General Counsel</p>	<p>2017-2018 School Year</p>