

100-Day Plan REPORT



ACT

Increasing Inclusive Practices for Students with Disabilities Plan

June 15, 2022

I. EXECUTIVE SUMMARY

Los Angeles Unified's Division of Special Education provides services to more than 64,000 students ages 3-22. Our vision and values are committed to success, equity and access for all students.

Los Angeles Unified is committed to ensuring all students with disabilities are provided with opportunities to be educated alongside their general education peers in the least restrictive environment. In the coming four years, we will align our resources, staffing, funding and, most importantly, mindsets, to ensure that by 2026 Los Angeles Unified is a leader in inclusive education. Our goal is that a minimum of 80% of students with disabilities will be educated in the general education setting at least 80% of the time. (This aligns with the California Department of Education goal of 70% of students with disabilities being served in the general education setting for 80% of the day by 2026). By focusing on inclusion, Los Angeles Unified will ensure that every student, regardless of ability, is educated in an intentionally designed and fully accessible learning environment.

II. INPUTS

What Our Stakeholders Are Telling Us

*"For our students with disabilities, being a full-time student in a general education classroom has **increased their sense of belonging and self-worth**. They benefit from the modeling and support only a peer can provide. Typical peers benefit, too, as there is no better way to teach the concepts of equity, equality and community than through the real life experiences inclusive classrooms provide."*

**~ Maribel Carrillo, Assistant Principal,
New Open World Academy**

*"I wanted to be with my friends, **I wanted to be in general education classes**, I wanted to stop feeling 'weird.' I remember always being the kid who got summoned or pulled out of class and it made me look weird and it made me more susceptible to those that were out there to pick a fight or bully someone."*

**~ Darian Corsico-Tran, 2019 graduate,
Fairfax Senior High School**

*"It is possible for (students with disabilities) to **rise to the level of expectations that we have for our general education population**. Putting SWDs in the general education population re-emphasizes that idea that we believe in them. This is the work they have to do once they leave high school. There is no self contained classroom or activity after high school."*

**~ Tadeo Climaco, Principal,
Valley Oaks Center for Enriched Studies**

*"**LAUSD is years behind much of the nation when it comes to including students with disabilities in the general education setting (inclusion)**. As well as being an important civil rights issue, research shows that inclusion practices work and benefit all students who participate in such classrooms."*

~ United Teachers Los Angeles
https://www.utla.net/sites/default/files/chapter_talking_points_082719.pdf

*"Inclusive practices ensure that all students are successful and are made to feel welcome at school and **given access to every aspect of school life**. We highly support these efforts to design and deliver inclusive environments for all students at every opportunity. We are committed to providing resources and guidance in LAUSD's implementation of increased inclusion and look forward to having more inclusive classrooms for both general and special education student teachers and intern teachers to implement practices learned in their credential programs."*

~ **UCLA Graduate School of Education and Information Studies (GSEIS) Faculty**

Key Data Findings and Insights

- 44.5% of all students with disabilities in self-contained classes graduated in 2020-21, compared with 84.5% of all students in general education (includes both students with disabilities and students with no reported disability). Students with disabilities working on the core curriculum in self-contained classrooms had a 60% graduation rate compared with 80.4% for students with disabilities receiving resource services in general education classrooms
- Los Angeles Unified was almost 4 percentage points below the state average for the 5-year cohort graduation rate for students with disabilities in 2021¹
- Approximately 37% of all Los Angeles Unified students with disabilities are placed in a separate classroom for 50% or more of the instructional school day.
- On the California School Dashboard's academic performance indicator, LAUSD's students with disabilities performed 18.3 points lower in ELA and 14.3 points lower in math than their statewide peers with disabilities.²
- While African American students comprise 7.5% enrollment in Los Angeles Unified, they are disproportionately placed in Resource Specialist Programs (9.5%) and separate special education settings (11.9%)
- 72% of all students in self-contained special-day programs are on the same curriculum as their general education peers³

III. OUTPUTS

Key Opportunity 1

Increase inclusive opportunities for students with disabilities in sites across the District.

Actions Taken to Date

- 2019: A UTLA sideletter established 85 Increasing Inclusive Opportunities sites; District professional development; new Schoology resources and a website for inclusion
- 2021: The UTLA sideletter was amended to include 15 additional sites
- Spring 2022: The Division of Special Education identified additional schools to participate in inclusive practices; 104 schools completed/updated their inclusion implementation plans

¹Grad rate Statewide, 72.8% of students with disabilities graduated with a diploma in 5 years in 2021 compared to 68.9% in LAUSD. <https://dq.cde.ca.gov/dataquest/dq census/Coh5YrRate.aspx?cds=1964733&aggllevel=district&year=2019-20&initrow=&ro=y>

²SBAC ELA '19: LAUSD SWD -106.4 dst / state swd -88.1 dst SBAC Math '19: LAUSD SWD -133.7 dst / State SWD -119.4 dst <https://www.caschooldashboard.org/>

³ Visit opendata.lausd.net to view District and school-level data for students with disabilities.

Future Planned Actions / Timeline

- *Ongoing through 2026*: Identify additional schools for implementation of increased inclusive practices.
- *Ongoing through 2026*: Ensure all schools develop an inclusion implementation plan to target and plan for an inclusion rollout so 80% of students with disabilities are in the general education setting for 80% of their day
- *Summer and Fall 2022*: Create an easily accessible Inclusion Toolkit (i.e., resources, supports, best practices, videos) so that stakeholders can understand how inclusive schools are built
- *Ongoing through Spring 2024*: Restructure data systems to align with inclusive practices
- *Ongoing*: Report to Local Districts on the percentage of students with disabilities served in the general education setting on a quarterly basis
- *Fall and Winter 2022*: Visit and collaborate with other districts that have incorporated exemplary inclusive practices, mindsets and programming as central to their model of education

Key Opportunity 2

Set ambitious goals for academic achievement, which provide parity between special and general education populations.

Actions Taken to Date

- 2022: Published *Equity and Access for Students with Disabilities* summarizing inclusive practices and the District's commitment to inclusion
- Spring 2020: Included baseline data regarding time dedicated to assessments in the current Individualized Education Plan (IEP) dashboard.

Future Planned Actions / Timeline

- *Ongoing through 2022-23*: Partner with the Division of Instruction to ensure an "all means all" initiative of instructional support and interventions are incorporated in our school communities
- *Ongoing through 2022-23*: Coach District leadership to observe classrooms and instructional practices through a lens of inclusion
- *Ongoing through 2022-23*: Report to Local Districts on the percentage of students with disabilities served in the general education setting on a quarterly basis
- *Spring 2023*: Establish an inclusion accountability measure in Principal's Portal to ensure inclusion accountability is shared with stakeholders.

Key Opportunity 3

Build educator capacity for inclusive practices within Los Angeles Unified.

Actions Taken to Date

- 2019: An advisory committee of Institutes of Higher Education met quarterly with Special Education leadership to advise Los Angeles Unified on inclusion
- Spring 2022: Developed training and strategies about the importance and implementation of inclusive practices and delivered to LD and CoS leadership, directors and principals

Future Planned Actions / Timeline

- *September through December 2022:* Deliver a professional development series specific to kindergarten teachers on the long-term impacts of self-contained classes
- *Ongoing through June 2023:* Develop and provide tiered professional development to general education and special education teachers regarding the importance and implementation of inclusive practices
- *Ongoing through 2026:* Provide professional development about inclusion to school site administrators
- *Ongoing through 2026:* Provide professional development to Local District leadership on building capacity for inclusive practices

Key Opportunity 4

Empower school communities to both garner support for inclusion and build a broad base of inclusion partners

Actions Taken to Date

- Spring 2022: Distributed, received and analyzed needs assessment from parents to help drive professional development efforts next year
- Spring 2022: Local District Special Education Administrators identified successful inclusion programs at schools for broader observation
- Spring 2022: Schools engaged in inclusive practices received banners for display at their school site
- Spring 2022: Connected schools with community and university partners that support inclusive practices and access for all students.

Future Planned Actions / Timeline

- Create publicity and strengthen communication for Los Angeles Unified's inclusion initiative, focusing on the benefits for students.
- *Fall 2022 and ongoing:* In partnership with the Parent and Community Engagement Unit, deliver parent training sessions
- *Fall 2022 and ongoing:* Hold an annual inclusion summit for school-based leaders
- *Ongoing:* Highlight schools that have committed to and promoted excellence in inclusion
- *Spring 2023:* In partnership with the Division of Human Resources, embed an inclusion strand for new leadership programs
- *Ongoing through 2026:* Collect and showcase videos of exemplary practices of Universal Design for Learning, co-teaching and co-planning
- *Ongoing through Spring 2023:* Enhance communication regarding Inclusion (i.e., social media, website, university partners, banners)

