

## Q & A FOR CAC MEETING – September 15, 2021

QUESTIONS	ANSWERS
<b>Questions during the Local Plan Overview &amp; Organizational Chart</b>	
<p>1. Why does LAUSD provide by far the largest amount of supervision over the CAC of any single-district SELPA in the state?</p>	<p>LAUSD SELPA is the largest SELPA in the State of California. Almost all Local Districts support 10K students with disabilities which is just as large as nearly every other SELPA in the state of California. LAUSD is committed to ensuring each Local District has the appropriate amount of support. Given that, 97% of our budget is school based and only 3% is allocated for support.</p>
<p>2. Where can we get the updated Local Plan?</p>	<p>The Local Plan may be accessed in the About Us section of the Division of Special Education website. <a href="https://achieve.lausd.net/Page/16734">https://achieve.lausd.net/Page/16734</a> , and may be downloaded by the Internet Explorer browser. The Local Plan is currently available on the website in English, and will soon be available in Spanish once translation is completed.</p>
<p>3. Can Universal Design of Learning (UDL) be under Least Restrictive Environment (LRE) for individual student?</p>	<p>The UDL framework offers all educators a set of guidelines to use and implement in every domain and is a recommended best practice for instruction of all students, both with and without disabilities. The framework offers multiple ways to increase and engage student participation. These suggested guidelines make learning inclusive and meaningful. Ultimately, this process helps ensure all learners gain access to learning opportunities on a daily basis. While it is not mandated to be used, it is highly encouraged and the District offers regular and recorded professional developments on the topic.</p>
<p>4. How does communication happen from the top down (LAUSD offices to the principals)? How does the district ensure an airtight protocol so that nothing falls through the cracks?</p>	<p>Clear and consistent communication is the priority of the LAUSD. School site administration receives communication through a variety of platforms (i.e., Schoology, Principals Portals, Monthly Administration Meetings). In addition, the Division of Special Education has created an employee webpage that specifically outlines communication and resources.</p>
<p>5. How will the new APs be trained about the SELPA and the IEP process?</p>	<p>Our new APIES have received a variety of training to date and each Local District continues to provide monthly capacity building opportunities that focus on our key priorities (i.e., IEP Process, LRE, Support and Services). All Special Education trainings provided to staff are vetted through the Division of Special Education.</p>

<p>6. Is training required by educators and is it specified on the Local Plan?</p>	<p>Areas of focus vary annually. Specific training details are not required to be listed in the Local Plan. The Division of Special Education issues a Self-Review Checklist that requires school site administration to certify that their staff has received the appropriate professional development in the area of special education.</p>
<p>7. How often does the Division of Special Education meet with the Local District Special Education Admins? How often do the LD Special Education Admins meet with their teams? How often do their teams meet with the Community of Schools Administrators (COSAs)?</p>	<p>The DSE meets with Local District Special Education Administration at least on a weekly basis. Local District Special Education Administrators are part of the Local District Cabinet led by Local District Superintendent. Community of Schools Administrators meet weekly with the support staff.</p>
<p>8. Who develops the training for the APEIS? Does this come from the Division of Special Education and then tailored by the local districts? Is there monitoring and evaluation of implementation?</p>	<p>All training for staff, including APEIS, are vetted by the Division of Special Education. All Local District Special Education Administrators supported the development of each of the training and worked with their Community of School Administrators to ensure implementation and monitoring.</p>
<p>9. Why isn't the entire CAC involved in developing the plan to the same degree as the CAC "working group"?</p>	<p>The development of the Local Plan is an extensive process. The Division of Special Education extended the working group to include additional CAC members. An infrastructure within the CAC can be created to ensure wider contribution for members.</p>
<p><b>Questions during the Special Education Update Report</b></p>	
<p>1. For those cases where the parents want their child enrolled at the City of Angels but the majority of the IEP team does not believe that it is appropriate, what is happening to the student while the informal dispute resolution process/mediation/due process is pending when the parent does not believe it is safe for the child to attend school and therefore is keeping the child at home and therefore not getting any educational services from the District?</p>	<p>LAUSD has made learning activities available to all students pending City of Angels IEP.</p>
<p>2. For the students who are enrolled in virtual learning, are they receiving supports and services at home or off site?</p>	<p>For all students with disabilities enrolled in virtual (online program), related services are being provided as stated in their Individualized Education Program. Supports and services could be offered at the sending school or virtually, depending on the IEP team decision.</p>

<p>3. How many IEPs have been signed?</p>	<p>As of 9/21/21, we have 1658 active IEPs.</p>
<p>4. Are copies of the IEPs provided to parents in their native language before they are asked to sign the IEP?</p>	<p>Upon written request, parents will be given a copy of the IEP in the primary language, whenever feasible. For more information, see the district's publication, <a href="#">IEP and You</a>. School of attendance shall provide a written translated copy of the IEP to the requesting parent within 30 days of the request.</p>
<p>5. How is LAUSD addressing the Disabilities Rights CA variant complaint where the CA Department of Education found that LAUSD was out of compliance and therefore compensatory services are supposed to be provided?</p>	<p>All discussions regarding compensatory services for students are discussed individually at each IEP. Staff is given instructions on how to facilitate those types of conversations.</p>
<p>6. Are the providers fully licensed and qualified?</p>	<p>Yes, all service providers hold the appropriate credentials/licenses.</p>
<p>7. What are the continuum of placement offered at City of Angels? How many SDCs are there? What types of SDCs? What ELA programs are being used in these classes? Are the teachers adequately trained in implementing these programs and do they possess the credentials to teach that particular SDC (i.e., severe, ED, etc.)?</p>	<p>LAUSD has developed an online independent program that supports students with disabilities on both the core and alternate curriculum, and general education/special day program setting. There are SDP classes available in City of Angels with lower norms, but there are not separate Aut. Core or ED classes. Teachers are appropriately credentialed.</p>
<p><b>Questions during the Parent and Community Update Presentation</b></p>	
<p>1. Is the next CAC training required or optional? How long is the training meeting?</p>	<p>CAC meetings are held once a month. The next meeting, which is a training, will take place on October 20, 2021. Although not mandatory, it is strongly encouraged that all members attend the training.</p>