Los Angeles Unified School District
Division of Special Education

Special Education Ad Hoc Committee

***Chanda Smith* Consent Decree and Modified Consent Decree Outcome Status**

January 17, 2017

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Historical Overview of *Chanda Smith* Consent Decree and Modified Consent Decree (MCD) class action litigation

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Chanda Smith Consent Decree

- On **November 18, 1993**, the ACLU and the Newman Aaronson Vanaman firm filed a class action lawsuit in Federal District Court on behalf of students with disabilities living within the jurisdictional boundaries of the District related to special education.

- Lawsuit originally named one student, Chanda Smith, and alleged the District's systems for tracking special education students and for assessing students upon parent request were deficient and not in compliance with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400, *et seq.*

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Chanda Smith Consent Decree

- Plaintiffs' Counsel subsequently amended the complaint to add multiple students and several more substantive allegations.

- On January 4, 1996, Catherine Blakemore with Protection & Advocacy also became counsel of record for plaintiffs.

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Chanda Smith Consent Decree

- On April 26, 1996, the parties entered into a complex 80-page Consent Decree.
  - Over 30 implementation plans containing 700 "activities" were to be developed.
  - 17 implementation plans resulted.
  - These plans remained in place until 2003.

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Chanda Smith Consent Decree Negotiations and Modification

- In 2001, District attempted to negotiate a modification to the Consent Decree.
- The District filed Motions in District Court which were denied.
- District appealed to the United States Court of Appeals for the Ninth Circuit.
- Parties explored mediation prior to having the appeal heard.

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Mediation Result

- Parties participated in a lengthy mediation process.
- Agreed to use a non-lawyer, special education expert as the mediator.
- Parties reached an agreement which resulted in the Modified Consent Decree.

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Modified Consent Decree

- On **May 15, 2003**, parties executed the Modified Consent Decree.
  - Includes 18 statistically measurable performance-based programmatic Outcomes pertaining to students with disabilities (SWDs) receiving special education services.
  - Requires the appointment of an Independent Monitor.
  - Includes obligations related to facilities and the development and implementation of an integrated student information system.
  - Includes disengagement standards.
  - The MCD provided an initial timeline of June 30, 2006 for achievement of the 18 Outcomes.

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Goal of the Modified Consent Decree

- To bring the District into substantial compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Independent Monitor appointed to monitor the District's implementation of the MCD and verify the District's data.

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Opportunities for Parental Input

- **Independent Monitor's semi-annual hearing**
  - Held in Spring and Fall of each school year.
  - Office of Independent Monitor sends notifications.
  - MCD-Related Issues.
- **MCD Parents' Council Meetings**
  - Evening Meeting held on the 2nd Monday of identified months at Good Samaritan Hospital.
  - Opportunity for public comment on MCD-related issues.

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Independent Monitor Annual Reports

- Section 13 of the Modified Consent Decree requires the Independent Monitor to annually present a written report to the District's Superintendent and Board of Education concerning the progress and effectiveness of the implementation of the terms and conditions of the MCD.
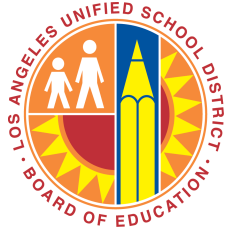
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Current Status of the Case

- The District has met 17 of the 18 programmatic MCD Outcomes.
- The District is also steadily progressing toward meeting MCD Section 11 which requires the District to develop and implement an Integrated Student Information System as well as MCD Sections 10 and 17 related to accessibility.

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Status of 17 Met Modified Consent Decree Outcomes

LISA KENDRICK, DIRECTOR OF INSTRUCTION (1, 2, 3, 4 & 14)
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MONIQUE ARBUCKLE, DIRECTOR OF PSYCHOLOGICAL SERVICES AND DUE PROCESS (10, 12 & 18)

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Outcome 1

- Participation in the statewide assessment program

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OUTCOME 1: Participation in the Statewide Assessment Program

♦ Outcome: By June 30, 2006, 75% of students with disabilities (SWD) in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations.

The percentage of students with disabilities participating in state-identified grade levels will be comparable to the percentage of nondisabled students participating in the statewide assessment program.

Outcome met
2005-2006

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OUTCOME 1: Participation in the Statewide Assessment Program

- The IEP for each SWD shall identify how the student will participate in the statewide assessment program.

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OUTCOME 1:   Participation in the Statewide Assessment Program

School Year	Test	Enrolled	Tested with Smarter Balanced	Participation Rate with Smarter Balanced	Combined Participation Rate	♦ **Data Source:** - 2016 California Assessment of Student Performance and Progress - Numerator includes SWD with Smarter Balanced inclusion codes of Y, R or T. - Denominator includes students with codes of Y, T, N and R.
2015-16*	ELA	33,950	31,965	94.2%	94.0%	
	Math	33,985	31,870	93.8%		
2014-15	ELA	39,803	34,174	85.9%	85.7%	♦ **Determination:** Outcome 1 was met during the 2005-06 school year
	Math	39,803	34,044	85.5%		

* Independent Charter not included

Outcome 1 - Continued Efforts to Increase Participation on Statewide Assessments

- Collaborated with Student Testing Unit to publish and publicize REF-6420.2 on Accessibility Features of Smarter Balanced Assessments.
- Collaborated with Human Resources to provide training to new special education teachers on selecting appropriate accessibility supports for Smarter Balanced assessments.
- Provide monthly information about state testing and aligned instructional resources to all special education teachers via digital newsletters and announcements in the K-12 Instruction Snapshot digital newsletter and the K-12 Alternate Curriculum digital newsletter.

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Outcome 1 - Continued Efforts to Increase Participation on Statewide Assessments

• Supported trainings in each Local District regarding the administration of the Interim Assessment Blocks (IABs) as a method for preparing students for the summative assessment.

• Collaborated with Division of Instruction to provide teacher training on Building Educator Assessment Literacy (BEAL) that includes Universal Design for Learning supports for students with disabilities.

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Outcome 2

• Performance in the statewide assessment program

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OUTCOME 2:
Performance in the Statewide Assessment Program

♦ **Outcome:** By June 30, 2006, the percentage of SWD in Grades 2-11 participating in the California Assessment Program whose scores place them in the combined rankings of Basic, Proficient and Advanced will increase to at least 27.5% In English Language Arts and at least 30.2% in Mathematics.

Outcome MET June 2011

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OUTCOME 2 Performance in the Statewide Assessment Program

Smarter Balanced Spring 2016

School Year	Proficiency Categories	# of SWD	# of SWD Ranked as Having Met or Exceeded Standards	%
2015-16*	English/Language Arts	31,596	2,518	7.97%
	Mathematics	31,482	2,029	6.44%
2014-15	English/Language Arts	34,062	2,717	7.98%
	Mathematics	33,982	2,125	6.25%

*Not including Independent Charters

(Same as previous table, but also including SWD who 'nearly met' standard.)

School Year	Proficiency Categories	# of SWD	# of SWD Ranked as Having Nearly Met, Met, or Exceeded Standards	%
2015-16*	English/Language Arts	31,596	7,020	22.22%
	Mathematics	31,482	6,129	19.47%
2014-15	English/Language Arts	34,059	7,604	22.33%
	Mathematics	33,980	6,490	19.10%

*Not including Independent Charters

♦**Data Source:** 2016 California Assessment of Student Performance and Progress
•Numerator includes SWD with an include code of "Y" and with performance levels of "standard met" or "standard exceeded."
•Denominator includes SWD with an include code of "Y" and with performance bands of "standard not met," "standard nearly met," "standard met," and "standard exceeded."
•Students on the alternate curriculum are not included in the years identified.

♦ **Note:** Note: the denominator for Outcome 2 includes all SWD who tested with the Smarter Balanced except for SWD who did not receive a valid score, e.g., they took the test with an individualized aid that changed the construct being measured by the test, or they did not answer the minimum number of items required.

♦ **Determination:** Outcome 2 was met during the 2011 school year.

Outcome 2: Continued Efforts to Increase Performance in English and Math

- Strengthened early literacy curriculum and instruction for all students in grades K-3 in the foundational reading skills as defined by the CA CCSS through Cohorts 1, 2, and 3 of Early Language & Literacy Plan (Cohort 1:2015-16; Cohort 2: 2016-17; Cohort 3 coming in 2017-18).
- Supported the implementation of the elementary *My Math* curriculum through focused professional development for general and special education teachers in the areas of evidence-based math instructional practices.
- Strengthened intensive reading and language arts instruction and intervention for students at-risk in middle and high school who are performing significantly below grade level expectations by providing curriculum resources, training, and ongoing coaching and support. Program provides specific support for English learners not making progress toward reclassification.

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Outcome 2: Performance in the Statewide Assessment Program

- Provided curriculum resources, training, and ongoing coaching and support to teachers and schools offering intensive reading intervention programs to students in grades 4 through 9 who are performing significantly below grade level expectations.
- Provided training to middle school English Language Arts teachers through the middle school ELA textbook adoption in lesson design and instructional practices that support middle school students with disabilities (similar training planned for high school teachers in spring/summer 2017).
- Strengthened supplemental math instruction and intervention for students at-risk in middle and high school who are performing significantly below grade level expectations by providing curriculum resources, training, and ongoing coaching and support. Program to expand District-wide in 2017-18.

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Outcome 3

- Graduation Rate

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OUTCOME 3: Graduation Rate

♦ Outcome: The District shall increase the number of grade 12 students with disabilities who receive diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for SWD.

If the State's diploma requirements change, the IM shall meet with the parties to discuss the impact on the change and may revise this outcome as appropriate.

Outcome met
2007-2008

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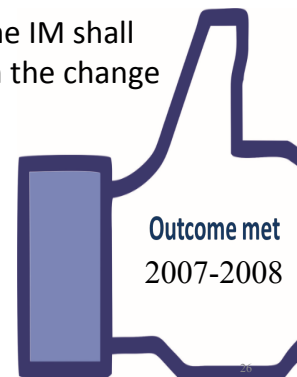
OUTCOME 3: Graduation with Diploma

School Year	Number of Leavers for Grade 12 SWD	Number of Leavers for Grade 12 SWD Receiving a Diploma	Number of Leavers for Grade 12 SWD Passing CAHSEE	...ers for Grade ... g a
2015-16	Data not available	Data not available		...a not available
2014-15	3,791	2,727		71.93%
2013-14	4,017			69.26%
2012-13	3,888		N/A	70.16%
2011-12	3,862		N/A	55.98%
2010-11	3,289		N/A	69.78%
2009-10	4,093		N/A	59.15%
2008-09	3,230	1,384	1,384	42.85%
2007-08	2,547	1,061	1,026	41.66%
2006-07	2,518	1,720	922	36.62%
2005-06	2,614	1,635	896	34.28%

Met 2007 - 2008

♦ **Data Source:** -
MiSiS/Charter School Student Rosters

• Numerator includes grade 12 SWD receiving a diploma or passing the High School Proficiency Exam/GED for the 2015-16 school year.

• Denominator includes grade 12 SWD enrolled December 1, 2015 excluding SWD who have left LAUSD to another California public school (L3), California nonpublic school (L4) or school outside of California (L5) after December 1, 2015. This measure calculates the percentage of all *exiting* students in grade twelve, and *exiting* ungraded students eighteen and over, who graduate from high school with a regular diploma.

♦ **Determination:** Outcome 3 was met during the 2007-08 school year

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Outcome #3 - Continued Efforts to Increase Graduation Rate

- Students with disabilities are included in a wide range of credit recovery options to assist all students in receiving their diploma.
- There are waivers for Algebra 2 and year two of foreign language for students with disabilities to assist them in completing diploma requirements.
- Staff work with students with disabilities who are also identified as homeless or foster youth to determine eligibility to graduate with reduced credits and requirements.

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Outcome 3 - Continued Efforts to Increase Graduation Rate

- As of 2016-17 school year, Pupil Services has allocated A-G Diploma Program counselors at every high school in the District, plus 20 middle schools. These counselors meet with students with disabilities with 2 or more fails on a monthly basis to review graduation requirements.
- Transition Teachers deliver lessons on A-G requirements to 8th and 9th grade students, ensuring that students understand that they must pass their classes in order to advance to the next grade level.

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Outcome 4

- Completion rate

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OUTCOME 4: COMPLETION RATE

♦ Outcome: The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of SWD who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12). Completion rate target was set at 76.3%.

Determination: Outcome 4 was met by stipulation of the Parties 9/14/2012

Outcome met
2012

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Outcome 4: Completion rate

School Year	# of Students in Cohort	# of SWD Receiving Diplomas	% of SWD Receiving Diplomas	# of SWD Receiving Certificates of Completion	% of SWD Receiving Certificates of Completion	# of SWD Who Aged Out	% of SWD Who Aged Out	# of SWD Grade 7-12 that Dropped Out	% of Completion
2015-16	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available
2014-15	4,429	2,727	61.5%	546	12.3%	9	0.2%	1,147	74.1%
2013-14	5,628	2,782	49.4%	670	11.9%	22	0.4%	2,154	61.7%
2012-13	4,909	2,728	55.6%	655	13.3%	13	0.3%	1,513	69.2%
2011-12	4,708	2,162	45.9%	1,193	25.3%	54	1.1%	1,299	72.4%
2010-11	4,324	2,295	53.1%	453	10.5%	11	0.3%	1,565	63.8%
2009-10	4,977	2,421	48.6%	464	9.3%	8	0.2%	2,084	58.1%
2008-09	4,630	1,384	29.9%	1,175	25.4%	21	0.5%	2,050	55.7%
2007-08	3,484	1,061	30.5%	754	21.6%	15	0.4%	1,654	52.5%
2006-07	3,502	1,720	49.1%	419	12.0%	9	0.3%	1,354	61.3%
2005-06	2,999	1,636	54.6%	364	12.1%	11	0.4%	988	67.1%
2004-05*	3,279	1,974	60.2%	350	10.7%	177	5.4%	778	76.3%
2003-04		Data not available		Data not available		Data not available		Data not available	Data not available

* Baseline data reported by the District

♦ **Data Source:**
Welligent/MiSiS/ Student Roster
• Numerator includes SWD with diplomas (from Outcome 3) plus students with Certificates of Completion or aging out.
• Denominator includes all SWD in the numerator plus students grades 7 through 12 dropping out the 2015-16 school year.
• The dropout data are preliminary. Final dropout data are not available until December of the following year.

♦ **Determination:**
Outcome 4 was met by stipulation.

Outcome 4 - Continued Efforts to Increase Completion Rate

- Since 2013, the District Office of Transition Services has pre-printed and mailed certificates of completion for all potentially eligible students with disabilities. This facilitates the process of awarding certificates to eligible students by the school site.
- Policy has been issued and revised explaining the eligibility process for the certificate of completion and emphasizing that students with disabilities are eligible to continue attending in the District until age out at 22 or earning a diploma, per state law.
- There are a variety of initiatives to prevent dropouts district-wide through Pupil Services, including the Foster Youth Achievement Program, A-G Diploma Program and the Youth Source collaborative with the City.

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Outcome 5

- Reduction of suspensions

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OUTCOME 5:
REDUCTION OF SUSPENSIONS

- Outcome: The District will reduce the number and percentage of suspensions for the population of SWD to a rate lower than 8.6%.

Outcome met

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OUTCOME # 5: REDUCTION OF SUSPENSIONS
♦ Outcome: The District will reduce the number and percentage of suspensions for the population of SWD to a rate lower than 8.6%.

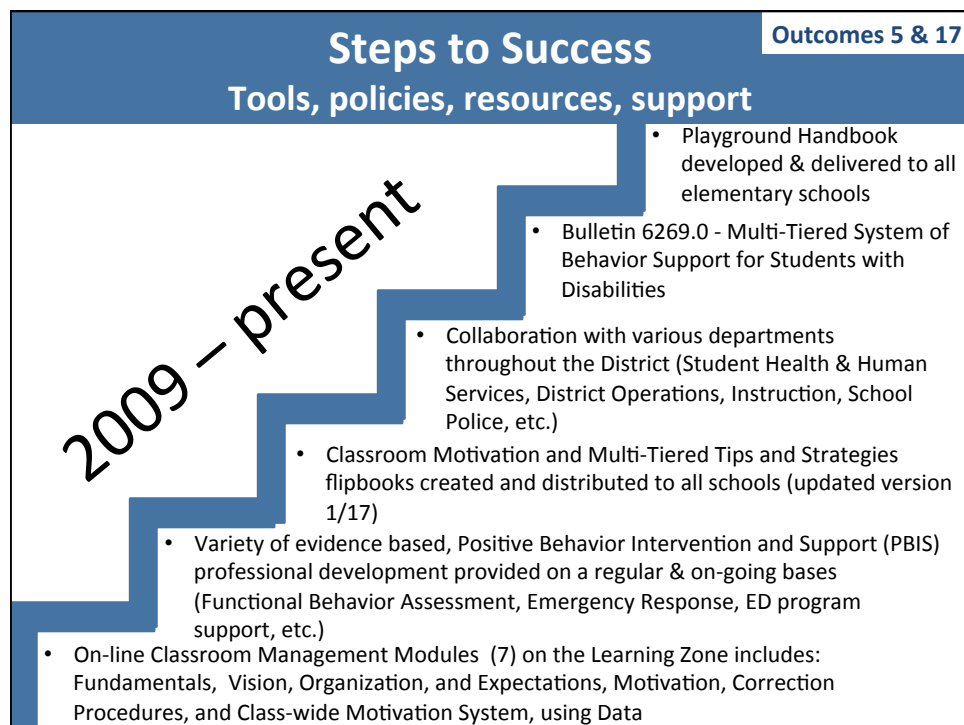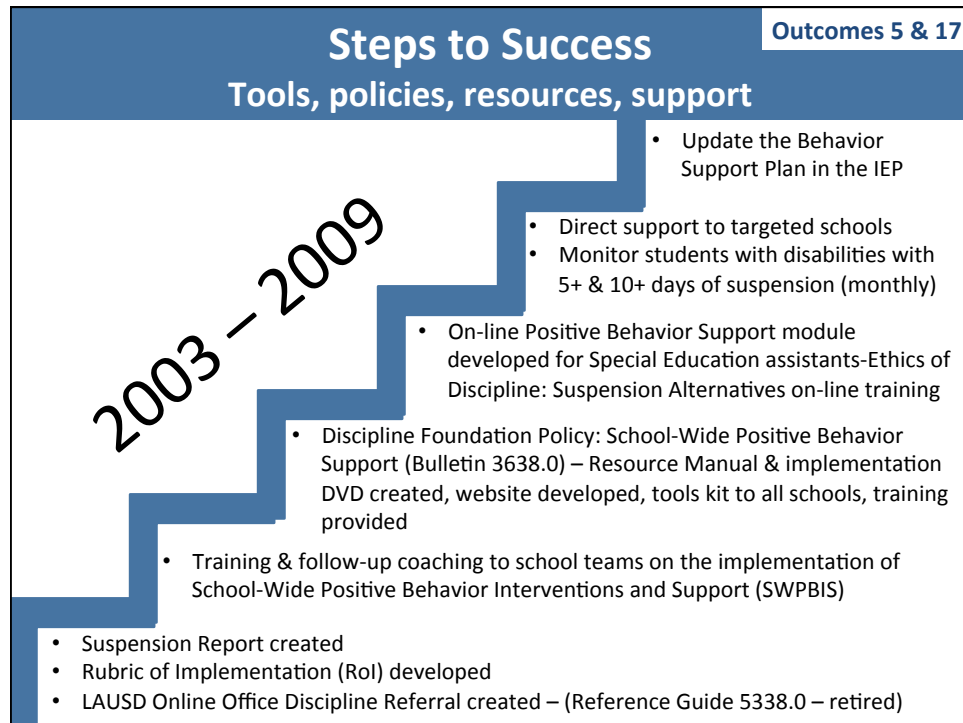Number and Percentage of Suspensions for All Students by School Year

School Year	General Education Students Enrollment	# of General Education Students Suspended	% of General Education Students Suspended	SWD Enrollment	# of SWD Suspended	% of SWD Suspended
2016-17 11-15-16	553,159	743			309	0.40%
2015-16	556,382	3,824			1,155	1.49%
2014-15	570,589			76,032	1,138	1.50%
2013-14	576,029			77,218	1,656	2.14%
2012-13			1.45%	75,903	2,182	2.87%
2011-12			2.69%	76,073	3,758	4.94%
2010-11		23,044	3.87%	72,790	4,912	6.75%
2009-10		26,089	4.20%	72,238	5,117	7.08%
2008-09	627,668	28,419	4.53%	72,172	5,463	7.57%
2007-08	614,630	30,083	4.89%	71,965	6,428	8.93%
2006-07	623,026	36,224	5.81%	74,346	7,638	10.28%
2005-06	634,890	41,216	6.49%	75,380	8,644	11.47%
2004-05	662,538	42,332	6.39%	76,059	10,741	14.12%
2003-04	673,443	38,777	5.76%	75,943	9,671	12.73%

Met 2008 - 2009

♦ **Data Source:**
Welligent/MiSiS
- Numerator is SWD ages 5-22 suspended out of school.
- Denominator is all SWD ages 5-22 enrolled on 12/1/2015.

♦ **Note:** The District has put in place procedures for site administrators to verify the accuracy of the school's data for the beginning with the 2014 school year. The OIM has received partial evidence of verification.

♦ **Determination:**
Outcome 5 was met during the 2008-09 school year

1/13/17

Steps to Success
Tools, policies, resources, support

Outcomes 5 & 17

2003 – 2009

- Update the Behavior Support Plan in the IEP

- Direct support to targeted schools
- Monitor students with disabilities with 5+ & 10+ days of suspension (monthly)

- On-line Positive Behavior Support module developed for Special Education assistants-Ethics of Discipline: Suspension Alternatives on-line training

- Discipline Foundation Policy: School-Wide Positive Behavior Support (Bulletin 3638.0) – Resource Manual & implementation DVD created, website developed, tools kit to all schools, training provided

- Training & follow-up coaching to school teams on the implementation of School-Wide Positive Behavior Interventions and Support (SWPBIS)

- Suspension Report created
- Rubric of Implementation (RoI) developed
- LAUSD Online Office Discipline Referral created – (Reference Guide 5338.0 – retired)

Steps to Success
Tools, policies, resources, support

Outcomes 5 & 17

2009 – present

- Playground Handbook developed & delivered to all elementary schools

- Bulletin 6269.0 - Multi-Tiered System of Behavior Support for Students with Disabilities

- Collaboration with various departments throughout the District (Student Health & Human Services, District Operations, Instruction, School Police, etc.)

- Classroom Motivation and Multi-Tiered Tips and Strategies flipbooks created and distributed to all schools (updated version 1/17)

- Variety of evidence based, Positive Behavior Intervention and Support (PBIS) professional development provided on a regular & on-going bases (Functional Behavior Assessment, Emergency Response, ED program support, etc.)

- On-line Classroom Management Modules (7) on the Learning Zone includes: Fundamentals, Vision, Organization, and Expectations, Motivation, Correction Procedures, and Class-wide Motivation System, using Data

Next steps

- Continue the use of evidence based, Positive Behavior Intervention and Support (PBIS) practices
- Continue collaboration with various District departments to ensure a common message throughout the District

Outcome 6

- Placement of students with specific learning disabilities and speech language impairments

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OUTCOME 6: Placement of SWD (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI)

- **Outcome:** By June 30, 2006, the District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% of students placed in the 61-100% category according to Federal placement reporting requirements. SLD/SLI Students Placed in General Education 40% or more of the Instructional Day

- Met Outcome 6 on June 30, 2006

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SLD/SLI Students Placed in General Education 40% or More of the Instructional Day

School Year	Total # of Students	# of Students 40% or more	% of Students 40% or more
2016-17 11-15-16	42,240	36,778	87.1%
2015-16	41,701	36,348	87.2%
2014-15	43,327	37,997	87.7%
2013-14	42,633	37,169	87.2%
2012-13	45,468	39,628	87.2%

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OUTCOME 6: Placement of SWD (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI)

- Support and coaching provided to school site personnel about instructional practices and Least Restrictive Environment (LRE) settings.

- Full involvement of parents within the I.E.P. process.

- Provision of resources and digital supports.

- Continual focus on student independence.

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Outcome 7

- Placement in the least restrictive environment
  Part 1: Placement of SWD at special education centers
  Part 2: SWD at co-located sites will participate 12% of the instructional day with their non-disables peers

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Outcome 7: Placement in the Least Restrictive Environment (LRE)

Part 1: Reduce the number of students with moderate to severe disabilities ages 6-18 at special education centers by a total of 33% over three years, beginning with the 2012-2013 school year.

Outcome met 2014-15

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OUTCOME # 7 Placement in LRE			
School Year	# of Students	# of Students Reduced from Target	% of Students Reduced
2016-17 11-15-16	856	1,325	60.50%
2015-16	1,021	1,169	53.38%
2014-15	1,277	913	41.69%
2013-14	1,621	569	25.98%
2012-13	2,121	69	3.25%
2011-12*	2,190		

Met 2014 - 2015

♦ **Determination:** Outcome 7 - Part 1 was met during the 2014-15 school year.

♦ **Data Source:** Students in the SPED Census database, ages 6 to 18, enrolled at special education centers on April 15 of each school year make up the dataset.
§ Baseline data = 2,190 students at centers (4-15-12). The target is a reduction of 723 students for a total # of no more than 1,467 students enrolled at special education centers by 2014-2015 .

NOTE: The percentage of SWD at co-located schools shall not exceed 28% of the school population in order for them to be counted toward achieving this reduction. (Average of the total number of SWD divided by total school population at eligible co-located schools, ages 6-12 for elementary, and ages 13-18 for secondary). The number of general education students used in this calculation shall not be less than the number reflected in the California Longitudinal Pupil Achievement Data System (CALPADS) during the initial year in which the co-location of the designated schools occurs. For students to count as being enrolled at a co-located school, the number of special education students shall not exceed 35% of the population (ages 6-12 for elementary, and ages 13-18 for secondary). SWD who are outside the approved age ranges described above for co-located schools will be counted as attending a center for the calculation purposes of Outcome 7-Part 1.

OUTCOME 7: PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT (CONT.)

- **Outcome 7 - Part 2:** Students with moderate to severe disabilities at co-located schools shall participate with their nondisabled peers in general education classes an average of 12% of the instructional day and during lunch, breaks/recesses and school-wide activities.

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Outcome 7: Part 2 Colocated Sites

SWD at Co-located Sites Participating 12% of Instructional Day with Their Non-Disabled Peers

School Year	Total # of Students	Average % of Time in General Education	
2016-17 11-15-16	Data Not Available	Data Not Available	**Data Source:** Students in the SPED Census database enrolled at eligible co-located schools (ages 6-12 for elementary and ages 13-18 for secondary) on April 15 of each school year make up the dataset.
2015-16	165	23.30%	
2014-15 Includes Cleveland/Miller	277	31.76%	**Note**: Students with moderate to severe disabilities at co-located schools shall participate with their nondisabled peers in general education classes an average of 12% of the instructional day and during lunch, breaks/recess and school-wide activities.
2014-15 Excludes Cleveland/Miller		20.83%	
2013-14	280	27.65%	
			Determination: Outcome 7 - Part 2 was met during the 2014-15 school year

Met 2014 2015

Outcome 7 - Continued Efforts to Increase Integration and Time in LRE

- Facility Walks to ensure safe and accessible school campuses
- Collaborating with Local District Superintendents, Directors, Principals, Special Education Support Units (LRE Specialists, Program Specialists) to develop integration plans unique to each school
- Develop and support integrated school communities that embrace the abilities of all students
  - School Site Integration Teams- include all stakeholders
  - Professional Development – Building Inclusive School Communities, Peer Mediated Strategies, Ability Awareness
  - Ability Awareness Training- for students, parents, paraprofessionals, teachers, administrators
  - Ensure meaningful student participation during integrated activities

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Outcome 7 - Continued Efforts to Increase Integration and Time in LRE (cont'd.)

- Collaboration with Community Partners
  - Shane's Inspiration Accessible Playgrounds, Circle of Friends Lunch Club, Urban Arts, LAUSD- Arts Integration, University and Regional Center Advisory Teams

- Determine program needs and provide resources
  - Program supplies and Instructional materials
  - Assistance with program set up
  - Ongoing instructional support

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Outcome 8

- Home school placement

Outcome 8 met by stipulation of the parties on
September 16, 2008

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OUTCOME 8A: Home School Placement

- **Outcome:** The District will ensure that the percentage of SWD with the eligibilities of specific learning disabilities (SLD) and speech and language impaired (SLI) who are in their home school does not fall below 92.9% by June 30, 2006.

Specific Learning Disabilities (SLD) and Speech and Language Impaired (SLI)

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Outcome 8A: Learning Disabilities (SLD) and Speech and Language Impaired (SLI) who are at their school of residence

Goal is % in home school to be above 92.9%
Outcome 8A met in 2007-08 school year

School Year	Total	# in Home School	% in Home School
2016-17 11-15-16	44,101	42,001	95.24%
2015-16	44,064	41,964	95.23%
2014-15	45,589	42,795	93.87%
2013-14	45,427	42,596	93.77%
2012-13	47,184	44,381	94.06%

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OUTCOME 8A: Home School Placement

- Support and coaching provided to school site personnel about instructional practices and Least Restrictive Environment (LRE) settings.

- Continual focus on students remaining in and being active with their community.

- Allows students to remain with community peers.

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Outcome 8B: Home School Placement

- **Outcome:** By June 30, 2006, the District will increase the percentage of SWD with all other eligibilities in kindergarten and sixth grade to 65% and the percentage of SWD with all other eligibilities in ninth grade to 60%.

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Outcome 8B met in 2007-08

- Kindergarten and sixth grade to 65% at home school
- Ninth grade to 60% at home school

OUTCOME # 8B: HOME SCHOOL PLACEMENT

School Year	Total	# in Home School	% in Home School
Kindergarten Students (65.0%)			
2016-17 11-15-16	2,330	1,376	59.05%
2015-16	2,423	1,480	61.08%
Grade 6 Students (65.0%)			
2016-17	2,426	1,853	76.38%
2015-16	2,592	1,930	74.46%
Grade 9 Students (60.0%)			
2016-17	2,708	2,175	80.32%
2015-16	2,685	2,071	77.13%

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Outcome 8C: Home School Placement

- **Outcome:** By June 30, 2006, the District will increase the percentage of SWD with all other eligibilities in the elementary grades one through five in their home school to 62.0%. By June 30, 2006, the District will increase the percentage of SWD in middle school grades seven and eight in their home school to 55.2%. By June 30, 2006, the District will increase the percentage of students within high school grades ten and above in their home school to 36.4%.

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Met Outcome 8C in 2007-08

- Placement at home school in ES grade 1-5 is 62%
- Placement in home school in MS is 55.2%
- Placement in home school in high school and above is 36.4 %

School Year	Total	# in Home School	% in Home School
Grades 1-5 (62.0%)			
2016-17 11-15-16	11,821	7,380	62.43%
2015-16	12,426	7,987	64.28%
Grades 7-8 (55.2%)			
2016-17	5,139	4,295	83.58%
2015-16	5,015	3,855	76.87%
Grades 10-PG (36.4%)			
2016-2017	8,332	6,397	76.78%
2015-16	6,935	4,025	58.04%

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OUTCOME # 8: HOME SCHOOL PLACEMENT

- The District has experienced a history of success ensuring that students are placed in programs at their school of residence to the maximum extent possible.

- Key factor: Support and coaching provided to school site personnel about instructional practices and Least Restrictive Environment (LRE) settings.

- Continual focus on students remaining in and being active with their community.

59

Outcome 9

- Individual transition plan

60

Outcome 9: Individual Transition Plan (ITP)

By June 30 2006, 98% of all SWD as defined by IDEA age 14 and over shall have an Individual Transition Plan (ITP) developed in accordance with federal law.

Outcome met 2006

61

Outcome 9: Students with Individual Transition Plan (ITP)

School Year	Number of SWD 14 Years or Older	Number of SWD with an Individual Transition Plan	% of SWD with an Individual Transition Plan
2016-17 11-15-16	26,768	26,759	99.97%
2015-16	23,363	23,363	100.0%
2014-15	26,299	26,296	99.99%
2013-14	23,481	23,472	99.96%
2012-13	26,098	26,072	99.90%
2011-12	26,282	26,229	99.80%
2010-11	26,723	26,387	98.74%
2009-10	26,185	25,502	97.39%
2008-09	29,342	29,165	99.40%
2007-08	26,260	26,158	99.61%
2006-07	25,215	25,123	99.64%
2005-06	23,920	23,887	99.86%
2004-05	19,231	19,159	99.63%
2003-04	9,378	8,638	92.11%

♦ **Data Source:** Welligent. SWD ages 14 and older (11/15/2016 extract)
•Numerator is the number of students with an ITP indicator in their IEPs.
•Denominator is the number of students with IEPs.

♦ **Determination:** Outcome 9 was met during the 2005-06 school year.

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Met 2005 - 2006

Outcome 9 - Continued Efforts to Ensure Students Have ITPs

- Safeguards/alerts in Welligent to ensure a transition plan (ITP) is completed before IEP can be locked.

- Mandatory ITP training for all new Special Education teachers.

- Annual training with DOTS staff on writing ITPs.

- Biannual spot checks of ITPs using a checklist. Additional training given when needed.

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Outcome 10

- Timely completion of evaluations

(will be discussed in greater detail later in agenda)

64

Outcome 11

- Complaint response time

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Outcome 11: Complaint Response Time

- On April 21, 2003, Los Angeles Unified School District "District" was required by the Modified Consent Decree (MCD) to establish a Complaint Response Unit as part of The MCD. Additionally, page 14 of the MCD states that "The District will provide lawful responses to parents filing complaints in accordance with the following performance standards".

  1. 25% of complaints will be responded to within 5 working days.
  2. 50% of complaints will be responded to within 10 working days.
  3. 75% of complaints will be responded to within 20 working days.
  4. 90% of complaints will be responded to within 30 working days.
  5. The District will be required to report to the OIM on the status of each complaint not resolved within 30 working days, at 5 working day intervals, until the complaint is resolved.

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Outcome 11: Complaint Response Time

- The Complaint Response Unit (CRU) has been in existence since 2003, however a study dated April 8, 2013 by the Office of the Independent Monitor on the "effectiveness" of the CRU demonstrated deficiencies in the system and a need for improvement.

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Response and Remedy

- 2015 - Establishment of "School and Family Support Services" (SFSS), charged with providing supervision, structure and oversight of the CRU and the Division's Call Center.
- Development of a comprehensive Complaint Response System and implementation of 8 recommendations made by the Office of the Independent Monitor.

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Responsibilities of SFSS

- Update the Districtwide Complaint Response System Procedures and Protocols Manual outlining performance standards issued by the MCD report dated April 21, 2003.
- Develop and implement a new "Call Center Portal" in Welligent for a uniform intake method, in which CRU and Call Center document calls.
- Record all calls, walk-ins, and emails in the Call Center Portal.
- Establish protocols for processing, documenting and resolving **inquiry, concern, and complaint** calls.

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SFSS Responsibilities (cont.)

- Develop training modules on procedures/protocols and appropriate documentation.
- Ensures that complaints (violations) are investigated and responded to by Specialists.
- Seeks remedies for violations of special education laws and mandates.
- Issues Lawful Response Letters (revised by SFSS).
- Quality assurance and audit of calls.
- Improve customer service.
- Establish database.
- Create and distribute Reference Guides, Brochures, Posters, and Parent Letters.

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SFSS Data - July 1, 2015 to June 30, 2016

*	CALL TYPES					
	Inquiries		Concerns		Complaints	
	Marked as Inquiry upon Intake	Confirmed Inquiry when resolved or reviewed by Certificated staff	Marked as Concern upon Intake	Confirmed Concern when reviewed by Certificated staff	Marked as Complaint upon Intake	Confirmed Violation when reviewed by Specialist
CRU	546	724	321	440	394	95
Call Center	18,417	18,508	1,069	972	115	46
Total	18,963	19,232	1,390	1,412	509	141

Outcome 12

- Informal Dispute Resolution

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INFORMAL DISPUTE RESOLUTION (IDR)

- The District's IDR process is an optional process in which Parents identify their issues and concerns related to the IEP and the District attempts to work with the Parent to resolve the issues and concerns quickly and informally.

- It is the Parent's decision whether or not to initiate the IDR process; participation in the IDR process is voluntary.

- A Parent is not required to utilize the IDR process before initiating formal due process proceedings.

- Further, a Parent may utilize the IDR process and subsequently initiate formal due process proceedings if the IDR process is unsuccessful.

Division of Special Education   73

Early and Informal Dispute Resolution Process

A collaborative and objective approach to support prevention and early dispute resolution of IEP disagreements at the school-level

❑ **Objective 1**: Reduce the incidence of dispute resolution filings to the District while continuing to appropriately meet student needs:
  i. Early and informal resolution of disagreements (concerns, conflicts, issues, etc.) through open, objective, and informed communications
  ii. Training based on school-specific needs and empowerment for local site personnel to resolve disputes
  iii. Implementation monitoring and follow up of the agreements for completion

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Early and Informal Dispute Resolution Process (continued)

A collaborative and objective approach to support prevention and early dispute resolution of IEP disagreements at school-level

- ❑ **Objective 2**: Reduce the incidences of repeat filings of cases
- ❑ **Objective 3**: Increase Parent and staff satisfaction with the dispute resolution process by focusing on early resolution (a national trend) and cultivate better relationships with families
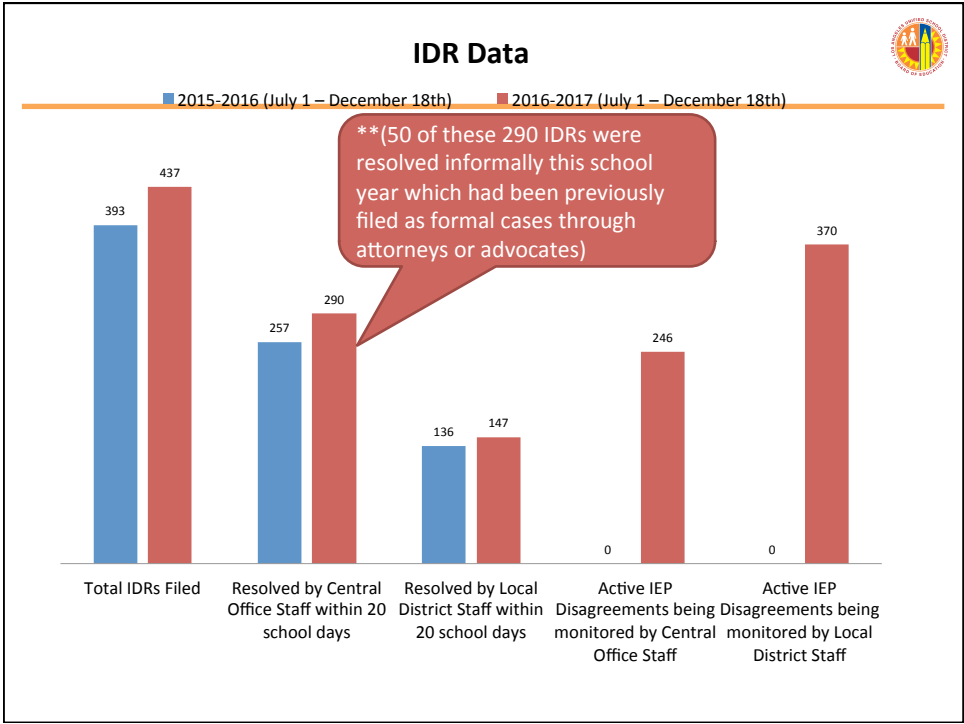
75

Expected Outcomes

- ❑ Fewer cases filed
- ❑ Reduction in repeat filings over time (IDR, Due Process, CDE, UCPs)
- ❑ Disagreements and issues resolved at local level
- ❑ Speedy resolution
- ❑ Schools feel supported
- ❑ Train local site personnel with school-specific needs
- ❑ Positive relationships cultivated with families
- ❑ Time and resources saved

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IDR Data

2015-2016 (July 1 – December 18th)   2016-2017 (July 1 – December 18th)

**(50 of these 290 IDRs were resolved informally this school year which had been previously filed as formal cases through attorneys or advocates)

Category	2015-2016	2016-2017
Total IDRs Filed	393	437
Resolved by Central Office Staff within 20 school days	257	290
Resolved by Local District Staff within 20 school days	136	147
Active IEP Disagreements being monitored by Central Office Staff	0	246
Active IEP Disagreements being monitored by Local District Staff	0	370

Outcome 13

- Delivery of services

Last Unmet Outcome
- Will be discussed in greater detail and later in agenda

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Outcome 14

- Increased parent participation

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Outcome 14: Increased Parent Participation

By June 30, 2006, the District will increase the rate of parent participation in IEP meetings in the areas of attendance to 75%.

Outcome
met
2005-06

80

School Year	Total IEPs for the Year	# Active in Welligent	Attended IEP		Permission to Proceed		Indicated Would Not Be Able to Attend		Notified 3 Times		No Data	
			#	%	#	%	#	%	#	%	#	%
2016-17 11-15-16		83,666	70,083	83.77%	10,256	12.26%	2,911	3.47%	413	0.49%	3	0.004%
	32,955		27,122	82.3%	4,287	13.0%	1,328	4.03%	215	0.7%	0	0.0%
2015-16		84,831	71,067	83.8%	10,442	12.3%	2,827	3.3%	492	0.6%	2	0.01%
	129,671		108.915	84.0%	15,512	12.0%	4,328	3.3%	911	0.7%	5	0.01%
2014-15		85,709	72,080	84.1%	10,447	12.2%	2,671	3.1%	508	0.6%	3	0.01%
	124,481		104,167	83.7%	15,383	12.4%	3,994	3.2%	930	0.7%	7	0.01%
2013-14		84,317	70,396	83.5%	10,596	12.6%	2,774	3.3%	543	0.6%	8	0.01%
	123,867		103,665	84.0%	15,151	12.3%	4,162	3.4%	886	0.7%	3	0.01%
2012-13		83,576	69,574	83.2%	10,749	12.9%	2,792	3.3%	456	0.5%	5	0.01%
	120,507		100,716	83.6%	14,913	12.4%	4,159	3.5%	713	0.6%	6	0.01%
2011-12		83,583	69,651	83.3%	10,679	12.8%	2,802	3.4%	449	0.5%	2	0.01%
	119,096		99,610	83.6%	14,752	12.4%	4,044	3.4%	687	0.6%	3	0.01%
2010-11		83,273	69,194	83.1%	10,858	13.0%	2,706	3.2%	509	0.6%	6	0.01%
	119,127		99,712	83.7%	14,733	12.4%	3,874	3.3%	802	0.7%	6	0.01%
2009-10		85,309	71,505	83.8%	10,306	12.1%	2,964	3.5%	484	0.6%	50	0.06%
	117,237		98,867	84.3%	13,501	11.5%	4,016	3.4%	754	0.6%	99	0.08%
2008-09		84,838	70,183	82.7%	10,608	12.5%	3,464	4.1%	568	0.7%	15	0.02%
	118,989		98,934	83.1%	14,327	12.0%	4,873	4.1%	849	0.7%	6	0.01%
2007-08		85,419	69,417	81.3%	11,359	13.3%	4,034	4.7%	579	0.7%	30	0.04%
	117,722		96,373	81.9%	15,003	12.7%	5,480	4.7%	860	0.7%	6	0.01%
2006-07		84,585	67,628	80.0%	10,439	12.3%	5,819	6.9%	606	0.7%	93	0.1%
2005-06		83,019	65,379	78.8%	9,385	11.3%	7,557	9.1%	433	0.5%	265	0.3%

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Outcome 14:

By June 30, 2006, 95% of the records of IEP meetings in which the parent does not attend will provide evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with Section 300.345(d) of the IDEA regulations.

- Evidence to Convince

School Year	# in Sample	# With Evidence to Convince	% With Evidence to Convince [1]	# With No Evidence to Convince	% With No Evidence to Convince [1]
2007-08	N/A	N/A	N/A	N/A	N/A
2006-07	562	471	83.8%	91	16.2%
2005-06	1,233	997	80.9%	236	19.1%
2004-05	1,014	821	79.4%		20.6%

Met 2005 - 2006

[1])% are weighted to represent the proportions of high and low incidence disabilities categories in the population

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Achieving Outcome 14 (2006)

District Level	Local District Level	School Level
Change in Welligent to include parent survey at every IEP meeting Tool kits and pamphlets distributed to each school Calendar of Community Advisory Council meetings and topics	Assist school to develop personalized communication process to increase parent participation Meeting with MCD school team to review progress report and establish plan of action Collaborate with local district parent engagement point persons to deliver professional development on special education topics Delivered trainings on positive behavior support for parents during ESY	Range of communication options when sending notifications for IEP meeting starting with written notification, follow up with phone calls and/or in person Including IEP-progress of goals at parent conferences Conduct regular MCD meetings to review progress report, responses and adjust as necessary Ensure that the tool kits, pamphlets and other resources are available in the parent center

Outcome #14 - Continued Efforts to Increase Parent Involvement

District Level	Local District Level	School Level
Created PRESS-Parent Resources for Engagement and Student Success Parent Representatives participate as a member of the Professional Development Council to offer feedback and advise A comprehensive website dedicated for families on special education resources, news, updates, trainings	Series of Parent Workshops in the following topics: • Behavior & Discipline • Instruction • Understanding Typical Developmental Milestones • Social Emotional Development • Supporting Student Access to Curriculum • Transition • Autism • Proactive Parenting Leadership Cadre • Parent Counseling and Training (PCT) as a related service starting in Feb 2017	Range of communication options when sending notifications for IEP meeting starting with written notification, follow up with phone calls and/or in person Including IEP-progress of goals at parent conferences Distribution of flyer on upcoming parent training Conduct workshops for parents based assessed needs

Outcome 15

- Timely completion of IEP translations

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Outcome 15:
Timely Completion of Future Translations

By June 30, 2006, the District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows: a. 85% within 30 days. b. 95% within 45 days. c. 98% within 60 days. Outcome met June 30th, 2007

- Beginning on July 1, 2003, any IEP translations not completed within 60 days will be referred to the Independent Monitor for review and appropriate resolution.

- Any request for translation in other than the seven primary languages shall be referred to the Division of Special Education for appropriate action.

District Resources and Functions

- 12 Spanish Translators
- 1 Sr. Translator
- 1 Coordinating Specialist
- 4 Classified Staff
- Zero Dollar Bench Contract for Translation Vendors
  - 5 Contract Vendors for IEP Written Translations (All languages) and IEP meeting Interpretation for Languages other than Spanish
- Ability to translate into 20 different Languages
- Ability to translate over 20k IEPs a year
- Automated Translation request procedures though the Welligent Application
- Meet parent request timelines
- Support schools and parents in expediting translations request when appropriate

Translation Requests Completed

2015-2016 (July –Dec. 6243 total Completed IEPs)

2016-2017 (July –Dec. 11091 Total Completed IEPs)
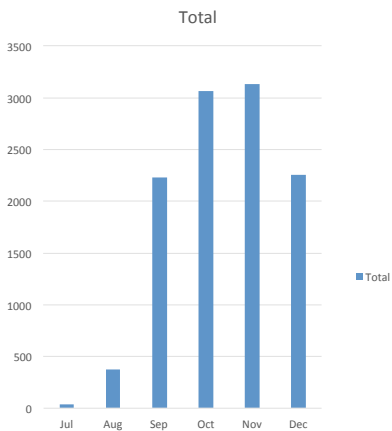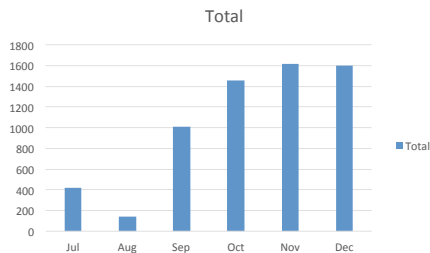
Outcome 16

- Increase in qualified providers

Will be discussed in greater detail later in the agenda

89

Outcome 17

- Behavioral interventions, strategies and supports

90

OUTCOME 17: IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies and Supports

• ◆ Outcome: By June 30, 2006, the percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%

Outcome met

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OUTCOME 17: IEP TEAM CONSIDERATION OF SPECIAL FACTORS - BEHAVIORAL INTERVENTIONS, STRATEGIES AND SUPPORTS

◆ Outcome: By June 30, 2006, the percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.

Students with Behavior Plans by Eligibility

School Year	Eligibility	Total # of Students	# of Students with Behavior Plans	% of Students with Behavior Plans
2016-17 11-15-16	Autistic	14,422	8,315	57.5%
	Emotionally Disturbed	1,704	1,714	100%
2015-16	Autistic	14,390	8,464	58.8%
	Emotionally Disturbed	1,775	775	100%
2014-15	Autistic	13,673		75.3%
	Emotionally Disturbed	1,895		100%
2013-14	Autistic	12,828		64.1%
	Emotionally Disturbed	1,9180		100%
2012-13	Autistic	11,949		64.9%
	Emotionally Disturbed			100%
2011-12	Autistic			65.6%
	Emotionally Disturbed			99.7%
2010-11	Autistic		7,108	66.4%
	Emotionally Disturbed		2,292	98.9%
2009-10	Autistic		6,626	66.6%
	Emotionally Disturbed		2,424	97.4%
2008-09	Autistic		6,107	66.5%
	Emotionally Disturbed		2,485	99.8%
2007-08	Autistic	8,262	5,506	66.6%
	Emotionally Disturbed	2,569	2,561	99.7%
2006-07	Autistic	7,291	4,733	64.9%
	Emotionally Disturbed	2,705	2,687	99.3%
2005-06	Autistic	6,462	3,934	60.9%
	Emotionally Disturbed	3,010	2,919	96.9%
2004-05	Autistic	4,958	2,351	47.4%
	Emotionally Disturbed	2,052	1,684	82.1%
2003-04	Autistic	3,382	680	20.1%
	Emotionally Disturbed	2,326	955	41.1%

Met 2005 - 2006

◆ **Data Source:** Welligent
- Numerator is the number of students identified as autistic or emotionally disturbed respectively that have a behavior support plan in their IEPs.
- Denominator is the number of students identified as autistic or emotionally disturbed respectively on their IEPs.

◆ **Note:** For this outcome caution must be taken when comparing the outcome performance by year due to the use of different data sources and quality of data during the years of 2003 - 2006.

◆ **Determination:** Outcome 17 was met during the 2005-06 school year

Steps to Success
Tools, policies, resources, support

2003 – 2009

- Update the Behavior Support Plan in the IEP

- Direct support to targeted schools
- Monitor students with disabilities with 5+ & 10+ days of suspension (monthly)

- On-line Positive Behavior Support module developed for Special Education assistants-Ethics of Discipline: Suspension Alternatives on-line training

- Discipline Foundation Policy: School-Wide Positive Behavior Support (Bulletin 3638.0) – Resource Manual & implementation DVD created, website developed, tools kit to all schools, training provided

- Training & follow-up coaching to school teams on the implementation of School-Wide Positive Behavior Interventions and Support (SWPBIS)

- Suspension Report created
- Rubric of Implementation (RoI) developed
- LAUSD Online Office Discipline Referral created – (Reference Guide 5338.0 – retired)

Steps to Success
Tools, policies, resources, support

2009 – present

- Playground Handbook developed & delivered to all elementary schools

- Bulletin 6269.0 - Multi-Tiered System of Behavior Support for Students with Disabilities

- Collaboration with various departments throughout the District (Student Health & Human Services, District Operations, Instruction, School Police, etc.)

- Classroom Motivation and Multi-Tiered Tips and Strategies flipbooks created and distributed to all schools (updated version 1/17)

- Variety of evidence based, Positive Behavior Intervention and Support (PBIS) professional development provided on a regular & on-going bases (Functional Behavior Assessment, Emergency Response, ED program support, etc.)

- On-line Classroom Management Modules (7) on the Learning Zone includes: Fundamentals, Vision, Organization, and Expectations, Motivation, Correction Procedures, and Classwide Motivation System, using Data

Next steps

- Continue the use of evidence based, Positive Behavior Intervention and Support (PBIS) practices
- Continue collaboration with various District departments to ensure a common message throughout the District

Outcome 18

- African American students identified as emotionally disturbed

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Outcome 18: African-American Students Identified as Emotionally Disturbed

- ❖ **90%** of African American students identified as emotionally disturbed during an initial or triennial evaluation will demonstrate evidence of a Comprehensive Evaluation (CE) as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.

❖**This Outcome was determined met by the Independent Monitor as of June 30, 2010.**

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Outcome 18: African-American Students Identified as Emotionally Disturbed

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE:	**COMPREHENSIVE EVALUATION FOR STUDENTS SUSPECTED OF EMOTIONAL DISTURBANCE (ED)**	**ROUTING** All Locations Local District Superintendents Local District Directors Support Unit Administrators School Site Administrators School Psychologists Teachers School Nurses
NUMBER:	BUL-1309	
ISSUER:	Donnalyn Jaque-Antón, Associate Superintendent Division of Special Education	
DATE:	September 29, 2004	

POLICY: It is the District's policy that any student suspected of having an emotional disturbance that may require special education services must have a comprehensive evaluation. This evaluation must be conducted for all initial referrals, three year re-evaluations and whenever a more restrictive special education setting is being considered. The purpose of this Policy Bulletin is to provide procedures to District staff regarding the comprehensive evaluation requirements under the Modified Consent Decree (MCD).

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Outcome 18: African-American Students Identified as Emotionally Disturbed

❖ **A comprehensive evaluation is <u>required</u> without exception:**

➢ When initially considering ED

➢ At the three-year re-evaluation for those students eligible as ED

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Assessment Plan Must Indicate Assessment for Emotional Disturbance

Outcome 18: PARENT PARTICIPATION at IEP meeting Bulletin 4182.1

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE:	Parent Participation at Individualized Education Program (IEP) Meetings for Students Suspected of Emotional Disturbance (ED)	**ROUTING** All Locations Local District Superintendents Local District Principal Leaders (Directors) Support Unit Administrators School Site Administrators School Psychologists Teachers School Nurses Related Services Personnel
NUMBER:	BUL-4182.1	
ISSUER:	Sharyn Howell, Executive Director Division of Special Education	
DATE:	August 9, 2010	

POLICY: It is the District's policy, in accordance with the Modified Consent Decree (MCD), that parent participation at Individualized Education Program (IEP) meetings for students suspected of Emotional Disturbance (ED) may include alternative forms of participation such as teleconferencing.

Teleconference Participation

➤ Parent/Guardian may teleconference if unable to attend in person

➤ Must attend the entire IEP via teleconference

➤ Parent/Guardian must be able to hear all participants and participate via telephone

➤ IEP must be held in a room with a speaker telephone where all voices can be directly heard by guardian

Outcome 18 of the MCD Requires SYSTEMATIC INTERVENTIONS
Bulletin 2075: Establishment and Documentation of Intervention Procedures for Students Suspected of Emotional Disturbance

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE:	Establishment and Documentation of Intervention Procedures for Students Suspected of Emotional Disturbance	**ROUTING** All Locations Local District Superintendents Local District Directors School Site Administrators Support Unit Administrators School Psychologists Related Services Personnel Bridge Coordinators Teachers School Nurses
NUMBER:	BUL-2075.0	
ISSUER:	Donnalyn Jaque-Anton, Associate Superintendent Division of Special Education	
DATE:	October 24, 2005	
POLICY:	It is the District's policy, in accordance with the Modified Consent Decree, that District staff complete the nine actions described in this Bulletin for all students suspected of having a disability under the category of emotional disturbance.	

Systematic Interventions
Refer to Bulletin 2075.0, Attachment A

❖ For Each Intervention:
  ➢ Areas of concern
  ➢ Referred by
  ➢ Review Date
    ▪ Parent Participation
    ▪ SSPT, Conference, Other

  ➢ Method of review of data
    ➢ SST, Grade Level Meeting, Other

  ➢ Specific intervention proposed
    ➢ Beginning and Ending Date

Systematic Interventions
Refer to Bulletin 2075.0, Attachment A

❖ For <u>Each</u> Intervention:
- ➢ Frequency and Duration
- ➢ Intervention Goal
- ➢ Response to Intervention
  - ▪ Measured by
  - ▪ Progress Monitoring Data

- ➢ Progress Monitoring Outcome
- ➢ Keep in cumulative file

LAUSD Has Met Outcome 18

❖ **Maintenance of Effort:**

- ➢ Complete Evaluations and Hold IEP Meetings Within 60-Day Timeline (Psychological Services):
  - ▪ Use of ED eligibility rubrics to ensure that psycho-educational assessments meet Best Practices and CA Ed Code
  - ▪ Complete assessments and present levels of performance within 60-day timeline
  - ▪ Psychological Services Specialists MUST review all ED assessment reports
  - ▪ All ED assessment reports MUST go to Case Review
  - ▪ Maintain assessment logs with timelines
  - ▪ Upload psycho-education assessment report onto Welligent for IEP team review

Outcome 18: MOE

- o On-going Collaboration with School Teams and District Staff
  - Strategic Planning and Data Management Team sends individual "Dashboard" data to all schools every three weeks
  - Dashboard data includes IEP timelines for initial and 3-year reevaluations; upcoming and overdue IEP dates
  - Collaborate with LRE Specialists and provide technical support to schools to ensure completion of the IEP meeting within the 60-day timeline
  - Ensure that all ED assessments include a formal academic assessment
- o Document Status of IEP in Meeting Notes
  - IEP recessed pending placement, parent signature, etc.

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Outcome 13
(Delivery of Services)

Veronica Smith
Director, MCD Monitoring/
Special Education Policies and Procedures
Division of Special Education

Larisa Crookston, Ph.D.
Director, Related Services
Division of Special Education

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OUTCOME 13: DELIVERY OF SERVICES

- The purpose of this outcome is to ensure that students with disabilities receive services as specified in their IEPs.
- Services include but are not limited to:
  – Resource specialist program
  – Adapted physical education
  – Speech and language therapy
  – Physical therapy
  – Occupational therapy
  – Behavior intervention implementation
  – Counseling and guidance
  – Mental health services
  – Preschool/kindergarten itinerant services
  – Itinerant services for students with visual impairments
  – Itinerant services for students with orthopedic impairments
  – Itinerant services for students who are deaf or hard of hearing

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OUTCOME 13: DELIVERY OF SERVICES

- The District's performance on MCD Outcome 13 is determined via an annual study conducted by the American Institutes for Research and the District's Office of Data and Accountability.

- The Individualized Education Programs (IEPs) and service records of approximately five thousand students with disabilities are studied to determine if, during an eight week period, the students were provided the special education services at the frequency and duration indicated in their IEPs.

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OUTCOME 13: DELIVERY OF SERVICES

- **Outcome:** By June 30, 2006, 93% of the services identified on the IEPs of SWDs in all disability categories except specific learning disabilities (SLDs) will show evidence of service provision. By June 30, 2006, 93% of the services identified on the IEPs of students with an SLD will show evidence of service provision.

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Outcome 13 – Delivery of Services

Delivery of Services School Year	Percentages of Services Provided: Overall Population Estimate Weighted to the Population without SLD		Percentages of Services Provided: Overall Population Estimates for SLD only	
	IEP—Log Analysis	IEP—Site Visit*	IEP—Log Analysis	IEP – Site Visit*
2015-16	97.70%	N/A	97.20%	N/A
2014-15	98.10%	N/A	97.60%	N/A
2013-14	96.40%	N/A	96.20%	N/A
2012-13	98.10%	N/A	97.70%	N/A
2011-12	94.10%	N/A	94.50%	N/A
2010-11	94.50%	N/A	90.80%	N/A
2009-10	94.80%	N/A	93.00%	N/A
2008-09	93.70%	N/A	91.20%	N/A
2007-08	92.00%	N/A	93.00%	N/A
2006-07	86.60%	N/A	74.00%	N/A
2005-06	84.80%	86.40%	79.40%	85.00%
2004-05	93.20%	77.20%	72.80%	79.00%
2003-04	63.70%	85.60%	33.80%	92.60%

* Site Visits were eliminated as part of the Services Study during the 2006-2007 school year.

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Service Delivery – Frequency and Duration

- **Outcome:** By June 30, 2006, the District will provide evidence that at least 85% of the services identified on SWD IEPs have a frequency and duration that meet IEP compliance. For the purposes of assessing frequency and duration, provider absences will constitute evidence of service provision if such absences are the result of short-term illness (a maximum of two consecutive weeks), family emergency, or jury duty. Student absences and no-shows will also constitute evidence of service provision.

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Service Delivery – Frequency and Duration

School Year	IEP—Log Frequency Agreement	IEP—Log Duration Agreement
	% of Services with Frequency at Least Equal to the IEP	% of Services with Duration at Least Equal to the IEP
2015-16	85.3%	70.5%
2014-15	87.4%	72.4%
2013-14	84.4%	67.7%
2012-13	86.0%	71.4%
2011-12	83.5%	70.2%
2010-11	81.8%	68.9%
2009-10	74.5%	66.6%
2008-09	72.3%	66.9%
2007-08	76.0%	72.0%
2006-07	73.0%	70.0%
2005-06	63.0%	65.0%
2004-05	57.2%	59.9%
2003-04	57.2%	61.5%

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Service Delivery – Frequency and Duration

2015-2016 Service Study Findings:
- The performance for duration (70.5%) continues to fall well below the target level of 85%
- The only services to meet the duration target were:
  - Physical Therapy (87%)
  - Deaf and Hard of Hearing (85%)
- The following services had the lowest duration rates:
  - behavioral intervention services provided by NPAs (45%)
  - RSP (67%)
  - school mental health (71%)
  - speech and language (74%)
  - adapted physical education (APE) (79%)

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Service Delivery – Frequency and Duration

Figure 4. Percentage of services that met frequency/duration as specified by the IEPs during an 8-week/2-month period, by service category, 2015-16
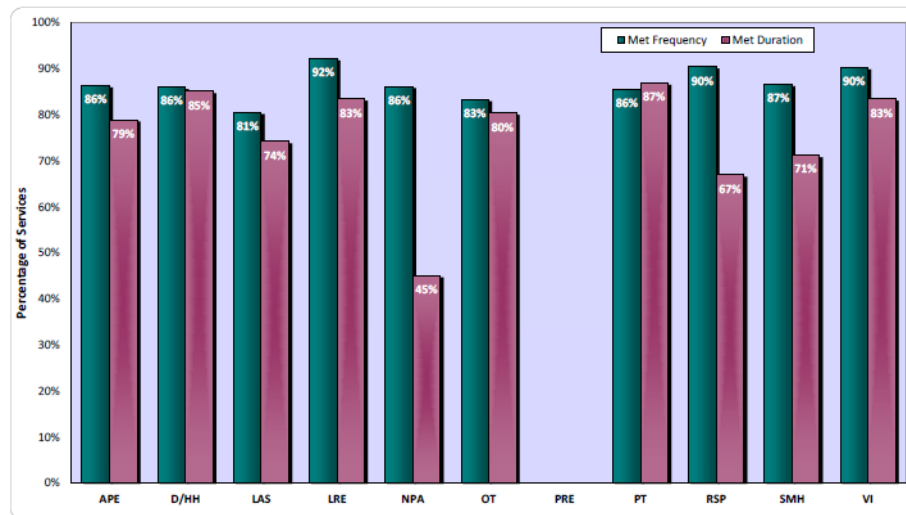
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Ensuring Substantial Compliance in the Delivery of Services

- The District's focus is to ensure that there is a system in place that
  - allows the District to quickly identify when the student is not receiving services,
  - appropriately addresses the situation, and
  - holds teachers, service providers, and administrators accountable for the delivery of services to the student.

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LAUSD Efforts to Address Service Delivery

- One challenge is the ability to provide documentation of RSP services when substitute teachers provide services.
  - This has resulted in a lack of documentation of service delivery despite students receiving these services.
  - The production of a new module in Welligent to allow substitute RSP teachers to document service delivery is nearing completion and will be made available in spring 2017.
- A second challenge is the delay in service providers being informed of new students who are to receive services.
  - The production of a new Welligent system functionality that will automatically create service records for newly identified students based on their IEP prescriptions will eliminate user error and alert service providers when a service has been added.
  - This new feature is slated to be piloted in spring 2017.

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LAUSD Efforts to Address Service Delivery

- A third challenge is that we are faced with shortages in several related services professional fields both state and nation-wide.
- LAUSD is engaged in rigorous recruitment efforts such as:
  - Regular yearly meetings with Human Resources
  - Recruitment booths at national and state conferences
  - Ads in professional publications indicating openings within LAUSD
  - Job Fairs at local universities
  - Liaison with local universities and attend student informational meetings
  - Scholarship opportunities
  - Basis change from C to B, which increased yearly salary
  - For short term solutions:
    - Retirees are recruited to form a substitute pool
    - Non-public agencies are recruited to be used as Per Diems
    - Telepractice as a short term solution

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LAUSD Efforts to Address Service Delivery

- The District has developed reports that allow:
  - Service providers to self-monitor their delivery and documentation of services to students and address identified issues.
  - School-site administrators and related services program administrators to monitor the delivery and documentation of services by various service providers and address identified issues.
  - Local District Superintendents and Directors to monitor the delivery and documentation of services.
  - Special Education Service Center and Central Office Administrators to monitor the delivery and documentation of services by schools and address identified issues.

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LAUSD Efforts to Address Service Delivery

- A series of reports have been developed to monitor service providers documentation
  - Daily reports of students who are new to a service
  - Weekly reports that identify when students have not been assigned a provider or have not started receiving services
  - Year-to-date report for providers to self-monitor their service provision and compare that to the number of minutes owed to date
  - Hierarchy report provides supervisors the counts on the number of times service providers have run their service monitoring reports on Welligent over the course of two weeks

- Trainings have been provided and made available in person and online for administrators and providers to effectively use these reports and improve service provision documentation

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LAUSD Efforts to Address Service Delivery

- Summary reports, that include service delivery data for RSP and behavior intervention implementation (BII) services, have been developed and are provided to local district administrators, principals and Special Education Center Administrators (SESCAs).

  - These reports are dashboards that alert site and central office administrators of service provisions based on six performance tiers, enabling the identification of degrees of noncompliance.
  - An updated reference guide and comprehensive training on RSP service provision, documentation, and monitoring are being prepared for publication in spring 2017.

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Consideration for Revising MCD Outcome 13

- The OIM is working on alternative approaches to Outcome 13 that improves service delivery rates and provider accountability.

- The OIM expects to have proposed alternatives by the end of February 2017 in hopes that the Parties will consider revising the measure so that it is attainable while addressing areas that will yield improved service delivery for SWDs.

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Related Services Staffing Trends – 5 Year Review

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Number of Providers	Number of Students	Number of Providers	Number of Students	Number of Providers	Number of Students	Number of Providers	Number of Students	Number of Providers	Number of Students
OT	131.5	7989	141.4	8912	155.7	8993	162.6	9544	179.6	Pending CASEMIS data
PT	31.2	1175	30.2	1280	32.6	1402	37.7	1515	39.6	Pending CASEMIS data
LAS	406	29850	409.3	30482	431	31390	428.2	31498	459.7	Pending CASEMIS data
APE	169.2	6609	180	6909	187.2	7324	203.2	7681	216.8	Pending CASEMIS data
PSY	498.1	8654	491.4	7517	529.4	8194	549.6	8335	577.2	Pending CASEMIS data

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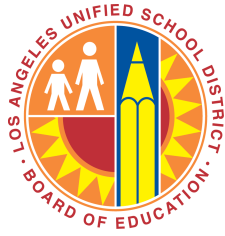
Outcome 16
(Increase in Qualified Providers)

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OUTCOME 16: INCREASE IN QUALIFIED PROVIDERS

- **Outcome:** The District shall increase the percentage of credentialed special education teachers to 88%. Under MCD paragraph 88, the IM shall not certify that the District has achieved each of the outcomes unless, on the date of such certification, the percentage of credentialed special education teachers is at least 88%.

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Qualified Providers

School Year	# of Special Education Teachers	# of Intern Teachers	# of Provisional Teachers	Qualified Special Education Teachers	% Qualified Special Education Teachers
2016-17 11/15/2016	4,383	324	245	3,814	87.02%
2015-16	4,231	282	166	3,783	89.41%
2014-15	4,030	217	93	3,720	92.31%
2013-14	3,909	138	1	3,770	96.44%
2012-13	3,884	145	0	3,739	96.27%
2011-12	3,940	156	0	3,784	96.04%
2010-11	4,051	225	2	3,824	94.40%
2009-10	4,242	304	37	3,901	91.96%
2008-09	4,321	358	123	3,840	88.87%
2007-08	4,183	308	198	3,677	87.90%
2006-07	4,193	390	316	3,487	83.16%
2005-06	4,003	405	317	3,281	81.96%
2004-05	Data unavailable	Data unavailable	Data unavailable	3,063	72.30%
2003-04	Data unavailable	Data unavailable	Data unavailable	3,480	70.60%

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Outcome 16: Qualified Providers

- This outcome requires the District to increase the percentage of fully credentialed special education teachers to 88% and maintain that level. The District will be disengaged from this outcome after all other outcomes are met and the District has achieved and maintained at least the 88% level.

- As of November 15, 2016, 87.2% of the District's special education teachers were fully credentialed. This performance is below the 88% target; therefore, this outcome is now considered unmet.

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Outcome 16

- Since the 2015-2016 school year, the overall percentage of special education teachers increased 8.7%, outpacing those considered qualified (2.5%). This has resulted in an increase in intern and provisional teachers, thus lowering this target's performance measure.

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Nationwide Challenges

- Poor working conditions which lead to professionals leaving special education (e.g., excessive paperwork, unmanageable caseloads/workloads, inadequate support, professional isolation)
- Insufficient funding for incentive programs designed to entice new graduate students and support them as they gain professional training (e.g., loan forgiveness, personnel preparation grants)
- Fewer qualified faculty and increasing higher education costs
- Limited supply of qualified professionals willing to work in certain communities (e.g., rural, high poverty, high crime)
- Credentialing barriers in some states limit opportunities for re-specialization, re-licensure, or alternative routes to licensure of otherwise qualified personnel

* Source: *The National Coalition on Personnel Shortages in Special Education and Related Services (NCPSSERS)*

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Nationwide Shortage Data

- 49 states report a shortage of special education teachers and Specialized Instructional Support Personnel (SISP)
- 12.3% of special education teachers leave the profession; nearly double the rate of their general education colleagues
- 82% of special education teachers and SISPs report that there are not enough professionals to meet the needs of students with disabilities
- 51% of all school districts and 90% of high poverty school districts report difficulty attracting highly qualified special education teachers

* Source: *The National Coalition on Personnel Shortages in Special Education and Related Services (NCPSSERS)*

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Current LAUSD Efforts

- Recruitment at Colleges and Universities
- Career Ladder
  - STEP UP program to assist Special Education paraprofessionals in becoming Special Education teachers
- January 19th – meeting with Human Resources leadership to discuss options to increase the number of qualified Special Education teachers.

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Current LAUSD Efforts

- The District has been engaged in a recruiting campaign to address state and national shortages of special education teachers and related service providers. The plan includes a multilevel approach for acquiring these professionals by developing teachers Districtwide through its longstanding Career Ladder program; recruiting from institutions of higher educations at the local, statewide, national, and international levels; and recruiting through professional organizations.

- Several short-term solutions are also in place to address related service provider shortages. This includes the recruitment of retirees to form a substitute pool of providers, the use of NPAs, service delivery via telepractice, and psychologists with offsite assignments deployed to schools for short-term coverage.

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Outcome 10
(Timely Completion of
Evaluations)

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OUTCOME 10: TIMELY COMPLETION OF EVALUATIONS

- **Outcome:** By the end of the 2005-2006 school year:
  – 90% of all initial evaluations shall be completed within 60 days.
  – 95% of all initial evaluations shall be completed within 75 days.
  – 98% of all initial evaluations shall be completed within 90 days.

- An initial evaluation is any evaluation other than a District-initiated three-year reevaluation.
- Completion means that the evaluation has been concluded and an IEP meeting convened.
  – If the evaluation or IEP meeting is delayed because of a parent request or because the student is unavailable for testing, the completion period shall be extended by the period of such parental request or unavailability.

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Outcome 10: Timely Completion of Evaluations

Outcome: By the end of the 2005-2006 school year:
90% of all initial evaluations shall be completed within 60 days.
95% of all initial evaluations shall be completed within 75 days.
98% of all initial evaluations shall be completed within 90 days.

School Year	# of IEPs	Within 60 Days		Within 75 Days		Within 90 Days		More Than 90 Days	
		#	%	#	%	#	%	#	%
2016-17 11/15/16	4,864	4,457	91.60%	4,686	96.30%	4,778	98.20%	86	1.80%
2015-16	16,317	14,823	90.80%	15,615	95.70%	15,933	97.60%	384	2.40%
2014-15	15,376	13,720	89.20%	14,553	94.60%	14,881	96.80%	495	3.20%
2013-14	16,489	14,012	84.90%	15,237	92.40%	15,759	95.60%	730	4.40%
2012-13	14,056	12,231	87.00%	13,105	93.20%	13,434	95.60%	622	4.40%
2011-12	14,079	12,603	89.50%	13,372	94.90%	13,628	96.80%	451	3.20%
2010-11	14,282	12,991	90.90%	13,714	96.00%	13,960	97.70%	322	2.30%
2009-10	14,762	13,423	90.90%	14,222	96.30%	14,496	98.20%	266	1.80%
2008-09	15,671	14,199	90.60%	14,956	95.40%	15,251	97.30%	420	2.70%
2007-08	15,874	14,345	90.40%	15,229	95.90%	15,523	97.80%	351	2.20%
2006-07	14,438	13,142	91.00%	13,728	95.10%	14,010	97.00%	428	3.00%
2005-06	13,465	11,565	85.90%	12,495	92.80%	12,933	96.10%	532	3.90%
2004-05	11,213	7,025	62.70%	8,870	79.10%	9,974	89.90%	1,239	10.90%
2003-04	12,300	8,142	66.20%	10,038	81.60%	11,056	89.90%	1,244	10.10%

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LAUSD Met Outcome 10 in 2007-2008

❖ **Maintenance of Effort:**

➢ Complete Evaluations and Hold IEP Meetings Within 60-Day Timeline
- o Psychological Services:
  - ▪ Complete assessments and present levels of performance within 60-day timeline
  - ▪ Maintain assessment logs with timelines
  - ▪ Upload psycho-education assessment report onto Welligent for IEP team review

- o On-going Collaboration with School Teams and District Staff
  - ▪ Strategic Planning and Data Management Team sends individual "Dashboard" data to all schools every three weeks
  - ▪ Dashboard data includes IEP timelines for initial and 3-year reevaluations; upcoming and overdue IEP dates
  - ▪ Collaborate with LRE Specialists and provide technical support to schools to ensure completion of the IEP meeting within the 60-day timeline

- o Document Status of IEP in Meeting Notes
  - ▪ IEP recessed pending placement, parent signature, etc.

Questions

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