

Los Angeles Unified School District

Two-Year Plan to Achieve MCD Outcome 13

March 21, 2013

Purpose: The Los Angeles Unified School District's (LAUSD) two-year Plan contained within this document describes the District's policies, procedures, and practices for systemically ensuring that students with disabilities receive special education services in conformity with the frequency and duration indicated on the student's most recently agreed upon Individualized Education Program (IEP).

Background: According to the 2012 California Special Education Management Information System (CASEMIS), the District serves 82,765 students with disabilities. Of those students, 36,188 receive resource specialist services. Approximately 59,000 individual designated instructional services were being provided to students with disabilities as of December 2012.

There are two distinct groups of service providers for students with disabilities. One group of providers, largely Resource Specialist Teachers (RST) are hired, monitored, supervised and evaluated by their school administrator. The second group of providers, namely designated instructional services providers, are hired, monitored, supervised and evaluated by central administrators.

School-based and central office administrators provide the teachers and providers with guidance and support in the delivery and documentation of special education services. Administrators use the District's progressive discipline process and performance evaluation system to document continued instances of failure to deliver or document services and take appropriate action to correct such non-compliance.

All special education services delivered to students attending independent Charter schools are delivered by charter employees or contractors and are monitored by charter school administrators. While charter schools are required to fulfill all requirements of the District's special education policies and procedures and the Modified Consent Decree (MCD), charter school employees and contractors are not supervised by District staff. As the authorizing agency, the District's Charter Schools Division provides general oversight of charter schools per the California Charter Schools Act throughout the approved charter petition period.

The District has provided evidence of exceeding the Outcome 13 target for delivery of service to students without specific learning disability for the past four years.¹ The District

¹ The Outcome 13 requirements are as follows:

- 93% of the services identified on the IEPs of students with disabilities in all categories except specific learning disabilities will show evidence of service provision.
- 93% of the services identified on the IEPs of students with a specific learning disability will show evidence of service provision.
- The District will show evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance. For purposes of assessment of frequency, provider absences will not constitute evidence of non-provision of service if such evidence is the result of short-term (maximum two consecutive weeks) illness, family emergency or jury duty. Student absences/no shows will not constitute evidence of non-provision

has also met the target for delivery of service to students with specific learning disability. With regard to delivering services at the frequency that meets IEP compliance, the District reached a performance rate of 83.5% during the 2011-2012 school year, which is 1.5% short of the Outcome target. Of the three Outcome 13 measures, the District is either meeting or has made significant progress towards meeting the provision of services and the frequency of services targets, yet struggles to meet the duration target.²

In January through March 2012, the Office of the Independent Monitor (OIM), the American Institutes for Research (AIR), and the Office of Data and Accountability (ODA) conducted a series of structured interviews with District staff to gain insight into factors contributing to the District's difficulty in meeting compliance with the frequency and duration requirements of IEPs. The interviews and subsequent surveys of service providers centered on caseloads and assignments, how services are prescribed and documented, and the effectiveness of the tools available to monitor provision of services both centrally and at the site level.

To achieve MCD Outcome 13 targets and to be in compliance with state and federal mandates, the District's two-year Plan will focus on developing and implementing a process to ensure systemic compliance with the provision of all IEP services. The system will include the following:

- A. Clearly articulated policies and procedures related to:
 - a. Caseload/workload; and
 - b. Service provision and prescribing of services on the IEP.
- B. Effective services tracking system including:
 - a. Ensuring technology is appropriate for service tracking (hardware & software);
 - b. Logging systems specifically designed for different user groups; and
 - c. Systems to allow tracking of a service by multiple providers (i.e. substitutes and assistants)
- C. An effective and user-friendly system of monitoring service delivery that includes:
 - a. Implementation of tools that administrators, teachers and service providers can use to monitor services at the site and provider level; and
 - b. A process that ensures that instances of non-compliance with service provision are immediately addressed and remedied.

of service. For purposes of assessment of duration, sessions not completed as the result of conflicts with a student's school schedule or late arrival/early departure by a student will not constitute evidence of an incomplete session.

² Office of the Independent Monitor Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree, 2011-2012, Appendix G.

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Two-Year Plan Activities to Achieve MCD Outcome 13

March 21, 2013

A. Systemic Compliance through Clearly Articulated Policies and Procedures

A-1 Implement effective caseload/workload practices and policies for prescription of services for each special education service

- Establish service provider workgroups to study caseload versus workload issues to develop effective practices and policies
 - Research practices in other large urban school districts and compare LAUSD caseloads with comparable districts
 - Review issues of caseload versus workload and determine factors that would influence workload
- Review current District policies and practices regarding prescription of services and recommend practices to maximize services to students
- Review the assessment protocols and requirements for each service to determine strategies to reduce time spent on assessments
- Implement assessment report formats that reduce the time spent writing reports
- Establish with Human Resources a process for attracting a substitute pool for service providers.
- Explore options such as online speech and language services to reduce caseloads by providing compensatory services and services for providers on leave
- Research practices in other large urban school districts for scheduling IEP team meetings that reduce the amount of time providers spend at IEP team meetings. LAUSD currently conducts approximately 120,700 IEPs annually which averages about 670 IEPs per day. Per Welligent data, the average IEP team meeting in LAUSD is slightly more than 1 hour
 - Research strategies for reducing the number of IEP team meetings held annually including authorization under IDEA to modify an IEP without convening a formal IEP team meeting provided parent/guardian agreement has been obtained in order to reduce number of meetings held to amend current IEPs
 - Develop and implement due process implementation IEPs to reduce the need for additional IEPs by service providers
- Implement policies, procedures and protocols for central office unit to provide administrators and service providers with guidance and support in the delivery and documentation of special education services in accordance with last agreed upon student IEPs

A-2 Implement effective class scheduling practices at middle and senior high schools that maximizes resource specialist teacher effectiveness.

- Provide written guidance and scheduling models to administrators, counselors and resource specialist teachers regarding best practices to maximize resource specialist teachers' time management and access to students
- Provide training to middle school and senior high school administrators and counselors on developing the master schedule for students receiving resource specialist services

B. Systemic Compliance through Effective Systems of Tracking Service Delivery

B-1 Improve the service tracking and monitoring systems at District and charter-operated schools.

- Conduct quarterly Welligent User Group (WUG) meetings to discuss best practices and service tracking needs
- Revise the Welligent scheduler system for ease of use by different provider groups
- Provide Welligent service tracking training differentiated by school levels of elementary, middle school, and senior high school to maximize efficiencies
- Implement a procedure for substitutes to document services in the Welligent service tracking systems
- Implement a link between the Welligent IEP FAPE Part 2 section and the service record to automatically create the service record
- Ensure each provider has effective technology for real time service tracking (hardware, software, connectivity)
- Import data from ISIS modules including attendance to the Welligent Tracking System to reduce time required to track

C. Systemic Compliance through Effective Systems of Monitoring Service Delivery

C-1 Include MCD Outcome 13 service delivery and documentation data in the District’s My Data system and Welligent system for more effective monitoring by administrators and providers.

- Design, develop, and implement a special education data dashboard in the My Data system accessible to Central Office administrators, Education Service Center administrators, principals, teachers and providers
- Develop and implement links from the dashboards to student detail reports on service delivery and documentation
- Develop and implement a special education data dashboard in the Welligent system, located on the user’s home screen in Welligent. When the school administrator, Resource Specialist Teacher, or designated instructional services provider logs into Welligent, the appropriate dashboard will display for that person’s caseload

C-2 Implement system alerts in Welligent regarding service delivery.

- Develop and implement an alert system consisting of automatic emails sent to the appropriate central or school site administrator, Resource Specialist Teacher, or designated instructional services provider when services have not been documented at the frequency and duration required per student IEPs

C-3 Establish a central office unit comprised of administrators responsible for (1) central-level monitoring of the District’s MCD Outcome 13 performance; (2) communicating data to Central Offices, ESC/ISIC, school site administrators and providers for corrective actions; and (3) following up to ensure that corrective actions have occurred.

C-4 Include professional development training regarding the legal requirements for implementation of IEP services as written in the last agreed upon IEP in District-operated and Charter-operated school administrative trainings.

- Develop principal-level training materials regarding special education legal requirements for the implementation of IEP services and meeting MCD Outcome 13 as part of the District’s School Leadership Framework
- Develop and implement training materials regarding special education legal requirements for the implementation of IEP services and meeting MCD Outcome 13 for charter-operated school administrators and other school-based administrators through the Special Education Leadership Academy (SPELA) and online training

C-5 Incorporate requirements for delivery of special education services at the frequency and duration indicated in individual students' IEPs into the District's performance evaluation process and the District's oversight process of charter schools' adherence to special education state and federal requirements, LAUSD special education policies and procedures, and the Modified Consent Decree.

- The initial planning sheets for District school-site administrators and resource specialist teachers shall include data points related to the implementation and documentation of special education services
- Copies of conference memos and progressive discipline for principals and service providers will be provided to the Division of Special Education in instances of ongoing failure to appropriately implement and document delivery of service at the frequency and duration required per student IEPs
- The District's oversight process of charter schools shall include monitoring and accountability of charter schools educational programs as it relates to the implementation and documentation of special education services as required by individual students' IEPs. The District will use Notices of Corrective Action and/or Notices to Cure as a method to alert charter-operated schools of instances of non-compliance and the requirement for corrective action