

**Office of the Independent Monitor**

Modified Consent Decree  
333 So. Beaudry Avenue, 18<sup>th</sup> Floor  
Los Angeles, California 90017  
Tel: (213) 241-1797  
Fax: (213) 241-7551

DAVID ROSTETTER, ED.D  
*Independent Monitor*

JAY R. ALLEMAN  
*Chief Analyst*

JAIME E. HERNANDEZ, ED.D  
*Research Director*

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Beth Kauffman  
Associate Superintendent  
Division of Special Education  
333 S. Beaudry Avenue, 17<sup>th</sup> Floor  
Los Angeles, California 90017

Robert M. Myers  
Attorney  
Newman, Aaronson, Vanaman  
14001 Ventura Blvd.  
Sherman Oaks, CA 91423-3558

Catherine Blakemore  
Attorney  
Disability Rights California  
1831 K Street  
Sacramento, CA 95811

**Re: Report on the Modified Consent Decree Outcomes – End of Year**

Dear Ms. Kauffman, Mr. Myers and Ms. Blakemore:

The purpose of the following Report is to inform the parties on the status of the District's performance on all Modified Consent Decree (MCD) outcomes for the 2018-19 school year on April 15, 2019. This Report provides District performance on the following outcomes:

- Outcome #1: Participation in the statewide assessment program
- Outcome #2: Performance in the statewide assessment program
- Outcome #3: Graduation rate
- Outcome #4: Completion rate
- Outcome #5: Reduction of suspensions
- Outcome #6: Placement of students with specific learning disabilities and speech language impairments
- Outcome #7: Placement in the least restrictive environment
  - Part 1: Placement of students with disabilities (SWD) at special education centers
  - Part 2: SWD at co-located sites will participate 12% of the instructional day with their non-disabled peers
- Outcome #8: Home school placement
- Outcome #9: Individual transition plan
- Outcome #10: Timely completion of evaluations
- Outcome #11: Complaint response time
- Outcome #12: Informal dispute resolution
- Outcome #13: Delivery of services - Revised
- Outcome #14: Increased parent participation
- Outcome #15: Timely completion of IEP translations
- Outcome #16: Increase in qualified providers
- Outcome #17: Behavioral interventions, strategies and supports
- Outcome #18: African American students identified as emotionally disturbed

**OUTCOME # 1: PARTICIPATION IN THE STATEWIDE ASSESSMENT PROGRAM**

- ◆ **Outcome:** By June 30, 2006, 75% of SWD in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of SWD participating in the statewide assessment program will be comparable to the percentage of nondisabled students participating in the statewide assessment program.

The IEP for every SWD shall identify how the student will participate in the statewide assessment program: (a) Smarter Balanced with appropriate supports; or (b) alternate assessment.

Participation Rate					
School Year	Test	Enrolled	Tested with Smarter Balanced	Participation Rate with Smarter Balanced	Combined Participation Rate
2018-19	ELA	37,877	37,656	99.4%	99.3%
2018-19	Math	37,877	37,537	99.1%	
2017-18*	ELA	31,756	30,579	96.3%	96.1%
2017-18*	Math	31,756	30,482	96.0%	
2016-17*	ELA	33,350	31,562	94.6%	94.5%
2016-17*	Math	33,350	31,448	94.3%	
2015-16	ELA	33,950	31,965	94.2%	94.0%
2015-16	Math	33,985	31,870	93.8%	
2014-15	ELA	39,803	34,174	85.9%	85.7%
2014-15	Math	39,803	34,044	85.5%	

\*Not including Independent Charters

- ◆ **Data Source:** 2019 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.
- ◆ **Determination:** Outcome 1 was met during the 2005-06 school year.

**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 Standards Test (CST) 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.

Smarter Balanced Spring 2019

School Year	Proficiency Categories	# of SWD	# of SWD Ranked as Having Met or Exceeded Standards	%
2018-19	English/Language Arts	37,657	4,683	12.44%
2018-19	Mathematics	37,539	3,668	9.77%
2017-18*	English/Language Arts	30,540	2,817	9.22%
2017-18*	Mathematics	30,452	2,199	7.22%
2016-17*	English/Language Arts	31,497	2,513	7.98%
2016-17*	Mathematics	31,412	2,016	6.42%
2015-16*	English/Language Arts	31,596	2,518	7.97%
2015-16*	Mathematics	31,482	2,029	6.44%
2014-15	English/Language Arts	34,062	2,717	7.98%
2014-15	Mathematics	33,982	2,125	6.25%

(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	%
2018-19	English/Language Arts	37,657	11,633	30.89%
2018-19	Mathematics	37,539	9,599	25.57%
2017-18*	English/Language Arts	30,540	7,428	24.32%
2017-18*	Mathematics	30,452	6,208	20.39%
2016-17*	English/Language Arts	31,497	7,070	22.45%
2016-17*	Mathematics	31,412	6,045	19.24%
2015-16*	English/Language Arts	31,596	7,020	22.22%
2015-16*	Mathematics	31,482	6,129	19.47%
2014-15	English/Language Arts	34,059	7,604	22.33%
2014-15	Mathematics	33,980	6,490	19.10%

\*Not including Independent Charters

- ◆ **Data Source:** 2019 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."

- 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.

**OUTCOME # 3: GRADUATION RATE**

- ◆ **Outcome:** The District shall increase the number of grade 12 SWD that receive diplomas to 39.79% by 6/30/2008 using the State of California methodology for calculating the graduation rate for SWD. If the State's diploma requirements change, the Independent Monitor shall meet with the Parties to discuss the impact of the change and may revise this outcome if appropriate.

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	% of Leavers for Grade 12 SWD Receiving a Diploma
2018-19	4,588	3,696	N/A	80.56%
2017-18	4,338	3,396	N/A	78.28%
2016-17	3,961	3,096	N/A	78.16%
2015-16	3,913	2,993	N/A	76.48%
2014-15	3,791	2,727	N/A	71.93%
2013-14	4,017	2,782	N/A	69.26%
2012-13	3,888	2,728	N/A	70.16%
2011-12	3,862	2,162	N/A	55.98%
2010-11	3,289	2,295	N/A	69.78%
2009-10	4,093	2,421	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%

- ◆ **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 2018-19 school year.
  - Denominator includes grade 12 SWD enrolled December 1, 2018 excluding SWD who have left LAUSD to another California public school (L<sup>3</sup>), California nonpublic school (L<sup>4</sup>) or school outside of California (L<sup>5</sup>) after December 1, 2018. 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.

**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%.

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
2018-19	4,996	3,696	73.98%	601	12.0%	0	0.0%	408	86.0%
2017-18	4,616	3,396	73.6%	942	20.0%	0	0.0%	278	94.0%
2016-17	4,486	3,096	69.0%	626	13.9%	0	0.0%	764	82.9%
2015-16	4,660	2,993	64.2%	535	11.5%	0	0.0%	1,132	75.7%
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:** MiSiS/Charter 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 2018-19 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 of the Parties on 9/14/2012

**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
2018-19	520,110	2,504	0.48%	77,700	849	1.09%
2017-18	540,344	2,934	0.54%	74,153	971	1.31%
2016-17	553,159	2,941	0.53%	77,331	991	1.28%
2015-16	556,382	3,824	0.69%	77,458	1,155	1.49%
2014-15	570,589	3,702	0.65%	76,032	1,138	1.50%
2013-14	576,029	5,581	0.97%	77,218	1,656	2.14%
2012-13	579,524	8,402	1.45%	75,903	2,182	2.87%
2011-12	582,689	15,677	2.69%	76,073	3,758	4.94%
2010-11	595,413	23,044	3.87%	72,790	4,912	6.75%
2009-10	621,358	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%

- ◆ **Data Source:** Welligent/MiSiS
  - Numerator is SWD ages 5-22 suspended out of school.
  - Denominator is all SWD ages 5-22 enrolled on 12/1/2018.
- ◆ **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

**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

School Year	Total # of Students	# of Students 40% or more	% of Students 40% or more
2018-19	39,826	34,707	87.1%
2017-18	41,811	36,197	86.6%
2016-17	42,211	36,662	86.9%
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%
2011-12	44,329	39,124	88.3%
2010-11	45,068	40,755	90.4%
2009-10	47,112	42,554	90.3%
2008-09	48,889	43,446	88.9%
2007-08	50,936	44,189	86.8%
2006-07	51,212	41,192	80.4%
2005-06	51,622	38,059	73.7%
2004-05	43,846	32,277	73.6%
2003-04	57,081	36,047	63.2%

- ◆ **Data Source:** Welligent. Students with an eligibility of SLI/SLD ages 6 to 22
  - Numerator is the number of SLI/SLD students placed in the combined categories of 0-20% and 21-60% in a special education setting.
  - Denominator is the number of SLI/SLD students.
- ◆ **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 6 was met during the 2005-06 school year.



**OUTCOME # 7: PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT**

- ◆ **Outcome 7 - 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.

Placement of SWD at Special Education Centers

School Year	# of Students	# of Students Reduced from Target	% of Students Reduced
2018-19	834	1,356	61.92%
2017-18	877	1,313	59.95%
2016-17	868	1,322	60.37%
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		

\* Baseline Year Data

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

**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.

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
2018-19	81	9.50%
2017-18	124	16.20%
2016-17	133	21.10%
2015-16	165	23.30%
2014-15 Includes Cleveland/Miller	277	31.76%
2014-15 Excludes Cleveland/Miller	152	20.83%
2013-14	280	27.65%

- ◆ **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.
- ◆ **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.
- ◆ **Determination:** Outcome 7 - Part 2 was met during the 2014-15 school year.

**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)

School Year	Total	# in Home School	% in Home School
2018-19	42,085	39,756	94.47%
2017-18	44,064	41,554	94.30%
2016-17	43,055	40,424	93.89%
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%
2011-12	46,557	43,302	93.01%
2010-11	49,139	45,654	92.91%
2009-10	51,055	47,576	93.19%
2008-09	51,832	48,654	93.87%
2007-08	54,308	50,334	92.68%
2006-07	59,068	55,691	94.28%
2005-06	56,593	52,070	92.01%
2004-05	48,106	44,789	93.10%
2003-04	32,215	29,801	92.51%

- ◆ **Data Source:** Welligent/MiSiS - SWD ages 5 to 22 at their resident school
  - Numerator is the number of students with an eligibility of SLI/SLD at their home school.
  - Denominator is the number of students with an eligibility of SLI/SLD.
  - 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 2003 - 2006.

**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%.

School Year	Total	# in Home School	% in Home School
Kindergarten Students (65.0%)			
2018-19	2,546	1,526	59.94%
2017-18	2,483	1,453	58.52%
2016-17	2,426	1,423	58.66%
2015-16	2,423	1,480	61.08%
2014-15	2,384	1,482	62.16%
2013-14	2,378	1,425	59.92%
2012-13	2,298	1,387	60.36%
2011-12	2,085	1,124	53.91%
2010-11	2,143	1,290	60.20%
2009-10	2,002	1,168	58.34%
2008-09	2,063	1,248	60.49%
2007-08	1,846	1,091	59.10%
2006-07	1,696	986	58.14%
2005-06	1,507	777	51.56%
2004-05	1,253	697	55.63%
2003-04	609	315	51.72%
Grade 6 Students (65.0%)			
2018-19	2,894	2,266	78.30%
2017-18	2,606	1,983	76.09%
2016-17	2,409	1,760	73.06%
2015-16	2,592	1,930	74.46%
2014-15	2,540	1,805	71.06%
2013-14	2,334	1,630	69.84%
2012-13	2,400	1,677	69.88%
2011-12	2,206	1,479	67.04%
2010-11	2,057	1,411	68.60%
2009-10	1,938	1,287	66.41%
2008-09	1,887	1,304	69.10%
2007-08	1,849	1,202	65.01%
2006-07	1,886	1,172	62.14%
2005-06	1,807	1,100	60.87%
2004-05	1,541	869	56.39%
2003-04	979	536	54.75%

Grade 9 Students (60.0%)			
2018-19	2,892	2,333	80.67%
2017-18	2,673	2,102	78.64%
2016-17	2,714	1,808	66.62%
2015-16	2,685	2,071	77.13%
2014-15	2,577	1,825	70.82%
2013-14	2,451	1,702	69.44%
2012-13	2,396	1,634	68.20%
2011-12	2,519	1,628	64.63%
2010-11	2,357	1,414	59.99%
2009-10	2,394	1,413	59.02%
2008-09	2,143	1,254	58.52%
2007-08	2,177	1,307	60.04%
2006-07	2,028	1,077	53.11%
2005-06	2,001	1,009	50.42%
2004-05	1,420	652	45.92%
2003-04	950	432	45.47%

- ◆ **Data Source:** Welligent/MiSiS - SWD ages 5 to 22 at their resident school
  - Numerator is the number of students, grades K, 6 and 9 respectively, with an eligibility other than SLI/SLD at their home school.
  - Denominator is the number of students, grades K, 6 and 9 respectively, with an eligibility other than SLI/SLD.
  - 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.

**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%.

Other Disabilities			
School Year	Total	# in Home School	% in Home School
Grades 1-5 (62.0%)			
2018-19	13,141	8,437	64.20%
2017-18	12,766	8,079	63.29%
2016-17	12,321	7,743	62.84%
2015-16	12,426	7,987	64.28%
2014-15	12,046	7,343	60.96%
2013-14	12,138	7,586	62.49%
2012-13	11,767	7,349	62.45%
2011-12	11,370	6,904	60.72%
2010-11	11,143	6,880	61.74%
2009-10	10,561	6,420	60.79%
2008-09	9,743	5,996	61.54%
2007-08	9,452	5,553	58.75%
2006-07	8,909	4,881	54.79%
2005-06	8,709	4,809	55.22%
2004-05	7,739	4,436	57.32%
2003-04	5,603	3,306	59.00%
Grades 7-8 (55.2%)			
2018-19	5,296	4,132	78.02%
2017-18	5,245	4,030	76.84%
2016-17	5,118	3,743	73.13%
2015-16	5,015	3,855	76.87%
2014-15	4,714	3,410	72.34%
2013-14	4,651	3,285	70.63%
2012-13	4,314	2,911	67.48%
2011-12	4,033	2,744	68.04%
2010-11	4,107	2,723	66.30%
2009-10	3,923	2,456	62.61%
2008-09	3,776	2,327	61.63%
2007-08	3,731	2,249	60.28%
2006-07	3,596	1,989	55.31%
2005-06	3,477	1,901	54.67%
2004-05	2,735	1,476	53.97%
2003-04	1,963	1,032	52.57%

Grades 10-PG (36.4%)			
2018-19	7,763	4,702	60.57%
2017-18	8,482	5,287	62.33%
2016-17	8,016	4,677	58.35%
2015-16	6,935	4,025	58.04%
2014-15	7,442	4,218	56.68%
2013-14	6,504	3,435	52.81%
2012-13	6,845	3,507	51.23%
2011-12	6,032	3,000	49.73%
2010-11	6,423	3,080	47.95%
2009-10	6,318	2,785	44.08%
2008-09	5,864	2,474	42.19%
2007-08	5,368	2,224	41.43%
2006-07	5,262	1,971	37.46%
2005-06	4,856	1,877	38.65%
2004-05	3,305	1,190	36.01%
2003-04	2,540	881	34.69%

- ◆ **Data Source:** Welligent/MiSIS - SWD ages 5 to 22 at their resident school
  - Numerator is the number of students, grades 1-5, 7-8 and 10-12 respectively, with an eligibility other than SLI/SLD at their home school.
  - Denominator is the number of student's grades 1-5, 7-8 and 10-12 respectively, with an eligibility other than SLI/SLD.
  - 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 8 was met by stipulation of the parties on 9/15/2008.

**OUTCOME # 9: INDIVIDUAL TRANSITION PLAN**

- ◆ **Outcome:** By June 30, 2006, 98% of all SWD as defined in IDEA age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.

Students with Individual Transition Plan

School Year	Number of SWD 14 Years or Older	Number of SWD with an Individual Transition Plan	% of SWD with an Individual Transition Plan
2018-19	23,138	23,138	100.0%
2017-18	25,953	25,953	100.0%
2016-17	25,781	25,779	99.99%
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 (6/15/2019 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



## OUTCOME # 10: TIMELY COMPLETION OF EVALUATIONS

- ◆ **Outcome:** By the end of the 2005-2006 school year:
  - a. 90% of all initial evaluations shall be completed within 60 days.
  - b. 95% of all initial evaluations shall be completed within 75 days.
  - c. 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 completed and an IEP meeting convened. If the evaluation or IEP meeting is delayed because of parent request or the child is unavailable for testing, the completion period shall be extended by the period of such parental request or unavailability.

Evaluations

School Year	# of IEPs	Within 60 Days (50 Days prior to 10/8/05)		Within 75 Days (65 Days prior to 10/8/05)		Within 90 Days (80 Days prior to 10/8/05)		Over 90 Days (80 Days prior to 10/8/05)	
		#	%	#	%	#	%	#	%
2018-19	15,852	12,823	80.9%	14,404	90.9%	15,034	94.8%	818	5.2%
2017-18	15,336	13,072	85.2%	14,329	93.4%	14,749	96.2%	587	3.8%
2016-17	15,866	14,147	89.2%	15,064	95.0%	15,384	97.0%	482	3.0%
2015-16	16,300	14,853	91.1%	15,609	95.8%	15,900	97.6%	400	2.4%
2014-15	15,376	13,720	89.2%	14,553	94.6%	14,881	96.8%	495	3.2%
2013-14	16,489	14,012	84.9%	15,237	92.4%	15,759	95.6%	730	4.4%
2012-13	14,056	12,231	87.0%	13,105	93.2%	13,434	95.6%	622	4.4%
2011-12	14,079	12,603	89.5%	13,372	94.9%	13,628	96.8%	451	3.2%
2010-11	14,282	12,991	90.9%	13,714	96.0%	13,960	97.7%	322	2.3%
2009-10	14,762	13,423	90.9%	14,222	96.3%	14,496	98.2%	266	1.8%
2008-09	15,671	14,199	90.6%	14,956	95.4%	15,251	97.3%	420	2.7%
2007-08	15,874	14,345	90.4%	15,229	95.9%	15,523	97.8%	351	2.2%
2006-07	14,438	13,142	91.0%	13,728	95.1%	14,010	97.0%	428	3.0%
2005-06	13,465	11,565	85.9%	12,495	92.8%	12,933	96.1%	532	3.9%
2004-05	11,213	7,025	62.7%	8,870	79.1%	9,974	89.9%	1,239	10.9%
2003-04	12,300	8,142	66.2%	10,038	81.6%	11,056	89.9%	1,244	10.1%

- ◆ **Data Source:** Welligent
  - Numerator is the number of initial evaluations completed and the IEP convened within the appropriate number of days (60, 75 and 90).
  - Denominator is the number of requested initial evaluations aged according to the number of days overdue on 6/15/2018.
- ◆ **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 10 was met during the 2007-08 school year

**OUTCOME # 11: COMPLAINT RESPONSE TIME**

- ◆ **Outcome:** The District will provide lawful responses to parents filing complaints in accordance with the following performance standards:
  - a. 25% of complaints will be responded to within 5 working days.
  - b. 50% of complaints will be responded to within 10 working days.
  - c. 75% of complaints will be responded to within 20 working days.
  - d. 90% of complaints will be responded to within 30 working days.

“Complaint” means the allegation of a perceived violation of (a) the Individuals with Disabilities Education Act and implementing regulations; (b) the California State Education Code related to special education and implementing regulations; or (c) the District’s Special Education Compliance Guide.

“Lawful response” means that a parent is provided with a written response that satisfies the District’s legal obligations and may be one of the following: (1) a remedy and, where appropriate, the date by which the remedy shall be implemented; (2) information that an appropriate referral has been made; (3) suggested action the complainant may wish to take; or (4) a determination that the complaint has been investigated and determined to be unfounded.

Complaint Response Time

School Year	# of Calls	% of Calls Responded to in 5 Working Days	% of Calls Responded to in 10 Working Days	% of Calls Responded to in 20 Working Days	% of Calls Responded to in 30 Working Days	% of Calls Responded to in Over 30 Working Days
2018-19	495	30.1%	61.4%	98.8%	99.6%	0.4%
2017-18	324	75.0%	92.9%	98.8%	100%	0.0%
2016-17	62	70.9%	85.5%	98.4%	100%	0.0%
2015-16	120	59.2%	84.2%	97.5%	100%	0.0%
2014-15	1,669	47.5%	69.7%	93.1%	100%	0.0%
2013-14	1,171	49.8%	76.2%	95.5%	98.6%	1.4%
2012-13	1,152	50.0%	77.4%	94.6%	99.2%	0.8%
2011-12	1,451	75.1%	89.5%	97.3%	99.9%	0.1%
2010-11	1,457	83%	95%	99.6%	100%	0.0%
2009-10	1,645	81%	95%	99.8%	100%	0.0%
2008-09	1,226	88%	98%	100%	100%	0.0%
2007-08	1,143	85%	96%	99%	100%	0.0%
2006-07	927	83%	96%	99%	100%	0.0%
2005-06	966	54%	82%	97%	99.9%	0.1%
2004-05	847	40%	70%	95%	99.3%	0.7%
2003-04	637	36%	64%	91%	98%	1.0%

- ◆ **Data Source:** Call Center database. Calculations are based on complaints responded to/not responded to on 7/30 of each year.
  - Numerator is the number of complaints that have been responded to within the appropriate number of days (5, 10, 20 and 30).
  - Denominator is the number of complaints.
- ◆ **Determination:** Outcome 11 was met during the 2005-06 school year

## OUTCOME # 12: INFORMAL DISPUTE RESOLUTION

- ◆ **Outcome:** By June 30, 2006, the District will increase reliance on informal dispute resolution of disputes by increasing its ability to timely resolve disputes by concluding its informal dispute resolution process within 20 working days in 60% of cases.

Informal Dispute Resolution

School Year	Formal Due Process Requests	Informal Dispute Resolution Requests	Informal Dispute Resolution Pending Within 20 Days	Informal Dispute Resolution Resolved Within 20 Days	Informal Dispute Resolution Beyond 20 Days	Informal Dispute Resolution Pending Outside Timelines
2018-19	1,816	1,680	276 (16%)	1,292 (77%)	112 (7%)	0 (0%)
2017-18	1,783	1,743	0 (0%)	1,513 (87%)	184 (11%)	46 (2%)
2016-17	1,744	1,553	0 (0%)	1,353 (87%)	159 (10%)	41 (3%)
2015-16	1,656	1,324	0 (0%)	1,249 (94%)	75 (6%)	0 (0%)
2014-15	1,598	1,423	0 (0%)	1,308 (92%)	115 (8%)	0 (0%)
2013-14	1,539	1,589	0 (0%)	1,371 (86%)	218 (14%)	0 (0%)
2012-13	1,338	1,572	0 (0%)	1,293 (83%)	156 (10%)	115 (7%)
2011-12	1,300	1,512	0 (0%)	1,295 (86%)	123 (8%)	94 (6%)
2010-11	1,178	1,515	0 (0%)	1,135 (75%)	246 (16%)	134 (9%)
2009-10	1,012	1,677	0 (0%)	952 (57%)	661 (36%)	114 (7%)
2008-09	1,003	1,658	0 (0%)	1,310 (79%)	348 (21%)	0 (0%)
2007-08	957	1,660	0 (0%)	1,299 (78%)	117 (7%)	242 (15%)
2006-07	948	1,382	0 (0%)	1,059 (77%)	103 (7%)	220 (16%)
2005-06	1,118	605	0 (0%)	466 (77%)	23 (4%)	116 (19%)
2004-05	1,117	946	0 (0%)	656 (69%)	218 (23%)	72 (8%)

- ◆ **Data Source:** IDR database. Calculations are based on resolved disputes within 20 working days.
  - Numerator is the number of disputes resolved within 20 working days.
  - Denominator is the number of disputes.
- ◆ **Determination:** Outcome 12 was met during the 2005-06 school year

**OUTCOME # 13: DELIVERY OF SERVICES - REVISED**

**Outcome 13A**

- ◆ The duration rate of services provided for all students' IEP services for all IEP service categories combined will be at least 90%, measured at the end of the school year. For purposes of duration, service minutes not delivered due to student absences/no shows/service refusal/school closure/shortened day will be deducted due to lack of opportunity to provide services.

Delivery of Services

School Year	Target Minutes	Delivered Minutes	% Delivered
2018-19	668,447,195	628,622,696	94.04%
2017-18	634,929,210	590,102,188	92.94%

- ◆ **Data Source:** Welligent service tracking system using SER 300 data
- ◆ **Discussion:** The aggregate target minutes, minutes not provided due to a lack of opportunity (LO), and minutes provided are derived from the Welligent service tracking system and will be analyzed by the Office of the Independent Monitor (OIM) for the 2018-2019 school year.

**Outcome 13B**

- ◆ The District will demonstrate it has a process in place that (1) identifies students who are receiving less than 70% of the aggregate duration of services prescribed in their IEPs; (2) provides notification to the identified students' parents that the District has not provided the required duration of specified services prescribed in their child's IEP, which also informs parents that compensatory services will be offered; and (3) offers compensatory services for services that were not received.
- ◆ **Data Source:** Welligent service tracking system using SER 300 data
- ◆ **Discussion:** On October 15, February 15, and April 15, the District will identify students receiving less than 70% of their aggregate duration minutes per service category. The District will provide parental notice and an offer of compensatory services within 10 days of each benchmark date. The District will provide all parent notification to the OIM within 10 days of the notices being provided to parents. The OIM will validate the accuracy of the identification and timely provision of the parental notification letter.

**Outcome 13C**

- ◆ By June 30, 2019, all parents will have access through the MiSiS Parent Portal to a quarterly year-to-date snapshot report summarizing all services delivered in accordance with the IEP. The service delivery communique will be accessible to screen readers, easy to understand, and enable parents to view the provision of RSP and related services delivered over a specified time at least equal to one school year (for the current school year).
- ◆ **Discussion:** The OIM will monitor the implementation of the quarterly reports upon identification of timelines for the 2018-2019 school year.

**OUTCOME # 13: DELIVERY OF SERVICES**

- ◆ **Outcome:** By June 30, 2006, 93% of the services identified on the IEPs of SWD in all disability categories except SLD will show evidence of service provision. In addition, by June 30, 2006, 93% of the services identified on the IEPs of students with a specific learning disability will show evidence of service provision.

Delivery of Services

School Year	Percentages of Services Provided: Overall Population Estimate Weighted to the Population without SLD		Percentages of Services Provided: Overall Population Estimate for SLD Only	
	IEP – Log Analysis	IEP – Site Visit*	IEP – Log Analysis	IEP – Site Visit*
2016-17	97.0%	N/A	97.0%	N/A
2015-16	97.7%	N/A	97.2%	N/A
2014-15	98.1%	N/A	97.6%	*N/A
2013-14	96.4%	N/A	96.2%	*N/A
2012-13	98.1%	N/A	97.7%	*N/A
2011-12	94.1%	N/A	94.5%	*N/A
2010-11	94.5%	N/A	90.8%	*N/A
2009-10	94.8%	N/A	93.0%	*N/A
2008-09	93.7%	N/A	91.2%	*N/A
2007-08	92.0%	N/A	93.0%	*N/A
2006-07	86.6%	N/A	74.0%	*N/A
2005-06	84.8%	86.4%	79.4%	85.0%
2004-05	93.2%	77.2%	72.8%	79.0%
2003-04	63.7%	85.6%	33.8%	92.6%

- ◆ **Outcome:** By June 30, 2006, the District will provide evidence that at least 85% of the services identified on the IEPs of SWD have a frequency and duration that meets 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 (maximum two consecutive weeks) illness, family emergency or jury duty. Student absences/no shows will also constitute evidence of service provision.

Frequency and Duration of Services

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
2016-17	87.0%	72.0%
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%

- ◆ **Data Source:** Services Study
  - Office of Data and Accountability (ODA) and American Institutes for Research (AIR).
- ◆ **Discussion:** The purpose of this outcome is to ensure that SWD receive services as specified in their IEPs. This includes instructional services like the Resource Specialist Program (RSP) and related services such as speech and language, and occupational and physical therapy. For the purpose of this study, evidence of eight weeks of service is required for meeting both the frequency and duration requirements as specified in a student’s IEP. This Outcome requires the District to maintain accurate records of service delivery in the Welligent system by thousands of special education teachers and service providers.

**OUTCOME # 14: INCREASED PARENT PARTICIPATION**

- ◆ **Outcome:** By June 30, 2006, the District will increase the rate of parent participation in IEP meetings in the area of attendance to 75%.

Parent Participation

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	
			#	%	#	%	#	%	#	%	#	%
2018-19		86,778	73,364	84.5%	10,230	11.8%	2,764	3.2%	412	0.5%	8	0.01%
2018-19	135,958		114,618	84.3%	15,989	11.8%	4,533	3.3%	805	0.6%	13	0.01%
2017-18		88,121	74,712	84.8%	10,439	11.8%	2,592	2.9%	377	0.4%	1	0.01%
2017-18	131,453		110,339	83.9%	16,107	12.3%	4,287	3.3%	718	0.5%	2	0.01%
2016-17		85,023	71,164	83.7%	10,815	12.7%	2,570	3.0%	471	0.6%	2	0.01%
2016-17	132,403		110,382	83.4%	16,704	12.6%	4,414	3.3%	901	0.7%	2	0.01%
2015-16		84,831	71,067	83.8%	10,442	12.3%	2,827	3.3%	492	0.6%	2	0.01%
2015-16	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%
2014-15	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%
2013-14	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%
2012-13	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%
2012-13	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%
2010-11	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%
2009-10	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%
2008-09	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%
2007-08	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%

- ◆ **Data Source:** Welligent
  - Numerator is the number of IEPs that indicate Parent/Student (18-21) participated in the IEP meeting.
  - Denominator is the number of Welligent IEPs.
  - For this outcome caution must be taken when comparing the outcome performance by year due to the number of IEPs and quality of data during the years of 2003 - 2006.

- ◆ **Discussion:** Please note that the total number of IEPs for the year include students who had multiple IEPs in the school year, students who have left the District, students found no longer eligible and students identified as not eligible for special education services. Active IEPs are those students who were receiving special education services from the District on the date of the data extract

- ◆ **Outcome:** 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 <sup>(1)</sup>	# With No Evidence to Convince	% With No Evidence to Convince <sup>(1)</sup>
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	1,044	821	79.4%	223	20.6%

<sup>(1)</sup>% are weighted to represent the proportions of high and low incidence disabilities categories in the population.

- ◆ **Determination:** Outcome 14 was met during the 2006-07 school year



**OUTCOME # 15: TIMELY COMPLETION OF IEP TRANSLATIONS**

- ◆ **Outcome:** 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.

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.

Completion of IEP Translations

School Year	# of Translations Completed	% of Translations Completed in 30 Days	% of Translations Completed in 45 Days	% of Translations Completed in 60 Days	% of Translations Completed in over 60 Days	# of Translations Pending	# of Translations Pending over 60 Days
2018-19	45,400	99.99%	99.99%	99.99%	0.01%	0	0
2017-18	44,818	99.99%	99.99%	99.99%	0.01%	0	0
2016-17	40,030	99.94%	99.98%	99.99%	0.01%	5	5
2015-16	20,560	86.4%	96.3%	98.04%	1.96%	0	0
2014-15	17,773	97.3%	99.2%	99.5%	0.5%	1	1
2013-14	15,818	94.9%	99.2%	99.5%	0.5%	0	0
2012-13	15,053	78.4%	78.7%	79.4%	20.6%	66	66
2011-12	15,820	99.3%	99.9%	99.9%	0.04%	0	0
2010-11	15,388	99.4%	99.8%	99.9%	0.14%	0	0
2009-10	16,921	70.6%	91.0%	99.0%	0.96%	7	7
2008-09	17,624	60.5%	74.5%	89.5%	10.5%	82	82
2007-08	18,738	92.3%	99.2%	99.9%	0.1%	11	0
2006-07	14,525	96.2%	98.9%	99.5%	0.52%	0	0
2005-06	14,032	54%	88%	97%	3%	8	8
2004-05	8,492	11%	38%	75%	19%	1,261	36
2003-04	7,947	8%	13%	18%	41%	4,141	4,141

- ◆ **Data Source:** Welligent. Calculations based on completed translations.
  - Numerator is the number of IEPs translated within the appropriate number of days (30, 45 and 60).
  - Denominator is the number of requested translations through 6/30 of the school year.
- ◆ **Determination:** Outcome 15 was met during the 2006-07 school year

**OUTCOME # 16: INCREASE IN QUALIFIED PROVIDERS**

- ◆ **Outcome:** The District shall increase the percentage of credentialed special education teachers to 88%. The Independent Monitor shall not certify under paragraph 88 of the Modified Consent Decree 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%.

Qualified Providers					
School Year	# of Special Education Teachers	# of Intern Teachers	# of Provisional Teachers	Qualified Special Education Teachers	% Qualified Special Education Teachers
2018-19	4,480	435	238	3,807	84.98%
2017-18	4,434	391	238	3,805	85.81%
2016-17	4,448	304	289	3,855	86.67%
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	72.3%
2003-04	Data unavailable	Data unavailable	Data unavailable	3,480	70.6%

- ◆ **Data Source:** Human Resources/Personnel Research. Classroom teachers make up the data set.
  - Numerator is the number of qualified special education teachers.
  - Denominator is the number of special education teachers.
- ◆ **Determination:** This outcome now requires the District to increase the percent 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 June 15, 2019, 84.98% of the District's fully credentialed special education teachers fell below the target level.

**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
2018-19	Autism	16,714	8,534	51.1%
2018-19	Emotionally Disturbed	1,666	1,661	98.0%
2017-18	Autism	15,520	8,295	53.4%
2017-18	Emotionally Disturbed	1,724	1,724	100%
2016-17	Autism	15,040	8,362	55.6%
2016-17	Emotionally Disturbed	1,740	1,738	99.9%
2015-16	Autism	14,390	8,464	58.8%
2015-16	Emotionally Disturbed	1,775	1,775	100%
2014-15	Autism	13,673	10,297	75.3%
2014-15	Emotionally Disturbed	1,895	1,895	100%
2013-14	Autism	12,828	8,224	64.1%
2013-14	Emotionally Disturbed	1,918	1,918	100%
2012-13	Autism	11,945	7,754	64.9%
2012-13	Emotionally Disturbed	1,987	1,987	100%
2011-12	Autism	11,414	7,491	65.6%
2012-13	Emotionally Disturbed	1,959	1,953	99.7%
2010-11	Autism	10,633	7,108	66.4%
2010-11	Emotionally Disturbed	2,317	2,292	98.9%
2009-10	Autism	9,954	6,626	66.6%
2009-10	Emotionally Disturbed	2,489	2,424	97.4%
2008-09	Autism	9,189	6,107	66.5%
2008-09	Emotionally Disturbed	2,491	2,485	99.8%
2007-08	Autism	8,262	5,506	66.6%
2007-08	Emotionally Disturbed	2,569	2,561	99.7%
2006-07	Autism	7,291	4,733	64.9%
2006-07	Emotionally Disturbed	2,705	2,687	99.3%
2005-06	Autism	6,462	3,934	60.9%
2005-06	Emotionally Disturbed	3,010	2,919	96.9%
2004-05	Autism	4,958	2,351	47.4%
2004-05	Emotionally Disturbed	2,052	1,684	82.1%
2003-04.	Autism	3,382	680	20.1%
2003-04	Emotionally Disturbed	2,326	955	41.1%

- ◆ **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

**OUTCOME #18: AFRICAN AMERICAN STUDENTS IDENTIFIED AS EMOTIONALLY DISTURBED**

- ◆ **Outcome:** By June 30, 2006, 90% of African American students identified as emotionally disturbed during an initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by Independent Monitor.

Comprehensive Evaluations

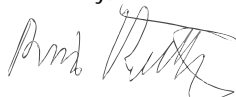
School Year	Ethnicity	# of Observations	# of Students Meeting Criteria	% Meeting Criteria
2018-19	African American	194	170	87.6%
2017-18	African American	187	173	92.5%
2016-17	African American	156	146	93.6%
2015-16	African American	197	188	95.4%
2014-15	African American	181	148	81.8%
2013-14	African American	191	155	81.2%
2012-13	African American	187	152	81.3%
2011-12	African American	186	158	85.0%
2010-11	African American	240	194	80.8%
2009-10	African American	235	195	83.0%
2008-09	African American	254	206	81.1%
	Latino	325	278	85.5%
	White	150	129	86.0%
	Total	729	613	84.1%
2007-08	African American	181	127	70.2%
	Latino	200	156	78.0%
	White	128	110	85.9%
	Total	509	393	77.2%
2006-07	African American	190	96	50.5%
	Latino	262	145	55.3%
	White	145	75	51.7%
	Total	597	316	52.9%
2005-06	African American	174	44	25.3%
	Latino	206	73	35.4%
	White	105	35	33.3%
	Total	485	152	31.3%
2004-05	African American	73	2	2.7%
	Latino	119	3	2.5%
	White	45	4	8.8%
	Total	237	9	3.8%

- ◆ **Data Source:** Study conducted by the Office of the Independent Monitor.
- ◆ **Determination:** Outcome 18 was met by determination of the Independent Monitor during the 2009-10 school year

## Conclusion

This Report highlights the District's performance on all Modified Consent Decree (MCD) outcomes on June 30, 2019. It is important that the District continue monitoring the performance on all outcomes to ensure that targets are met. The District has maintained the performance of 15 of the 18 outcomes that have been met. Outcome 8- Home School Placement has been met, but noted a drop in performance below the target in kindergarten students. Outcome 10-Timely Completion of Evaluations has been met, but noted a drop in performance below the target level beginning in the 2013-14 school year. Outcome #16: Increase in qualified providers has fallen below the outcome target. Please note that the District will be disengaged from Outcome #16 after all other outcomes are met and the District has achieved and maintained at least the 88% level. It is the expectation of the Independent Monitor that the District will maintain performance of all targets until the completion of the MCD.

Sincerely,



David J. Rostetter

c: Deneen Evans Cox, Brigitte Ammons, Veronica Smith, Marco Tolj