



LAUSD
UNIFIED

REPORT ON IMPROVING STUDENT OUTCOMES AND ENSURING RIGHTS

ETHICS AND COMPLIANCE MONITORING LEGAL SERVICES

OFFICE OF THE GENERAL COUNSEL
May 2024



2022-23
School Year

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Message from Superintendent Alberto M. Carvalho



I am privileged to serve as your Superintendent alongside a dedicated and highly skilled team in the best District in the nation. I have witnessed the amazing things our students, families and school communities accomplished together.

This report on Improving Student Outcomes and Ensuring Rights focuses on LAUSD's efforts during the 2022-23 school year toward improving outcomes and ensuring rights for students, as well as the District's ongoing compliance with the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 and other student civil rights laws.

As of the publication of this report, Los Angeles Unified has concluded the first year of the 2022-26 Strategic Plan. Of the 93 Measures of Success (MoS) outlined in the Strategic Plan, 83% showed improvement, demonstrating growth and evidence of being on track to achieve their established goals. The remaining 17% of the MoS were determined a work in progress and were identified as areas for growth needing adjustment, amendment, or reappropriation of processes to achieve the intended outcomes.

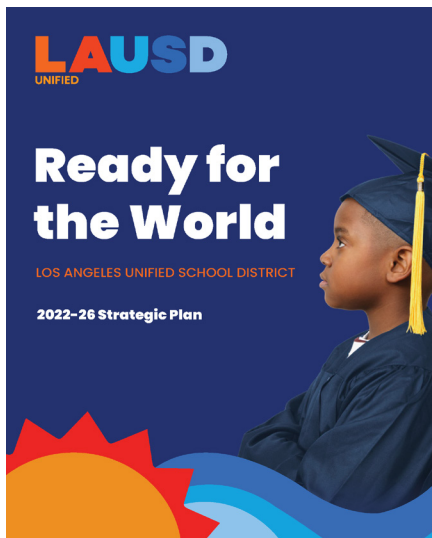
One of the Measures of Success showing improvement addressed increasing the percentage of students with disabilities who are in the general education program at least 80% of the school day to 80%. In the 2022-23 school year 61.6% of students with disabilities were in the general education program at least 80% of the school day. This showed an increase over the 2020-21 school year percentage of 58.8% students with disabilities.

As expected, there have been educational benefits from the Division of Special Education and the Division of Instruction's collaborative efforts to ensure that students with disabilities receive a free appropriate public education. This collaboration is exemplified by the provision of professional development, such as the Division of Special Education's training for general education teachers regarding accommodations documented in Individualized Education Programs (IEPs) and the delivery of these accommodations in the general education classroom. Additionally, increasing the reclassification of students with disabilities dually identified as English learners has been a joint focus of the Division of Special Education and the Division of Instruction's Multilingual and Multicultural Education Department (MMED).

The work we are doing to transform Los Angeles Unified into the premier urban district in the nation is being demonstrated in the remarkable stories of our students overcoming adversity, dedicating themselves to their school work and graduating ready to change the world. Our students and families have confronted remarkable challenges since the pandemic, but this is the latest signpost validating the progress we are making as a District.

There is more work to be done. However, I am proud of the work we have accomplished together and the inroads we have made to establish Los Angeles Unified as the district of choice for families. I would like to thank the Office of the General Counsel for this Report and for providing oversight and support to ensure that the rights of students, families and personnel are protected and that students have the necessary resources for success.

LAUSD 2022–2026 Strategic Plan



Our Mission and Vision

After listening to our community and holding up our District Goals as our primary drivers, we have developed the following Mission, Vision, and Theory of Action to outline, respectively, why we do what we do, where we want to go, and how we believe we will get there.

Mission: Realizing excellence for all students by providing the unique, rigorous, culturally relevant education that each and every student deserves.

Vision: Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

Theory of Action

When We:

- Learn from our community and bring the lived experiences of our students and families into our planning
- Support our teachers, leaders, and staff to deliver academically challenging, data-informed, and equity-driven education
- Proactively collect, analyze, and share information that clearly defines where our students stand in terms of academics and social emotional wellness, and
- Align our actions and resources at every level of the organization to drive improvement in teaching and learning

Then: All Los Angeles Unified students will graduate READY FOR THE WORLD – to thrive in college, career, and life.

To effectively implement this Theory of Action, the District has proposed five high-level Pillars that represent critical areas we will focus on over the next four years. Each Pillar contains several Priorities we believe are required to successfully support the Pillar, as well as Measures of Success and associated targets so we can gauge our progress in meeting our goals. Strategies are specific actions we can take at the school site or at the District and community levels to advance these priorities and help us meet our targets.

The five Pillars of the Strategic Plan are:

Academic Excellence

Joy and Wellness

Engagement and
Collaboration

Operational
Effectiveness

Investing in Staff

Students with Disabilities

Demographic Information

During the 2022-23 school year, the District educated 67,035 students with Individualized Education Programs (IEP). Specific Learning Disability (SLD) at 34.4%, Autism (AUT) at 24.19% and Speech or Language Impairment (SLI) 18.46% are identified as the highest count of disability types. It is important to note that the District notified the California Department of Education (CDE) that the District inaccurately reported data regarding race/ethnicity for the 2022-23 school year. The two charts below summarize the information that was submitted to CDE by student race and ethnicity and also by disability type for the 2022-23 school year.

Students with Disabilities with IEPs–Race and Ethnicity		
Hispanic	48,594	72.49%
Unknown	11,567	17.26%
Caucasian	2,929	4.37%
African American	2,603	3.88%
Asian	645	0.96%
Filipino	395	0.59%
Multiple Ethnicities	213	0.32%
Pacific Islander	49	0.07%
Native American	40	0.06%
Grand Total	67,035	100%

Students with Disabilities with IEPs–Disability Type		
Specific Learning Disability (SLD)	23,061	34.40%
Autism (AUT)	16,217	24.19%
Speech or Language Impairment (SLI)	12,378	18.46%
Other Health Impairment (OHI)	8,143	12.15%
Intellectual Disability (ID)	3,319	4.95%
Orthopedic Impairment (OI)	1,064	1.59%
Emotional Disturbance (ED)	985	1.47%
Hearing Impairment (HH)	947	1.41%
Multiple Disabilities (MD)	371	0.55%
Visual Impairment (VI)	258	0.38%
Deafness/Hearing Impairment (DEAF/HI)	234	0.35%
Traumatic Brain Injury (TBI)	48	0.07%
Deaf-Blindness (DB)	8	0.01%
Other	2	0.00%
Grand Total	67,035	100%

Students with Section 504 Plans

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a civil rights law that prohibits discrimination/harassment on the basis of disability in any program or activity receiving federal financial assistance. The District has specific responsibilities related to the provision of a “free appropriate public education” (FAPE) to school-aged individuals with disabilities under Section 504 and the Individuals with Disabilities Education Act (IDEA).

To meet the criteria for Section 504 protection, a child must: have a physical or mental impairment that substantially limits one or more major life activities; have a record of such impairment; or be regarded as having such an impairment. At the end of the 2022-23 school year, there were 2,881 students with Section 504 plans.

Executive Summary

Purpose of the Report

The purpose of this report is to provide an update to the Office of the General Counsel's (OGC) December 2022 Report on *Improving Outcomes and Ensuring Rights*. The status of the Los Angeles Unified School District's (LAUSD or District) efforts during the 2022-23 school year toward improving outcomes and ensuring rights for students is reviewed.

The OGC recognizes and supports the benefits students receive when the District demonstrates coherence through consistency of purpose, policy, and practice. The District's efforts to eliminate opportunity gaps, improve outcomes, and ensure students are provided the rights and protections they are entitled to by law is viewed in this Report through the lens of the District's implementation of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), Title IX, and other student civil rights laws.

The report acknowledges various accomplishments the District experienced in improving outcomes and ensuring rights for students while also providing recommendations for increasing the District's capacity for further success. As with all District efforts, these recommendations rely on a shared commitment to action guided by ethical and legally compliant practices.

Significant Events

During the 2022-23 school year, the District faced several significant events that required decisive action. One of the key events continued to be the implementation of the COVID-19 Compensatory Education Plan as part of the United States Department of Education, Office for Civil Rights (OCR) Resolution Agreement.

In addition, the District navigated the 3-day SEIU Local 99 union strike by collaborating with union leaders to find a resolution that addressed the concerns of employees.

LAUSD also approved a revised Instructional Calendar for the 2022-23 school year which included optional Acceleration Days held on December 19-20, 2022 and April 3-4, 2023.

Ethics and Compliance Monitoring Legal Services (ECM)

The Ethics and Compliance Monitoring Legal Services (ECM) team operates within the Deputy General Counsel's office. The ECM team promotes an ethical and legally compliant culture for the District, focused on improving student outcomes, ensuring rights, and being a trusted organization. ECM asks the questions: Is it legal? Is it against our policies? Is it ethical? Is it advisable? Working as a partner in achieving the District's strategic priorities, ECM fosters the maxim that *Compliance ensures that students have the necessary tools to succeed*.

Ethics

The Ethics team's mission is to improve LAUSD performance by fostering high ethical standards and supporting employees and leadership with the policies, processes, tools and advice necessary to exemplify conduct that strengthens public trust and confidence in the integrity of our work. The Ethics Office supports LAUSD officials and stakeholders, including Board members, the Superintendent, Division heads, administrators, all employees, vendors, partners, and constituents.

California Department of Education (CDE) Special Education Monitoring Framework

The Special Education monitoring framework uses a tiered system that differentiates the level of monitoring and technical assistance supports to the District based on data analyses and to determine the District's need for support and intervention. At the core of the monitoring framework is the Compliance and Improvement Monitoring (CIM) process. The CIM process is a series of steps and activities which identify need for assistance with correction, improvement, and the development of an integrated action plan to address the identified problems of practice. CIM is designed to ensure that the District, with differentiated levels of involvement and review, examine a wide range of both compliance and performance data and identify the root causes of areas of concern so that an effective improvement action plan can be developed and implemented.

The CIM is a multi-year process which recognizes that meaningful improvement likely does not occur in a short period of time and requires sustained focus on the areas in need of improvement to effect positive outcomes for students with disabilities. The CDE Special Education monitoring framework uses a tiered system that differentiates the level of monitoring and corresponding supports for each LEA: Universal (Resources), Targeted (Assisted Support), and Intensive (Directive Support).

Special Education District Validation Review (DVR)

The Special Education District Validation Review (DVR) is an ongoing internal monitoring tool intended to proactively address the District's level of compliance with state and federal requirements and corresponding District policy. Annual findings and data reports from the DVR process are reviewed for trends and issues needing to be addressed. Schools are required to complete corrective actions on issues of noncompliance.

State Performance Plan Indicators (SPPI) Results

The IDEA requires that each state develop and submit a State Performance Plan (SPP) every six years that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation. The IDEA requires that the U.S. Department of Education, Office of Special Education Programs (OSEP) monitor states' implementation of IDEA. State Performance Plan Indicators (SPPI) for special education fall into two categories, performance and compliance.

Performance Indicators (Measures child and family outcomes)	Compliance Indicators (Measures compliance with the requirements of the IDEA)
SPPI 1 – Graduation Rate SPPI 2 – Dropout Rate SPPI 3 – Statewide Assessment (Participation and Proficiency) SPPI 4a- Discipline Rate: Overall SPPI 5 – Least Restrictive Environment (LRE) SPPI 6 – Preschool Least Restrictive Environment SPPI 7 – Preschool Outcomes SPPI 8 – Parent Involvement SPPI 14 – Post School Outcomes	SPPI 4b – Discipline Rate by Race/Ethnicity SPPI 9 – Disproportionate Representation SPPI 10 – Disproportionate Representation by Disability SPPI 11 – Timely Eligibility Evaluation SPPI 12 – Timely Part C to Part B SPPI 13 – Secondary Transition Goals and Services

CDE Special Education Monitoring Findings and District Follow-Up

In March 2023, the California Department of Education (CDE) notified the District of, among other things, the 2022 Annual Determination under IDEA Part B and the selection for 2023 monitoring.

The CDE reviews Local Education Agency (LEA) compliance, disproportionality, and performance data related to the implementation of IDEA requirements. As a result, every LEA receives one of four possible annual determinations: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.

The determination for the Los Angeles Unified School District was Needs Intervention in meeting the requirements of the IDEA, Part B, for the 2021–22 school year.

The CDE reviews data submitted by the LEA to the state to determine their monitoring tier and level based on LEA overall performance in meeting the needs of students with disabilities in a number of areas including academic achievement, student success, school climate, disproportionality, and compliance with regulatory requirements.

Based on these analyses, Los Angeles Unified will be monitored in the following monitoring tier and differentiated monitoring level in the 2023 Monitoring Year: Intensive Level 3 for Significant Disproportionality.

As a factor for identification and selection for monitoring as reflected, the CDE assesses an LEA in several key timeline areas. Related to an LEA's timeliness in Individualized Education Programs (IEPs) and holding initial assessments, the CDE compares previous school year to current school year student-level data to assess if an LEA is positioned within one of three areas of timeliness concern. Based on compliance data analyses, Los Angeles Unified school District has a timeliness issue in the following area: Late IEPs/Initial Assessments or No Improvement.

Additionally, the District was also found significantly disproportionate in the identification of students of Multiple Ethnicities found eligible with Speech and Language Impairment for the Data Year 2021–22. For data year 2021–22, the District was not found significantly disproportionate for African American students with any disciplinary action. The District has developed and has been implementing the Comprehensive Coordinated Early Intervening service (CCEIS) Plan to address the disproportionality for the identification of African American students with an eligibility of emotional disturbance.

State Performance Plan Indicator Results

CDE published the Annual Performance Reports (APRs) regarding the District's performance and compliance with fourteen State Performance Plan Indicators.

IEP Timelines, Service Delivery, and Child Find

The beginning of the 2022–23 school year commenced with 3.38% of IEPs overdue Districtwide. The average percentage of overdue IEPs throughout the school year was 3.88%. This is a significant improvement on the average percent of overdue IEPs throughout the past three school years: 2019–20 (5.38%), 2020–21 (6.31%), 2021–22 (6.0%).

The provision of related services and resource specialist program services is based on the frequency and duration of each service indicated on the student's active IEP. The District documents the provision of services in the Welligent Service Tracking system. This allows service providers and their supervisors to monitor the percentage of services delivered. If the data leads to concern regarding provision of service, a more detailed look into potential issues and any barriers to service provision needing to be addressed is conducted.

Child Find refers to the process of locating, identifying, and evaluating children and youth who may be eligible for special education services designed to meet their educational needs at no cost to families. Children and youth, ages birth to 22, living within the Los Angeles Unified School District boundaries, who

are suspected of having a disability may be referred for a possible evaluation to determine if they are eligible for special education services. This includes children and youth who are experiencing homelessness, highly mobile, migrant, wards of the state and children and youth attending private schools, including homeschools, located within LAUSD boundaries regardless of where they reside. All other children must live in the LAUSD attendance area.

Magnet Program

In the years between 2010-11 and 2018-19, the number of students with disabilities applying to Magnet programs grew significantly. The Magnet program is intentional about eliminating barriers and providing support to students with disabilities. Information about Magnet programs on the District's eChoices webpage emphasizes that students with disabilities are encouraged to apply. As the Student Integration Services office addressed challenging areas within policies, procedures, and practices, the District realized an increase in participation of students with disabilities in Magnet programs.

Independent Charter

There are two primary LAUSD Divisions that work with Charter Schools to provide oversight and support. The Charter Schools Division provides an oversight function of Independent Charter Schools. The Division of Special Education Charter Operated Programs provides support to Charter Schools regarding students with disabilities and special education. Both Divisions view this as a partnership, which is critical to ensure that Charter Schools are supported and held accountable as it relates to serving students with disabilities.

Virtual Academy

At the beginning of the 2022-23 school year, Los Angeles Unified paved a new path for TK-12 online learning. By creating six new thematic online Virtual Academy Schools based on college and career pathways, families have a variety of quality online school options that match their interests and meet their needs. LAUSD Virtual Academy Schools include STEAM Virtual Academy, STEAM Business & Entrepreneurship Virtual Academy, Arts & Entertainment Virtual Academy, International Studies & World Languages Virtual Academy, STEAM Leadership & Public Service Virtual Academy, and Computer Science Virtual Academy.

Program Accessibility

The Department of Justice (DOJ) under Title II of the Americans with Disabilities Act (ADA) and the Department of Education (ED or Education) under Section 504 of the Rehabilitation Act (for recipients of funding from Education, such as school districts like LAUSD), require each covered entity to conduct a self-evaluation of its services, policies, and practices to determine whether any modifications are required to comply with the regulations. Program Accessibility is a key requirement of both the ADA and Section 504 of the Rehabilitation Act, meaning that programs, benefits, services, and activities provided by public entities must be accessible to people with disabilities. Qualified individuals with a disability are not to be discriminated against because the entity's facilities are inaccessible. While both laws do require that newly constructed and altered facilities meet stringent accessibility requirements, they do not require that all existing facilities meet those standards, so long as the programs and services provided in those facilities are made accessible to people with disabilities. A program or service can be made accessible by relocating it, providing it in a different manner, or utilizing some other strategy to ensure that people with disabilities have an equal opportunity to benefit from the entity's programs and activities. Where barriers to program accessibility are discovered, the regulations require that steps be taken to bring the programs into compliance and improve accessibility and that those steps be documented. If physical changes are needed to ensure "program accessibility," an entity with 50 or more employees is required to develop a transition plan setting forth the steps necessary to complete the changes. LAUSD has a Self-Evaluation and Transition Plan (Transition Plan), which was approved by the Board of Education in October of 2017, creating the roadmap to achieving compliance with program accessibility requirements of Title II of the ADA.

Both Title II of the ADA and Section 504 impose broad-reaching prohibitions against discrimination on the basis of disability. A key requirement of both the ADA and Section 504 is program accessibility; meaning the District must ensure that people with disabilities are not excluded from programs, activities, and services on facilities where public accommodations are provided. Program accessibility extends not only to facilities but also includes equal access to effective communication and electronic and information technology, which includes software websites web applications and hardware applications such as computers, networks, and other types of electronic office equipment. Electronic and information technology extends to live stream and virtual learning/meeting environments.

Under Title II of the ADA, “A public entity shall take appropriate steps to ensure that communications with applicants, participants, members of the public, and companions with disabilities are as effective as communications with others.” 28 C.F.R. § 35.160(a) (2011). Additionally, “A public entity shall furnish appropriate auxiliary aids and services where necessary to afford individuals with disabilities, including applicants, participants, companions, and members of the public, an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity of a public entity.” Id. § 35.160(b) (1). These programs, services, and activities are required to be accessible in all educational settings, which extends to the live stream and virtual learning/meeting environment. Furthermore, Section 508 covers technology procured by an agency under contract with a private entity or produced within the agency itself. Section 508 applies to all Electronic and Information Technology (EIT) including software, web sites, web applications, and hardware applications such as computers, networks, and other types of electronic office equipment.

Complaint Management

The District’s Complaint Management system is designed to receive and address parent complaints via various forums including:

- Support to parents provided by the Division of Special Education’s School and Family Support Services (SFSS) Call Center;
- Dispute resolution processes to address IEP disagreements; and
- Support provided by the Educational Equity Compliance Office (now known as the Office of Student Civil Rights), including complaint processes available for allegations that the District is failing to comply with the IDEA, the ADA, Section 504, Title VI, Title IX, and other student civil rights laws.

Parent Engagement

The District published the following resources during the 2022-23 school year to inform parents regarding their procedural rights and safeguards and facilitate parents’ meaningful participation in the IEP and special education process:

- *The IEP and You*: The IEP and You guide provides information regarding the IEP team meeting process. This information supports parents in participating and making informed decisions about their child’s educational program.
- *The ITP and You*: The ITP and You provides information regarding the development of the transition planning portion of the IEP for students ages 14 and over, until graduation with a diploma or reaching age 22.
- *The LRE Brochure*: The LRE Brochure provides information regarding the IEP process for determining a student’s least restrictive environment taking into account that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- *A Parents' Guide to Special Education Services (Including Procedural Rights and Safeguards)*: This Guide provides information regarding the special education process. It explains parents' rights, the rights of children, and how to exercise them under the IDEA and the California Education Code. This Guide also serves as a notice of procedural safeguards required by federal and state law to be provided annually and upon certain events.

Special Education Community Advisory Committee (CAC)

The Community Advisory Committee serves in an advisory capacity and advises the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The District's Office of Student, Family and Community Engagement facilitates the District resources needed by the CAC to meet their responsibilities. The District's Division of Special Education acts as partner in providing information to the CAC and in facilitating the LAUSD SELPA's process in developing, amending, and submitting the Local Plan.

Board of Education Special Education Committee

The purpose of the Board of Education (BOE) Special Education Committee is to inform parents, the school community, and others about the Los Angeles Unified Special Education Local Plan Area (SELPA) work on behalf of students with disabilities (which includes Independent Charter Schools that belong to the LAUSD SELPA). The BOE Special Education Committee conducted five meetings during the 2022-23 school year. Board Member Scott Schmerelson chaired the committee.

Family and Community Engagement Committee

During the 2022-23 school year, the committee discussed strategies to strengthen communication with LAUSD families, shape stakeholder engagement practices, examine emerging needs among families, and address opportunities for adult learning. The BOE Family and Community Engagement Committee conducted five meetings during the 2022-23 school year. Board Member Scott Schmerelson chaired the committee.

Introduction

Purpose of The Report

The purpose of this report is to provide an update to the Office of the General Counsel's (OGC) December 2022 Report on *Improving Outcomes and Ensuring Rights*. The status of the Los Angeles Unified School District's (LAUSD or District) efforts during the 2022-23 school year toward improving outcomes and ensuring rights for students is reviewed.

The OGC recognizes and supports the benefits students receive when the District demonstrates coherence through consistency of purpose, policy, and practice. The District's efforts to eliminate opportunity gaps, improve outcomes, and ensure students are provided the rights and protections they are entitled to by law is viewed in this Report through the lens of the District's implementation of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), Title IX, and other student civil rights laws.

The report acknowledges various accomplishments the District experienced in improving outcomes and ensuring rights for students and provides recommendations for increasing the District's capacity for further success. As with all District efforts, these recommendations rely on a shared commitment to action guided by ethical and legally compliant practices.

Significant Events Impacting The District During the 2022-23 School Year

United States Department of Education Office for Civil Rights (OCR) Directed Investigation

Pillar 1: Academic Excellence

Eliminating
Opportunity Gaps

In January 2021, the United States Department of Education Office for Civil Rights (OCR) notified the District that a directed investigation would take place to examine whether the District denied students a FAPE by failing to implement students' Section 504 Plans or IEPs during distance learning, impairing their ability to participate in or benefit from the District's educational programs, in violation of Section 504. The OCR Resolution Letter (RL) containing findings of the investigation was issued on April 28, 2022 and is available to the public on the United States Department of Education website.

As part of the Resolution Agreement (RA), LAUSD has been implementing the COVID-19 Compensatory Education Plan developed to address student learning loss and missed services during the pandemic. The Plan requires that IEP team and Section 504 Plan team meetings be convened to make individualized determinations for each student with an IEP or Section 504 Plan. These determinations are to be made at the student's next scheduled IEP or Section 504 Plan meeting. Staff trainings have been provided regarding the specific criteria to be used and considerations for teams to take into account when making these determinations.

The District has been implementing its obligations under the RA and will continue to adhere to the RA and utilize the factors outlined therein to submit data to OCR for all quarterly data submissions. By June 2023, the District had submitted four quarters of data as agreed upon in the RA. Quarter 1 was submitted on September 20, 2022, Quarter 2 on January 13, 2023, Quarter 3 on April 14, 2023, and Quarter 4 on June 16, 2023.

Information including the Resolution Agreement, brochures, and flyers for parents/guardians and stakeholders is available on the District's homepage at: <https://www.lausd.org/compedplan>

Los Angeles Unified to Hold Acceleration Days on Dec. 19–20, 2022 and April 3–4, 2023

Pillar 1: Academic Excellence

Eliminating
Opportunity Gaps

LAUSD news release on October 11, 2022

The Last Day of the 2022–23 School Year will be June 9, 2023, Four Days Earlier than the Originally Posted Calendar

Los Angeles, CA (Oct. 11, 2022) – Today the Los Angeles Unified Board of Education approved a revised Instructional Calendar for the 2022–23 school year. The revised calendar includes optional Acceleration Days, which will be held on Dec. 19–20, 2022 and April 3–4, 2023.

This revised school calendar encompasses the ongoing and deliberate strategy of accelerating all students toward their full academic potential in light of the significant achievement loss due to the pandemic, which disproportionately impacts students of color, families of low socioeconomic status, English language learners and students with disabilities.

Acceleration Days are designed to help address learning loss associated with the pandemic by providing additional instruction and enrichment opportunities for students. Numerous studies have shown that additional learning time leads to increased academic achievement. These extra days provide students the opportunity to gain personalized support and focus on areas for improvement and enrichment. Furthermore, their placement during transition times provides an opportunity for analysis of formative data that allows for identification of the students who stand to benefit most.

“Since arriving at Los Angeles Unified, I have been very clear: the District’s top priority is to provide all students with opportunities that will set them up for success,” Los Angeles Unified Superintendent Alberto M. Carvalho said. “Students must not be hampered by academic status, adverse academic experiences, learning disabilities or any demographic descriptor. Every student deserves the ability to better their life. I am heartened by the collaborative effort with labor partners, which will deliver a focused, impactful approach to Acceleration Days. This move is definitely a ‘win’ for our students.”

“Extended learning time is a key tool to help our students in their academic recovery,” Board President Kelly Gonez said. “Continuing to offer acceleration days with the support and presence of our educators will allow our most struggling students to receive the individualized support they need to grow academically and enhance their socio-emotional well-being.”

With the revised Instructional Calendar, Oct. 19, Dec. 7, March 15 and April 19 become required (not optional) days of school, and the 2022–23 school year for students will now end on June 9, 2023. Winter Recess remains scheduled for Dec. 19, 2022 through Jan. 6, 2023, and the second semester will still commence on Jan. 9, 2023.

During a period where students are grappling with numerous obstacles and challenges in this post-pandemic reality, this is energizing news that the entire Los Angeles Unified community celebrates. For more information on Acceleration Days, please visit www.lausd.org/accelerationdays.

Pillar 5: Investing in Staff

Staff Wellness

March 15, 2023

Statement from Los Angeles Unified Superintendent Alberto Carvalho

Today SEIU Local 99, the union representing school workers such as custodians, bus drivers and paraprofessionals, plans to announce a three-day strike taking place as early as next week. The union representing our teachers and other instructional and mental health staff – United Teachers Los Angeles (UTLA) – has advised its members to support their SEIU colleagues, which means teachers may also not be available to provide classroom instruction.

SEIU is simply refusing to negotiate. With a historic offer on the table that was created in direct response to SEIU's demands, and with additional resources still to be negotiated, it is deeply surprising and disappointing that there is an unwillingness to do so.

With both time and resources to be allocated in reaching an agreement, we are calling on them to come to the table for staff and students, right now. We need to reach a resolution that honors the work of our dedicated employees, while respecting the rights our children have to a quality education, meals and access to enriching school activities.

I want to personally apologize to our families and our students. You deserve better. Know that we are doing everything possible to avoid a strike.

To the union leadership – SEIU Local 99 Executive Director Max Arias and UTLA President Cecily Myart-Cruz – we are waiting for you. Our offer to continue to negotiate is still on the table until a resolution is reached. Let's work together to avoid a strike and keep our students in schools.

March 21, 2023

Statement from Los Angeles Unified Superintendent Alberto M. Carvalho

We remain ready to return to negotiations with SEIU Local 99 so we can provide an equitable contract to our hardworking employees and get our students back in classrooms.

I understand our employees' frustration that has been brewing, not just for a couple of years, but probably for decades. And it is on the basis of recognizing historic inequities that we have put on the table a historic proposal. This offer addresses the needs and concerns from the union, while also remaining fiscally responsible and keeping the District in a financially stable position.

Even in the most difficult of circumstances our teams are ready and willing to support our students. Thanks to our incredible employees and volunteers who are on the frontlines providing nourishing meals and other critical services to families.

Rain will not deter our teams from providing students with meals. When more than 75% of the kids in our community live at or below the poverty levels, meals are a critical service schools provide. Closures are detrimental not only for academics but also for health and social emotional support.

March 24, 2023

Los Angeles Unified Reaches Historic Agreement with SEIU Local 99

Superintendent Carvalho Affirms Commitment to Addressing Decades of Inequity Through Wage Increases and Expansion of Healthcare Benefits

Los Angeles Unified today announced that it has reached an agreement with SEIU Local 99 on a new contract that significantly increases salaries for close to 30,000 members. This agreement addresses historical pay inequities, creates a massive expansion of healthcare benefits for part-time employees, invests considerable resources into professional development for the workforce, all while maintaining financial stability for the District.

"I am appreciative of SEIU Local 99's leadership for coming back to the table to negotiate an agreement that addresses the needs of our employees and brings students back to the classroom," Superintendent Alberto M. Carvalho said. "We also thank Mayor Bass for her support and leadership in facilitating negotiations. When we started negotiating with SEIU, we promised to deliver on three goals. We wanted to honor and elevate the dignity of our workforce and correct well-known, decades-long inequities impacting the lowest-wage earners. We wanted to continue supporting critical services for our students. We wanted to protect the financial viability of the District for the long haul. Promises made, promises delivered."

"I want to thank SEIU Local 99 Executive Director Max Arias and Superintendent Alberto Carvalho for working together with me to put our families first," Los Angeles Mayor Karen Bass said. "We must continue working together to address our city's high cost of living, to grow opportunity and to support more funding for LA's public schools, which are the most powerful determinant of our city's future. As Mayor, I have no formal authority over our schools. But that will never stop me when it comes to fighting for our children and their families."

Under the terms of the new contracts which span from July 1, 2022 through June 30, 2024, Los Angeles Unified and SEIU agreed to:

- Salary increases of:
 - 6% ongoing wage increase retroactive to July 1, 2021
 - 7% ongoing wage increase retroactive to July 1, 2022
 - 7% ongoing wage increase effective July 1, 2023
 - \$2 per hour increase for all employees effective January 1, 2024
- Provide a \$1,000 appreciation bonus for current employees who were with the District in the 2020–21 school year in recognition of in-person work during adverse circumstances caused by the COVID-19 pandemic.
- Bring our Los Angeles Unified minimum wage to \$22.52 an hour, outpacing the City of Los Angeles and the State of California.
- Secure health benefits for part-time employees assigned to work four or more hours a day, including coverage for their qualified dependents.
- Increase hours and compensation for paraprofessionals serving students with special needs.
- Invest \$3 million in an Education and Professional Development Fund for SEIU members.

In addition, the District and SEIU reached agreement on the following:

- Respectful treatment
- Bus bidding process
- Terms for mandatory overtime
- Joint Labor Management Committee for other issues

This agreement is a crucial step to provide equitable resources for the hardworking and dedicated employees who support the work of education. California is one of the one of the top-five largest economies in the world, and the District looks forward to the support from state leaders for deeper investments in public education, which is currently well below the national average in per student spending.

The agreement was ratified by SEIU bargaining unit members and the Los Angeles Unified Board of Education. Details from the agreement are available at <https://www.lausd.org/schoolupdates>

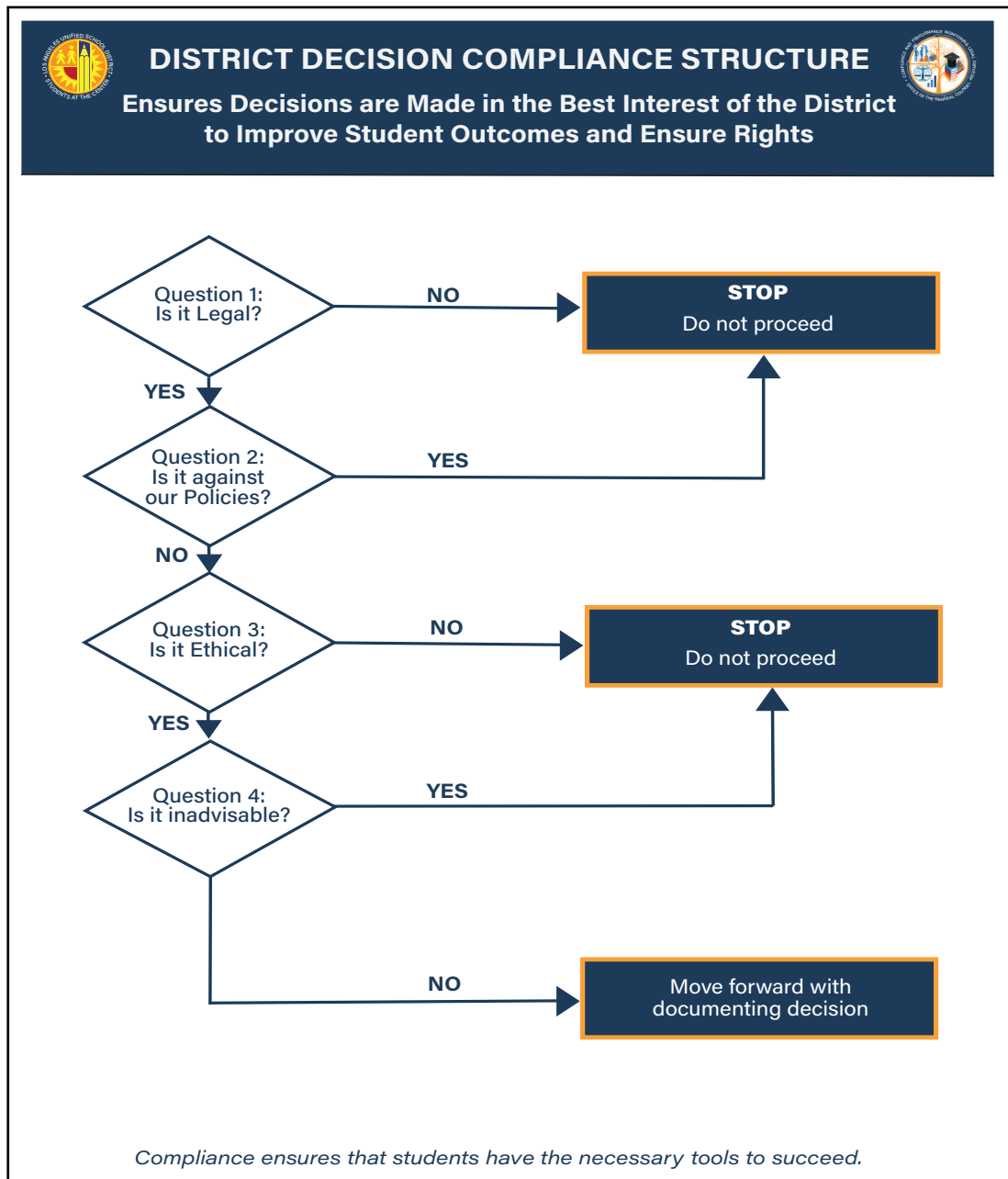
Ensuring Ethics, Equity, Program Accessibility and a Free Appropriate Public Education

Ethics and Compliance Monitoring Legal Services

Pillar 1: Academic Excellence

Eliminating
Opportunity Gaps

The Ethics and Compliance Monitoring Legal Services (ECM) team operates within the Deputy General Counsel's office. The ECM team promotes an ethical and legally compliant culture for the District, focused on improving student outcomes, ensuring rights, and being a trusted organization. ECM asks the questions: Is it legal? Is it against our policies? Is it ethical? Is it advisable? Working as a partner in achieving the District's strategic priorities, ECM fosters the maxim that *Compliance ensures that students have the necessary tools to succeed.*



ECM provides advisement and monitoring support on matters of ethics, the Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, and other student civil rights laws.

ECM supports the District's internal monitoring processes to ensure that District programs and services are operated in a manner that promotes ethics, program accessibility, equity, non-discrimination, and a free appropriate public education (FAPE). ECM provides advisement on matters of policies and procedures, training, monitoring, messaging, risk assessment, due diligence, and governance. The ECM team's objective is to provide a pathway to improved student outcomes supported by an ethical and legally compliant culture.

Ethics

The Ethics team's mission is to improve LAUSD performance by fostering high ethical standards and supporting employees and leadership with the policies, processes, tools and advice necessary to exemplify conduct that strengthens public trust and confidence in the integrity of our work. The Ethics Office supports LAUSD officials and stakeholders, including Board members, the Superintendent, Division heads, administrators, all employees, vendors, partners, and constituents. One of the activities the Ethics Office administers is the District's 700 Form process. The Ethics Office collaborates with other District offices to identify employees in "designated filing positions". These individuals are required by law to file a Form 700, which is a Statement of Economic Interests". During the 2022-23 school year, the Ethics Office supported LAUSD decision makers by offering advice in the areas listed below.

Ethics Office Advice and Support Areas					
Business Integrity	Conflicts of Interest	Gifts, Travel Payments & Honoraria	Outside Employment & Activities	Safeguarding Public and Private Partnerships	Use of LAUSD Resources
Resources Reviewed, Supported or Developed by the Ethics Office					
Contractor Code of Conduct	Conflict of Interest Code	Employee Code of Ethics	Employee Code of Ethics	Contractor Code of Conduct	Employee Code of Ethics
Cone of Silence Notifications	Political Reform Act & Regs	Political Reform Act & Regs	Lobbying Disclosure Code	Lobbying Disclosure Code	Bul - 5661.0 Social Events
Lobbying Disclosure Code	Government Code 1090	CA Form 700	LAUSD Election & Ballot Measure Tip Sheets	Employee Code of Ethics	Personnel Commission Rules
CA Public Contract Code	Government Code 1099	CA Form 801	Bul - 49895.0 Outside Employment	Bul - 6876.0 Sponsorships	Prohibited Mass Mailings
Ethics Certification	Government Code 84308	CA Form 802	Personnel Commission Rules	Bul - 5895.1 Donations	LAUSD Election & Ballot Measure Tip Sheets
Proactive Disclosure Forms	501(c)(3) Membership	Bul - 5085.0 Gift of Tickets	Board Rules	Partnerships & Solicitation Guidelines	Board Rules
Procurement Manual	CA form 700s	CA Form 803			
	Disqualification Statements				
	Nepotism - PC Rule 720				

Federal Legal Requirements

Pillar 1: Academic Excellence

Eliminating
Opportunity Gaps

The following is a summary of various federal legal requirements addressing rights of individuals with disabilities and directly impacting students and families.

Individuals with Disabilities Education Act (IDEA)

The purpose of the IDEA is to ensure that all children with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. The IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

Americans with Disabilities Act (ADA)

Title II of the ADA of 1990 prohibits disability discrimination by public entities, whether or not they receive federal financial assistance.

Section 504 of the Rehabilitation Act of 1973

504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability. “No otherwise qualified individual with handicaps in the United States shall solely by reason of her or his handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...”

Relationship between ADA and Section 504

Title II of the ADA is a civil rights law which intends to ensure that people with physical and mental disabilities are able to participate in and enjoy the benefits of the services and activities of state and local governments (such as those of public school districts) without experiencing discrimination. The ADA extends the prohibitions on discrimination found in Section 504 of the Rehabilitation Act of 1973, as to federally assisted programs, to all the programs of state and local governments. Both statutes require a covered entity to make reasonable changes to policies, ensure effective communication with people with disabilities, and provide physical access to buildings and facilities, with the goal of ensuring meaningful access to all of its services and offerings. This requires each covered entity to conduct a self-evaluation of its services, policies, and practices to determine whether any modifications are required to comply with the regulations.

Section 508 of the Rehabilitation Act of 1973

Section 508 requires federal agencies to develop, procure, maintain and use information and communications technology that is accessible to people with disabilities.

Title IX of the Education Amendments of 1972

Title IX prohibits sex discrimination. “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Title IX applies to schools, local and state educational agencies, and other institutions that receive federal financial assistance from the U.S. Department of Education.

Title VI of the Civil Rights Act of 1964

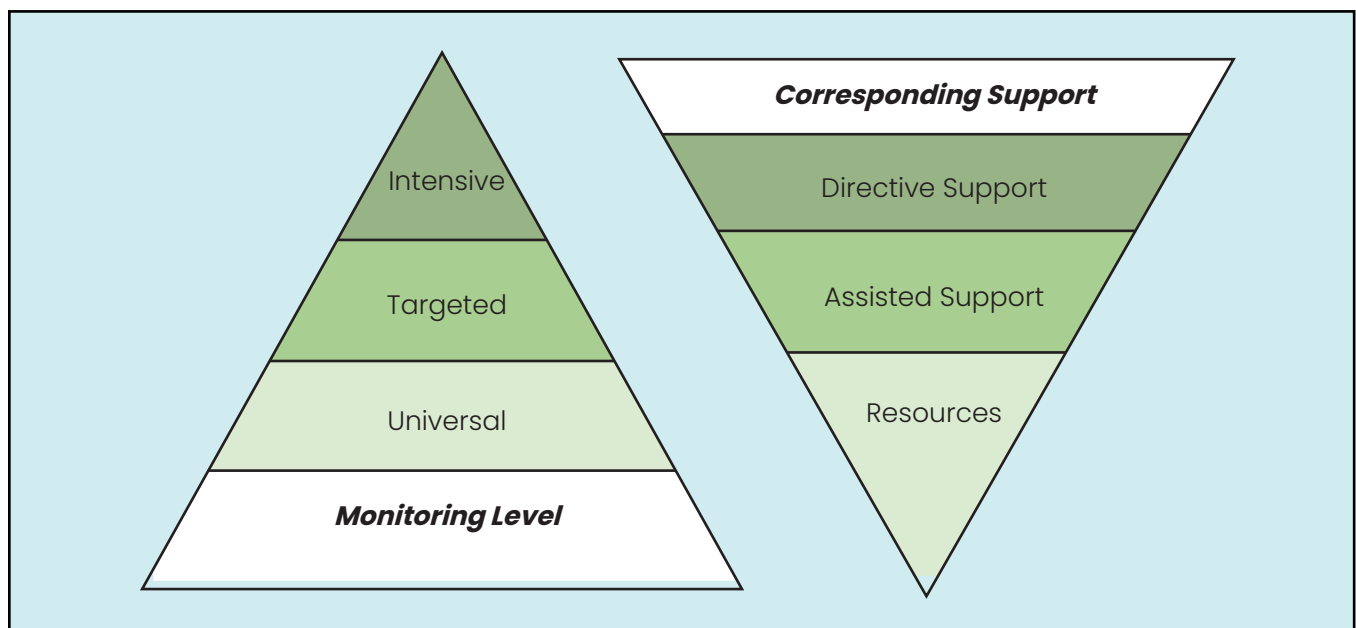
Title VI prohibits discrimination on the basis of race, color, and national origin. “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Programs and activities that receive U.S. Department of Education funds must operate in a nondiscriminatory manner. These include but are not limited to the following: academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, recreation, and physical education.



California Department of Education (CDE) Special Education Monitoring Framework

The Special Education monitoring framework uses a tiered system that differentiates the level of monitoring and technical assistance supports to the District based on data analyses and to determine the District's need for support and intervention. At the core of the monitoring framework is the Compliance and Improvement Monitoring (CIM) process. The CIM process is a series of steps and activities which identify need for assistance with correction, improvement, and the development of an integrated action plan to address the identified problems of practice. CIM is designed to ensure that the District, with differentiated levels of involvement and review, examine a wide range of both compliance and performance data and identify the root causes of areas of concern so that an effective improvement action plan can be developed and implemented.

The CIM is a multi-year process which recognizes that meaningful improvement likely does not occur in a short period of time and requires sustained focus on the areas in need of improvement to effect positive outcomes for students with disabilities. As shown in the figure below, the CDE Special Education monitoring framework uses a tiered system that differentiates the level of monitoring and corresponding supports for each LEA; Universal (Resources), Targeted (Assisted Support), and Intensive (Directive Support):



Source: State Performance Plan Indicator Guide A Resource for Understanding the California State Performance Plan Indicators
Companion to the 2021-22 Annual Performance Report Released October 2023.
<https://systemimprovement.org/uploads/resources/sppi-guide-v5%20Final%2010.13.23.pdf>

District Internal Monitoring Activities

Special Education District Validation Review (DVR)

The Special Education District Validation Review (DVR) is an ongoing internal monitoring tool intended to proactively address the District's level of compliance with state and federal requirements and corresponding District policy. DVR is conducted at all District and Independent Charter Schools. DVR will be conducted in collaboration with Virtual Academies beginning in the 2023-24 school year. The District reviews 15% to 20% of schools based on a four-year cycle, though schools may go through the DVR process earlier than scheduled based on performance data. A reduced number of Independent Charter Schools were reviewed through the DVR process during the 2022-23 school year. This number will be increased to previous levels in subsequent years. Annual findings and data reports from the DVR process are reviewed for trends and issues needing to be addressed. Schools are required to complete corrective actions on issues of noncompliance.

During the 2022–23 school year, a total of 165 schools (159 District schools and six (6) Independent Charter Schools) participated in the DVR process. The total number of schools represents eighteen (18) percent of District schools, and three (3) percent of Independent Charter Schools. Of the schools that were reviewed, the geographical breakdown by Region is as follows:

Region	Number of School (% of Total Number of Schools in Region Reviewed)
East	42 (25%)
North	46 (28%)
South	35 (21%)
West	36 (22%)
Independent Charter Schools	6 (3%)
Total	165

The Division of Special Education selects a random sampling of 10% of a school’s IEPs which is then reviewed by Region support staff and the Charter Operated Programs staff. If a school has less than 15 IEPs, then a minimum of two (2) IEPs are reviewed. The same sampling rules apply to Independent Charter Schools. The total number of IEPs reviewed within the four Regions and Independent Charter Schools was 721 and the breakdown is as follows:

Region	Number of IEPs
East	145
North	214
South	186
West	133
Independent Charter Schools	43
Total	721

When instances of non-compliance are identified, corrective actions are issued. Corrective actions vary by DVR item and require information to be provided to school staff through an interoffice correspondence (IOC), professional development (PD), and/or IEP correction utilizing the IEP process. The total items identified as noncompliant within the 4 Regions and Independent Charter Schools was 2,927. This sum represents every instance of noncompliance through the review of 721 IEPs.

Collectively, schools included 1,760 items in the interoffice correspondences distributed at the school site or via email, addressed 223 items through professional development, and rectified 944 items in student IEPs. This totaled 2,927 corrective actions Districtwide, including Independent Charter Schools. The top five (5) DVR items identified as non-compliant made up 48% of the non-compliance identified through the DVR process.

The top five (5) DVR items identified as non-compliant are as follows:

1. Incorrect impact of disability statements
2. Service provision below 90%

3. Lack of evidence that the IEP team included a general education teacher unless the parent and the District agreed in writing that the general education teacher could be excused from attending the meeting
4. A lack of direct relationship between the present levels of performance, goals, support, and special education services provided to the student to result in educational benefit
5. Lack of staff awareness of who serves as the Uniform Complaint Procedure Designee at the school site

Items identified as non-compliant were compiled into an Interoffice Correspondence (IOC) that was distributed to the general and special education teachers, related services providers, paraprofessionals, out-of-the-classroom teachers/coordinators, administrators, and office clerks. The IOC serves the following purposes:

- Communicates the DVR results to the school staff.
- Serves as an action plan to remedy noncompliance.

During the 2022-23 school year, the Division of Special Education provided support to both Region support staff and school personnel. Virtual weekly trainings and office hours were held from October 2022 through April 2023.

The Division of Special Education will continue to offer training to prepare for the DVR process and to clear corrective actions. During the 2023-24 school year, all schools participating in the DVR process will be required to register for the DVR Hybrid Overview and DVR Clearing Corrective Actions training through MyPLN. Further, any schools that have any of the top (5) non-compliant items identified in their review will be required to provide a sixty (60) to seventy-five (75) minute PD developed by the Division of Special Education to address the non-compliant item(s).



Student-Level Data Reviews

Student level data reviews are available via multiple web-based software systems that serve as a reporting tool containing readily available data to teachers, administrators, and support staff to monitor special education compliance and student performance. The Division of Special Education utilizes the Welligent Integrated System, Focus Dashboard and Reporting, Whole Child Integrated Data and Open Data. Each data system serves a purpose by providing student and classroom-level data to Regions and central office staff accordingly to the following data points:

Welligent Integrated System

- Monitor IEP timelines and service delivery
- Generate reports to ensure compliance with special education laws and regulations

FOCUS Dashboard and Reporting

- IEP Timelines and Service Delivery Dashboard
- Access and display student, campus, and District data from multiple data sources (i.e., MiSiS, Welligent, etc.)
- Create custom reports based on specific school needs

Whole Child Integrated Data

- IEP Timelines and Service Delivery Dashboards
- Access to IEP content that was previously inaccessible to users without Welligent access
- Report creation in Whole Child Analytics
- Review aggregate data for student subgroups

Open Data

- Student Demographics
- Attendance
- Student Outcomes
- College & Career Readiness
- College Persistence
- Budget

Improving Outcomes for Students, Including Students with Disabilities

State Performance Plan Indicators (SPPI)

Pillar 1: Academic Excellence

Eliminating
Opportunity Gaps

High
Quality Instruction

IDEA requires that each state develop and submit a State Performance Plan (SPP) every six years that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation. The IDEA requires that the US Department of Education, Office of Special Education Programs (OSEP) monitor states' implementation of IDEA. State Performance Plan Indicators (SPPI) for special education fall into two categories, performance and compliance.

Performance Indicators (Measures child and family outcomes)	Compliance Indicators (Measures compliance with the requirements of the IDEA)
SPPI 1 – Graduation Rate SPPI 2 – Dropout Rate SPPI 3 – Statewide Assessment (Participation and Proficiency) SPPI 4a – Discipline Rate: Overall SPPI 5 – Least Restrictive Environment (LRE) SPPI 6 – Preschool Least Restrictive Environment SPPI 7 – Preschool Outcomes SPPI 8 – Parent Involvement SPPI 14 – Post School Outcomes	SPPI 4b – Discipline Rate by Race/Ethnicity SPPI 9 – Disproportionate Representation SPPI 10 – Disproportionate Representation by Disability SPPI 11 – Timely Eligibility Evaluation SPPI 12 – Timely Part C to Part B SPPI 13 – Secondary Transition Goals and Services

SPPI and Strategic Plan Alignment

State Performance Plan Indicators and the District's Strategic Plan Pillars intersect in the following manner: Pillar 1 Academic Excellence and SPPIs 1 – 14; Pillar 2 Joy & Wellness and SPPIs 2, 4, 5, 6, 7, 13, and 14; and Pillar 3 Engagement and Collaboration and SPPI 4.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pillar 1: Academic Excellence	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pillar 2: Joy & Wellness		X		X	X	X	X						X	X
Pillar 3: Engagement & Collaboration				X										

CDE Special Education Monitoring Findings and District Follow-Up

2022 Annual Determination under IDEA, Part B

In March 2023, the California Department of Education (CDE) notified the District of, among other things, the 2022 Annual Determination under IDEA Part B and the selection for 2023 monitoring.

The CDE reviews Local Education Agency (LEA) compliance, disproportionality, and performance data related to the implementation of IDEA requirements. As a result, every LEA receives one of four possible annual determinations: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.

The determination for the Los Angeles Unified School District was Needs Intervention in meeting the requirements of the IDEA, Part B, for the 2021–22 school year.

Identification and Selection for 2023 Monitoring Year

The CDE reviews data submitted by the LEA to the state to determine their monitoring tier and level based on LEA overall performance in meeting the needs of students with disabilities in a number of areas including academic achievement, student success, school climate, disproportionality, and compliance with regulatory requirements.

Based on these analyses, Los Angeles Unified will be monitored in the following monitoring tier and differentiated monitoring level in the 2023 Monitoring Year: Intensive Level 3 for Significant Disproportionality.

Compliance and Timeliness Issues

As a factor for identification and selection for monitoring reflected above, the CDE assesses an LEA in several key timeline areas. Related to an LEA's timeliness in Individualized Education Programs (IEPs) and holding initial assessments, the CDE compares previous school year to current school year student-level data to assess if an LEA is positioned within one of three areas of timeliness concern. Based on compliance data analyses, the Los Angeles Unified School District has a timeliness issue in the following area: Late IEPs/Initial Assessments or No Improvement.

During the 2022–23 school year the District implemented the following activities to address IEP timeliness issues:

- District wide monthly IEP Clinics for special education administrators. These clinics focus on a variety of special education topics to support compliance and students with disabilities.
- Publication of a monthly IEP Timeline Compliance Dashboard to help monitor IEP compliance.
- Professional development on Welligent for special education administrators. Trainings focus on using Welligent features and reports to increase IEP compliance.
- Cohesive Assistant Principal, Elementary Instructional Specialists (APEIS) meetings to ensure that all APEIS receive the same information district wide.
- Data Dialogues focusing on IEP timeline compliance occur at every regional APEIS meeting.

Significant Disproportionality

The Los Angeles Unified School District continues to be significantly disproportionate in the identification of African American students with disabilities eligible under Emotional Disturbance. For data year 2021–22, the District was no longer found significantly disproportionate for African American students with any disciplinary action. However, the District was found significantly disproportionate in the identification of students of Multiple Ethnicities found eligible with Speech and Language Impairment for the Data Year 2021–22. Under the IDEA requirements, if an LEA is identified

as significantly disproportionate, the LEA must reserve 15 percent of IDEA grant funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS) to identified Promising Scholars.

The District engaged in a four-stage programmatic improvement process to develop and implement both the 2020 and 2021 CCEIS plans. During the first phase of planning, the District engaged in a comprehensive and holistic data study using both qualitative and quantitative data to complete a root cause analysis and develop both CCEIS plans. Planning activities included facilitating stakeholder and leadership meetings, holding multiple focus groups with various stakeholders including school site administrators, teachers, school psychologists, school counselors, and parents.

CCEIS Root Causes of Disproportionality

- Systemic racism and cultural dissonance result in a culture lacking meaningful student relationships and culturally responsive practices evidenced by explicit and implicit biases;
- Lack of fidelity of discipline policies, procedures and practices has created a direct pathway to special education;
- Inconsistencies in the SSPT processes result in an inconsistent pre-referral process;
- Lack of consistent interventions and practices for students impacted by trauma; and,
- Lack of authentic partnership with African American/Black parents and families leading to strained relationships and distrust.

Types of CCEIS Supports

- Culturally and Linguistically Responsive Practices
- Direct Intervention for Promising Scholars
- Multi-Tiered Systems of Support: Attendance & Discipline
- Family Empowerment & Authentic Partnership Outreach
- Social-Emotional Learning
- Pre-Literacy Skills and Reading Interventions/Building on Literacy Skills

CCEIS Outcomes

- Increase intentional and robust interventions for Promising Scholars
- Increase Promising Scholar success with consistently applied and integrated Discipline/PBIS/Restorative Practice policies and supports
- Increase school community stakeholder engagement and build authentic partnerships with African American/Black families



The data in the table below reveals disproportionality in the identification of African American students identified with the disability of emotional disturbance.

Emotional Disturbance		Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
2021-22	Students with Disabilities¹ Total Enrollment²	2 584	28 29,218	246 40,148	771 406,891	34 18,595	2 1,078	180 54,072
	Ratio	NC	0.40	3.08	0.55	0.79	NC	1.53
	Maximum Ratio Result	3.0 ---	3.0 ---	3.0 OVR	3.0 ---	3.0 ---	3.0 ---	3.0 ---
2020-21	Students with Disabilities¹ Total Enrollment²	4 721	34 31,953	300 43,523	879 423,212	39 13,942	4 1,267	205 59,514
	Ratio	NC	0.40	3.14	0.53	1.10	NC	1.41
	Maximum Ratio Result	3.0 ---	3.0 ---	3.0 OVR	3.0 ---	3.0 ---	3.0 ---	3.0 ---
2019-20	Students with Disabilities¹ Total Enrollment²	4 651	27 28,630	295 37,214	883 355,560	54 8,912	3 1,265	204 50,998
	Ratio	NC	0.30	3.01	0.54	2.03	NC	1.37
	Maximum Ratio Result	3.0 ---	3.0 ---	3.0 OVR	3.0 ---	3.0 ---	3.0 ---	3.0 ---

The data in the table below reveals disproportionality in the identification of students of Multiple Ethnicities identified with a speech or language impairment.

Speech or Language Impairment		Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
2021-22	Students with Disabilities¹ Total Enrollment²	15 584	45 29,218	904 40,148	11,989 406,891	1,794 18,595	8 1,078	1,100 54,072
	Ratio	0.87	0.56	0.75	0.98	3.54	NC	0.66
	Maximum Ratio Result	3.0 ---	3.0 ---	3.0 ---	3.0 ---	3.0 OVR	3.0 ---	3.0 ---
2020-21	Students with Disabilities¹ Total Enrollment²	12 721	351 31,953	697 43,523	9,216 423,212	992 13,942	7 1,267	105 10,583
	Ratio	0.78	0.5	0.74	1.08	3.54	NC	0.81
	Maximum Ratio Result	3.0 ---	3.0 ---	3.0 ---	3.0 ---	3.0 OVR	3.0 ---	3.0 ---
2019-20	Students with Disabilities¹ Total Enrollment²	16 651	351 31,953	630 37,214	5,858 355,560	1,541 8,912	13 1,265	2,710 50,998
	Ratio	1.07	0.48	0.72	0.40	8.59	0.45	2.74
	Maximum Ratio Result	3.0 ---	3.0 ---	3.0 ---	3.0 ---	3.0 OVR	3.0 ---	3.0 ---

¹NC" means No Calculation, one or more elements of the data failed to meet minimum size

²OVR" means the LEA was over the threshold

³---" indicates the district was not disproportionate

¹Data is from the CALPADS Census Day Data

²Data is from CALPADS Enrollment file.

Implementation Successes

- Increase of Staff and Students Served - CCEIS provided support and training to over 1,000 educators from 61 CCEIS school sites through professional development or direct services with a Psychiatric Social Worker (PSW), System of Support Adviser (SOSA), or Assistant Principal Elementary Instructional Specialist (APEIS). After considering enrollment changes, new behavior referrals, and suspensions up to February 2022, CCEIS identified 2,315 TK-12 promising scholars at CCEIS sites. This increased from the 2020 plan modification approved in fall 2020, which included 1,728 total promising scholars.

- Decrease Discipline Rates – The average suspension count for each Promising Scholar went from .07% to .06%. Overall, there was a 69% decrease in suspension counts at CCEIS schools and a 29% decrease in suspension counts at non-CCEIS schools. When looking at overall reductions in proportionality, the proportion of students suspended at CCEIS sites that were African American went from 68.4% to 51.64% (a 16.89% decrease). In 2018-2019 Promising Scholars had a sum of 3,666 unique discipline referrals; in the 2021-22 school year, Promising Scholars had a sum of 3,141 distinct discipline referrals, which is a net decrease of 525 total discipline referrals. This represents an overall decrease of 14% over the 2018 to 2022 time period.
- Increase of Literacy Skills – CCEIS Accelerated Learning Academies showed the following positive impact on literacy skills:
 - Average growth of nonsense word fluency: 96.8% (this is a direct measurement of pseudoword decoding, designed to measure alphabetic understanding and phonological ability)
 - Average growth of reading fluency: 98.1% (this is a measure of a student's reading fluency within 1 minute and is highly reliable and sensitive to growth)

District Implementation of Improvement Plans for State Performance Plan Indicators

Drop Out Rate

Students with disabilities in need of retaking a class required for graduation were encouraged to participate in Credit Recovery Summer Term in 2022-23. Reminders that credit recovery was recommended for students with disabilities even if they also qualify for Extended School Year were put into the Weekly Instructional News issued to principals. As applicable, Summer Term staff were provided with information regarding each student's needs, as indicated in their IEPs, for the provision of a FAPE, to ensure that all accommodations were provided and implemented.

Students with disabilities also participated in District Acceleration Days– students were identified for participation in Acceleration Days if they were not on track to graduate or earning a D or an F in a graduation requirement. Students with disabilities were also encouraged to participate if a teacher recommended them to come or if they were making limited progress towards their IEP goals.

Assessment Participation Rate and Achievement Rate

To address ELA and Math assessment participation and achievement, accessibility resources developed by California Assessment of Student Performance and Progress (CAASSP), and English Language Proficiency Assessments for California (ELPAC) were highlighted in all Schoology groups. Tutor.com was made accessible to every student in the District, with 24/7 homework assistance, and an FAQ document was created and sent out via Schoology to answer questions regarding how the service supports students with disabilities as well. Professional development was given to more than 1500 Special Education teachers on Evidence Based Practices for Students with Disabilities (such as using visuals and prompting), Structuring the Inclusive Classroom, and Providing Data-Driven Instruction. Professional development was recorded when presented on Zoom and uploaded to MyPLN so that modules would be accessible to teachers seeking resources.

Least Restrictive Environment (LRE)

During the 2022-23 school year in alignment with the IEP process, the Division of Special Education increased the percentage of students participating with their peers in the general education setting for 80% or more of the instructional day to 61.9% (target for 2022-23 was 62%), a 3.6% increase over the 2021-22 school year.

In the Fall of 2022, 164 schools submitted plans to increase inclusive practices on their sites. In the Spring of 2023, 212 schools submitted plans, an increase of 29.3%. Several professional development series on building inclusive practices were implemented during 2022-23 including one for administrators, one for Kindergarten teachers, and one for the teachers at newly implementing school sites. In total, professional development on supporting inclusive practices was taken by over 3000 teachers and over 1000 administrators.

Preschool Least Restrictive Environment

During the 2022-23 school year, there were 239 inclusive preschool programs such as Universal Transitional Kindergarten/Collaborative Classroom (UTK/CC), Early Education Center/Preschool Collaborative Classroom (EEC/PCC), Preschool for All Learners/Collaborative Classroom (PAL/CC), HeadStart Preschool Collaborative Classroom (HeadStart PCC) and California State Preschool Program/Preschool Collaborative Classroom (CSPP/PCC), which is an increase of 35% from the 2021-22 school year. The Division of Special Education provided several training opportunities for teachers and collaborative meetings as follows:

- New Teacher Trainings on Creative Curriculum for Preschool to provide all children access to general education curriculum
- Early Childhood Special Education Teacher Trainings on addressing Inclusive Practices, Social-Emotional Learning & Development, Positive Behavior Practices, Developmentally Appropriate Practices (DAP) and Universal Design for Learning (UDL)
- Transition to Kindergarten PD to ensure LRE for children transitioning to Kindergarten.
- Professional Learning Community Network Meetings (monthly) to ensure LRE for all children.
- Collaboration with Head Start Administrators to identify potential inclusive preschool programs with Head Start Agencies.
- Collaboration with Early Childhood Education Division to identify potential inclusive preschool collaborative programs (UTK CC).

Preschool Least Restrictive Environment- Separate Schools

To address Preschool Least Restrictive Environment-Separate Schools, inclusive programs were opened where appropriate, and IEP teams discussed LRE placements. During the 2022-23 school year, there were 239 inclusive programs, an increase of 35%. Professional development training and Transition to kindergarten meetings were held to ensure staff's awareness of the IDEA Least Restrictive Environment requirements.



State Performance Indicator Results and LAUSD's Strategic Plan Pillars

Note: The LEA APR reflects data from the previous school years as noted.

As a reminder, A new SPP spanning school years 2020-21 through 2025-26 was developed by the CDE and approved by the State Board of Education in November 2021. The release of the new SPP included changes to several indicators as determined by OSEP.

Indicator Number	Summary of Notable Changes (20-21 through 25-26 SPP)
Indicator 1	The graduation calculation now uses a one-year calculation and will no longer use the four-year adjusted cohort rate.
Indicator 2	No changes for California. While OSEP is now limiting States to only use a one-year calculation, this change does not affect California as this indicator is already calculated that way.
Indicator 3	Indicator 3 is the indicator with the most significant changes. OSEP removed a sub indicator that was no longer being reported, altered how proficiency rates are reported (3b, 3c), and added a sub indicator to track proficiency rate gaps (3d). The other notable change is that these rate will only be calculated for grades 4,8, and 11.
Indicator 4	There were no notable changes to either the measurement or calculation for this indicator. OSEP made language changes such as "district" to "local educational agency".
Indicator 5	To align with the federal data collection file specifications, states now must include five-year-old who are enrolled in kindergarten (and transitional kindergarten in California) in the calculation.
Indicator 6	There are two changes to this indicator: 1. The removal of five-year-old's who are in kindergarten or transitional kindergarten (now included in indicator 5). 2. The addition of the third subcategory-6c: Home. While data for this setting has always been collected it has never been reported before in the SPP/APR.
Indicator 7	OSEP made no changes to this indicator
Indicator 8	There were no changes to the calculation or measurement for this indicator. When reporting the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services, States must choose a secondary category in addition to race and ethnicity (which is already reported).
Indicator 9	OSEP made no changes to this indicator
Indicator 10	OSEP made no changes to this indicator
Indicator 11	OSEP made no changes to this indicator
Indicator 12	OSEP made no changes to this indicator
Indicator 13	OSEP made no notable changes to either the measurement or calculation of this indicator. OSEP did clarify that there must be evidence, if appropriate, that a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP meeting.
Indicator 14	There were no notable changes to the calculation or measurement for this indicator. When reporting the extent to which the demographics of respondents are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, States had to choose a secondary category in addition to race and ethnicity. The CDE already reported disability category prior to this new requirement. Race and ethnicity will be added to this analysis.

Source: California State Board of Education November 2021 Agenda, Item 18. New Targets for State Performance Plan Indicators in the Annual Performance Report for Part B of the Individuals with Disabilities Education Act of 2004, covering program years 2020-21 through 2025-26. Retrieved from: <https://www.cde.ca.gov/be/ag/ag/yr21/agenda202111.asp> (item 18).

SPP Indicator 1- Graduation Rate

Indicator 1 is a performance indicator that measures the percent of students with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. Results are calculated by dividing the number of students receiving special education and related services (ages 14-21) who exited special education due to graduating with a regular high school diploma by the number of all students receiving special education and related services (ages 14-21) who graduated high school, multiplied by 100. Note: Indicator 1 now uses a one-year calculation and will no longer use the four-year adjusted cohort rate. As indicated in the chart below, the rate of graduation for 2021-22 was 91.41%, which met the target of >75.5%. The graduation rate for 2022-23 was 53.85%, which did not meet the target of > 76%.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
1	Graduation Rate	2021-22	91.41%	>75.5%	Yes	#1
		2022-23	53.85%	>76.0%	No	

SPP Indicator 2– Dropout Rate

Indicator 2 is a performance indicator that measures the percent of students with disabilities ages 14-21 who exited special education services by dropping out of high school. Dropout rates are calculated from data reported for students with disabilities ages 14-21, resulting in an annual (one-year) dropout rate. This rate estimates the percent of students who would drop out in a four-year period based on data collected for a single year. As indicated in the chart below, the dropout rate was 7.12% for 2021-22 and 1.96% for 2022-23. The District met the target rates for both 2021-22 and 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
2	Dropout Rate	2021-22	7.12%	<10%	Yes	#1
		2022-23	1.96%	<9%	Yes	

SPP Indicator 3–Statewide Assessments

Indicator 3 utilizes four components to measure the participation and performance of students with disabilities on statewide assessments.

3a: Participation Rate for Students with IEPs

Indicator 3a measures the participation rate of students with disabilities in grades 4, 8, and 11 on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and Math, calculated separately. The participation rate is based on all students with IEPs enrolled during the testing window, including students with IEPs not enrolled for a full academic year. As indicated in the chart below, for 2021-22 the District did not meet the targets for ELA and Math Participation for grades 4, 8, and 11. For 2022-23, the District met the targets for ELA Participation for grades 4 and 8, yet not grade 11, and the District met the targets for Math Participation for grade 4, yet not for grades 8 and 11.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
3a Grade 4	ELA Participation	2021-22	94.29%	≥95%	No	#1
	Math Participation		94.08%	≥95%	No	
	ELA Participation	2022-23	97.01%	≥95%	Yes	
	Math Participation		96.92%	≥95%	Yes	
3a Grade 8	ELA Participation	2021-22	91.82%	≥95%	No	
	Math Participation		91.23%	≥95%	No	
	ELA Participation	2022-23	95.44%	≥95%	Yes	
	Math Participation		94.90%	≥95%	No	
3a Grade 11	ELA Participation	2021-22	84.52%	≥95%	No	
	Math Participation		83.59%	≥95%	No	
	ELA Participation	2022-23	90.88%	≥95%	No	
	Math Participation		90.96%	≥95%	No	

3b: Proficiency Rate for Students with IEPs Against Grade Level Academic Standards

Indicator 3b measures the performance of students with disabilities in grades 4, 8, and 11 on the Smarter Balanced Assessment Consortium (SBAC), calculated separately for English Language Arts (ELA) and Math, scoring at or above proficient. Indicator 3b does not incorporate the data for students who participated in the California Alternate Assessment (CAA). The proficiency rate is based on all students with IEPs enrolled during the testing window, including students with IEPs not enrolled for a full academic year.

As indicated in the chart below, for 2021-22, the District did not meet the targets for ELA and Math Achievement for grades 4, 8, and 11. For 2022-23, the District did not meet the targets for ELA Achievement for grades 4 and 8 yet did meet the target for grade 11. The District did not meet the targets for Math Achievement for grades 4, 8, and 11.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
3b Grade 4	ELA Achievement	2021-22	12.75%	≥15%	No	#1
	Math Achievement		12.53%	≥15%	No	
	ELA Achievement	2022-23	12.20%	≥15%	No	
	Math Achievement		13.70%	≥15%	No	
3b Grade 8	ELA Achievement	2021-22	9.57%	≥12%	No	
	Math Achievement		4.54%	≥8%	No	
	ELA Achievement	2022-23	8.64%	≥12%	No	
	Math Achievement		4.29%	≥8%	No	
3b Grade 11	ELA Achievement	2021-22	12.92%	≥14%	No	
	Math Achievement		2.94%	≥8%	No	
	ELA Achievement	2022-23	14.95%	≥14%	Yes	
	Math Achievement		3.29%	≥8%	No	

3c Proficiency Rate for Students with Disabilities Against Alternative Academic Achievement Standards

Indicator 3c measures the proficiency rate of students with disabilities in grades 4, 8, and 11 taking the California Alternate Assessment (CAA), calculated separately for ELA and Mathematics. Results for Indicator 3c are calculated by dividing the number of students with IEPs scoring at or above proficient on the CAA by the total number of students with IEPs who received a valid score and for whom a proficiency level was assigned for the CAA. The result is then multiplied by 100. Results are calculated separately for ELA and math by grades 4, 8, and 11. The proficiency rate is based on all students with IEPs enrolled during the testing window, including students with IEPs not enrolled for a full academic year.

As indicated in the chart below, for 2021-22, the District did not meet the targets for ELA Alternate achievement standards for grades 4, 8, and 11. Also, the District did not meet the target for Math Alternate Achievement Standards for grades 4 and 8 yet did meet the target for grade 11. For 2022-23, the District did not meet the targets for ELA Alternate Achievement Standards for grades 4, 8, and 11. Also, the District did not meet the targets for Math Alternate Achievement Standards for grades 4 and 8 yet did meet the target for grade 11.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
3c Grade 4	ELA Alternate	2021-22	6.27%	≥15%	No	#1
	Math Alternate		2.08%	≥7%	No	
	ELA Alternate	2022-23	7.82%	≥15%	No	
	Math Alternate		3.64%	≥7%	No	
3c Grade 8	ELA Alternate	2021-22	6.27%	≥10%	No	
	Math Alternate		5.30%	≥8%	No	
	ELA Alternate	2022-23	8.13%	≥10%	No	
	Math Alternate		5.12%	≥8%	No	
3c Grade 11	ELA Alternate	2021-22	12.62%	≥14%	No	
	Math Alternate		7.81%	≥6%	Yes	
	ELA Alternate	2022-23	13.10%	≥14%	No	
	Math Alternate		6.97%	≥6%	Yes	

3d: Gap in Proficiency Rates for Students with IEPs and All Students Against Grade Level Academic Achievement Standards

Indicator 3d measures the gap in proficiency rates for students with IEPs who tested proficient on the Smarter Balanced Assessment Consortium (SBAC) statewide assessment compared to the rate for all students who tested proficient on the SBAC. Indicator 3d includes grades 4, 8, and 11 calculated separately for ELA and Math, and does not incorporate California Alternate Assessment (CAA) data. Results for Indicator 3d are determined by subtracting the proficiency rate for students with IEPs scoring at or above proficient on the SBAC from the proficiency rate for all students scoring at or above proficient on the SBAC within the same testing year. Results are calculated separately for ELA and math by grades 4, 8, and 11. Proficiency rates are based on all students with IEPs enrolled during the testing window, including students with IEPs not enrolled for a full academic year. As indicated in the chart below for both 2021-22 and 2022-23, the District met the targets for ELA and Math for grades 4, 8, and 11.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
3d Grade 4	ELA Difference	2021-22	23.99%	<31%	Yes	#1
	Math Difference		18.19%	<25%	Yes	
	ELA Difference	2022-23	25.13%	<31%	Yes	
	Math Difference		21.41%	<25%	Yes	
3d Grade 8	ELA Difference	2021-22	29.61%	<37%	Yes	
	Math Difference		16.44%	<29%	Yes	
	ELA Difference	2022-23	27.95%	<37%	Yes	
	Math Difference		17.14%	<29%	Yes	
3d Grade 11	ELA Difference	2021-22	33.33%	<42%	Yes	
	Math Difference		15.24%	<27%	Yes	
	ELA Difference	2022-23	33.75%	<42%	Yes	
	Math Difference		16.18%	<27%	Yes	

SPP Indicator 4 Discipline

Indicator 4 utilizes two components to measure discipline rate.

4a Discipline Rate: Overall

4a is a Performance indicator that measures the rate of suspensions and expulsions of greater than 10 cumulative days in a school year for students with disabilities. Students with disabilities (SWD) ages 3–22. SWD is defined as students who are designated as receiving special education and related services during the school year in which the disciplinary action occurred. As indicated in the chart below, the District met the target for discipline rate. *Note, this is a delayed indicator. The data is from 2020–21 and from 2021–22.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
4a	Discipline Rate (>10days)	2020–21*	0.00%	<2.18%	Yes	#1
		2021–22*	1.28%	<2.28%	Yes	

4b: Discipline Rate by Race or Ethnicity

4b is a compliance indicator that measures the rate of suspensions and expulsions, by race/ethnicity, of greater than 10 cumulative days in a school year for students with disabilities. Students with disabilities (SWD) aged 3–22, defined as students who are designated as SWD during the school year in which the disciplinary action occurred. As indicated in the chart below, the District met the target for Discipline rate by race or ethnicity. *Note, this is a delayed indicator. The data is from 2020–21 and from 2021–22.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
4b	Discipline Areas Disproportionate (>10days)	2020–21*	0.00%	0%	Yes	#1
		2021–22*	0.00%	0%	Yes	

SPP Indicator 5 Least Restrictive Environment

Indicator 5 is a performance indicator that utilizes three components to measure students with disabilities' (SWD) access to education in the Least Restrictive Environment (LRE).

5a: Education Environments, 80% Or More of the Day

5a measures the percent of students with disabilities, ages 6–22 and 5 year olds in kindergarten/transitional kindergarten (TK), served inside the regular classroom for 80% or more of the day. Results for Indicator 5a are calculated by dividing the number of students with disabilities ages 6–22 and 5 year olds in kindergarten/TK served inside the regular class 80% or more of the day by the total number of students with disabilities ages 6–22 and 5 year olds in kindergarten/TK in the LEA, multiplied by 100. As indicated in the chart below, the District did not meet the target for Least Restrictive Environment–Regular Class 80% or more for 2021–22, nor for 2022–23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
5a	LRE Regular Class 80% or More	2021–22	55.53%	≥60%	No	#1
		2022–23	57.09%	≥62%	No	

5b: Education Environments, Less Than 40%

5b measures the percentage of students with disabilities, ages 6–22 and 5 year olds in kindergarten/transitional kindergarten (TK), served inside the regular classroom less than 40% of the day. Results for Indicator 5b are calculated by dividing the number of students with disabilities ages 6–22 and 5 year olds in kindergarten/TK served inside the regular class less than 40 percent of the day by the total number of students with disabilities ages 6–22 and 5 year olds in kindergarten/TK in the LEA, multiplied by 100. As indicated in the chart below, the District did not meet the target for Least Restrictive Environment–Regular class less than 40% for 2021–22, nor for 2022–23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
5b	LRE Regular Class Less than 40%	2021–22	19.51%	<18%	No	#1
		2022–23	19.44%	<16.5%	No	

5c: Education Environments, Separate Setting

5c measures the percentage of students with disabilities ages 6–22 and 5 year olds in kindergarten/with disabilities ages 6–22 and 5 year olds in kindergarten/transitional kindergarten (TK) served in public or private separate schools, residential facilities, or homebound/hospital placements. Results for Indicator 5c are calculated by dividing the number of students with disabilities ages 6–22 and 5 year olds in kindergarten/TK in separate facility placements by the total number of students with disabilities ages 6–22 and 5 year olds in kindergarten/TK in the LEA, multiplied by 100. As indicated in the chart below, the District did not meet the target for LRE: Separate schools for 2021–22, nor for 2022–23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
5c	LRE: Separate Schools	2021–22	3.99%	<3.2%	No	#1
		2022–23	5.10%	<3.0%	No	

SPP Indicator 6 Preschool Least Restrictive Environment

Indicator 6 is a performance indicator that utilizes three components to measure preschool students with disabilities' access to education in the Least Restrictive Environment (LRE).

6a Preschool Least Restrictive Environments, Regular Setting

6a measures the percent of children with disabilities ages 3 through 5 (excluding 5 year olds enrolled in kindergarten or transitional kindergarten) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. Results for Indicator 6a are calculated by dividing the number of children with disabilities ages 3–5 enrolled in preschool, attending a regular early childhood program, and receiving the majority of special education and related services in the regular early childhood program by the total number of children with disabilities ages 3–5 enrolled in preschool, multiplied by 100. As indicated in the chart below, the District did not meet the target for Preschool LRE– Regular program for 2021–22, nor for 2022–23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
6a	Preschool LRE: Regular Program	2021–22	20.33%	≥41%	No	#1
		2022–23	16.71%	≥43%	No	

6b Preschool Least Restrictive Environments, Regular Setting

6b measures the percent of children with disabilities ages 3 through 5 years (excluding 5 year olds enrolled in kindergarten or transitional kindergarten) and attending a separate special education class, separate school, or residential facility. Results for Indicator 6b are calculated by dividing the number of children with disabilities ages 3-5 enrolled in preschool and attending a separate special education class, separate school, or residential facility by the total number of children with disabilities ages 3-5 enrolled in preschool, multiplied by 100. As indicated in the chart below, the District did not meet the target for Preschool LRE- Separate Class for 2021-22, nor for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
6b	Preschool LRE: Separate Class	2021-22	66.06%	<31%	No	#1
		2022-23	68.51%	<29%	No	

6c: Preschool Least Restrictive Environments, Home Setting

6c measures the percent of children with disabilities ages 3 through 5 years (excluding 5 year olds enrolled in kindergarten or transitional kindergarten) enrolled in a preschool program and receiving the majority of special education and related services in the home. Results for Indicator 6c are calculated by dividing the number of children with disabilities ages 3-5 enrolled in preschool and receiving the majority of special education and related services in the home by the total number of children with disabilities ages 3-5 enrolled in preschool, multiplied by 100. As indicated in the chart below, the District met the target for Preschool LRE: Home Setting for both 2021-22 and 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
6c	Preschool LRE: Home Setting	2021-22	0.68%	<3.5%	Yes	#1
		2022-23	0.99%	<3.5%	Yes	

SPP Indicator 7 Preschool Outcomes

Indicator 7 is a performance indicator that utilizes three components to measure outcomes for preschool students with disabilities. Each outcome measures improvement in a designated early learning and development area for preschool students with disabilities. Indicator 7 utilizes current year Desired Results Developmental Profile (DRDP) data for each preschool-aged student from entry to exit from special education services.

7a Preschool Outcomes: Positive Social-Emotional Skills

7a measures the percent of students with disabilities ages 3-5 (excluding 5 year olds enrolled in kindergarten or transitional kindergarten) who demonstrate improvement in positive social emotional skills, including social relationships. DRDP results are analyzed to determine the extent to which the child's behaviors and skills are comparable to age expectations. Each child's DRDP entry and exit data provide an overall summary of progress, determined by comparing each child's level of functioning and progress to a sample of same-aged peers. As indicated in the chart below, the District did not meet the target for Preschool Outcomes-Positive Socio-Emotional Skills Substantially Increased for 2021-22, nor for 2022-23. The District did not meet the target for Preschool Outcomes-Positive Socio-Emotional Skills Functioning within age expectations for 2021-22 yet did meet the target for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
7a	Positive Social Emotional Skills: Substantially Increased	2021-22	73.72%	≥77%	No	#1
	Positive Social Emotional Skills: Functioning within Age Expectation		73.47%	≥77%	No	
	Positive Social Emotional Skills: Substantially Increased	2022-23	63.09%	≥78%	No	
	Positive Social Emotional Skills: Functioning within Age Expectation		81.67%	≥78%	Yes	

7b Preschool Outcomes: Acquisition and Use of Knowledge and Skills

7b measures the acquisition and use of knowledge and skills, including early language/communication and early literacy for students with disabilities ages 3-5 (excluding 5 year olds enrolled in kindergarten or transitional kindergarten). DRDP results are analyzed to determine the extent to which the child's behaviors and skills are comparable to age expectations. Each child's DRDP entry and exit data provide an overall summary of progress, determined by comparing each child's level of functioning and progress to a sample of same-aged peers. As indicated in the chart below, the District did not meet the target for Preschool Outcomes: Acquisition of Knowledge Skills/Substantially Increased for 2021-22, nor for 2022-23. The District did not meet the target for Acquisition of Knowledge/Skills Functioning within Age Expectations for 2021-22 yet did meet the target for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
7b	Acquisition of Knowledge Skills: Substantially Increased	2021-22	73.56%	≥77%	No	#1
	Acquisition of Knowledge Skills: Functioning within Age Expectations		69.28%	≥77%	No	
	Acquisition of Knowledge Skills: Substantially Increased	2022-23	66.67%	≥78%	No	
	Acquisition of Knowledge Skills: Functioning within Age Expectations		87.11%	≥78%	Yes	

7c Preschool Outcomes: Use of Appropriate Behaviors

7c measures student use of appropriate behaviors to meet their needs for students with disabilities ages 3-5 (excluding 5 year olds enrolled in kindergarten or transitional kindergarten). DRDP results are analyzed to determine the extent to which the child's behaviors and skills are comparable to age expectations. Each child's DRDP entry and exit data provide an overall summary of progress, determined by comparing each child's level of functioning and progress to a sample of same-aged peers. As indicated in the chart below, for 2021-22, the District met the target for Use of Appropriate Behaviors: Substantially Increased yet did not meet the target in 2022-23. For 2021-22, the District did not meet the target for Use of Appropriate Behaviors: Functioning within Age Expectations yet did meet it for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
7c	Use of Appropriate Behaviors: Substantially Increased	2021-22	78.05%	≥77%	Yes	#1
	Use of Appropriate Behaviors: Functioning within Age Expectations		76.91%	≥77%	No	
	Use of Appropriate Behaviors: Substantially Increased	2022-23	64.21%	≥78%	No	
	Use of Appropriate Behaviors: Functioning within Age Expectations		86.66%	≥78%	Yes	

SPP Indicator 8 Parent Involvement

Indicator 8 is a performance indicator that measures the percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities. The results are calculated by the number of respondent parents who responded "yes" to the question: "Did the school district facilitate parent involvement as a means of improving services and results for your child?" divided by the total number of respondent parents with the LEA, multiplied by 100. As indicated in the chart below, the District met the target for Parent Involvement for both 2021-22 and 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
8	Parent Involvement	2021-22	98.89%	≥95.5%	Yes	#3
		2022-23	98.85%	≥96.0%	Yes	

SPP Indicator 9 Disproportionate Representation: Overall

Indicator 9 is a compliance indicator that measures the percent of Local Education Agencies (LEAs) with disproportionate representation of racial and ethnic groups receiving special education and related services as a result of inappropriate identification. As of 2016, Indicator 9 utilizes a risk ratio. A risk ratio is a calculation performed by dividing the risk of a particular outcome (special education identification) for children in one racial or ethnic group within the LEA by the risk for children in all other racial and ethnic groups within the LEA. Risk ratios in excess of 3.0 are considered to be the result of inappropriate identification. As indicated in the chart below, the District met the target for Disproportionate Representation: Overall for both 2021-22 and 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar	
9	Overall Disproportionality Areas	2021-22	0	0	Yes	#1	#2
		2022-23	0	0	Yes		

SPP Indicator 10 Disproportionate Representation by Disability Categories

Indicator 10 is a compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification. As of 2016, Indicator 10 utilizes a risk ratio. A risk ratio is a calculation performed by dividing the risk of a particular outcome (special education identification) for children in one racial or ethnic group within the LEA by the risk for children in all other racial and ethnic groups within the LEA. Risk ratios in excess of 3.0 are considered to be the result of inappropriate identification. This calculation is conducted for each of the following disability categories: Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment. As indicated in the chart below, the District did not meet the target for Disproportionality by Disability Area for 2021-22, nor for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar	
10	Disproportionality by Disability Area	2021-22	2	0	No	#1	#2
		2022-23	1	0	No		

SPP Indicator 11 Timely Eligibility Evaluation–Child Find

Indicator 11 is a compliance indicator that measures the percent of students with disabilities ages 3-22 whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation. As indicated in the chart below, the District met the target for Timely Eligibility Evaluation for 2021-22 yet did not meet the target for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar	
11	Rate of Eligibility Determined within 60 days	2021-22	100%	100%	Yes	#1	
		2022-23	70.85	100%	No		

SPP Indicator 12 Early Childhood Transition

Indicator 12 is a compliance indicator that measures the percent of children referred by the infant program (IDEA Part C) prior to age three, who are found eligible for school-age special education services (IDEA Part B), and who have an IEP developed and implemented by their third birthday. As indicated in the chart below, the District did not meet the target for Timely Part C to Part B Transition for 2021-22, nor for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar	
12	Rate of Part C to Part B Students with Timely IEPs	2021-22	77.53%	100%	No	#1	
		2022-23	68.39%	100%	No		

SPP Indicator 13 Secondary Transition

Indicator 13 is a compliance indicator that measures the percent of students with disabilities ages 16 and above with an IEP that includes appropriate measurable post-secondary goals annually updated and based on age appropriate transition assessment and services. This includes courses of study that will reasonably enable the student to meet those post-secondary goals and annual IEP goals related to the student's transition service needs. Results are calculated by dividing the number of students with disabilities ages sixteen and above whose IEP includes appropriate measurable post-secondary goals that are annually updated and based upon an age-appropriate transition assessment and transition services ("yes" response on Goals 1 through 8 on the IEP, with the exception of "agencies invited" which may have a "yes" or "N/A" response) divided by the number of students with disabilities ages sixteen and above, multiplied by 100. As indicated in the chart below, the District did not meet the target for Secondary Transition Goals and Services for 2021-22, nor for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
13	Rate of Students with Transition Goals/ Services	2021-22	99.15%	100%	No	#1
		2022-23	98.75%	100%	No	

SPP Indicator 14 Post-School Outcomes:

Indicator 14 is a performance indicator that utilizes three components to measure varying degrees of post-school outcomes for students with disabilities.

14a Post School Outcomes: Higher Education

14a is a performance indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education within one year of leaving high school. As indicated in the chart below, the District did not meet the target for Post-School Outcomes: Higher Education for 2021-22, nor for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
14a	Rate of Post-School Outcomes: Higher Education	2021-22	48.84%	≥56.0%	No	#1
		2022-23	43.45%	≥57.0%	No	

14b: Post-School Outcomes: Higher Education or Competitively Employed

14b is a performance indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. As indicated in the chart below, the District did not meet the target for Post-School Outcomes: Higher Education or Competitively Employed for 2021-22, nor for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
14b	Competitive Employment	2021-22	72.53%	≥76.5%	No	#1
		2022-23	73.70%	≥78.0%	No	

14c: Post-School Outcomes: Post-Secondary Education or Employed

14c is a performance indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education or other post-secondary education/training program; or competitively employed or in some other employment within one year. As indicated in the chart below, the District did not meet the target for Post School Outcomes: Post Secondary Education or Employment for 2021-22, nor for 2022-23.

Indicator	Selection Element	Data Year	Rate	Target	Target Met	Strategic Plan Pillar
14c	Any Employment or Education	2021-22	81.14%	≥87.5%	No	#1
		2022-23	83.62%	≥88.0%	No	



IEP Timelines, Service Delivery, and Child Find

Pillar 1: Academic Excellence

High
Quality Instruction

Eliminating
Opportunity Gaps

College and
Career Readiness

IEP Timelines

The chart below displays the number of overdue annual/triennial IEPs, number of overdue 60 day IEPs, number of IEPs overdue, % of IEPs overdue, and the total number of active IEPs with a snapshot date at the end of each month during the 2022-23 school year.

The data in the table below reveal that the beginning of the 2022-23 school year commenced with 3.38% of IEPs overdue District wide. The average percentage of overdue IEPs throughout the school year was 3.88%. This is a significant improvement on the average percent of overdue IEPs throughout the past three school years: 2019-20 (5.38%), 2020-21 (6.31%), 2021-22 (6.0%).

Snapshot Date	Overdue Annual/ Triennial IEPs	Overdue 60 Day IEPs	# of IEPs Overdue	% of IEPs Overdue	# of Active IEPs
7/30/2022	1,728	1,216	2,541	3.38%	75,130
08/31/2022	1,876	1,219	2,621	3.40%	77,181
9/30/2022	2,249	1,427	2,977	3.97%	75,028
10/31/2022	2,414	1,649	3,254	4.27%	76,221
11/30/2022	2,359	1,671	3,260	4.25%	76,741
12/31/2022	2,322	1,567	3,152	4.09%	77,063
1/31/2023	2,552	1,899	3,548	4.54%	78,098
2/28/2023	2,811	1,259	3,647	4.61%	79,037
3/31/2023	2,479	1,703	3,465	4.32%	80,124
4/30/2023	2,247	1,699	3,282	4.07%	80,604
5/31/2023	1,839	1,047	2,597	3.21%	80,933
6/30/2023	1,187	954	1,921	2.45%	78,338



Service Delivery

The provision of related services and resource specialist program services is based on the frequency and duration of each service indicated on the student's active IEP. The District documents the provision of services in the Welligent Service Tracking system. This allows service providers and their supervisors to monitor the percentage of services delivered. If the data leads to concern regarding provision of service, a more detailed look into potential issues and any barriers to service provision needing to be addressed is conducted.

Upon documentation of service provision in the Welligent Service Tracking system, the SER300 report series include a tiered data category that reports the percentage of services delivered toward the students' target service minutes as required per their active IEP. The chart below displays the service provision breakdown by Tiers. Tier "-" was added during the 2021-2022 school year to account for services in which the adjusted target equals zero (0). This means that service minutes were provided in accordance to active IEP service prescription and have canceled service minutes where the sum of canceled minutes zeroes out the adjusted target minutes for the student. Canceled minutes include sessions when student is absent, student is a no-show, parent refused services, etc.

The following chart displays service provision percentage breakdown by Tiers where Tier 1 =100% service provision, Tier 2=99.9%-90%, Tier 3=89.9%-70%, Tier 4=69.9%-40%, Tier 5=39.9%-0.1%, Tier 6=0%, Tier - =adjusted target = 0 and no minutes owed. The second chart below displays the 2022-2023 month to month provision of service data, by Tiers.

Service Provision Tiers

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6	Tier -
100%	99.9%-90%	89.9%-70%	69.9%-40%	39.9%-0.1%	0%	Adjusted Target = 0 and No Minutes Owed

2022-23 School Year

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6	Tier -
Aug	23.02%	4.97%	17.70%	10.77%	6.48%	34.36%	2.71%
Sept	39.49%	12.04%	12.79%	11.71%	7.52%	14.36%	2.10%
Oct	46.54%	13.54%	15.03%	8.96%	5.06%	8.77%	2.09%
Nov	48.86%	16.31%	15.62%	7.07%	3.99%	6.06%	2.09%
Dec	53.27%	14.19%	14.45%	6.71%	3.71%	5.39%	2.28%
Jan	49.43%	16.53%	15.60%	7.86%	3.92%	4.58%	2.07%
Feb	51.82%	17.54%	15.50%	6.09%	3.45%	3.62%	1.99%
Mar	51.43%	16.85%	15.82%	6.85%	3.40%	3.72%	1.95%
Apr	52.71%	17.60%	15.32%	6.08%	3.04%	3.30%	1.94%
May	51.46%	18.37%	15.67%	6.44%	2.89%	3.34%	1.83%
Jun	57.97%	16.20%	12.47%	4.99%	2.40%	3.71%	2.26%

Child Find

Child Find refers to the process of locating, identifying, and evaluating children and youth who may be eligible for special education services designed to meet their educational needs at no cost to families. Children and youth, ages birth to 22, living within the Los Angeles Unified School District boundaries, who are suspected of having a disability may be referred for a possible evaluation to determine if they are eligible for special education services. This includes children and youth who are experiencing homelessness, highly mobile, migrant, wards of the state and children and youth attending private schools, including homeschools, located within LAUSD boundaries regardless of where they reside. All other children must live in the LAUSD attendance area.

The District has Child Find processes in place and continues its practices of ensuring that students with disabilities are identified. For students ages 5-21, the LAUSD school of residence (SOR) is responsible for locating, identifying, and evaluating students with disabilities, including students parentally placed at private schools. The SOR conducts IEPs to provide an offer of a FAPE, and implements IEPs immediately upon a student's enrollment in a public school. In many cases, three and four year old children are not enrolled in public school programs. Therefore, a primary responsibility of the District is to make families, schools and agencies aware of available criteria for eligibility and special education services.

"Child Find" information is disseminated through letters, program brochures, presentations and workshops. Such educational information is directed to the following:

- Neighborhood schools
- Early Education Centers
- District classes for 4 year old children, Expanded Transitional Kindergarten (ETK), Universal Transitional Kindergarten, California State Preschool Programs,
- Pre-Kindergarten and Family Literacy Program Classrooms
- Head Start agencies
- Los Angeles Universal Preschool (LAUP) programs
- Regional Centers
- Family Resource Centers
- Hospitals and clinics
- Community preschools
- Child Care providers
- Child Care Resources and Referral Agencies
- Department of Children and Family Services
- Los Angeles County Office of Child Care
- Los Angeles County First

School Choice

Magnet Program

In the years between 2010-11 and 2018-19, the number of students with disabilities applying to Magnet programs grew significantly. The Magnet program is intentional about eliminating barriers and providing support to students with disabilities. Information about Magnet programs on the District's eChoices webpage emphasizes that students with disabilities are encouraged to apply. As the Student Integration Services addressed challenging areas within policies, procedures, and practices, the District realized an increase in participation of students with disabilities in Magnet programs.

The table below displays the percentage of students enrolled in Magnet programs who are students with disabilities:

2019-20	2020-21	2021-22	2022-23
7.59%	7.6%	7.8%	8.26%

Independent Charter

There are two primary LAUSD Divisions that work with Charter Schools to provide oversight and support. The Charter Schools Division provides an oversight function of Independent Charter Schools. The Division of Special Education Charter Operated Programs provides support to Charter Schools regarding students with disabilities and special education. Both Divisions view this as a partnership, which is critical to ensure that Charter Schools are supported and held accountable as it relates to serving students with disabilities.

The table below provides the count of Independent Charter Schools in LAUSD SELPA, the number of Independent Charter Schools authorized by LAUSD yet not part of LAUSD SELPA, and the number of students enrolled in LAUSD authorized Independent Charter Schools that were in LAUSD SELPA for the 2022-23 school year.

Independent Charter Schools	2022-23 School Year
Number of Independent Charter Schools in LAUSD SELPA	211 (as of 06/30/2023)
Number of Independent Charter Schools Authorized by LAUSD Yet Not in LAUSD SELPA	13 (as of 06/30/2023)
Total Number of Students Enrolled in Independent Charter Schools included in LAUSD SELPA	Total Enrollment (as of 09/23/2022): 110,461 Total SWD Enrollment (as of 6/30/2023): 13,532

The table below provides the number of students with disabilities enrolled and the count of Independent Charter Schools in the LAUSD SELPA disaggregated by Region and by Board District area. During 2022-23 school year the count of students with disabilities in each Region was as follows: North- 4,040, East-4,109, South-3,256, West-2,127, with a total of 13,532.

Region	Count of Students with Disabilities Enrolled in Independent Charter Schools	Count of Independent Charter Schools
North	4,040	47
East	4,109	72
South	3,256	55
West	2,127	37
Total	13,532	211
Board District	Count of Students with Disabilities Enrolled in Independent Charter Schools	Count of Independent Charter Schools
1	1,892	37
2	2,453	45
3	1,952	19
4	1,192	14
5	2,496	45
6	1,894	25
7	1,653	26
Total	13,532	211

Virtual Academy

At the beginning of the 2022-23 school year, Los Angeles Unified paved a new path for TK-12 online learning. By creating six new thematic online Virtual Academy Schools based on college and career pathways, families have a variety of quality online school options that match their interests and meet their needs. LAUSD Virtual Academy Schools include STEAM Virtual Academy, STEAM Business & Entrepreneurship Virtual Academy, Arts & Entertainment Virtual Academy, International Studies & World Languages Virtual Academy, STEAM Leadership & Public Service Virtual Academy, and Computer Science Virtual Academy.

Program Highlights

Instructional Time

In the morning, students will join their teachers in the virtual classroom where they will have an opportunity to engage in learning from a standards-based online curriculum

Projects

Students will collaborate with classmates on interactive, real-world projects and activities aligned to the school's theme

Individualized Learning

In the afternoons, students will work independently to complete individual assignments from six different course subjects

Teacher Support

At the elementary level, individual teachers will provide support for all subject matters. At the secondary level, Personalized Learning Teams (PLTs) of teachers will form a system of support and work closely with students

Guided Academic Pathways

Each pathway will offer students substantive exposure to career opportunities through clubs, virtual field trips, career speakers, and activities and culminating projects appropriate to age levels

Partnerships

Partnerships will provide materials and resources to students, guidance on project development, mentoring support, and professional development and training for teachers and administrators

Special Needs

The Virtual Academy Schools will use inclusive practices for all students and will ensure that all services and accommodations are provided according to each student's individual education plan (IEP) or Section 504 Plan, as applicable

Black Student Achievement Support

Each Virtual Academy School will work to provide culturally responsive curriculum and instruction and increased staffing support to address the academic and social-emotional needs of Black students

Family Resources

Welcome Centers located across the District will provide in-person support and service to families to ensure that all students have instructional materials and access to technology including devices and hot-spots for connectivity

Second Language Support

English Learners' progress will be monitored through Student Support and Progress Teams and Individual Reclassification Plans to accelerate reclassification

Enhanced Support

Academic counselors, attendance counselors, and psychiatric social workers will provide wraparound services to promote academic and social-emotional success, as well as to re-engage students who need additional support

Gifted Program

Students who are identified as Gifted will be clustered in classes so that inquiry-based projects can be tailored to meet their needs

The number of students with disabilities enrolled in each Virtual Academy is disaggregated in the chart below. As of June 2023, 21.6% of students enrolled in Virtual Academy were students with disabilities. The chart below displays the count of students with disabilities, the percent of students with disabilities, and the total enrollment of students at each of the six Virtual Academy Schools.

Virtual Academy School	Count of Students with Disabilities	% Of Students with Disabilities	Total Enrollment
Arts and Entertainment VA	324	27.4%	1,183
Business and Entrepreneurship VA	193	17.9%	1,078
Computer Science VA	252	21.1%	1,195
International Studies and World Languages VA	203	19.8%	1,023
Leadership and Public Service VA	142	15.3%	931
STEAM VA	314	25.9%	1,208
Total	1,428	21.6%	6,618

Program Accessibility

Pillar 2: Joy and Wellness

Welcoming
Learning Environments

The Department of Justice (DOJ) under Title II of the Americans with Disabilities Act (ADA) and the Department of Education (ED or Education) under Section 504 (for recipients of funding from Education, such as school districts like LAUSD), require each covered entity to conduct a self-evaluation of its services, policies, and practices to determine whether any modifications are required to comply with the regulations. Program Accessibility is a key requirement of both the ADA and Section 504 of the Rehabilitation Act, meaning that programs, benefits, services, and activities provided by public entities must be accessible to people with disabilities. Qualified individuals with a disability are not to be discriminated against because the entity's facilities are inaccessible. While both laws do require that newly constructed and altered facilities meet stringent accessibility requirements, they do not require that all existing facilities meet those standards, so long as the programs and services provided in those facilities are made accessible to people with disabilities. A program or service can be made accessible by relocating it, providing it in a different manner, or utilizing some other strategy to ensure that people with disabilities have an equal opportunity to benefit from the entity's programs and activities.

Where barriers to program accessibility are discovered, the regulations require that steps be taken to bring the programs into compliance and improve accessibility and that those steps be documented. If physical changes are needed to ensure program accessibility, an entity with 50 or more employees is required to develop a transition plan setting forth the steps necessary to complete the changes. LAUSD has a Self-Evaluation and Transition Plan (Transition Plan), which was approved by the Board of Education in October of 2017, creating the roadmap to achieving compliance with program accessibility requirements of Title II of the ADA.

Both Title II of the ADA and Section 504 impose broad-reaching prohibitions against discrimination on the basis of disability. A key requirement of both the ADA and Section 504 is program accessibility; meaning the District must ensure that people with disabilities are not excluded from programs, activities, and services on facilities where public accommodations are provided. Program accessibility extends not only to facilities but also includes equal access to effective communication and electronic and information technology, which includes software websites web applications and hardware applications such as computers, networks, and other types of electronic office equipment. Electronic and information technology extends to live stream and virtual learning/meeting environments.

LAUSD has identified 235 existing schools that are distributed throughout the entire District, which includes District schools and affiliated Charter Schools, where District staff with expertise in the ADA Accessibility Guidelines and the California Building Code have conducted surveys to identify barriers to program accessibility. See the Program Accessibility and Charter Schools section of the report for information addressing independent Charter Schools.

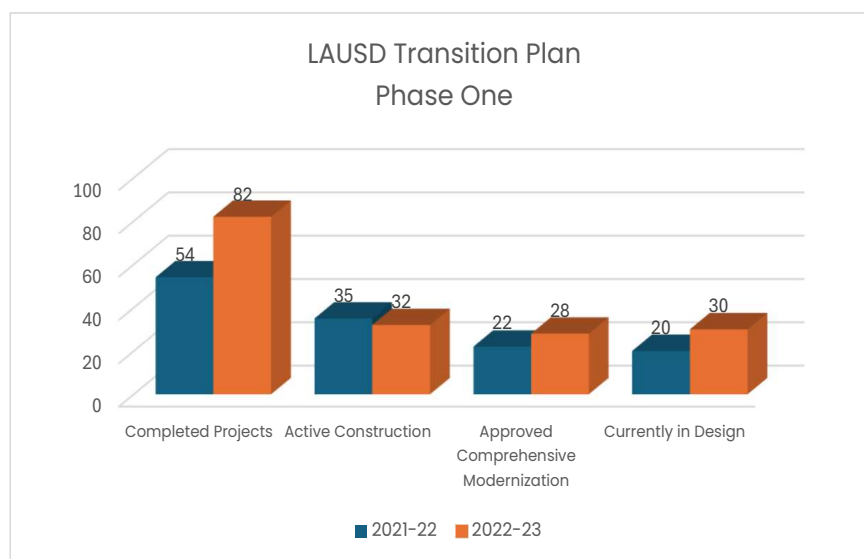
It is intended that modifications, otherwise known as barrier removal, will be identified and corrected. These 235 existing schools, combined with the 131 newly constructed schools over the past decade or more, will account for over 360 schools within LAUSD that will comply with program accessibility requirements. As noted earlier, while ADA and Section 504 do require that newly constructed and altered facilities meet stringent accessibility requirements, they do not require that all existing facilities meet those standards, so long as the programs and services provided in those facilities are made accessible to people with disabilities.

Additional schools identified for physical modifications to campuses will be covered in phase two, pending future funding. The campuses to be addressed in phase two would ensure a larger stock of accessible facilities intended to increase the number of accessible schools and decrease reliance on operational solutions. Operational solutions are effectively reassigning programs and activities to accessible locations when necessary or quickly making necessary changes to inaccessible facilities as needed for individuals to ensure that there are no barriers that prevent and/or substantially limits access into facilities for individuals with disabilities. Operational solutions are a cost-effective solution to physical barriers that can be implemented instead of performing construction when it is unnecessary.

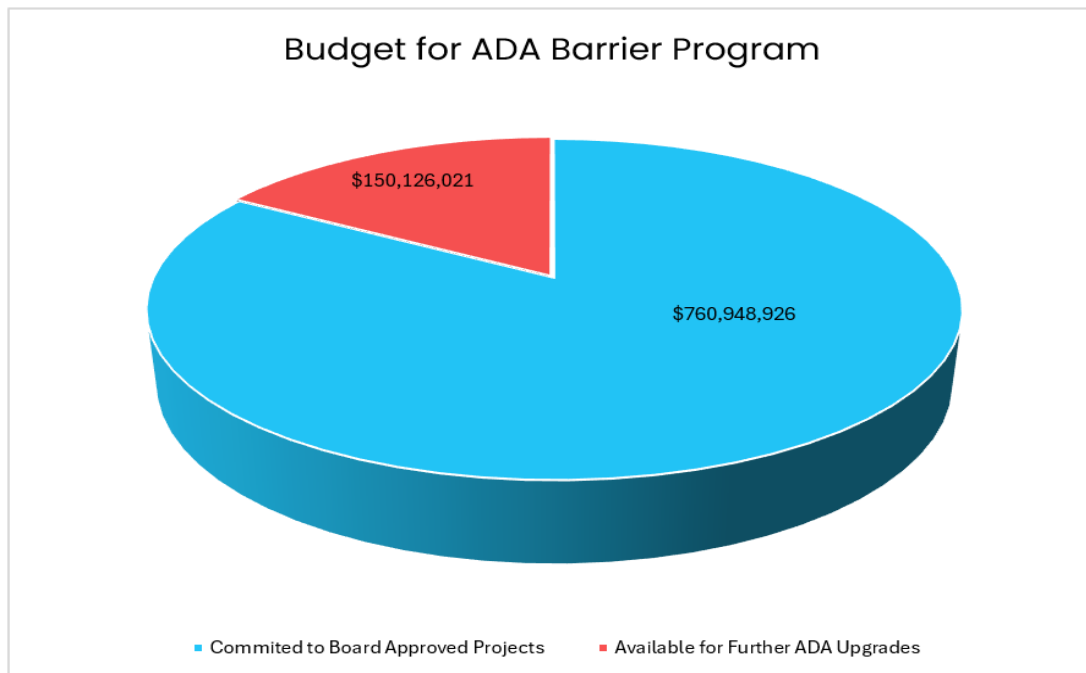
Barrier Removal Program Status

There have been 144 ADA Barrier Removal projects, also called ADA enhancements, approved by the Board of Education. Thirty-five of these projects were taken to the Board of Education during the 2022-23 school year. As of June 30, 2023, there were 32 schools actively in construction with ADA barrier removal work, 30 schools that were in design for the removal of architectural barriers, and 82 schools where projects were completed. Also incorporated into Phase One of the Transition Plan were 22 Comprehensive Modernization projects, which were previously approved by the Board of Education and reported on for the 2021-22 fiscal year (FY). However, an additional six Major Modernization projects were approved by the Board of Education during the 2022-23 FY. Comprehensive Modernizations and Major Modernizations are large capital improvement projects addressing seismic retrofits, modernization and repairs, master planning, and program accessibility upgrades.

The following graph provides data on Phase One of the LAUSD Transition Plan and the 2021-22 FY comparisons with progress through the 2022-23 FY, active construction and projects in design.



There has been \$1,018,256,700 allocated to the ADA Barrier Removal for Program accessibility purposes. To cover indirect costs, program reserves, and program accessibility upgrades on the Major Modernization projects; there has been \$119,720,769 transferred out. Therefore, the spending target available for ADA Barrier Removal projects moving forward is \$898,535,931. At the end of the 2021-22 FY the total for ADA Barrier Removal Efforts was \$935,941,989. The difference between the 2021-22 FY and the 2022-23 FY is \$38 million dollars dedicated to the six Major Modernization projects approved by the Board of Education. As of May 31, 2023, there was \$708,799,087 committed for Board-approved projects to have the necessary accessibility upgrades completed, leaving \$200,940,248 available for new projects. The chart below displays a breakdown of the ADA Barrier Removal Program budget regarding funds committed to Board approved projects and funds available for further ADA upgrades.



If the cost of current projects and past projects are indicative of future projects, it is estimated that the remaining funds will yield the completion of 32 more projects in accordance with the Transition Plan. Additional funding will need to be identified in the future to complete Phase One of the Transition Plan, and to ensure that the District continues its efforts in supporting inclusive school communities. The District currently has 172 projects of the 235 existing facility campuses identified in the Transition Plan, which have been Board approved.

Operational Solutions

As reported during the 2021-22 FY, the implementation of operational solutions at school sites are a necessity for ensuring that program accessibility is provided for students with disabilities. The ADA requires that program accessibility provide an equal opportunity to access programs, services, and activities offered by the District. This can be achieved by either performing facility modifications or implementing operational solutions. Implementing operational solutions is the most cost-effective way of ensuring that students with disabilities are afforded the same access to the programs, services, and activities as their non-disabled peers. Operational solutions are non-construction solutions which may involve moving non-permanent fixtures, furniture, and pathway obstacles, or installing non-construction materials or assistive equipment. Other examples may include providing additional supports, as addressed in a student's IEP, to assist the student as necessary, or locating classes or programs in existing rooms or locations which are accessible for the individual rather than constructing elevators or ramps to provide for program accessibility.

When the scope of work is created for an ADA Barrier Removal project, all viable operational solutions

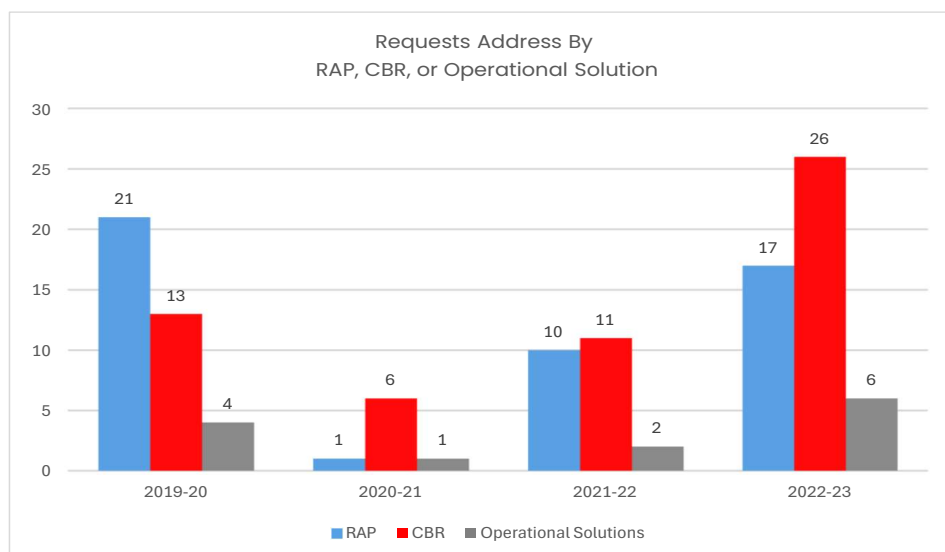
which can be implemented by school administrators will be excluded from the scope of work as there are no physical modifications necessary. It is the school administrator's responsibility to ensure that operational solutions are implemented to ensure there is an equal opportunity to access programs, services, and activities. Also, where operational solutions are available, a Rapid Access request (see next section for information on the Rapid Access Program) would not be approved. When an operational solution has been identified by the Access Compliance Unit (ACU) during the Accessibility surveys, the intent is to not disrupt current active programs during the school year, but to instead implement program relocations as needed prior to the upcoming new school year unless there is an imminent need for current students enrolled at the school not receiving the necessary access.

Rapid Access Program and Critical Barrier Removal Projects

Rapid Access Program (RAP) requests are intended to ensure a timely response and approval process for physical modifications at schools. The District's primary goal for the RAP is to have an established, sustainable program with clear guidelines and protocol for responding to requests that are minor in nature and focused on providing interim solutions that quickly provide program access for students. These modifications, with compliant construction and inspections, are completed within a 30-day maximum timeline. RAP projects are requested by the site administrator (e.g., a school principal) and reviewed for approval by the Division of Special Education (DSE) and ACU. Since the RAP's inception, solutions for providing program access have included installing temporary ramps, accessible drinking fountains, electrical outlets for electric changing tables, and minor renovations of restrooms. In addition, operational solutions have been implemented, in some circumstances, eliminating the need to make facility modifications. If available, operational solutions are the primary focus of resolving a RAP request rather than facility modifications which are often absorbed into a larger ADA barrier removal project to provide program accessibility.

Larger projects that typically require design, submittal to the Division of the State Architect (DSA), or a long construction duration can still be performed as a Critical Barrier Removal project (CBR). CBR projects are not required to fall within the strict time constraints of providing program access within a 30-day maximum timeline like a RAP project.

There have been 469 projects that have resulted in facilities modifications from RAP projects and CBR's since the inception of this program through the 2022-23 FY. The chart below provides a detailed breakdown of requests addressed by either RAP, CBR, or operational solution for the 2019-20, 2020-21, 2021-22, and the 2022-23 school years. During the COVID-19 pandemic, requests were greatly reduced due to students not being physically located in the schools. During the 2022-23 school year, requests rebounded to pre-pandemic levels, with 17 requests addressed by RAP, 26 requests addressed by CBR, and 6 requests addressed by operational solution.



The Office of the Inspector General (OIG) conducted a performance audit of the Rapid Access program during the 2022–2023 FY. In the Executive Summary of the OIG performance audit report, the OIG indicated that the audit scope was from July 1, 2017, to June 30, 2022, and that there were 123 RAP projects within their scope.

In the OIG performance audit report, one of the OIG’s recommendations included the following:

Recommendation 2

We recommend that the Facilities Project Execution Branch management create formal policy and establish a timeline for the RAP projects.

The Facilities Services Division responded to the OIG’s recommendation, with the following information:

- i. Response: Facilities agrees with the intent of the recommendation. It is important to note per Reference Guide (REF-066902); Facilities, Special Education and School staff are required to implement an operational solution that provides Program Access for the interim period until the barrier is removed.
- ii. Action Plan: Facilities will continue to use REF-066902 and actively monitor RAP projects using metrics. ACU’s goal is to complete RAP projects as soon as possible.
- iii. Target date to implement Action Plan: Completed 04/18/2023.

Program Accessibility and Charter Schools

While Charter Schools are exempt from many California laws governing school districts, Charter Schools are not exempt from federal requirements such as Title II of the ADA. Pursuant to the LAUSD Policy and Procedures for Charter Schools, under the Non-LAUSD Facilities section, Charter Schools are responsible for ensuring compliance with all applicable building codes, standards, and regulations adopted by the city and/or county agencies with jurisdiction to enforce building and safety standards for the school site, as well as federal and state accessibility requirements, and all other applicable fire, health, and structural safety and access requirements. Further, the District Board-approved Self-Evaluation and Transition Plan extends the District’s oversight authority to compel Charter School operators that operate on private sites to complete transition plans.

Accordingly, Charter Schools operating on private sites shall develop a Self-Evaluation and Transition Plan. Within the Charter School’s plan, all barriers which limit access to individuals with disabilities must be identified, the best method for the removal of barriers must be determined, the removal of barriers must be scheduled, and the person responsible for executing the Charter School’s plan must be designated. As part of the Charter School’s plan, any intentional or unintentional policies and practices that discriminate against people with disabilities, their acquaintances, and others assumed to have a disability are required to be modified.

For the 2022–23 school year, LAUSD authorized 221 Independent Charter Schools. In February 2023, the District’s Charter Schools Division sent a communication requesting that all charter operators certify compliance with the requirement to develop a self-evaluation and transition plan pursuant to applicable legal and District requirements. All of the Independent Charter Schools have acknowledged the District’s request, and at the close of 2022–23 school year, 170 Independent Charter Schools had completed and submitted the required certification to the District. There remain 51 Independent Charter Schools that have a pending response and will receive follow-up communications from the Charter Schools Division concerning the status of their response.

Comprehensive Americans with Disabilities Act Training

During the 2022–23 school year, a comprehensive online ADA compliance training video was completed in preparation for viewing beginning August 2023 by all District employees and contract professionals who work on behalf of the District. The training consists of five modules covering the topics of: disability awareness, identifying and removing barriers to facilities and/or programs, effective communication, and the importance of technology and web accessibility. It also includes information related to the requirements of Section 508 of the Rehabilitation Act and online accessibility associated with live teleconferencing of IEP team meetings, trainings, and classroom instruction. The training emphasizes the guidance regarding identifying and removing barriers to effective communication when using technology and/or communicating with individuals who use auxiliary aids. The Office of Americans with Disabilities Act Compliance (ADAC) worked closely with the Charter Schools Division to feature information in several of the training modules that is tailored specifically for Independent Charter Schools co-located on District sites and Independent Charter Schools occupying private sites. Although Independent Charter Schools occupying private sites are not mandated to take this training, the Charter Schools Division will make the ADA training video available on a secure teleconferencing platform and will highly encourage Independent Charter Schools to take the training.

Web Accessibility

Under Title II of the ADA, “A public entity shall take appropriate steps to ensure that communications with applicants, participants, members of the public, and companions with disabilities are as effective as communications with others.” 28 C.F.R. § 35.160(a) (2011). Additionally, “A public entity shall furnish appropriate auxiliary aids and services where necessary to afford individuals with disabilities, including applicants, participants, companions, and members of the public, an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity of a public entity.” Id. § 35.160(b) (1). These programs, services, and activities are required to be accessible in all educational settings, which extends to the live stream and virtual learning/meeting environment. Furthermore, Section 508 covers technology procured by an agency under contract with a private entity or produced within the agency itself. Section 508 applies to all Electronic and Information Technology (EIT) including software, web sites, web applications, and hardware applications such as computers, networks, and other types of electronic office equipment.

According to the Assistant Attorney General at the U.S. Department of Justice, “The Department first articulated its interpretation that the ADA applies to public accommodations’ websites over 20 years ago. This interpretation is consistent with the ADA’s Title III requirement that the goods, services, privileges, or activities provided by places of public accommodation be equally accessible to people with disabilities.” Every year thousands of lawsuits are filed in the Federal courts, and every year the amount of these lawsuits increase. “Plaintiffs in 2022 filed 3,255 website accessibility lawsuits in federal court alleging violations of the Americans with Disabilities Act (ADA) — a 12% increase from the previous record of 2,895 lawsuits set in 2021. It’s also important to note that the report doesn’t include lawsuits filed in state court.” In California, the majority of the web accessibility lawsuits are filed in the state courts under the California Unruh Civil Right Act, where “between January and July 2023, only 30 plaintiffs filed a staggering 477 lawsuits in California State courts.”

The District’s Information Technology Services (ITS) initiated a procurement process to identify companies that had the capability to conduct regular scanning of websites to detect issues that affect content quality, search engine optimization, and accessibility related content. At the end of the 2022–23 school year, ITS was still engaged in a process to secure such a resource. A complete inventory of District websites was completed so that registration can be input into this system for regular auditing to be performed. Unfortunately, one of the platforms, School Loop, which 746 LAUSD schools used for website development, went out of business in May of 2023. Therefore, these 746 school websites will be corrected in the inventory so registration can be completed for all LAUSD schools into the system for whichever electronic accessibility checker ITS procures. There have been 1,539 websites identified for registration, and regular auditing will be performed to identify and rectify

non-compliant content on school websites once ITS secures an accessibility checker for use. The Office of ADA Compliance will perform these audits quarterly. School principals and office managers are accountable for approving all content published on their school websites and will be issued Notices to Correct when non-compliant content is identified and will be given 30 days to address any non-compliant ADA issues. Information Technology Solution technicians are available to assist schools, as necessary. ITS has been tasked with migrating all schools which were previously hosted on School Loop over to a new platform named Edlio. Over 600 websites have been migrated over to this new website development platform. Edlio is committed to providing a platform for accessible websites that meets Section 508 guidelines and Level AA conformance to WCAG (Web Content Accessibility Guidelines) 2.1, which exceeds the current federal standards. Once all the schools that were previously hosted on School Loop are completely migrated, a list of all those school websites will be registered, and regular scanning of those websites will be implemented for quarterly auditing as well.



Complaint Management

Pillar 1: Academic Excellence

Eliminating
Opportunity Gaps

The District's Complaint Management system is designed to receive and address parent complaints via various forums which are as follows:

- Support to parents provided by the Division of Special Education's School and Family Support Services (SFSS) Call Center;
- Dispute resolution processes to address IEP disagreements; and
- Support provided by the Educational Equity Compliance Office (now known as Office of Student Civil Rights), including complaint processes available for allegations that the District is failing to comply with the IDEA, the ADA, Section 504, Title VI, Title IX, and other student civil rights laws.

School and Family Support Services (SFSS) Call Center

The Division of Special Education's School and Family Support Services (SFSS) unit provides information, resources, assistance, and guidance regarding special education. The SFSS Call Center staff respond to questions, concerns, and/or complaints related to special education, including matters involving an individual student's IEP. The SFSS Call Center also provides the following supports and services:

- Offers information about parent engagement opportunities;
- Provides information to increase understanding and awareness of special education, in support of parent participation in the educational decision-making process for their child;
- Listens to parent concerns and provides resources that support informed decision-making;
- Provides answers to IEP related questions;
- Responds to inquiries, and helps facilitate the resolution of concerns related to the student's IEP;
- Investigates complaints of alleged special education violations, and facilitates appropriate resolutions in a timely manner; and
- Facilitates collaboration between District staff and parents

IEP Dispute Resolution Processes

Parents with a child involved in the special education process are routinely oriented to the content in the publication titled, "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)". This Guide includes information regarding IEP dispute resolution processes available for parents to use, if they choose. If an IEP disagreement occurs, parents have four options to pursue a resolution to the disagreement:

Alternate Dispute Resolution

Alternate Dispute Resolution or "ADR" is an optional informal dispute resolution process available to parents. ADR is an expedited opportunity to address IEP concerns in a positive, engaging student-centered approach at the earliest level possible, with the goal of resolving parent IEP disagreements at the school level.

Informal Dispute Resolution

Informal Dispute Resolution or "IDR" is an optional informal dispute resolution process available to parents. IDR is a District process that is designed to be faster, less formal and

less adversarial than mediation and due process proceedings. In the IDR process, parents identify their issues and concerns and the District attempts to work with the parent to quickly resolve the issues identified.

Mediation Only

“Mediation Only” is a state-level, voluntary dispute resolution process under the Office of Administrative Hearings (OAH). In Mediation Only, a neutral mediator assists the parent and the District in discussing and attempting to resolve the IEP disagreement. The mediators are not employees of the District and do not have any personal interest in the disagreement. The mediators are selected on an impartial basis by the State and know the laws and regulations relating to the provision of special education and related services. The Mediation Only process includes a mediation conference attended by the parent, the assigned mediator, and a District representative who has decision-making authority. Lawyers or advocates, for the student/parent or for the District, are not permitted to participate in Mediation Only.

Formal Due Process Hearing

Due process hearing requests are dispute resolution proceedings required to be available to parents and school districts under the IDEA. The parent or the District may file a due process complaint on any matter relating to a proposal or refusal to initiate or change the identification, evaluation or educational placement of the student or the provision of a FAPE to the student. The proceedings begin with the submission of a complaint notice and include a resolution period with a mandatory resolution session meeting, optional mediation, and a due process hearing before an impartial hearing officer. The District convenes the resolution session meeting. The OAH conducts the optional mediation and the due process hearing. It may not be necessary to go through all of the due process.

Educational Equity Compliance Office (EECO) [Now known as Office of Student Civil Rights]

During the 2022–23 school year, the Educational Equity Compliance Office, within ECM Legal Services, served as the District’s office for supporting students’ civil rights. The EECO has been responsible for District-wide responsibilities in ensuring compliance with applicable federal and state laws and regulations governing educational programs so that all students and community members are treated equitably in the District’s programs and activities and are provided a safe, secure environment that is free from discrimination, harassment, intimidation, and/or bullying including, but not limited to, all aspects of Section 504, Title VI and Title IX compliance.

It is the law and District policy to afford equal rights and opportunities to all persons to participate in or benefit from the District’s programs and activities, regardless of actual or perceived race or ethnicity, gender/sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding/lactation status and related medical conditions), sexual orientation, religion, color, national origin (including language use restrictions and possession of a driver’s license issued under Vehicle Code), ancestry, immigration status, physical or mental disability (including clinical depression and bipolar disorder, HIV/AIDS, hepatitis, epilepsy, seizure disorder, diabetes, multiple sclerosis, and heart disease), medical condition (cancer-related and genetic characteristics), military and veteran status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation (unless union related), or a person’s association with a person or group with one or more of these actual or perceived characteristics, affiliation with the Boy Scouts of America and other designated youth groups, or any other basis protected by federal, state or local law, ordinance, or regulation, in employment and any program or activity it conducts or to which it provides significant assistance.

The EECO produced, updated and provided contributions to District policies on or related to nondiscrimination; provided training, support, and technical direction to District stakeholders, including students, parents/guardians, community, schools, Regions, and central offices on harassment, discrimination, intimidation, and/or bullying issues involving protected characteristics; responded to and investigated harassment, discrimination, intimidation, and/or bullying complaint

allegations, special education compliance complaints filed with external agencies; facilitated OCR complaint investigations; conducted and coordinated internal complaint investigations involving violations of federal and state laws identified under the UCP regulations; and assisted with State and federal program monitoring reviews and other audits of District schools and the District overall.

The EECO contributed to the development of policies and resources related to nondiscrimination, provided related training and support, conducted complaint investigations, and facilitated resolutions related to the following areas:

- Americans with Disabilities Act
- Bullying and Hazing
- Child Abuse
- Code of Conduct with Students
- Hate-Motivated Incidents/Crimes
- LGBTQ Resources
- Nondiscrimination
- Pregnant and Parenting Students Education Rights
- Pupil Fees
- Section 504 of the Rehabilitation Act of 1973
- Sexual Harassment
- Title IV and VI of the Civil Rights Act of 1964
- Title IX of the Civil Rights Act of 1972
- Transgender Student Supports
- Uniform Complaint Procedures (UCP)
- Williams Complaint Procedures

The District requires that all employees participate in a variety of training courses related to the above nondiscrimination-related content areas. EECO provided related policies for such purposes and developed online training modules to facilitate the content.

Early Intervention and Technical Assistance

The EECO provided information, resources, assistance, and guidance regarding student civil rights matters. The staff responded to questions, concerns, and/or complaints about the aforementioned areas. The team provided the following supports and services:

- Listened to concerns from parents and students and provided referrals to applicable District offices as needed;
- Provided technical support and direction to school staff regarding student civil rights matters;
- Responded to inquiries and helped facilitate the informal resolution of concerns related to alleged violations of students' civil rights;
- Facilitated collaboration between District staff and parents.

In the 2022-23 school year, the EECO logged 1,221 calls. Most of the calls were from employees (995 or 83%). The EECO also addressed 190 calls from parents, representing 16% of the calls received. The remaining caller categories included legal representatives, students, and outside agencies, such as the California Department of Education (CDE) and the Office for Civil Rights (OCR).

Of the total calls, 636 concerned issues related to Section 504 (comprising 52% of the calls by category). The second most frequent call type was Title IX, with 306 calls received (25%). Other call categories included issues related to special education compliance matters (9%), Williams and Uniform Complaint Procedures (5%), Title VI (race-based discrimination) (4%) and general technical assistance (5%).



Complaint Management Processes and Findings

Uniform Complaint Procedures (UCP) – District Internal Formal Investigations

The District has primary responsibility to ensure compliance with applicable state and federal laws and regulations and to investigate complaints alleging failure to comply with those laws as against any protected group or non-compliance with laws relating to all programs and activities subject to UCP cited in the list below. The District, and the EECO as the designated compliance office to facilitate, seeks to resolve complaints in accordance with procedures in California Code of Regulations §§4600-4694 and District policies/procedures, including retaliation for participation in the UCP process and/or in appeals of District investigation reports regarding such complaints. In July 2020, the California Department of Education's updated regulations resulted in allegations of special education compliance violations no longer being under the jurisdiction of UCP at the District level; however, the CDE continues to conduct direct investigations in this subject area, and the District continues to receive complaints on behalf of students with disabilities under the provisions for addressing disability-based discrimination under UCP. The following areas fall under UCP jurisdiction:

- Adult education (§§8500-8538, 52334.7, 52500-52617)
- After school education and safety (§§8482-8484.65)
- Agricultural career technical education (§§52460-52462)
- Compensatory education (§54400)
- Consolidated categorical aid programs [34 CFR §§299.10-12, §64000(a)]
- Migrant child education (§§54440-54445)
- Career technical and technical education and career technical and technical training programs (§§52300-52462)
- Child care and development programs (§§ 8200-8498)
- Every Student Succeeds Act (20 United States Code §6301 et seq.; EC §52059)
- Discrimination, harassment, intimidation or bullying of protected groups under §§200, 220 and §11135 of the Government Code, including actual or perceived characteristics set forth in §422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in §210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. (This applies in relation to employee-to-student, student-to-student, student-to-employee, third party to student, employee-to-third party)
- Accommodations for pregnant and parenting pupils, including reasonable accommodations for lactating pupils (§§46015, 222)
- Educational and graduation rights of foster youth, homeless youth, and other youth (e.g., former juvenile court school pupils, pupils from military families, newcomers and migratory education students) (§§48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
- Pupil fees (§§49010-49013)
- Course periods without educational content (§§51228.1-51228.3)
- Physical education instructional minutes (§51223)
- Local control and accountability plans (LCAP) (§52075)
- Regional occupational centers and programs (§§52300-52334.7)
- School plans for student achievement (§64001)
- School site councils (§65000)
- School safety plans (§§32280-32289)
- State preschools (§§8235-8239.1)
- Deficiencies related to preschool health and safety issues for a California state preschool program exempt from licensing (5 CCR §1596.7925, EC §8235.5), per public notices posted for applicable classrooms. Complaint forms can be obtained in those schools or at <https://www.lausd.org/oscr>.
- Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate.

During the 2022–23 school year, the EECO responded to all UCP complaints before or by the statutory time frame, completed investigations as early as possible, and provided student-centered support. Over the years, there was an overall reduction in the annual number of UCP filings. Some of the reduction was likely related to EECO’S proactive early intervention and technical assistance approach to resolving stakeholder equity and civil rights compliance concerns, as referenced above. In the 2022–23 school year, the EECO investigated 38 complaints under the UCP process. Of those, eight cases resulted in a finding of noncompliance with corrective actions. In the same school year, the EECO successfully resolved 11 complaints through mediation. EECO’s completed investigation findings have had a strong record of being upheld when appealed to the State.

Williams Complaint Procedures

The EECO facilitated a complaint response process under its Williams Complaint Procedures (Williams), another form of Uniform Complaint Procedure, to provide pupils equal access to instructional materials, safe and decent school facilities, and qualified teachers.

Over the years, EECO facilitated complaint responses under Williams, particularly regarding safe school facilities and heating or air conditioning (HVAC). The Los Angeles County Office of Education continued to inspect District facilities. The inspection results were positive as the District continued to work proactively to keep its campuses safe in anticipation of the return to physical sites. In years past, the most frequent type of Williams complaint involved facility-related concerns specific to HVAC. Data from the 2022–23 school year indicates a consistent trend in this area.

The table below provides the number of complaints received during each fiscal quarter of the 2022–23 school year: Q1– July 1 to September 30; Q2– October 1 to December 31; Q3– January 1 to March 31; Q4–April 1 to June 30.

Williams Complaints by Quarter 2022/2023 School Year = 247			
Q1	Q2	Q3	Q4
92	24	116	15

Using a 30–45 day resolution timeline, each complaint received was investigated by designated personnel in the applicable subject area (e.g., the sufficiency of instructional materials, safety or condition of facilities, and qualified teachers). At the investigative conclusion, the records were compiled into a report summary and scheduled for presentation at a public hearing. For the 2022–23 school year, the District received and resolved a total of 247 complaints (240 of these complaints pertained to facility related matters, 5 of these complaints were related to qualified staffing concerns, and 2 of these complaints involved lack of instructional materials/textbooks).

CDE Special Education Compliance Complaints

The EECO facilitated the investigation and resolution of special education compliance complaints containing allegations of violations of IDEA and filed with the State. It provided notice to appropriate District personnel, obtained documentation to respond to complaint allegations, notified relevant stakeholders of required actions, and provided technical assistance and monitoring to complete State-stipulated corrective actions.

The EECO responded to 96 special education compliance complaint investigations during the 2022–23 school year, representing a 4% decrease compared to the 2021–22 school year. Of the most recent year’s filings, 162 allegations of noncompliance were filed against the District. Of those, 55 allegations (34% of the total) resulted in a finding of compliance.

An alternative to waiting sixty (60) days for a written decision from the CDE is to voluntarily engage in the District’s Alternative Dispute Resolution (ADR) process, which is supported and recognized by the CDE. The goal of the ADR process is to resolve the complaint in an expedited manner. During the 2022–23 school year, EECO successfully resolved three complaints via ADR.

Office for Civil Rights (OCR) Discrimination Complaints

The EECO was the District designated office to respond to discrimination and or harassment complaints that have been filed against the District with the U.S. Department of Education's Office for Civil Rights (OCR) alleging violations of federal law.

In the 2022-23 school year, the EECO responded to sixteen complaint investigations conducted by the OCR, representing a twofold increase compared with the eight investigations conducted during the previous year. These complaints involved alleged discrimination and or harassment under Title VI (race, color, national origin), Title IX (gender/sex, gender identity/expression, sexual orientation), or ADA/Title II (disability). Of these sixteen cases, seven were closed without compliance violations, and as of June 30, 2023, nine were pending final determinations by the OCR.

Section 504 of the Rehabilitation Act of 1973

EECO provided substantive support to District compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504), a civil rights law that prohibits discrimination/harassment on the basis of disability in any program or activity receiving federal financial assistance. The District has specific responsibilities related to the provision of a FAPE to school-age individuals with disabilities under Section 504 and the IDEA. EECO provided direction regarding education and civil rights laws and the District's responsibility to provide a FAPE to school-age individuals with disabilities, as well as assistance and technical support to all stakeholders regarding IEP or Section 504 Plans to ensure protections from discrimination for students with disabilities.

Disability-based discrimination/harassment is intimidating or abusive behavior that interferes with or denies a student from participation in or receipt of benefits, services, or opportunities in District programs and activities. The EECO provided technical direction, training and investigated allegations concerning violations of Section 504. Support was provided to stakeholders by:

- Answering questions regarding serving students with disabilities (who do not qualify for special education services) in the general education program;
- Providing technical/preparatory assistance to school teams for Section 504 plan meetings;
- Providing direction regarding program and activity access issues;
- Conducting investigations of allegations of failure to implement District Section 504 policy, including implementing administrative remedies and monitoring corrective actions for findings of noncompliance;
- Conducting mediation or hearings in accordance with procedural safeguards.

Reasonable Accommodations for Employees

In accordance with Section 504, ADA of 1990, Fair Employment and Housing Act (FEHA), and applicable state laws, the EECO coordinated and facilitated meetings to review requests for reasonable accommodations that were denied to employees at the District's Reasonable Accommodation Committee.

The reasonable accommodation process requires the cooperation of all involved to ensure that individuals with disabilities are given the accommodations necessary to perform the essential functions of their jobs and receive the benefits and privileges of employment. State and federal statutes mandate that the employer engage the employee in an interactive process to determine effective reasonable accommodations when the employee requests a reasonable accommodation or if the disability is known and the employer becomes aware of a potential need for accommodation. If the site administrator cannot accommodate an employee or if an employee disagrees with the accommodations provided, an employee may request to meet with the District's Reasonable Accommodation Committee. If an employee disagrees with the District's Reasonable Accommodation Committee decision, the employee may request to meet with the Reasonable Accommodation Appeal Committee for reconsideration, a process that was overseen by the EECO. During the 2022-23 school year, the EECO facilitated 30 meetings for employees seeking appeals for requested reasonable accommodations.

Title IX

Title IX of the Education Amendments of 1972 is a federal civil rights statute enacted to hold schools accountable for all forms of sex discrimination, including sexual harassment and violence that denies students equal access to education.

In August 2020, the federal government released updated Title IX regulations addressing sexual misconduct and specifically defined instances of when a formal investigation under the new Title IX grievance procedures would be implicated. Under regulations for Title IX, conduct based on sex that satisfies one or more of the following may constitute sex discrimination or sexual harassment:

- An employee conditioning the provision of aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct.
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity.
- Sexual assault; dating violence; domestic violence; or stalking.

Title IX only applies to such conduct occurring against a person in the United States, who is participating in or attempting to participate in the District's educational programs or activities; this includes locations, events or circumstances over which the District exercises or exercised substantial control over both the respondent and the context in which the conduct occurs or occurred.

Title IX requires every school district or institution have a Title IX Complaint Manager to whom concerns/complaints regarding sex discrimination or harassment can be made. Verbal or written Title IX complaints can be made to the school administrator, site Title IX/Bullying Complaint Manager, or District Title IX Coordinator. Complainants have a right to a timely resolution. The District's Title IX Coordinator is the Director of the EECO.

Schools are required to offer students equal opportunities to play sports. Schools must ensure that athletes receive equal benefits and services, including equal quality and quantity of equipment, supplies and facilities (locker rooms, fields, and courts), and fairness in scheduling games and practices, and in assigning quality coaches.

Pregnant students and teen parents have a right to equal education, full participation, and to enroll in any school or program for which they would otherwise qualify at any stage of pregnancy.

The District has a long history of providing support to the LGBTQ community. The District's mission is to ensure safe, supportive, and welcoming campuses free from discrimination and harassment based on actual or perceived sex, sexual orientation, gender, gender identity, or expression.

Sexual harassment and/or discrimination is a major offense that can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in grades four through twelve. The EECO provides direction to schools and Regions in responding to, answering questions, and investigating allegations (including implementing administrative remedies and monitoring corrective actions for findings of noncompliance) of student sexual harassment and/or discrimination in any of the following areas:

- Keeping students informed of their rights;
- Supporting appropriate agency reporting;
- Analyzing complaints for the site or District response and conducting required Title IX complaint investigations;
- Documenting actions taken in response to complaints, including the provision of supportive measures;
- Informing parties of sexual harassment allegations and how the school responded

- Monitoring and follow-up activities involving complaints;
- Informing complainants of appeal rights to school and Region decisions regarding complaints;
- Ensuring nondiscrimination against students who identify as LGBTQ;
- Ensuring nondiscrimination against students who are pregnant and parenting; and
- Ensuring nondiscrimination based on sex in athletics.

In the 2022–23 school year, the District conducted 27 Title IX sexual harassment investigations and determinations of findings in alignment with the criteria in the new regulations. Of those, ten resulted in a determination that a respondent(s) was/were found responsible for a violation under the Title IX regulations.

Federal Program Monitoring Audits/Reviews

The CDE conducts annual federal program monitoring reviews of various programs. In preparation for this, during the 2022–23 school year the EECO responsibilities included conducting mock validation reviews and providing support during formal reviews of educational equity, civil rights, and UCP to assist schools with agency audits. EECO also provided nondiscrimination information and resources in audits of the Career and Technical Education Civil Rights Review which are held annually at schools designated by the State.

Note: Starting the 2023–24 school year, the Educational Equity Compliance Office transitioned to the Office of Student Civil Rights.



Parent Engagement

District Special Education Related Publications for Parents

Pillar 3: Engagement and Collaboration

Accessible
Information

Honoring
Perspectives

The District published the following resources during the 2022-23 school year to inform parents regarding their procedural rights and safeguards and facilitate parents' meaningful participation in the IEP and special education process:

- *The IEP and You*: The IEP and You guide provides information regarding the IEP team meeting process. This information supports parents in participating and making informed decisions about their child's educational program.
- *The ITP and You*: The ITP and You provides information regarding the development of the transition planning portion of the IEP for students ages 14 and over, until graduation with a diploma or reaching age 22.
- *The LRE Brochure*: The LRE Brochure provides information regarding the IEP process for determining a student's least restrictive environment taking into account that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- *A Parents' Guide to Special Education Services (Including Procedural Rights and Safeguards)*: This Guide provides information regarding the special education process. It explains parents' rights, the rights of children, and how to exercise them under the IDEA and the California Education Code. This Guide also serves as a notice of procedural safeguards required by federal and state law to be provided annually and upon certain events.

Special Education Community Advisory Committee (CAC)

The Community Advisory Committee serves in an advisory capacity and advises the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The District's Office of Student, Family and Community Engagement facilitates the District resources needed by the CAC to meet their responsibilities. The District's Division of Special Education acts as partner in providing information to the CAC and in facilitating the LAUSD SELPA's process in developing, amending, and submitting the Local Plan.

Board of Education Special Education Committee

The purpose of the Board of Education (BOE) Special Education Committee is to inform parents, the school community, and others about the Los Angeles Unified Special Education Local Plan Area (SELPA) work on behalf of students with disabilities (which includes Independent Charter Schools that belong to the LAUSD SELPA). The BOE Special Education Committee conducted five meetings during the 2022-23 school year. Board Member Scott Schmerelson chaired the committee.

September 7, 2022

- Overview of LAUSD Compensatory Education Plan for Students with Disabilities impacted by Remote Learning During the COVID-19 Pandemic
- Back to School Update from the Division of Special Education
- Long-Term English Learners: Untangling Language Acquisition and Learning Disabilities

November 2, 2022

- Reclassification Process for Students with Disabilities
- Special Education Action Plan (Strategic Plan)

January 11, 2023

- Inclusive Education: Historical, Legal and Research Foundation
- Least Restrictive Environment in LA Unified
- Supporting Inclusive Practices Overview
- Voices From the Field: Limerick Elementary School

March 1, 2023

- World Down Syndrome Day and World Autism Month
- Voices From the Field: South Gate Senior High School Inclusion Work and Widney Career Transition Center

May 3, 2023

- Transition Services
- Extended School Year in 2023

Family Academy Trainings

November 16, 2022

- The IEP Journey: A program to help students realize their dreams, presented by the Special Education Community Advisory Committee and the Division of Special Education

April 26, 2023

- IEP: Who's Who, presented by the Special Education Community Advisory Committee with Division of Special Education support

Division of Special Education Webinars

Multi-Tiered System of Support for Students with IEPs

- November 7, 2022, 9:00 a.m. -10:00 a.m.
- November 9, 2022, 6:00 p.m. -7:00 p.m.

Parent Partners: Supporting Students with Disabilities at Home

- January 9, 2023, 9:00 a.m. – 10:00 a.m.
- January 11, 2023, 6:00 p.m. - 7:00 p.m.

The IEP Needs You

- February 6, 2023, 9:00 a.m. -10:00 a.m.
- February 8, 2023, 6:00 p.m. – 7:00 p.m.

Parent's Guide to Understanding Related Services

- March 6, 2023, 9:00 a.m. – 10:00 a.m.
- March 8, 2023, 6:00 p.m. – 7:00 p.m.

Effective Collaboration and Communication Between Families and Schools

- April 10, 2023, 9:00 a.m. – 10:00 a.m.
- April 12, 2023, 6:00 p.m. – 7:00 p.m.

Board of Education Family and Community Engagement Committee

During the 2022–23 school year, the committee discussed strategies to strengthen communication with LAUSD families, shape stakeholder engagement practices, examine emerging needs among families, and address opportunities for adult learning. The BOE Family and Community Engagement Committee conducted five meetings during the 2022–23 school year. Board Member Scott Schmerelson chaired the committee.

October 12, 2022

- Overview of LAUSD Compensatory Education Plan for Students with Disabilities impacted by Remote Learning During the COVID-19 Pandemic
- LCAP Parent and Family Engagement and Feedback Opportunity for School Staffing Equity Grant
- Roadmap for Wellness, Social Emotional Learning, and Student Achievement
- Future Topics for Discussion

December 14, 2022

- Facilities Services Division Overview
- Health Emergency Management Safety Protocols

February 1, 2023

- Introduction to Banking, California Credit Union
- School Planning and Budget Development for 2023–24

April 12, 2023

- Structures to Support Welcoming School Environments
- School Safety Update

June 7, 2023

- Your Future Begins with Adult Education
- Academic Supports for Immigrant Students



Conclusion

This OGC report reflects upon the District's efforts towards consistency of purpose, policy, and practice in eliminating opportunity gaps, improving student outcomes, and ensuring that students receive the rights and protections to which they are entitled under the law.

CDE's most recent Annual Performance Reports (APR) regarding Los Angeles Unified's status in achieving performance and compliance indicator targets revealed various strengths as well as challenges in improving outcomes for students.

The CDE noticed the District of continuing to be designated as Significantly Disproportionate in the identification of African American students found eligible for special education based on the criteria for Emotional Disturbance, and being newly identified as Significantly Disproportionate in the area of students of Multiple Ethnicities being eligible for special education based on the criteria for Speech or Language Impairment. However, for data year 2021-22, the District was no longer found significantly disproportionate for African American students with any disciplinary action.

Regarding IEP timelines, for the 2022-23 school year, the District's internal monitoring data revealed a decrease from previous years in the percent of IEPs that were conducted past the IEP timeline requirement. In the area of service delivery, the District continues to monitor, identify, and address issues related to provision of service.

The District's Division of Special Education monitors and supports the District's implementation of the requirements of the IDEA in improving student outcomes and ensuring rights through various internal monitoring processes including the Special Education District Validation Review (DVR) and student-level data reports.

The District's Complaint Management system is designed to receive and address parent complaints and ensure rights for students. Effective communication and collaboration between families and the District facilitates improved student outcomes. In support of that, the District's Division of Special Education's use of data to analyze trends related to requests for and outcomes of IEP dispute resolution continues to be important.

The District's work towards ensuring program accessibility includes website accessibility. A key factor in ensuring this requirement is having the technology necessary to monitor District websites and identify issues of noncompliance with Section 508 requirements so that the issue can be remediated. The District's Information Technology Services team is working to secure such resources so that periodic electronic scanning of websites for Section 508 issues can commence.

Requests for program accessibility for a student through minor renovations to a school campus is a component of the District's Self-Evaluation and Transition Plan (Transition Plan) that was approved by the Board of Education in 2017. Requirements related to minor renovations are included in the District's Transition Plan. The District's Facilities Services Division leads the District's efforts in ensuring approved minor renovations are implemented.

The District's work in the Form 700 Statement of Economic Interests process is a complex task, with specific legal requirements, that requires coordination across various District offices. As the District's organizational structure changes and/or employees change assignments, a streamlined process for keeping track of those changes to allow for appropriate reporting is to the benefit of all involved.

The findings above illustrate some of the District's successes as well as some challenges in improving outcomes and ensuring rights for students. The following recommendations are made to build upon these successes and address challenges while ensuring ethical and legally compliant practices are in place as a foundation to support the District's goal to prepare students to be *Ready for the World*.



Recommendations

1. It is recommended that the Division of Special Education participate in a District self-review process, outlined by the OGC, that focuses on elements of substantial compliance with the IDEA, including but not limited to, data systems capable of monitoring key compliance and performance indicators, processes for monitoring special education compliance and performance at the school level, and management and administrative structure with authority to monitor and enforce compliance.
2. It is recommended that the Division of Special Education ensure that participants on the District Validation Review team are identified and trained in advance of the first date of DVR visits. It is also recommended that all schools participate in the DVR a minimum of every four years, with an average of 25% Charter-operated schools and 25% of District-operated schools and Virtual Academies participating each school year.
3. It is recommended that the Division of Special Education continue to use data to prevent, identify, and resolve issues of noncompliance with the IDEA, including maintaining and analyzing data on IDEA implementation issues identified through findings of the DVR, special education compliance complaints, and IEP dispute resolution. It is further recommended that IEP dispute resolution data be routinely documented in order to analyze trends and determine needs for additional training and resources regarding the provision of a free appropriate public education.
4. It is recommended that the OGC's Office of ADA Compliance continue to engage and collaborate with appropriate District offices to receive a weekly update on the status of the District securing a resource for periodic scans of District/school website compliance with Section 508.
5. It is recommended that the OGC's Office of ADA Compliance continue to engage and collaborate with appropriate District offices to review the status of the Rapid Access Program and determine if any processes need to be updated to ensure compliance with the District's Transition Plan requirements for RAP.
6. It is recommended that the OGC's Ethics Office continue to engage and collaborate with appropriate District offices to determine which District information systems contain data applicable for use in identifying employees in "designated filing positions" for Form 700 completion.

Acknowledgements from Deneen Evans Cox, Deputy General Counsel

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Lastly, yet certainly not least, I would like to thank Superintendent Alberto M. Carvalho for his contribution to this report and his continuing commitment to lead the District in improving outcomes for students and ensuring that they are provided the rights entitled to them by law so that they can be *Ready for the World*.

