



LAUSD
UNIFIED

REPORT ON IMPROVING STUDENT OUTCOMES AND ENSURING RIGHTS

ETHICS AND COMPLIANCE MONITORING LEGAL SERVICES

OFFICE OF THE GENERAL COUNSEL

JUNE 2025



**2023–24
School Year**

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Message from Superintendent Alberto M. Carvalho



As Superintendent of the Los Angeles Unified School District, I have been inspired by the unwavering dedication of our students, families, educators, staff, and community. Together, we are transforming our District into a national leader in education through bold, equity-driven initiatives that prioritize academic achievement, innovation, and student well-being. I am proud of the measurable progress we have made in improving students' literacy and numeracy skills, preparing them for postsecondary success, and supporting their social-emotional growth. This momentum is only possible because of our shared vision and collective efforts.

Los Angeles Unified is steadfast in its mission to ensure that all students—including those with disabilities—have equitable access to the high-quality education they deserve. As part of this commitment, we are working to ensure greater inclusion by increasing the number of students with disabilities participating in general education programs for at least 80% of the school day through the Individualized Education Program (IEP) process. We have achieved improvements in this area, increasing the percentage of students with disabilities included in general education from 58.8% in 2020–21 to 61.6% in 2022–23 and 63.9% in 2023–24. These gains reflect our ongoing pursuit of inclusive excellence.

Digital accessibility also remains a priority for all students, especially those with disabilities. As of April 2024, the Digital Accessibility Rule of the Americans with Disabilities Act (ADA) requires us to follow new Web Content Accessibility Guidelines (WCAG) to ensure website accessibility. To meet these standards across the District, Information Technology Services and the Office of ADA Compliance have collaborated on migrating all school websites to a new, centralized Content Management System (CMS) that includes a built-in accessibility evaluation tool, which will support ongoing compliance with WCAG standards and create a more inclusive digital learning environment for all students.

Although we have faced challenges, the remarkable stories of our students overcoming adversity, pushing through barriers, and graduating *Ready for the World* are a testament to the strength of our community. I am confident that by continuing to accelerate our efforts, reevaluating where necessary, and innovating every step of the way, we will continue making meaningful strides toward achieving our shared vision of success for all students.

LAUSD Strategic Plan 2022–26

The Los Angeles Unified School District’s (LAUSD) 2022–2026 Strategic Plan centers on a singular goal: ensuring all students graduate *Ready for the World* – to thrive in college, career, and life. This vision is supported by five strategic pillars: Academic Excellence, Joy and Wellness, Engagement and Collaboration, Operational Effectiveness, and Investing in Staff.

Key targets include increasing high school students on track to graduate with a “C” or better in A–G courses to 70% and increasing the percentage of students with disabilities who are in the general education program at least 80% of the school day to 80%.

Everything the District does is aligned with this strategic vision, and each section of this Report identifies the corresponding pillar, reinforcing coherence and accountability across all initiatives.

Pillars and Priorities



Pillar 1:
Academic
Excellence



Pillar 2:
Joy and
Wellness



Pillar 3:
Engagement
and Collaboration



Pillar 4:
Operational
Effectiveness



Pillar 5:
Investing
in Staff



Students with Disabilities

Demographic Information

During the 2023-24 school year, the District educated 70,320 students with Individualized Education Programs (IEP). Specific Learning Disability (SLD) at 33.24%, Autism (AUT) at 27.64%, and Speech or Language Impairment (SLI) at 16.29% are identified as the highest count of disability types. The two charts below summarize the information that was submitted to CDE by disability type and also by student race and ethnicity for the 2023-24 school year.

Students with Disabilities with IEPs–Disability Type		
Specific Learning Disability (SLD)	23,375	33.24%
Autism (AUT)	19,437	27.64%
Speech or Language Impairment (SLI)	11,456	16.29%
Other Health Impairment (OHI)	8,680	12.34%
Intellectual Disability (ID)	3,243	4.61%
Hard of Hearing (HH)/Hearing Impairment (HI)	1,085	1.54%
Multiple Disabilities (MD)	1,048	1.49%
Emotional Disability (ED)	989	1.41%
Orthopedic Impairment (OI)	509	0.72%
Deafness (DEAF)	229	0.33%
Visual Impairment (VI)	207	0.29%
Traumatic Brain Injury (TBI)	54	0.08%
Deaf-Blindness (DB)	8	0.01%
Grand Total	70,320	100%

Students with Disabilities with IEPs–Race and Ethnicity		
Hispanic	50,970	72.48%
Caucasian	6,200	8.82%
African American	6,192	8.81%
Unknown	3,467	4.93%
Asian	1,397	1.99%
Multiple Ethnicities	1,073	1.53%
Filipino	883	1.26%
Pacific Islander	89	0.13%
Native American	49	0.07%
Grand Total	70,320	100%

Students with Section 504 Plans

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that protects individuals with disabilities from discrimination and harassment in programs and activities that receive federal funding. Under Section 504, as well as the Individuals with Disabilities Education Act (IDEA), the District is responsible for ensuring that students with disabilities receive a free appropriate public education (FAPE).

To qualify for protections and services under Section 504, a student must have a physical or mental impairment that significantly limits one or more major life activities, have a documented history of such an impairment, or be perceived as having such an impairment. As of the conclusion of the 2023-24 school year, 4,571 students in the District were identified as eligible for support through Section 504 plans.

Executive Summary

Purpose of the Report

This report provides an update to the Office of the General Counsel's (OGC) May 2024 Report on Improving Outcomes and Ensuring Rights, with a focus on progress made through the end of the 2023–24 school year. It reviews the Los Angeles Unified School District's (LAUSD or District) ongoing efforts to improve student outcomes and ensure rights. It also addresses the District's commitment to ethical decision-making and practices.

The OGC recognizes the critical role of coherence achieved through consistency in purpose, policy, and practice, which benefits students District-wide. This report examines the District's resources and supports for ethical practices, as well as ongoing activities to close opportunity gaps, improve student outcomes, and ensure adherence to the legal rights and protections guaranteed under various education and civil rights laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Section 508 of the Rehabilitation Act of 1973 (Section 508), the Americans with Disabilities Act (ADA), Title IX of the Education Amendments of 1972 (Title IX), and Title VI of the Civil Rights Act of 1964 (Title VI).

Highlighting notable achievements over the past year, the report acknowledges the District's progress in fostering equitable outcomes and safeguarding student rights. Furthermore, it provides actionable recommendations to build on these accomplishments and strengthen the District's capacity for continued success in these areas.

Significant Events

The 2023–24 school year presented Los Angeles Unified School District (LAUSD) with both challenges and achievements. In August 2023, the District proactively closed all schools in response to Tropical Storm Hilary to ensure the safety of students and staff, while still prioritizing instructional continuity through digital platforms and televised educational programming. Financial stability and workforce investment were major themes throughout the year, highlighted by a historic agreement with the California School Employees Association Los Angeles Chapter 500, which included wage increases and equitable labor provisions. At the state level, the District navigated looming budget pressures tied to expiring pandemic relief funds, while reaffirming its commitment to maintaining employee stability and student-centered investments.

On the academic front, LAUSD saw significant progress, exceeding pre-pandemic graduation rates with an 84% four-year cohort rate and record numbers of students meeting UC/CSU eligibility requirements. These gains were achieved across all student subgroups, underscoring the effectiveness of post-pandemic recovery strategies.

Ethics and Compliance Monitoring Legal Services (ECM)

The Ethics and Compliance Monitoring (ECM) Legal Services team, operating under the Deputy General Counsel's office, plays a vital role in cultivating a culture of ethics and legal compliance across the District. With a clear focus on advancing student outcomes, protecting rights, and building organizational trust, ECM serves as a strategic partner in achieving the District's goals. The team approaches each challenge by asking: Is it legal? Does it align with our policies? Is it ethical? Is it advisable? Guided by the core maxim—*Compliance ensures that students have the necessary tools to succeed*—ECM works to ensure decisions and actions across the District support a strong, student-centered foundation.

ECM provides guidance on a wide range of civil rights and education laws, including IDEA, ADA, Section 504, Title IX, Title VI, and more. The team supports internal monitoring, policy development,

training, and governance efforts to ensure services are delivered ethically and equitably, upholding students’ rights and fostering improved outcomes across the District. ECM consists of the Ethics Office, Office of Americans with Disabilities Act Compliance, Office of Student Civil Rights, and Office of Educational Compliance and Legal Services.

California Department of Education (CDE) Special Education Monitoring and District Follow-Up

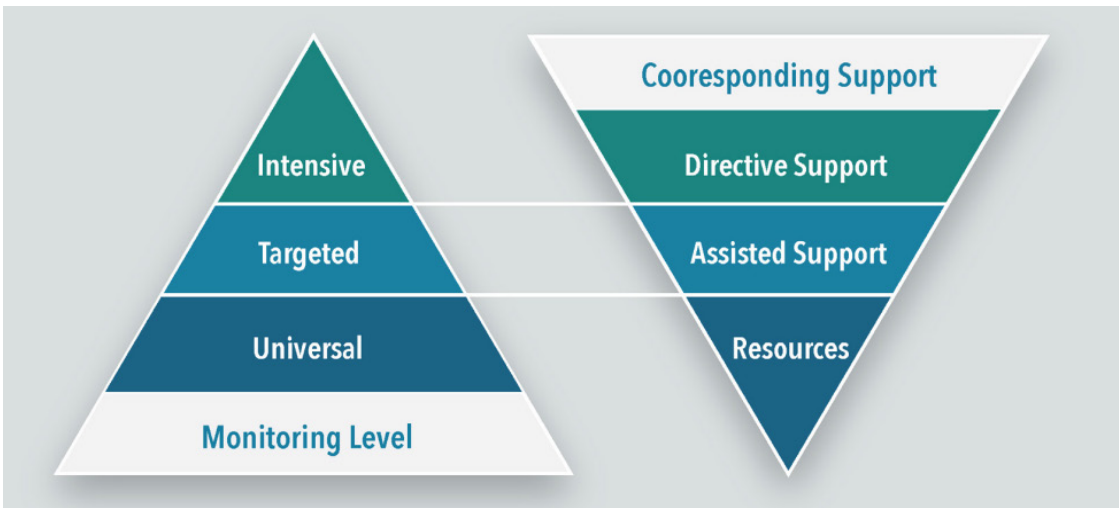
The California Department of Education’s quality assurance process features resources to improve educational outcomes for students with disabilities while ensuring compliance with state and federal laws and regulations. Two components of the quality assurance resources are described below:

The Compliance and Improvement Monitoring Process is a series of activities aimed to assist Local Education Agencies (LEAs) in identifying issues and developing an integrated plan to address them. The Los Angeles Unified School District is an LEA.

The LEA Annual Performance Reports describe the LEA’s progress or slippage in meeting the measurable and rigorous targets established in the State Performance Plan.

2024 Special Education Monitoring

The CDE’s monitoring framework is a tiered system that differentiates the level of monitoring, technical assistance, and support for each LEA based on the analysis of compliance, disproportionality, performance data, and the LEA’s particular need. The framework includes three monitoring tiers: Universal, Targeted, and Intensive. LEAs that meet requirements under IDEA remain in the Universal monitoring tier and have access to resources to support continued compliance and performance. LEAs that do not meet requirements are identified for either the Targeted or Intensive monitoring tier and appropriate level under the Compliance and Improvement Monitoring (CIM) Process.



Source: State Performance Plan Indicator Guide A Resource for Understanding the California State Performance Plan Indicators Companion to the 2023-2024 Annual Performance Report Released Winter 2025:
<https://systemimprovement.org/uploads/resources/SPPI%20Guide%202025%2008.pdf>

The CIM Process is a four-step process designed for LEAs experiencing issues in compliance, disproportionality, and/or performance and requires the LEA to complete activities to identify systemic issues that led to poor student outcomes to culminate into a cohesive and comprehensive improvement plan.

Identification and Selection for 2024 Monitoring

For the 2024 Monitoring Year the District was designated to be monitored in *Intensive Level 3 for Significant Disproportionality*. The annual determination for the District was *Needs Intervention in meeting the requirements of the IDEA, Part B*.

Significant Disproportionality

The Los Angeles Unified School District continued to be significantly disproportionate in the identification of African American students with disabilities eligible under Emotional Disturbance. 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 CCEIS Scholars.

The District engaged in a four-stage programmatic improvement process to develop and implement both the 2024 CCEIS Action Plan. 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.

The District focused on the root causes for the disproportionality and developed CCEIS plan outcomes and supports. Implementation successes included:

- Increase of Staff and Students Served - CCEIS provided support and training to over 2,100 educators from 77 CCEIS sites through professional development and direct services with a Psychiatric Social Worker (PSW), System of Support Adviser (SOSA), Assistant Principal Elementary Instructional Specialist (APEIS) and Literacy staff. After considering enrollment changes, new behavior referrals, and suspensions (up to September 30, 2024), CCEIS identified 1,917 TK-12 CCEIS Scholars at CCEIS sites.
- During the 2023-24 school year, there was a 46% reduction in discipline referrals and a 5% decrease in out-of-school suspensions for CCEIS Scholars. In terms of overall reductions in disproportionality, the number of discipline referrals for African American students decreased by 38%, while out-of-school suspensions for this group saw a 27% decline.
- Increase of Literacy Skills - CCEIS Accelerated Learning Academies showed the following positive impact on literacy skills for CCEIS Scholars:
 - Average words read per minute (WCPM) improved by 7.1%, with reading accuracy increasing by 14.2%. WCPM reflects the number of words a student reads accurately in one minute, while accuracy indicates the percentage of correctly read words out of the total attempted during the assessment.
 - Average growth of phonemic decoding word fluency increased by 3.09% (this is a measure of a student's reading fluency within 1 minute and is highly reliable and sensitive to growth).

Note: As of January 1, 2025, the term Emotional Disturbance has been replaced with Emotional Disability.

The State Performance Plan Indicators (SPPI)

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. States monitor LEAs' implementation.

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 4b	Discipline Rate by Race/Ethnicity
SPPI 2	Dropout Rate	SPPI 9	Disproportionate Representation
SPPI 3	Statewide Assessment (Participation and Proficiency)	SPPI 10	Disproportionate Representation by Disability
SPPI 4a	Discipline Rate: Overall	SPPI 11	Timely Eligibility Evaluation (Child Find)
SPPI 5	Least Restrictive Environment (LRE)	SPPI 12	Timely Part C to Part B (Early Childhood Transition)
SPPI 6	Preschool Least Restrictive Environment	SPPI 13	Secondary Transition (Goals and Services)
SPPI 7	Preschool Outcomes		
SPPI 8	Parent Involvement		
SPPI 14	Post School Outcomes		

District Activities Supporting Improved Student Outcomes and Achievement of SPPIs

The District’s efforts and achievements in improving student outcomes was reflected in the resources, supports, and services it provided to students and educators focused on SPP Indicator areas such as graduation rate, dropout rate, statewide assessments, least restrictive environment, preschool outcomes, and post-school outcomes.

Annual Performance Report: State Performance Plan Indicator Results

The CDE publishes an Annual Performance report to each LEA indicating the LEA’s status on meeting each of the 14 SPP Indicators. This is not to be viewed as the sole determinants of the quality of an LEA’s special education program. The reports provide information that can be used by LEA officials and others to help them examine their programs and focus efforts in areas most in need of improvement.

District Internal Monitoring Activities

Special Education District Validation Review

The Special Education District Validation Review (DVR) is a continuous internal monitoring process designed to proactively assess the District’s compliance with state and federal regulations, as well as related District policies. DVR is implemented across all District schools and Independent Charter Schools.

During the 2023-24 school year, 171 schools participated in the DVR process. This includes 149 District-operated schools and 22 independent charter schools. The DVRS took place from October 2023 through April 2024. The District conducted on-site school reviews with some activities completed asynchronously.

When instances of non-compliance are identified, corrective actions are issued. To clear corrective actions, schools issue an Interoffice Correspondence (IOC), provide professional development in the areas identified as non-compliant during the IEP reviews, and amend IEPs or conduct an appropriate IEP to address and remedy the identified areas of noncompliance in students’ IEPs.

The following top five (5) items identified as non-compliant made up 37% of the total amount of noncompliance found:

- Impact of disability statements
- Services provided below 90%
- Lack of evidence that the IEP included a general education teacher or the parent and the District agreed in writing that the general education teacher could be excused from attending the meeting
- A lack of direct relationship between present levels of performance, goals, support, and special education services provided to the student to receive educational benefit (with related services)
- A lack of direct relationship between present levels of performance, goals, support, and special education services provided to the student to receive educational benefit (without related services)

Student Level Data Reviews

Student-level data reviews are accessible through multiple web-based platforms that provide real-time reporting tools for teachers, administrators, and support staff to monitor special education compliance and student performance. The Division of Special Education leverages several key systems, including the Welligent Integrated System, Focus Dashboard and Reporting, Whole Child Integrated Data, and Open Data.

Child Find, IEP Timelines, and Service Delivery

LAUSD continuously engages in “Child Find” efforts to locate and evaluate children ages birth to 22 who may need IDEA services, using outreach strategies across schools, early education programs, healthcare providers, and community agencies.

Throughout the 2023–24 school year, LAUSD maintained steady progress in reducing overdue Individualized Education Programs (IEPs), averaging 3.54% overdue compared to 6.31% in 2020–21. Monthly data show fluctuations, with a low of 2.57% in July 2023 and a peak of 5.37% in March 2024, reflecting both ongoing challenges and improvements in meeting IEP timelines.

The District monitors related services and resource specialist program service delivery through the Welligent system based on the frequency and duration of each service indicated on the student’s active IEP. By June 2024, over 75% of services were delivered at 90% or higher of target minutes.

Magnet Programs, Independent Charter Schools, and Virtual Academy

Magnet Programs

During the 2023–24 school year, students with disabilities made up 8.7% of the District’s Magnet program enrollment, reflecting a steady increase from 7.59% in 2019–20. This growth highlights the District’s commitment to equity, accessibility, and inclusive practices within Magnet programs. Through ongoing collaboration between the Magnet Programs office and the Division of Special Education, the District has worked to eliminate barriers, promote equitable admissions, and create welcoming environments for all students. Outreach efforts, including clear messaging on the District’s eChoices platform, have contributed to increased participation by students with disabilities over time.

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

The LAUSD Virtual Academy is a fully accredited, standards-based online program that delivers high-quality instruction through California Credentialed and National Board Certified teachers. The curriculum is aligned with Common Core State Standards and approved by both the University of California (UC) system and the NCAA, ensuring students are well-prepared for college admissions and athletic eligibility. The academy offers multiple specialized pathways including STEAM, Business & Entrepreneurship, Arts & Entertainment, International Studies, Public Service, and Computer Science. It is designed to support a wide range of student interests and career aspirations. Students have access to Honors, Advanced Placement (AP), Credit Recovery, and dual enrollment courses, providing flexible options for academic advancement. During the 2023-24 school year, 23.4% of the total Virtual Academy enrollment was identified as students with disabilities. All virtual academies are committed to providing inclusive educational opportunities that meet the needs of diverse learners.

Program Accessibility

The District's efforts in ensuring program accessibility is managed through its work on its Self-Evaluation and Transition Plan. This Plan addresses matters including the removal of barriers at facilities, the design of operational solutions to ensure accessibility to instruction, and the use of accessible instructional materials, communications, websites, and other informational communication technology.

Both the Department of Justice (DOJ) under Title II of the ADA and the Department of Education (ED) under Section 504 (for recipients of ED funding, such as school districts like LAUSD) mandate that covered entities conduct a self-evaluation of their services, policies, and practices to identify necessary modifications for regulatory compliance. A core requirement of both the ADA and Section 504 is Program Accessibility. This means that public entities must ensure their programs, benefits, services, and activities are readily accessible to individuals with disabilities. Discrimination against qualified individuals with disabilities due to inaccessible facilities is prohibited. Program accessibility extends beyond physical facilities to include equal access to effective communication and Information Communication Technology (ICT) which encompasses software, websites, web applications, and hardware applications like computers, networks, and other electronic office equipment. This also includes accessibility within live stream and virtual learning/meeting environments.

Complaint Management

The District's Complaint Management system addresses parent concerns through several channels, including support from the Division of Special Education's School and Family Support Services (SFSS) Call Center, which assists with special education inquiries and Individualized Education Program (IEP) issues. The SFSS Call Center provides information on parent engagement opportunities and special education. SFSS helps resolve concerns related to IEPs by facilitating communication between parents and District staff. To resolve IEP disagreements, parents are informed about the following dispute resolution options: Alternate Dispute Resolution (ADR), Informal Dispute Resolution (IDR), Mediation Only, and Formal Due Process Hearing.

Support provided by the Office of Student Civil Rights (OSCR) includes complaint processes to address allegations of noncompliance with laws such as IDEA, ADA, Title VI, Title IX, and other education and civil rights laws.

Parent Engagement

District Special Education Publications

During the 2023-24 school year, the District provided several special education publications to inform parents about their rights and help ensure meaningful participation in the IEP and special education processes. These included *The IEP and You*, which helps parents understand the IEP team meeting process and make informed decisions about their child's education; *The ITP and You*, which covers the development of the transition plan for students aged 14 and older; and *The LRE Brochure*, which explains how to determine a student's least restrictive environment in the IEP process.

Additionally, *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)* was provided, offering comprehensive information on the special education process, parental and children's rights under IDEA and the California Education Code, including procedural safeguards, to ensure parents understand how to exercise those rights effectively.

Board of Education Special Education Committee

The Board of Education (BOE) Special Education Committee aims to inform parents, the school community, and others about the LAUSD Special Education Local Plan Area (SELPA) and its efforts on behalf of students with disabilities, including those in Independent Charter Schools within the SELPA. During the 2023-24 school year, the committee held five meetings, presenting information on the District's implementation of the IDEA. Board Member Scott Schmerelson chaired the committee.

Special Education Community Advisory Committee (CAC)

CAC 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 provides information to and seeks input from CAC as the LAUSD SELPA engages in the process of developing, amending, and submitting the Local Plan.

District Workshops and Trainings

Workshops and trainings for parents were conducted by the District's Division of Special Education and also by the Office of Student, Family, and Community Engagement Family Academy. Some of the topics included the IEP process, child development and early intervention, behavior support strategies, student-led IEPs, and life beyond high school. A more detailed list of trainings can be found in the Presentations, Workshops, Training table at the end of this report section.

Introduction

Purpose of the Report

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Highlighting notable achievements over the past year, the report acknowledges the District's progress in fostering equitable outcomes and safeguarding rights. Furthermore, it provides actionable recommendations to build on these accomplishments and strengthen the District's capacity for continued success in these areas.

Significant Events Impacting the 2023–24 School Year

Los Angeles Unified Announces School Closures for Monday, Aug. 21

Pillar 4: Operational Effectiveness

Data-Driven
Decision-Making

Los Angeles, CA (Aug. 20, 2023) – Los Angeles Unified is making the difficult decision to close all of our schools, campuses and after-school programs tomorrow, Monday, Aug. 21. Students and families: please do not come to your school campus.

This was not an easy decision. Los Angeles Unified recognizes the unique, unprecedented nature of Tropical Storm Hilary, which has garnered city, county and state declarations of emergencies.

We are expected to experience the peak of this storm at midnight, which does not afford enough time for our staff to adequately inspect our facilities. In addition, we are expecting winds which may adversely impact our transportation network and system, putting students and employees at risk. Currently, there are downed power lines and impassable roads throughout the region, while flooding is forthcoming. These are imminent and major safety hazards.

For many of our students, school provides a safe space with food, shelter and services on top of the education they already receive. However, we also recognize that many of our families have been impacted by Tropical Storm Hilary and that traveling to school may pose hardship or risk.

To ensure continuity of learning, we have taken multiple steps to provide lessons and activities for students. Teachers will be asked to provide activities and resources on Schoology by 10:30 a.m.

In addition, instructional resources are available at LAUSD.org, and KLCS will provide educational programming.

If families and students need additional help, please contact our Family Hotline at (213) 443-1300. For our employees: you will receive further guidance from your division head on adjustments we are making in the face of Tropical Storm Hilary.

Los Angeles Unified will continue to monitor the storm closely and make adjustments based on weather conditions and consultations with emergency personnel. You may find updates by visiting LAUSD.org, on social media @LASchools and on television on KLCS.

Los Angeles Unified expects to resume school on Tuesday, Aug. 22. As always, please continue to follow the advice of your local officials and please stay safe.

Los Angeles Unified and California School Employees Association Los Angeles Chapter 500 Reach Historic Agreement

Pillar 5: Investing in Staff

Staff Wellness

Los Angeles, CA (Dec. 11, 2023) – Los Angeles Unified and California School Employees Association Los Angeles Chapter 500 today announced that they reached a tentative agreement on a 2023–2026 Successor bargaining agreement.

This tentative agreement provides a 7% wage increase for all CSEA-represented employees retroactive to July 1, 2023, and a \$2/hour wage increase effective January 1, 2024. Additionally, all CSEA bargaining unit members will now be part of Los Angeles Unified’s historic \$22.52/hour minimum wage as of January 1, 2024, outpacing the State of California by \$6.52/hour.

“Today’s agreement between Los Angeles Unified and CSEA Los Angeles Chapter 500 honors the hard work of the CSEA-represented employees, and demonstrates our commitment to our employees’ financial well-being,” Superintendent Carvalho said. “Our shared goal is to provide the best possible education for students in our schools.”

“Los Angeles 500 is pleased to have reached a tentative agreement with the District that includes meaningful gains on issues of wage increases, equitable overtime and Z time distribution, and evaluation procedures,” President Letetsia Fox said. “We thank our members for their patience and input throughout the negotiation process as we continue to improve the lives of our members, students and community.”

“I am thrilled Los Angeles Unified and CSEA Los Angeles 500 have reached an agreement that fairly compensates our dedicated employees,” Los Angeles Unified Board President Jackie Goldberg said.

This tentative agreement is subject to ratification by the membership of CSEA and the Los Angeles Unified Board of Education.

Pillar 1: Academic Excellence

College and
Career Readiness

Eliminating
Opportunity Gaps

Los Angeles, CA (Dec. 14, 2023) – Los Angeles Unified has exceeded pre-pandemic graduation rate levels in the most recent data. The District's 2022-23 four-year adjusted cohort graduation rate is 84.0%, which represents a 4.9% increase since 2018-19 (79.1%). More students are completing their requirements for graduation and are now headed to college or into a career.

"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," Superintendent Alberto M. Carvalho said. "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."

Los Angeles Unified is also graduating a record number of students who met all UC/CSU A-G requirements. The percentage of the four-year cohort that met all UC/CSU requirements is 53.0%, which represents an increase of 2.5 percentage points from the 2021-22 school year (50.5%) and 4.9 percentage points since 2020-21 (48.1%). Increases in UC/CSU requirement completion were consistent across all targeted student groups including students with Asian, Filipino, Hispanic/Latino, Pacific Islander, White, students with disabilities, English learners and socioeconomically disadvantaged students.

The graduation rate for 2021-22 benefited from a technical inflation as the State provided an interim graduation exemption to public and charter schools across the state due to the pandemic. Even with this exemption removed, the District remains above pre-pandemic levels and on an upward trajectory of annually graduating more students.

"Congratulations to all of our students who graduated this year," Board President Jackie Goldberg said. "Our students and their families have worked so hard to make it this far, persevering through the disruption and trauma caused by the pandemic. I want to thank our school teachers and classified staff for their hard work, and to recognize the efforts of the Superintendent and District staff in turning our graduation rates around."

"I am delighted to see that graduation rates have exceeded the levels we had before the COVID-19 pandemic," Board Vice President Scott M. Schmerelson said. "This is due to the tireless efforts of our students, staff and families who have endeavored to better their academic goals despite facing many challenges these last few years. Congratulations to all who helped make this possible."

"I am pleased that we continue increasing the number of students graduating in the District," Board Member Dr. George J. McKenna III said. "More importantly, we are graduating more students who are prepared and able to move into college or career."

"Our teachers and staff are doing an amazing job working to help our students recover from the impact of the pandemic," Board Member Dr. Rocío Rivas said. "It's vitally important that we continue to dedicate resources to bridge equity gaps and insure a bright future for all of our students."

"I'm encouraged by and celebrate our graduation rate, as we know how critical it is for students to leave high school with a diploma," Board Member Nick Melvoin said. "And I look forward to the ongoing work to close equity gaps and make sure all of our students are not just graduating, but

ready for college and career in their future pursuits.”

“As Los Angeles Unified continues its efforts to support students post-pandemic, I’m heartened to see progress in ensuring more students are reaching the graduation stage and even more excited to know that they are graduating prepared for success in college and careers,” Board Member Kelly Gonez said.

“I’m proud to celebrate a 2.5% increase in UC/CSU college eligibility in the largest school district in the state of California, and I remain hopeful that we will increase our graduation rates this coming year, particularly for students from historically underrepresented communities,” Board Member Tanya Ortiz Franklin said. “High school graduation and college and career readiness is everyone’s responsibility, and I welcome the leadership and collaboration of our educators, staff, families and students as we prepare the next generation of change-makers.”

Through the diligent efforts of Los Angeles Unified educators and staff, numerous strategies to combat learning loss have been implemented and are mitigating enrollment decline, chronic absenteeism and educational setbacks. These initiatives include focusing on student outreach and attendance, implementing enrollment strategies that bring students into the District, expanding tutoring options to provide additional instruction time and addressing whole child wellbeing to deliver a holistic education that responds to academic, social-emotional and psychological needs.

Joint Statement from Los Angeles Unified Superintendent Alberto M. Carvalho and Board President Jackie Goldberg

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Los Angeles, CA (June 18, 2024)
We are at a critical moment in education. With pandemic relief funds expiring, declining enrollment and the harsh realities of a state budget crisis, districts all across California are having to make tough choices. Yet, despite these challenges, we’re confident that we can withstand these financial pressures while prioritizing student success and the stability of our vital workforce.

This forthcoming budget will invest in employees, prevent layoffs, provide health and welfare benefits for employees, retirees and their qualified dependents, align funds to our Strategic Plan Priorities and empower student achievement while ensuring an equitable distribution of resources.

Through our diligent and prudent planning, we will rise to the occasion and continue providing a world-class education to the future leaders of our world.

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

Pillar 1: Academic Excellence

Eliminating Opportunity Gaps

In January 2021, the U.S. Department of Education’s Office for Civil Rights (OCR) initiated an investigation to determine if Los Angeles Unified School District (LAUSD) failed to provide students a Free Appropriate Public Education (FAPE) during distance learning by not implementing Section 504 Plans or Individualized Education Programs (IEPs). The findings were shared in April 2022 through an OCR Resolution Letter.

Under the resulting Resolution Agreement, LAUSD created a COVID-19 Compensatory Education Plan to address learning loss and missed services. The plan involved individualized determinations for students with IEPs or Section 504 Plans at their next scheduled meetings, supported by staff training on specific criteria and considerations.

The District submitted quarterly progress data to OCR as required, completing all required submissions through June 2024. As of the publication of this report, the OCR Directed Investigation has been concluded.



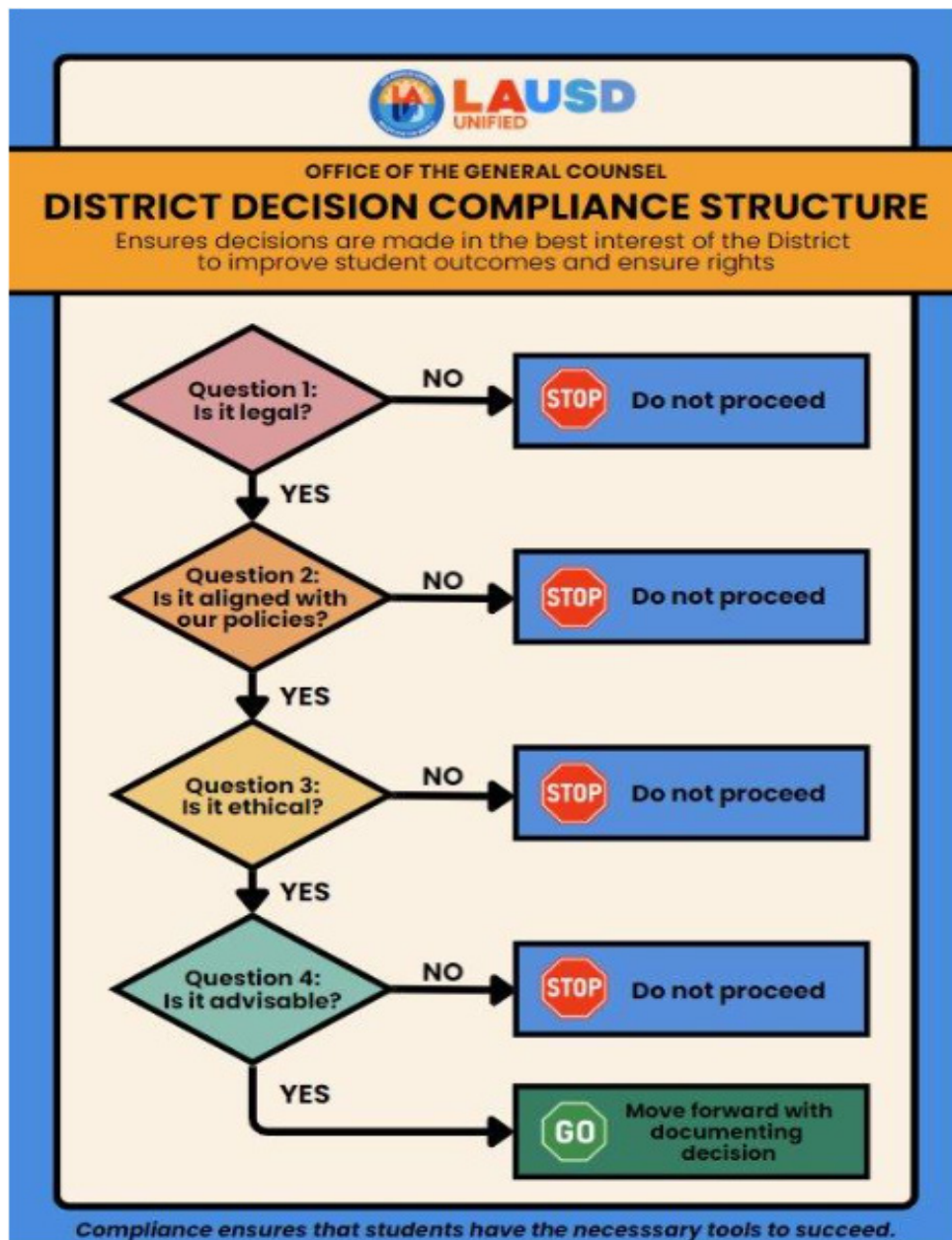
Improving Student Outcomes and Ensuring Rights

Ethics and Compliance Monitoring Legal Services

Pillar 1: Academic Excellence

Eliminating
Opportunity Gaps

The Ethics and Compliance Monitoring (ECM) Legal Services team, operating under the Deputy General Counsel's office, plays a vital role in cultivating a culture of ethics and legal compliance across the District. With a clear focus on advancing student outcomes, protecting rights, and building organizational trust, ECM serves as a strategic partner in achieving the District's goals. The team approaches each challenge by asking: Is it legal? Does it align with our policies? Is it ethical? Is it advisable? Guided by the core maxim- *Compliance ensures that students have the necessary tools to succeed* -ECM works to ensure decisions and actions across the District support a strong, student-centered foundation.



The ECM team provides guidance and oversight on a broad range of ethical and legal matters, including the IDEA, ADA, Section 504 and Section 508, Title VI, Title IX, and other laws protecting educational and civil rights.

ECM supports the District's internal monitoring efforts to ensure programs and services are delivered in a way that upholds ethics, accessibility, equity, non-discrimination, and the right to a free appropriate public education (FAPE). The team advises on policies and procedures, training initiatives, compliance monitoring, communications, risk assessment, due diligence, and governance.

At its core, ECM's mission is to help create a foundation for improved student outcomes through the promotion of an ethical and legally compliant organizational culture. The ECM team is comprised of the following four offices:

Ethics Office

The mission of the Ethics Office 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 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 Office collaborates with other District departments 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 2023-24 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				

Office of ADA Compliance

The Office of ADA Compliance (ADAC) coordinates efforts to ensure the accessibility of the District's programs, services, activities, and websites for students, parents, and community members with disabilities, in line with the ADA. The District's Self-Evaluation and Transition Plan, adopted on October 10, 2017, serves as a strategic framework for ADAC's focused activities for program accessibility. ADAC monitors bond construction, the Rapid Access Program (RAP), and other initiatives, while providing ADA technical guidance to various District offices and departments. The office reviews practices related to program accessibility and develops policies and training to ensure ADA compliance. By raising awareness of disabilities and accessibility, ADAC promotes an inclusive culture and supports the success of students in accessible school environments. ADAC monitors the District's electronic and information technology functionality for compliance with Section 508. In alignment with the requirement for digital accessibility, the Los Angeles Unified School District is dedicated to ensuring its website is accessible to individuals with disabilities, enabling them to effectively access, navigate, and interact with its content, which includes a mix of both new and legacy technologies.

Office of Student Civil Rights

The Office of Student Civil Rights (OSCR) ensures that all students and community members are treated equitably and provided a safe, discrimination-free environment in the District's programs and activities, in compliance with federal and state laws such as Section 504, Title VI, and Title IX. The office upholds District policy, guaranteeing equal rights and opportunities regardless of sexual orientation, gender, race, ethnicity, disability, or other protected characteristics, in accordance with federal, state, and local laws. It produces and updates policies related to nondiscrimination, provides training and technical support to District stakeholders, and investigates complaints of harassment, discrimination, intimidation, or bullying. The office also facilitates civil rights investigations, coordinates internal investigations under the Uniform Complaint Procedures (UCP), and assists with state and federal monitoring reviews and audits to ensure compliance with applicable regulations.

Office of Educational Compliance and Legal Services

The Office of Educational Compliance and Legal Services (OECLS) provides legal counsel and advisement regarding adherence to various federal and state laws and regulations, including those addressing the provision of a FAPE and civil rights. OECLS also provides guidance and support on policy development, training, and internal monitoring to reinforce the District's compliance with law.

This team, along with the entire OGC, supports the District in identifying, analyzing, and addressing the legal implications of complex cross-divisional efforts. Additionally, OECLS collaborates with other OGC teams on litigation matters and legal proceedings and works to resolve issues while fostering inclusive learning environments for all students.

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 IDEA ensures that all children with disabilities are provided a Free Appropriate Public Education (FAPE), tailored to their unique needs, to prepare them for further education, employment, and independent living. It governs how states and public agencies deliver early intervention, special education, and related services.

- Part C: Covers early intervention services for infants and toddlers (birth through age 2) and their families.
- Part B: Focuses on special education and related services for children and youth ages 3 through 21.

Americans with Disabilities Act (ADA)

Title II of the ADA (1990) prohibits public entities from discriminating against individuals with disabilities, regardless of whether they receive federal financial assistance.

Section 504 of the Rehabilitation Act of 1973

Section 504 protects individuals with disabilities from discrimination. It states, “No otherwise qualified individual with disabilities in the United States shall, solely by reason of their disability, be excluded from 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 that ensures individuals with physical or mental disabilities have access to state and local government programs and services, including public schools, without discrimination. The ADA expands upon the protections of Section 504, extending nondiscrimination requirements to all programs of state and local governments, not just federally assisted ones. Both statutes require:

- Reasonable modifications to policies.
- Effective communication with individuals with disabilities.
- Physical accessibility to buildings and facilities. Entities must also self-evaluate services, policies, and practices to ensure compliance with these laws.

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. Public entities must ensure that this technology is accessible to employees and members of the public with disabilities to the extent it does not pose an “undue burden.” Section 508 speaks to various means for providing effective communication and access to programs, activities and services provided to the public.

Title IX of the Education Amendments of 1972

Title IX prohibits sex-based discrimination, stating, “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 all schools, local and state educational agencies, and institutions receiving federal financial support from the U.S. Department of Education.

Title VI of the Civil Rights Act of 1964

Title VI prohibits discrimination based on race, color, or national origin. It states, “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.” This applies to programs funded by the U.S. Department of Education, including academic programs, student services, counseling, discipline, classroom assignment, grading, recreation, and physical education.



California Department of Education (CDE) Special Education Monitoring and District Follow-Up

The California Department of Education's quality assurance process features resources to improve educational outcomes for students with disabilities while ensuring compliance with state and federal laws and regulations. Two components of the quality assurance resources are identified immediately below and are explained in more detail further in this section.

- The Compliance and Improvement Monitoring Process is a series of activities aimed to assist Local Education Agencies (LEA) in identifying issues and developing an integrated plan to address them. LAUSD is an LEA.
- The LEA Annual Performance Reports describe the LEA's progress or slippage in meeting the measurable and rigorous targets established in the State Performance Plan.

2024 Annual Determination under IDEA, Part B

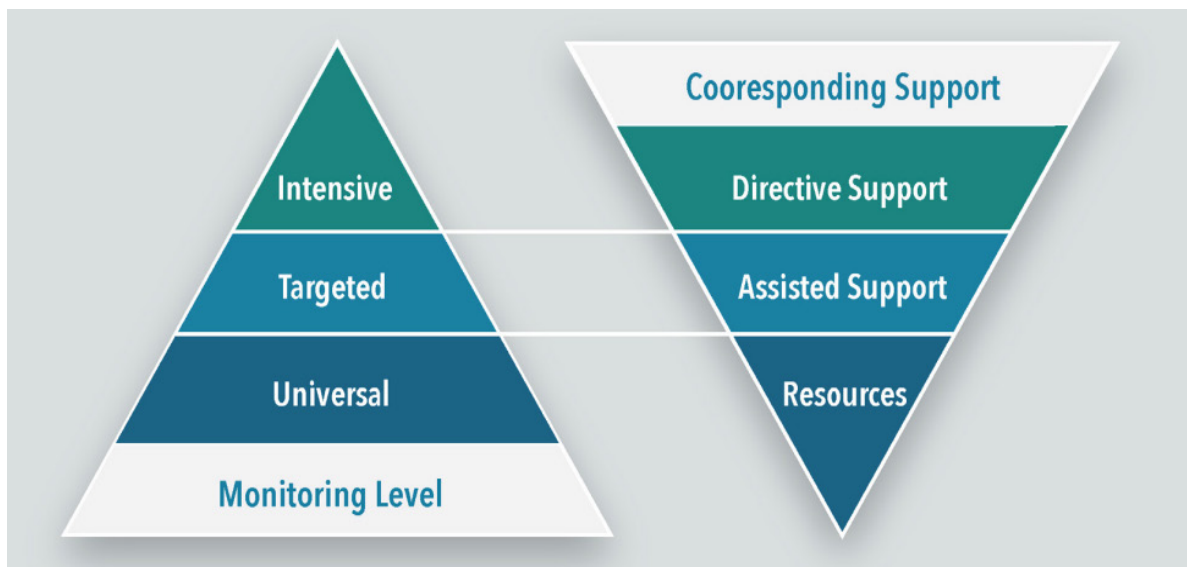
The CDE reviews LEA compliance, disproportionality, and performance data related to the implementation of IDEA requirements. As a result, every LEA receives one of four possible annual determinations, as follows:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

The determination is based on the LEA's Monitoring Selection.

2024 Special Education Monitoring

The CDE's monitoring framework is a tiered system that differentiates the level of monitoring, technical assistance, and support for each LEA based on the analysis of compliance, disproportionality, performance data, and the LEA's particular need. The framework includes three monitoring tiers: Universal, Targeted, and Intensive. LEAs that meet requirements under IDEA remain in the Universal monitoring tier and have access to resources to support continued compliance and performance. LEAs that do not meet requirements are identified for either the Targeted or Intensive monitoring tier and appropriate level under the Compliance and Improvement Monitoring (CIM) Process.



Source: State Performance Plan Indicator Guide A Resource for Understanding the California State Performance Plan Indicators Companion to the 2023–2024 Annual Performance Report Released Winter 2025:
<https://systemimprovement.org/uploads/resources/SPPI%20Guide%202025%2008.pdf>

The CIM Process is a four-step process designed for LEAs experiencing issues in compliance, disproportionality, and/or performance and requires the LEA to complete activities to identify systemic issues that led to poor student outcomes to culminate into a cohesive and comprehensive improvement plan.

Identification and Selection for 2024 Monitoring Year

The CDE reviews data submitted by the LEA to the state to determine their monitoring tier and level based on the LEA's 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. Data reviewed includes timeline compliance.

For the 2024 Monitoring Year the District was designated to be monitored in *Intensive Level 3 for Significant Disproportionality*. The annual determination for the District was *Needs Intervention in meeting the requirements of the IDEA, Part B*.

Significant Disproportionality

For the 2024 Monitoring Year, the Los Angeles Unified School District continued to be significantly disproportionate in the identification of African American students with disabilities eligible under Emotional Disturbance. Under the IDEA requirements, if an LEA is identified as significantly disproportionate, the LEA must reserve 15% of IDEA grant funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS) to identified CCEIS Scholars.

The data in the table below reveals significant disproportionality in the identification of African American students identified with the eligibility of Emotional Disturbance for data year 2022-23.

Note: As of January 1, 2025, the term Emotional Disturbance has been replaced with Emotional Disability.

**Significant Disproportionality Data for Los Angeles Unified School District
Data Year 2022-2023**

CDS Code		1964733	Special Education Local Plan Area				Los Angeles Unified (1914)	
Emotional Disturbance		Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
2022-2023	Students with Disabilities ¹	1	12	144	703	164	1	120
	Total Enrollment ²	401	13,773	20,236	395,696	80,410	583	26,581
	Ratio	NC	0.40	3.68	0.57	0.95	NC	2.25
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Result		---	---	OVR	---	---	---	---
2021-2022	Students with Disabilities ¹	2	28	246	771	34	2	180
	Total Enrollment ²	584	29,218	40,148	406,891	18,595	1,078	54,072
	Ratio	NC	0.40	3.08	0.55	0.79	NC	1.53
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Result		---	---	OVR	---	---	---	---
2020-2021	Students with Disabilities ¹	4	34	300	879	39	4	205
	Total Enrollment ²	721	31,953	43,523	423,212	13,942	1,267	59,514
	Ratio	NC	0.40	3.14	0.53	1.10	NC	1.41
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Result		---	---	OVR	---	---	---	---

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

"OVR" means the LEA was over the threshold.

"---" indicates the District was not disproportionate.

¹ Data is from the CAPPADS Census Day Data.

² Data is from CALPADS Enrollment file.

For data year 2023-24, the District was found disproportionate for African American students with any disciplinary action and for less than 10 days out of school suspensions. The data in the table below reveals disproportionality for African American students with any disciplinary action and for less than 10 days out of school suspensions.

**Discipline Disproportionality for Los Angeles Unified School District
2023-2024**

CDS Code		1964733	Special Education Local Plan Area			Los Angeles Unified (1914)	
Any Discipline	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	2	6	204	525	44	0	66
Students with Disabilities	83	2,798	8,578	68,020	6,822	104	8,293
Risk Ratio (Max=3)	NC	NC	3.19	0.64	0.71	NC	.88
Disproportionate?	---	---	OVR	---	---	---	---

Greater than 10 days In-School	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	0	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	---	---	---	---	---	---	---

Greater than 10 days Out of School	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	2	7	1	0	1
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	---	---	---	---	---	---	---

Less than 10 days In-School	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	2	13	60	3	0	2
Risk Ratio (Max=3)	NC	NC	1.92	1.12	NC	NC	NC
Disproportionate?	---	---	---	---	---	---	---

Less than 10 days Out of School	Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	4	189	458	40	0	63
Risk Ratio (Max=3)	NC	NC	3.35	0.60	0.72	NC	0.95
Disproportionate?	---	---	OVR	---	---	---	---

The District engaged in a four-stage programmatic improvement process to develop and implement both the 2023 CCEIS Action Plan (amended) and the 2024 CCEIS Action Plan. 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;
- Lack of authentic partnership with African American/Black parents and families leading to strained relationships and distrust;
- Lack of cohesive and universal support to proactively monitor, target, and disrupt disproportionate areas of focus.

CCEIS Outcomes

- Increase intentional and robust interventions for CCEIS Scholars
- Increase CCEIS 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

Types of CCEIS Supports

- Culturally and Linguistically Responsive Practices
- Direct Intervention for CCEIS 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

Implementation Successes

- Increase of Staff and Students Served – CCEIS provided support and training to over 2,100 educators from 77 CCEIS sites through professional development and direct services with a Psychiatric Social Worker (PSW), System of Support Adviser (SOSA), Assistant Principal Elementary Instructional Specialist (APEIS) and Literacy staff. After considering enrollment changes, new behavior referrals, and suspensions (up to September 30, 2024), CCEIS identified 1,917 TK-12 CCEIS Scholars at CCEIS sites.
- During the 2023-24 school year, there was a 46% reduction in discipline referrals and a 5% decrease in out-of-school suspensions for CCEIS Scholars. In terms of overall reductions in disproportionality, the number of discipline referrals for African American students decreased by 38%, while out-of-school suspensions for this group saw a 27% decline.

- Increase of Literacy Skills – CCEIS Accelerated Learning Academies showed the following positive impact on literacy skills:
 - Average words read per minute (WCPM) improved by 7.1%, with reading accuracy increasing by 14.2%. WCPM reflects the number of words a student reads accurately in one minute, while accuracy indicates the percentage of correctly read words out of the total attempted during the assessment.
 - Average growth of phonemic decoding word fluency increased by 3.09% (this is a measure of a student's reading fluency within 1 minute and is highly reliable and sensitive to growth).



State Performance Plan Indicators (SPPI)

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.

State Performance Plan Indicators (SPPI) for special education fall into two categories, performance and compliance, as listed in the table below.

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

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.

SPPI Strategic Plan Pillar	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										

District Activities Supporting Improved Student Outcomes and Achievement of SPPIs

The District routinely engages in activities that improve student outcomes in areas aligned with the State Performance Plan indicators. Examples of the District's activities related to some of the SPP Indicators are included below.

SPP Indicator 1–Graduation Rate

Students with disabilities in need of retaking a class required for graduation were encouraged to participate in Credit Recovery Summer Term in 2023–24. In the summer of 2024, 4,192 students with disabilities enrolled in summer credit recovery, an increase of 5.38% over the summer of 2023. Attending students with disabilities had a pass rate of 92%, consistent with the summer of 2023. 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.

SPP Indicator 2– Dropout Rate

Students with disabilities participated in Winter and Spring Academies. Students were identified for participation if they were not on track to graduate or were 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.

SPP Indicator 3–Statewide Assessments

Accessibility resources developed by California Assessment of Student Performance and Progress (CAASPP), and English Language Proficiency Assessments for California (ELPAC) were highlighted in all Schoology groups, and embedded in trainings for Educational Transformation Office (ETO) Principals and Special Education teachers. Tutor.com remains accessible to every student in the District, for homework assistance, and an FAQ document was created and sent out via Schoology to answer questions regarding how the service supports students with disabilities.

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

The Division of Special Education continued to provide training on the 95 Percent Group Phonics Lesson Library and is engaged in implementation cycles with Assistant Principals, ensuring that teachers are regularly using and reassessing the reading abilities of students with word level reading challenges. The Division of Instruction (DOI) Elementary Math department continued to provide trainings on Building Fact Fluency and Strengthening Foundational Math Skills, which were cross promoted across Schoology platforms and attended by Special Education teachers. DOI Secondary Math provided trainings on Illustrative Math, a curricula used in secondary math courses, that was also highlighted on Schoology groups and attended by Special Educators.

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

The Division of Special Education attributed success to a focus on standards-based instruction for students with extensive support needs. Trainings, progress monitoring through the Unique Learning Systems (ULS) benchmarks and the Student Annual Needs Determination Inventory (SANDI) assessment, as well as the use of tools like iReady to determine groups and needs for small group instruction showed results in assessments.

SPP Indicator 5 Least Restrictive Environment

Several professional development series on building inclusive practices were implemented during 2023–24, including a series for lead inclusion teachers and a coaching series for regional support team members. Professional development was also provided for general education teachers on how to accommodate students with disabilities and parent training on inclusion was also provided through the Office of Student, Family and Community Engagement.

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

This is a key metric that the Division of Special Education features in the District Strategic Plan, and is highlighted in all data dialogues with leadership. The District partnered with Jenna Rufo, author of Reimagining Special Education, to deliver professional development to District administrators on building time in the LRE.

5b: Education Environments, Less Than 40%

The District partnered with Supporting Inclusive Practices (SIP), a technical assistance group funded through CDE, to walk more than 20 school sites that have committed to increasing inclusive practices. This included walking classrooms and discussing school site level challenges in building time in LRE for all students with disabilities.

SPP Indicator 6 Preschool Least Restrictive Environment

6c: Preschool Least Restrictive Environments, Home Setting

- The District prioritized and enhanced home-based services, ensuring that children received high-quality, individualized support in the most natural and least restrictive environment possible.
- The District strengthened collaboration with families to ensure they are fully informed and engaged in their child's educational and service plan.
- Through professional development the District built capacity among educators and service providers to deliver effective home-based services to ensure that they are well-equipped with strategies and tools to support children in the home setting, ensuring service delivery remains aligned with best practices.

SPP Indicator 7 Preschool Outcomes

7a: Preschool Outcomes: Positive Social-Emotional Skills

- The District's Early Childhood Special Education (ECSE) team presented to over 200 ECSE teachers monthly on topics that address social-emotional skills.
- ECSE Staff were also trained by UCLA Seeds Program in order to support students and staff on positive social-emotional skills.

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

- Enhanced collaboration with departments such as Language and Speech (LAS), Occupational Therapy (OT), Physical Therapy (PT)/Adapted Physical Education (APE), and Behavior by integrating early language and communication strategies into staff training.
- Monthly teacher meetings focused on developmentally appropriate practices, equipping educators with the tools necessary to foster language acquisition, communication skills, and early literacy in our students.
- Provided ongoing professional development to staff, equipping them with effective language and communication strategies. This included training on supporting receptive and expressive language skills, augmentative and alternative communication (AAC) systems, and early literacy practices. This ensured that educators were well-prepared to support students in developing language skills aligned with age expectations and Desired Results Developmental Profile (DRDP) measures.

7c: Preschool Outcomes: Use of Appropriate Behaviors

- Provided ongoing professional development focused on understanding and effectively utilizing DRDP measures for social-emotional development. Educators have been equipped with the tools to track student progress in social skills and assess areas where students may need additional support.
- Strengthened collaboration between general education teachers, special education staff, and

related service providers (such as OT, PT, and behavior specialists) to create a more holistic approach to supporting students' social-emotional growth.

- Regular team meetings and joint goal-setting were conducted to ensure consistent strategies and support across all environments.

SPP Indicator 14 Post-School Outcomes

During the 2023-24 school year, the Division of Special Education, District Office of Transition Services implemented the following activities to address SPP Indicator 14 Post-School Outcomes:

- Created and delivered professional development for Transition Services, nonpublic schools, Independent Charter Schools, and Career and Transition Center (CTC) staff. New/updated Professional Development materials were created to provide a comprehensive overview of Indicator 14 and the follow-up data collection process. A script was created for staff who are contacting students to provide staff training on aligning student responses to state response options.
- Created resource materials to define state response options for Indicator 14.
- Facilitated collaboration between LAUSD District Office of Transition Services (DOTS) staff and LAUSD Division of Adult and Career Education (DACE) post-secondary programs including collaboration days at LAUSD Occupational Centers.
- Ensured 100% of Transition Services staff were trained to support students with the new/revised Free Application for Federal Student Aid (FAFSA).
- Provided the following professional developments:
 - Regional and school-based parent workshops for parents of students with disabilities
 - Districtwide Family Academy
 - Training for LAUSD college counselors on inclusive college admissions
 - Training for LAUSD A-G, SSS & SHHS Counselors on transition services
- Provided live Professional Development to Transition Staff and made available the recorded PD for all District staff on MyPLN in the areas of:
 - Department of Adult and Career Education (DACE) & Transitional Programs
 - Think College (Think College is a national initiative dedicated to developing, expanding, and improving research and practice in higher education for students with intellectual disability)
 - Job Corps
 - Employment Support Agencies (WorkSource, YouthSource, Bridges from School to Work)
 - A-G Requirements and Waivers
- Transition teachers at all LAUSD high schools participated in the following activities:
 - Attended Final IEPs to share resources with students and families
 - Agency linkages with Department of Rehabilitation, Regional Center, Bridges from School to Work
 - "Senior Advisories" for 12th grade students with disabilities
 - Supported seniors with applying for FAFSA or the California Dream Act Application (CADAA), community colleges, universities, and employment opportunities
 - Connected seniors with Disabled Students Programs and Services offices at prospective colleges, universities, and training programs

Annual Performance Report: State Performance Plan Indicator Results

The CDE publishes an Annual Performance Report (APR) to each LEA indicating the LEA's status on meeting each of the 14 SPP Indicators. This is not to be viewed as the sole determinants of the quality of an LEA's special education program. The reports provide information that can be used by LEA officials and others to help them examine their programs and focus efforts in areas most in need of improvement.

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)
1	The graduation calculation now uses a one-year calculation and will no longer use the four-year adjusted cohort rate.
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.
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.
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".
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.
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.
7	OSEP made no changes to this 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).
9	OSEP made no changes to this indicator
10	OSEP made no changes to this indicator
11	OSEP made no changes to this indicator
12	OSEP made no changes to this 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.
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.

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 2023-24 was 69.85%, which did not meet the target of >77%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
1	Graduation Rate	69.85%	>77%	NO	1

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 (oneyear) 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 for 2023-24 was 10.02%. The District did not meet the target rate of <8%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
2	Dropout Rate	10.02%	<8%	NO	1

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 2023-24, the District met the targets for ELA and Math Participation for 4th grade. The District did not meet the targets for ELA and Math Participation for 8th and 11th grade.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
3a Grade 4	ELA Participation	96.98%	≥95%	YES	1
3a Grade 4	Math Participation	97.00%	≥95%	YES	
3a Grade 8	ELA Participation	93.95%	≥95%	NO	
3a Grade 8	Math Participation	93.23%	≥95%	NO	
3a Grade 11	ELA Participation	92.82%	≥95%	NO	
3a Grade 11	Math Participation	92.49%	≥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 2023–24, the District met the target for ELA Achievement for 11th grade. The District did not meet the targets for ELA Achievement for 4th and 8th grade. The District did not meet the targets for Math Achievement for 4th, 8th, and 11th grade.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
3b Grade 4	ELA Achievement	12.41%	≥16%	NO	1
3b Grade 4	Math Achievement	14.07%	≥16%	NO	
3b Grade 8	ELA Achievement	10.43%	≥13%	NO	
3b Grade 8	Math Achievement	5.89%	≥9%	NO	
3b Grade 11	ELA Achievement	16.94%	≥15%	YES	
3b Grade 11	Math Achievement	4.12%	≥9%	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 2023-24, the District did not meet the target for ELA and Math Alternate achievement standards for 4th and 8th grade. The District did meet the target for ELA and Math Alternate achievement standards for 11th grade.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
3c Grade 4	ELA Alternate	11.05%	≥16%	NO	1
3c Grade 4	Math Alternate	3.58%	≥8%	NO	
3c Grade 8	ELA Alternate	10.78%	≥11%	NO	
3c Grade 8	Math Alternate	7.27%	≥9%	NO	
3c Grade 11	ELA Alternate	18.16%	≥15%	YES	
3c Grade 11	Math Alternate	14.13%	≥7%	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 2023-24, the District met the targets for ELA and Math for grades 4, 8, and 11.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
3d Grade 4	ELA Difference	26.67%	<30%	YES	1
3d Grade 4	Math Difference	22.69%	<24%	YES	
3d Grade 8	ELA Difference	27.91%	<36%	YES	
3d Grade 8	Math Difference	18.45%	<28%	YES	
3d Grade 11	ELA Difference	32.05%	<41%	YES	
3d Grade 11	Math Difference	16.47%	<26%	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 with a rate of 0.81%. *Note, this is a delayed indicator. The data is from 2022–23.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
4a	Discipline Rate (>10 days)	0.81%	<2.28%	YES	1

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 with a rate of 0%. *Note, this is a delayed indicator. The data is from 2022–23.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
4b	Discipline Areas Disproportionate (>10 days)	0.00%	0	YES	1

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's rate for LRE inside the regular class for 80% or more of the day was 58.33%. The District did not meet the target of $\geq 64\%$ for 2023-24.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
5a	LRE Regular Class 80% or More	58.33%	$\geq 64\%$	NO	1

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 2023-24 with a rate of 20%. The target was $< 15\%$.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
5b	LRE Regular Class Less than 40%	20.00%	$< 15\%$	NO	1

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 2023-24 with a rate of 5.04%. The target was $< 2.80\%$.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
5c	LRE Separate Schools	5.04%	$< 2.80\%$	NO	1

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 2023-24 with a rate of 0.20%. The target was $\geq 45\%$.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
6a	Preschool LRE: Regular Program	0.20%	$\geq 45\%$	NO	1

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 2023-24 with a rate of 61.02%. The target was $< 27\%$.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
6b	Preschool LRE: Separate Class	61.02%	$< 27\%$	NO	1

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 0203-24 with a rate of 0.27%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
6c	Preschool LRE: Home Setting	0.27%	$< 3.5\%$	YES	1

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 2023-24 with a rate of 64.13%. The target was $\geq 79\%$. The District did meet the target for Preschool Outcomes Positive Socio-Emotional Skills Functioning within age expectations for 2023-24 with a rate of 83.35%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
7a	Positive Social Emotional Skills: Substantially Increased	64.13%	$\geq 79\%$	NO	1
7a	Positive Social Emotional Skills: Functioning within Age Expectation	83.35%	$\geq 79\%$	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 2023-24 with the rate of 68.90%. The target was $\geq 79\%$. The District did meet the target for Acquisition of Knowledge/Skills Functioning within Age Expectations for 2023-24 with the rate of 87.56%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
7b	Acquisition of Knowledge Skills: Substantially Increased	68.90%	$\geq 79\%$	NO	1
7b	Acquisition of Knowledge Skills: Functioning within Age Expectation	87.56%	$\geq 79\%$	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 2023-24, the District not meet the target for Use of Appropriate Behaviors: Substantially Increased with the rate of 63.89%. The target was $\geq 79\%$. The District did meet the target for Use of Appropriate Behaviors: Functioning within Age Expectations for 2023-24 with the rate of 87.18%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
7c	Use of Appropriate Behaviors: Substantially Increased	63.89%	$\geq 79\%$	NO	1
7c	Use of Appropriate Behaviors: Functioning within Age Expectations	87.18%	$\geq 79\%$	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 for 2023-24, the District met the target for Parent Involvement with the rate of 99.12%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
8	Parent Involvement	99.12%	$\geq 96.5\%$	YES	3

SPP Indicator 9 Disproportionate Representation: Overall

Indicator 9 is a compliance indicator that measures the percent of 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 2023-24.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar	
9	Overall Disproportionality Areas	NA	0	YES	1	2

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 met the target for Disproportionality by Disability Area for 2023-24.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar	
10	Disproportionality by Disability Area	NA	0	YES	1	2

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 did not meet the target for Timely Eligibility Evaluation for 2023-24 with the rate of 65.19%. The target was 100%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
11	Rate of Eligibility Determined within 60 days	65.19%	100%	NO	1

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 2023-24 with the rate of 89.68%. The target was 100%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
12	Rate of Part C to Part B Students with Timely IEPs	89.68%	100%	NO	1

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 2023-24 with the rate of 96.79%. The target was 100%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
13	Rate of Students with Transition Goals/ Services	96.79%	100%	NO	1

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 met the target for Post-School Outcomes: Higher Education for 2023-24 with the rate of 58.76%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
14a	Rate of Post-School Outcomes: Higher Education	58.76%	≥58%	YES	1

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 2023-24 with the rate of 74.99%. The target was ≥79.5%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
14b	Rate of Post-School Outcomes: Higher Education	74.99%	≥79.5%	NO	1

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 postsecondary 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 2023-24 with the rate of 84.25%. The target was ≥88.5%.

Indicator	Selection Element	Rate	Target	Target Met	Strategic Plan Pillar
14c	Any Employment or Education	84.25%	≥88.5%	NO	1

District Internal Monitoring Activities

Special Education District Validation Review (DVR)

The Special Education District Validation Review (DVR) is a continuous internal monitoring process designed to proactively assess the District’s compliance with state and federal regulations, as well as related District policies. DVR is implemented across all District schools and Independent Charter Schools.

School Reviews

Annually, the District reviews 15% to 20% of schools based on a five to six-year cycle. Some schools may be selected to participate in the DVR process sooner, based on their compliance data from the previous year.

During the 2023-24 school year, 171 schools or approximately 17% of District schools participated in the DVR process. This value includes 149 District-operated schools and 22 Independent Charter Schools. The DVRs took place from October 2023 through April 2024. The District conducted on-site school reviews with some activities completed asynchronously.

Total Schools: By Area or Type of School	Number of Sites	Number of DVR Sites	Percent of Schools Participating in DVR: By Area or Type of School
East	205	38	19%
North	209	41	20%
South	169	27	16%
West	140	40	29%
Option Schools	60	3	5%
Independent Charter Schools	219	22	10%
Total	1,002	171	17%

In LAUSD, there are sixteen (16) school types. For DVR purposes, schools are grouped into one of six types, either elementary, middle, high, span, special education, or Options schools. This year, the highest percentage of schools reviewed were elementary schools. This is in alignment with the District’s composition of schools. The types of schools reviewed during this year’s DVR are as follows:

School Type	Number of Schools	Percent of Schools
Elementary School	119	70%
Middle School	13	8%
Senior High School	26	15%
Span Schools	8	5%
Special Education	2	1%
Option Schools	3	2%
Total	171	100%

Student Records

The Division of Special Education selects a random sampling of 10% of a school's IEPs for the student record review activity. The student lists are provided to the Region and the Charter Operated Programs support staff. If a school has less than 15 IEPs, then a minimum of two (2) IEP records are reviewed. The same sampling rules apply to Independent Charter Schools. The total number of IEPs reviewed was 883.

School Area or Type	Number of IEPs Reviewed
East	156
North	238
South	165
West	155
Charter	106
Option Schools	63
Total	883

Student Record Reviews

The IEP Student Record Review activity consists of two parts. The first part involves a comprehensive review of the IEP and consists of 26 IEP review items that check for various compliance points. DVR Leads and Co-Leads utilize the scoring protocol and check that the students' IEPs include present levels of performance (PLPs) inclusive of identified needs that align with IEP goals. The second part of the IEP Student Record Review involves verifying the implementation of services and IEP goal progress monitoring.

IEPs were reviewed for students ranging from preschool to age 22. Most IEPs reviewed pertained to students in grades 3-6 and 11-12.

Corrective Actions

When instances of non-compliance are identified, corrective actions are issued. To clear corrective actions, schools issue an Interoffice Correspondence (IOC), provide professional development in the areas identified as non-compliant during the IEP reviews, and amend IEPs or conduct an appropriate IEP to address and remedy the identified areas of noncompliance in students' IEPs.

Each IEP item reviewed has an associated corrective action. All items identified as non-compliant are compiled into one IOC that is distributed to the general and special education teachers, related services providers, paraprofessionals, out-of-the-classroom teachers/coordinators, administrators, and office clerks. The IOC has a dual purpose. First, it communicates the DVR results to the school staff. Second, it requires the school to develop an Action Plan to remedy each area of noncompliance. Through the development of the action plan, schools are provided an opportunity to develop systems that eliminate the recurrence of noncompliance in the identified areas.

In addition to the development and distribution of the IOC, schools address noncompliance by providing professional development to staff in the specific areas identified as non-compliant during the IEP reviews, to ensure that all staff are educated in compliant procedures. Schools are also required to amend IEPs or conduct an appropriate IEP to address and remedy the identified noncompliance in students' IEPs when specific types of noncompliance are found.

The following is a breakdown of the types of corrective actions completed for the DVR during the 2023-24 school year. 3,746 items were addressed through the IOCs distributed at school sites or via email; 206 items were resolved through professional development, and 1,410 items were corrected within individual student IEPs.

The following top five (5) items identified as non-compliant made up 37% of the total amount of noncompliance found.

Item #	Rank	Description
114	1	Incorrect impact of disability statements
118	2	Services provided below 90%
123	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
117	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 (with related services)
116	5	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 (without related services)

Summary of Next Steps

The Division of Special Education (DSE) provided support to regional support staff and school personnel. From October 2023 through April 2024, virtual weekly training and office hours were offered. This support likely contributed to the successful completion of corrective actions at 99% of schools (169 of 171 schools).

164 schools completed the required corrective actions by the end of the 2023–24 school year while seven schools were granted an extension. These seven of the 171 schools were provided an extension to complete all corrective actions by September 30, 2024, as they provided substantial evidence demonstrating their efforts to meet the required timelines.

- Five of the seven schools granted extensions were able to clear all corrective actions during the fall 2024 semester.
- Two of the seven schools that were granted an extension did not complete their corrective actions during the fall of 2024. Those two schools will repeat the DVR process during the 2025–26 school year.

The DSE will enhance its training materials to ensure that the top five noncompliant items are addressed comprehensively. For the 2024–25 school year, all schools required to address noncompliant items through professional development will be required to use DSE-developed professional development materials and submit evidence of completion through connected activities via an electronic form.

The DSE will continue to offer training to help schools prepare for the DVR process and clear corrective actions. During the 2023–24 school year, all schools participating in the DVR process were required to attend both the DVR Overview and DVR Clearing Corrective Actions training.

To support the District's efforts to ensure all students receive services as indicated in their IEPs, all schools participating in DVR during the 2023–24 school year were required to submit signed monthly service logs as part of the Document Review activity. Schools will continue to be required to submit a letter to the DSE detailing the actions taken to ensure students receive the services specified in their IEPs when service delivery falls below 90%.

The IOC will remain a requirement for clearing corrective actions during the 2024–25 school year, using the standardized template provided by the DSE. This template includes a section titled “Action Plan.” The “DVR Clearing Corrective Actions” training will feature a dedicated segment on developing the IOC and engaging in dialogue about the systems that need to be developed or improved to prevent the recurrence of noncompliance.



Pillar 1: Academic Excellence

High-Quality
Instruction

Eliminating
Opportunity Gaps

College and
Career Readiness

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. Children ages birth to 3 years and preschool age children not enrolled in an LAUSD program can be assisted in the Child Find process by the LAUSD Early Childhood Special Education office. 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 LAUSD 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, 3- and 4-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



CHILD FIND

Locate | Identify | Evaluate

What is 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 in the Los Angeles Unified School District (LAUSD), 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 or enrolled in homeschools. Additionally, children who live outside of LAUSD but attend a private school within LAUSD boundaries may also be referred.

Who to Contact

Preschool Age Children

For children ages birth to 3 years and for preschool age children not enrolled in an LAUSD program, contact the LAUSD Early Childhood Special Education at (213) 241-4713.

For preschool age children enrolled in an LAUSD program (whether at an early education center program or a preschool classroom), contact the program or school where your child is enrolled.

School Age Children & Youth in LAUSD Schools

For school age children and youth enrolled in an LAUSD classroom or Virtual Academy, contact the child's LAUSD school of attendance.

School Age Children & Youth in Private Schools, Homeschools, or Students Who are not yet Enrolled

For school age children and youth ages 5-22 years who reside in LAUSD and are also attending private schools, homeschools, or who are not yet enrolled in school, contact the neighborhood LAUSD school. Parents/guardians may identify their school of residence at <https://rsi.lausd.net/ResidentSchoolIdentifier/>.

For school age children and youth ages 5-22 years who do not reside in LAUSD but are attending private schools located within LAUSD boundaries, contact the LAUSD Division of Special Education, Parentally Placed Private School Office at (213) 241-8101 or ppps@lausd.net.

School Age Children & Youth Enrolled in Charter Schools

For school age children and youth enrolled in a charter school, contact the child's charter school of attendance.

Assistance

If you need assistance making or directing a referral for an evaluation, please contact (213) 241-6701.

For more information, visit lausd.org/spedchildfind

Revised April 8, 2024

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. Data is taken as a snapshot date at the end of each month during the 2023-24 school year.

The data in the table below reveal that the beginning of the 2023-24 school year commenced with 2.57% of IEPs overdue District-wide. The average percentage of overdue IEPs throughout the school year was 3.54%. There has been an encouraging reduction of the average percent of overdue IEPs throughout the past three school years: 2020-21 (6.31%), 2021-22 (6.0%), 2022-23 (3.88%).

Snapshot Date	Overdue Annual/Triennial IEPs	Overdue 60 Day IEPs	# of IEPs Overdue	% of IEPs Overdue	# of Active IEPs
7/30/2023	882	680	1,411	2.57%	54,905
8/31/2023	1,012	530	1,454	2.62%	55,497
9/28/2023	1,680	1,178	2,339	3.03%	77,288
10/31/2023	1,831	1,316	2,555	3.25%	78,675
11/30/2023	1,717	1,522	2,716	3.43%	79,288
12/31/2023	1,617	1,430	2,558	3.22%	79,545
1/31/2024	1,941	1,390	3,032	3.76%	80,580
2/27/2024	2,429	1,915	3,568	4.37%	81,620
3/31/2024	3,498	1,548	4,429	5.37%	82,408
4/30/2024	2,774	1,457	3,754	4.50%	83,342
5/30/2024	2,183	1,399	3,217	3.85%	83,535
6/30/2024	1,330	968	2,093	2.58%	81,010



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 includes 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 2023-24 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

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6	Tier -
Aug	29.32%	5.13%	14.32%	10.88%	5.99%	31.65%	2.71%
Sep	45.12%	10.33%	13.27%	12.16%	5.52%	11.25%	2.34%
Oct	48.71%	14.20%	15.44%	8.80%	4.35%	6.61%	1.90%
Nov	53.47%	16.41%	14.81%	5.68%	3.18%	4.59%	1.86%
Dec	54.69%	15.23%	14.68%	6.09%	3.01%	4.44%	1.86%
Jan	51.11%	17.19%	16.03%	6.91%	3.12%	3.85%	1.79%
Feb	53.90%	18.69%	14.72%	4.96%	2.69%	3.26%	1.79%
Mar	52.97%	18.71%	15.21%	5.57%	2.54%	3.31%	1.69%
Apr	54.47%	19.56%	14.59%	4.58%	2.21%	2.90%	1.70%
May	51.46%	18.37%	15.67%	6.44%	2.89%	3.34%	1.83%
Jun	57.07%	18.18%	12.93%	4.39%	2.03%	3.35%	2.05%

Magnet Programs, Independent Charter Schools and Virtual Academy

Magnet Programs

During the 2023–24 school year, students with disabilities comprised 8.70% of the student population of District Magnet programs. The table below displays from the 2019–20 school year to the 2023–24 school year the percentage of students enrolled in Magnet programs who are students with disabilities.

School Year and the Percentage of Students Enrolled in Magnet Programs Who Are Students with Disabilities	
2019–20 School Year	7.59%
2020–21 School Year	7.60%
2021–22 School Year	7.80%
2022–23 School Year	8.26%
2023–24 School Year	8.70%

The Magnet program is intentional about eliminating barriers and providing support to students with disabilities. Program policies and communications reinforce an equitable admission process, accessibility, and inclusive practices. The Magnet Programs office and the Division of Special Education routinely collaborate on program policies and practices. The District is committed to Magnet programs being welcoming environments where all students can thrive.



Independent Charter Schools

Two key LAUSD divisions play essential roles in working with Charter Schools to ensure both accountability and support. The Charter Schools Division oversees Independent Charter Schools, ensuring they meet performance and operational standards. In parallel, the Division of Special Education Charter Operated Programs provides support to Charter Schools to ensure the effective delivery of services to students with disabilities.

The following table outlines data for the 2023–24 school year, including the number of Independent Charter Schools participating in the LAUSD SELPA, total enrollment of students in Independent Charter Schools in the LAUSD SELPA, and the number of Independent Charter Schools authorized by LAUSD yet not in LAUSD SELPA.

Independent Charter Schools	2023–24 SY
Number of Independent Charter Schools in LAUSD SELPA	206
Total Enrollment (all students) Enrolled in Independent Charter Schools Included in LAUSD SELPA	103,027
Number of Independent Charter Schools Authorized by LAUSD Yet Not in LAUSD SELPA	15

The table below presents the number of students with disabilities enrolled, along with the count of Independent Charter Schools in the SELPA, disaggregated by Region and Board District. During the 2023–24 school year, the count of students with disabilities in each Region was as follows: North: 4,164; East: 4,343; South: 3,503; West: 2,342; with a total of 14,352.

Region	Count of SWD Enrolled in Independent Charter Schools in the LAUSD SELPA	Count of Independent Charter Schools in the LAUSD SELPA
North	4,164	70
East	4,343	47
South	3,503	54
West	2,342	35
Total	14,352	206

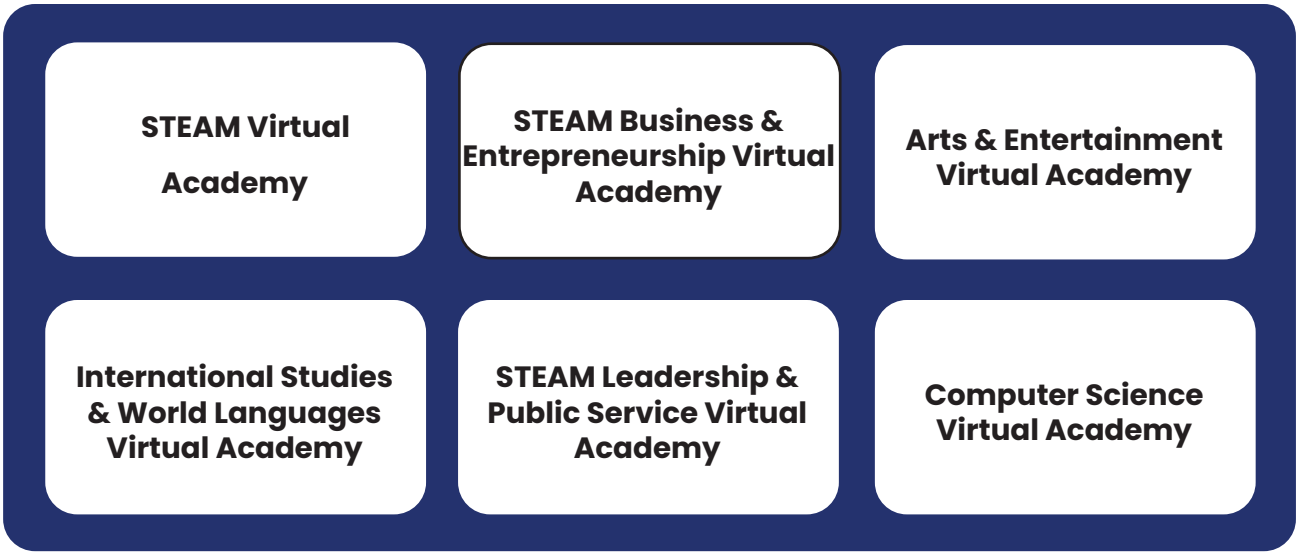
Board District	Count of SWD Enrolled in Independent Charter Schools in the LAUSD SELPA	Count of Independent Charter Schools in the LAUSD SELPA
1	2,384	38
2	2,513	43
3	1,932	20
4	998	13
5	2,662	43
6	2,178	24
7	1,685	25
Total	14,352	206

Virtual Academy (VA)

The Los Angeles Unified School District (LAUSD) Virtual Academy is fully accredited by the Western Association of Schools and Colleges (WASC), reflecting a commitment to high-quality, standards-based education. Instruction is delivered by California Credentialed and National Board Certified teachers, ensuring students receive guidance from highly qualified educators.

The academy’s online curriculum is aligned with the Common Core State Standards and is approved by both the University of California (UC) system and the National Collegiate Athletic Association (NCAA). This ensures that students are well-prepared for college admissions and meet eligibility requirements for collegiate athletics.

LAUSD Virtual Academy offers multiple specialized pathways to support diverse student interests and career goals. These include:



Each virtual academy provides focused instruction and enrichment opportunities designed to foster student engagement, develop real-world skills, and promote future academic and professional success.

In addition to specialized pathways, students have access to Honors, Advanced Placement (AP), and Credit Recovery courses. Dual enrollment opportunities are also available, allowing students to earn college credit while completing high school requirements. These academic offerings are designed to support all learners in achieving their full potential and preparing for post-secondary education and career pathways.

The following chart provides a disaggregated breakdown of student enrollment by disability status across each of the six Virtual Academy schools. During the 2023-24 school year, students with disabilities represented 23.4% of the total Virtual Academy enrollment. The data includes the total number of students with disabilities, the percentage they represent within each academy, and the overall student enrollment for each Virtual Academy.

Virtual Academy School	Count of Students with Disabilities	% of Students with Disabilities	Total Enrollment 2023–24 School Year
Arts and Entertainment VA	265	29.6%	894
Business and Entrepreneurship VA	138	18.6%	741
Computer Science VA	200	23.4%	855
International Students and World Languages VA	155	21.0%	738
Leadership and Public Service VA	109	16.2%	672
STEAM VA	252	28.7%	878
Total	1,119	23.4%	4,778



Program Accessibility

Pillar 1: Academic Excellence

Eliminating Opportunity
Gaps

Pillar 2: Joy and Wellness

Welcoming Learning
Environments

Pillar 3: Engagement and Collaboration

Accessible
Information

Pillar 4: Operational Effectiveness

Modernizing
Infrastructure

Both Title II of the ADA and Section 504 broadly prohibit discrimination based on disability. A fundamental aspect of this is ensuring program accessibility, meaning the District must prevent the exclusion of individuals with disabilities from programs, activities, and services offered in facilities providing public accommodations. Discrimination against qualified individuals with disabilities due to inaccessible facilities is prohibited.

Program accessibility extends beyond physical facilities to include equal access to effective communication and Information Communication Technology (ICT) which encompasses software, websites, web applications, and hardware applications like computers, networks, and other electronic office equipment. This also includes accessibility within live stream and virtual learning/meeting environments.

Both the Department of Justice (DOJ) under ADA and the Department of Education (ED) under Section 504 (for recipients of ED funding, such as school districts like LAUSD) mandate that covered entities conduct a self-evaluation of their services, policies, and practices to identify necessary modifications for regulatory compliance.

When barriers to program accessibility are identified, regulations require documented steps to rectify these issues and enhance accessibility. Entities with 50 or more employees must develop a transition plan outlining the necessary physical modifications to ensure program accessibility. LAUSD's Self-Evaluation and Transition Plan (Transition Plan), was approved by the Board of Education in October 2017. This plan serves as a roadmap for achieving compliance with the program accessibility requirements of Title II of the ADA.

While the ADA and Section 504 establish stringent accessibility standards for new construction and alterations, they do not require all existing facilities to meet these standards, provided that the programs and services offered within them are accessible. Program accessibility can be achieved through various means, including the use of operational solutions. These involve using strategies such as relocating programs and activities to accessible locations or making swift, necessary adjustments to inaccessible facilities to ensure individuals with disabilities have unimpeded access. These solutions offer a cost-effective alternative to construction when physical modifications are not immediately necessary.

LAUSD has surveyed 190 of the 235 existing schools that the District identified as making up Phase One of the Transition Plan, including both District-operated and affiliated Charter Schools. These surveys, conducted by staff with expertise in ADA Accessibility Guidelines and the California Building Code, aimed to identify barriers to program accessibility. The identified modifications, or barrier removals, will be addressed to enhance accessibility. These 235 existing schools, along with the over 131 newly constructed schools in the past decade, will result in more than 360 LAUSD schools meeting program accessibility requirements. (Information regarding independent Charter Schools is detailed in the "Program Accessibility and Charter Schools" section of this report.)

Future phases, contingent upon funding, will address additional schools for physical modifications. This second phase aims to further increase the number of accessible facilities and reduce the reliance on operational solutions.

Barrier Removal Program Status

Overall, the Board of Education has approved 143 ADA Barrier Removal projects, also known as ADA enhancements. Seven of these projects received Board approval during the 2023-24 school year.

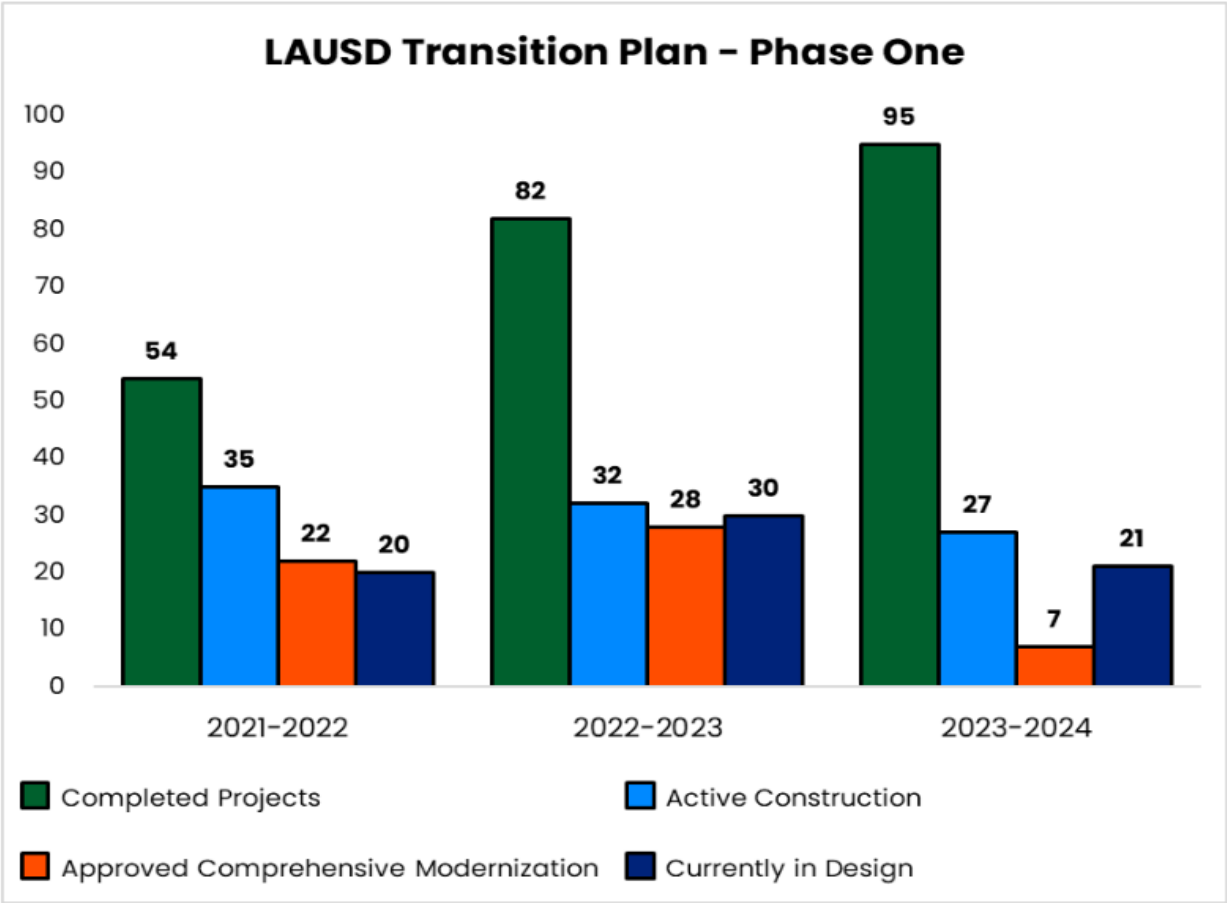
As of June 30, 2024, progress on these projects included:

- Active Construction: 27 schools with ongoing ADA barrier removal work.
- Design Phase: 21 schools with projects in the design stage for architectural barrier removal.
- Completed Projects: 95 schools where ADA barrier removal projects were finished.

Phase One of the Transition Plan also incorporated 22 previously approved Comprehensive Modernization projects (reported in Fiscal Year (FY) 2021-22). An additional six Major Modernization projects were previously approved by the Board in FY 2022-23. These modernization projects are significant capital improvements addressing seismic retrofits, general modernization and repairs, master planning, and program accessibility upgrades.



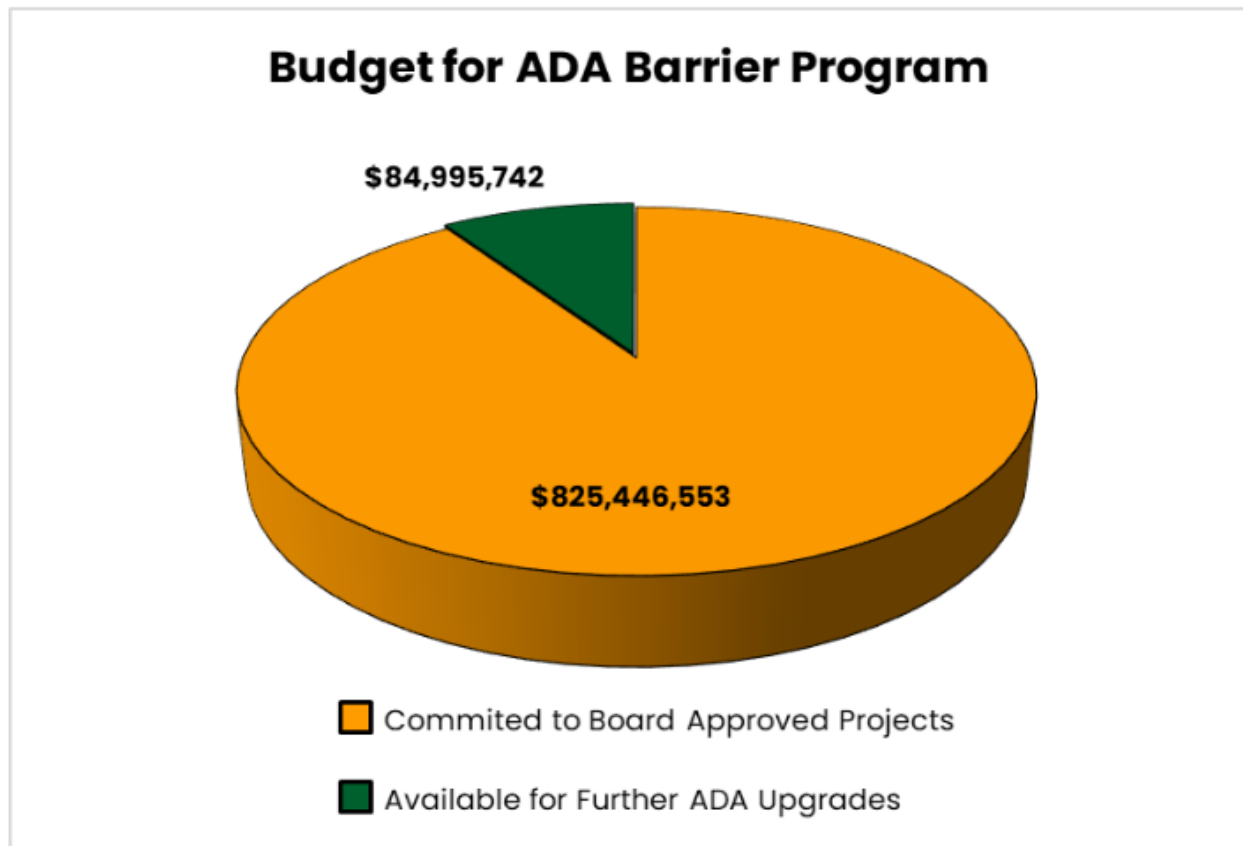
The following graph provides data on Phase One of the LAUSD Transition Plan and FY 2021-22 comparisons with progress through FY 2022-23, and FY 2023-24, specifically focusing on active construction and projects in design.



\$1,226,718,777 has been allocated to ADA Barrier Removal for program accessibility. After transferring out \$179,808,589 for accessibility upgrades, indirect costs, and program reserves within the Major Modernization projects, and accounting for an original allocation of \$50,000,000 for the renovation of Special Education Centers for Career Transition Programs and increasing special education facilities on general education campuses, the remaining spending target for dedicated ADA Barrier Removal projects is \$1,096,910,188. This is an increase from the \$898,535,931 available at the end of FY 2022-23. (Note: This was primarily due to the \$258 million funding allocation that the voters of Los Angeles passed for the Bond Measure US in the Fall of 2024.)

As of June 30, 2024, \$825,446,553 was committed for Board-approved projects to complete necessary accessibility upgrades, with \$84,995,742 available for new projects.

The chart below displays a breakdown of the ADA Barrier Removal Program budget, showing funds committed to Board-approved projects and funds available for future ADA upgrades.



Based on the cost of current and past projects, it is estimated that the remaining funds will allow for the completion of approximately 28 more projects in line with the Transition Plan. To fully complete Phase One and ensure the District's ongoing commitment to inclusive school communities, additional funding will be required in the future. Currently, the Board has approved projects for 176 of the 235 existing facility campuses identified in the Transition Plan.

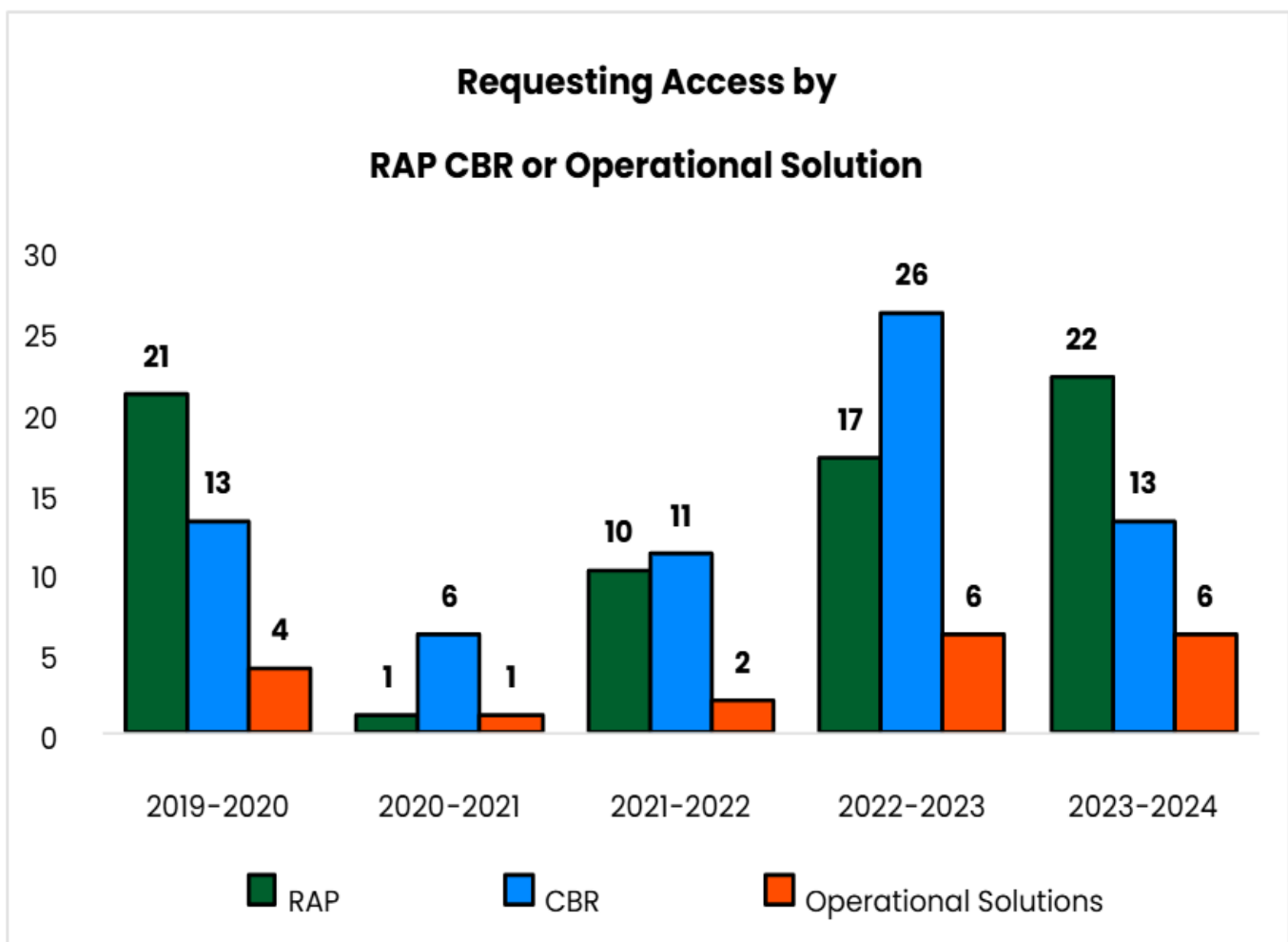
Operational Solutions

Implementing operational solutions at school sites is essential for ensuring program accessibility for students with disabilities. The ADA mandates equal access to the District's programs, services, and activities, which can be achieved through facility modifications or operational solutions. Operational solutions are the most cost-effective approach to provide students with disabilities the same access as their non-disabled peers. These non-construction solutions involve actions like relocating movable fixtures and furniture, clearing pathway obstructions, or installing non-construction materials and assistive equipment. Additional supports outlined in a student's IEP or relocating classes/programs to existing accessible spaces are also examples of alternatives to building elevators or ramps. When defining the scope of work for ADA Barrier Removal projects, viable operational solutions that school administrators can implement will be excluded, as no physical modifications are needed. School administrators are responsible for implementing these operational solutions to guarantee equal access. Consequently, Rapid Access requests will not be approved when operational solutions are feasible. When the Access Compliance Unit (ACU) identifies operational solutions during accessibility surveys, the goal is to implement program relocations before the new school year to minimize disruption, unless there is an immediate need to provide access for current students.

Rapid Access Program and Critical Barrier Removal Projects

The Rapid Access Program (RAP) ensures for the timely response and approval for minor, interim physical modifications at schools to quickly improve program access for students. The District aims for a sustainable RAP with clear guidelines and a 30-day maximum completion timeline, including compliant construction and inspections. Site administrators (e.g., principals) request RAP projects, which are reviewed by the Division of Special Education (DSE) and ACU. Examples of RAP modifications can include, but are not limited to, temporary ramps, accessible drinking fountains, electrical outlets for changing tables, and minor restroom renovations. Operational solutions are prioritized over facility modifications when feasible and may eliminate the need for construction. Larger accessibility projects requiring design, DSA submittal, or longer construction are handled as Critical Barrier Removal (CBR) projects, which do not adhere to the 30-day RAP timeline. Since its inception through FY 2023-24, the program has completed 510 facility modifications via RAP and CBR projects.

The chart below details RAP, CBR, and operational solution requests for the 2019-20 to 2023-24 school years. Requests decreased during the 2020-21 and 2021-22 school years due to school facility closures during the COVID-19 pandemic but have since rebounded to pre-pandemic levels for the 2023-24 SY, with 22 RAP, 13 CBR, and 6 operational solutions implemented.



Comprehensive ADA Training

LAUSD remains committed to providing comprehensive ADA training to all District employees and contract professionals. The 2023-24 Annual ADA Title II Compliance Training was released District-wide in August 2023. This training aims to raise awareness, enhance understanding, and ensure compliance with ADA requirements across all District operations. The training highlights the importance of ADA compliance (as indicated in District BUL-046982.1, Compliance with Title II of the ADA and the role District employees play in ensuring that people with disabilities have access to the District’s services, programs, and activities. The training is delivered through the District’s MyPLN online platform, making it accessible to all employees and contract professionals to complete asynchronously.

In the 2023-24 school year, over 84,000 employees and contract professionals were pre-registered for the training. By the end of the academic school year, the training had an 83.5% completion rate. To further boost participation, the District has integrated the ADA training with annual mandatory training sessions. Additionally, the Office of ADA Compliance (ADAC) will continue to use data driven decisions to regularly update the training content to reflect the latest ADA guidelines and best practices.

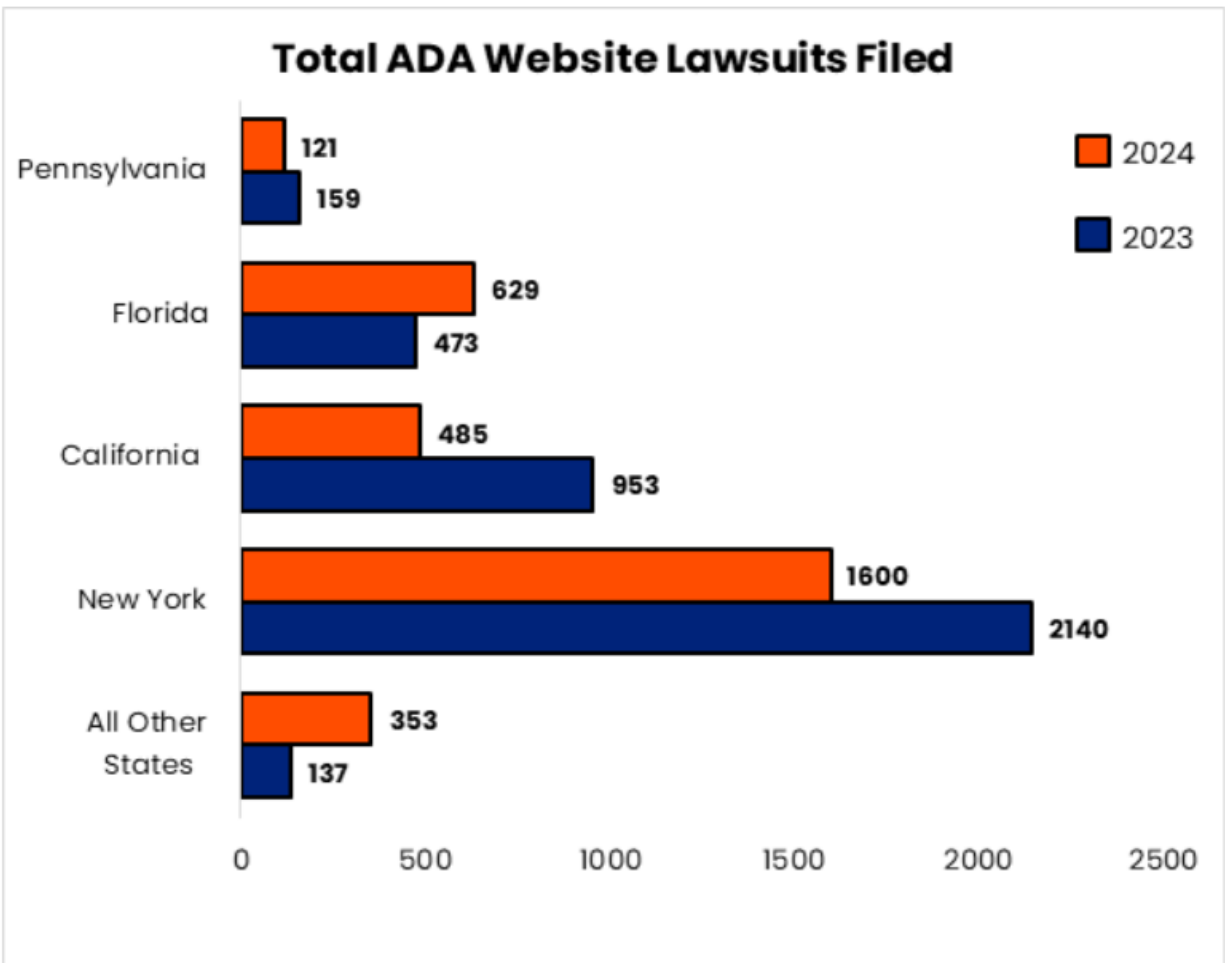
Web Accessibility

On April 24, 2024, the Federal Register published the Department of Justice’s (DOJ) Final Rule on Digital Accessibility, which updates its regulations for Title II of the ADA. These new updates require public entities (all state and local government entities) to meet the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA. According to the ADA Title II, “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).

Table 1: This table shows how much time a state or local government has to comply with this rule.

State and Local Government Size	Compliance Date
0 to 49,999 persons	April 26, 2027
Special District Governments	April 26, 2027
50,000 or more persons	April 24, 2026

Every year thousands of lawsuits are filed in the Federal Courts, and every year digital accessibility compliance is under scrutiny. According to the Ecomback 2024 ADA Website Accessibility Lawsuits Annual Report, there were a total of 485 website lawsuits filed (15.21%) alleging violations of the ADA – “California maintained steady activity, with 402 lawsuits (82.89% of cases) originating in Los Angeles County Superior Court.” The majority of web accessibility lawsuits in California are filed in state courts under the California Unruh Civil Right Act. While this Act does not apply to school districts, it is interesting to note that even websites that use accessibility tools have been accused of false compliance claims with 722 lawsuits being filed against companies using web evaluation tools. Public services and consumer-facing websites face challenges to meet accessibility compliance, yet the need for proactive measures to mitigate litigation risks are factors the District strives to achieve.



As digital access evolves, ensuring website accessibility for all users, including those with disabilities, is a legal and moral responsibility. Live stream, virtual learning, and online meeting environments are required to be accessible respective to how in-person programs, services, and activities are delivered. The District is responsible for honoring requests for reasonable accommodation (e.g., audio recording, closed captions, transcripts, etc.) in virtual spaces to effectively provide program accessibility for individuals with disabilities. Section 508 applies to all Information Communication Technology including software, web sites, web applications, and hardware applications such as computers, networks, and other types of electronic office equipment and services. Information Communication Technology procured by an agency under contract must meet WCAG 2.1 Level AA. When procuring technology, it will be important to identify changes to contract language to ensure Section 508 compliance on District-approved items such as educational software that the District provides through the Procurement of Digital Solutions process (PoDS).

Achieving ADA Title II Compliance is not a one-time effort. Designing websites, online learning platforms, educational software, digital documents (like PDFs), and any other electronic resources will offer effective communication for everyone. In 2023, Information Technology Services (ITS) secured a new Content Management System (CMS) that has the capability to conduct regular scanning of websites to detect accessibility issues that affect content quality, navigation, and search engine optimization. Transitioning all school websites to one centralized CMS allows web administrators to apply accessibility best practices to digital content throughout the District which reduces barriers for individuals with disabilities and reaffirms the District's commitment to making LAUSD websites readily accessible.

ITS was tasked with migrating 746 schools which were previously hosted on School Loop over to a new platform named Edlio. Over 600 school websites have been migrated over to this new website development platform. (Note: This data mirrors what was reported in the OGC's May 2024 report, as it applies to the 2023-24 school year and not the 2022-23 school year.) These school websites have been registered, and regular scanning of those websites will be implemented for quarterly auditing. The Information Technology Solution technicians are available to assist schools with technical website issues. 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.

Edlio offers a built-in accessibility checker within the CMS. The Web Accessibility Valuation Evaluation tool (WAVE) will review the content for accessibility errors based on the ADA guidelines and offer instructions to fix the accessibility issue. In addition to the automated accessibility check, each web administrator is tasked with performing a manual accessibility check to verify that the digital content is fully accessible. Edlio's dashboard lets web admins manage the website, mass communication, social media, and mobile app all in one place. School principals and office managers are accountable for approving all content published on school websites. If a school website is identified as not being web accessible, the school will be issued a Notice to Correct non-compliant content and will be given 30 days to address any non-compliant ADA issues.

Leading with accessibility as a priority, the District meets ADA Compliance by reducing barriers to communication, and ensuring everyone has access to programs, services, and activities. The District is committed to ensuring that people with disabilities can readily and effectively access, understand, navigate, and interact with District websites and webpages. LAUSD employees are required to create accessible web content to ensure effective communication and inclusion for individuals with disabilities. Documents and mass communication are widely distributed via electronic communication to LAUSD families. It is the District's responsibility to guarantee this information is accessible. Creating accessible content will not only reduce barriers and provide access for people with disabilities, but it will benefit everyone.

Social Media

Sending information via social media is a fast and convenient way to share events, announcements and communicate with the LAUSD community. Nonetheless, if accessibility is not applied when constructing social media posts, all members of the community may not have access to the valuable information being shared. It is important to make social media posts accessible to ensure effective communication for everyone.

According to Section 508, all federal agencies are required by law to make electronic documents (including all digital content) accessible for people with disabilities. LAUSD employees are obligated by the ADA to follow the WCAG 2.1 Level AA effective April 24, 2026. There are some "exceptions" for pre-existing social media posts, however this does not excuse or overlook content that falls within the accessibility guidelines. The Department of Justice Final Rule emphasizes that "social media posts made by a state or local government before the date the state or local government must comply with this rule do not need to meet WCAG 2.1, Level AA." The Office of ADA Compliance has created Job Aides which offer step-by-step instructions on making digital content accessible, including best practices for accessible social media.

Program Accessibility and Charter Schools

Charter Schools, while exempt from many state laws governing school districts in California, must still adhere to federal mandates such as Title II of the ADA. According to LAUSD's Policy and Procedures for Charter Schools, Charter Schools are responsible for ensuring compliance with all relevant building codes, standards, and regulations enforced by city and county agencies. This includes federal and state accessibility requirements, as well as fire, health, structural safety, and access standards. Additionally, the District's Board-approved Self-Evaluation and Transition Plan grants LAUSD oversight authority to require charter schools operating on private sites to complete transition plans.

Charter Schools on private sites are mandated to develop a Self-Evaluation and Transition Plan. This plan must identify all barriers that limit access for individuals with disabilities, determine the best methods for barrier removal, schedule the removal of these barriers, and designate a person responsible for executing the plan. Furthermore, any policies and practices that intentionally or unintentionally discriminate against people with disabilities, their acquaintances, or others assumed to have a disability must be modified to ensure inclusiveness.

For the 2023-24 school year, the total number of Charter Schools authorized by LAUSD remained the same as the previous year, at 221 schools. At the close of the previous school year, there were 51 schools with pending required self-evaluation and transition plans. Each of these 51 Charter Schools operating on non-District owned school sites or facilities (i.e. private sites) have now certified that they understand that they must develop and complete a self-evaluation and transition plan in accordance with applicable legal and District requirements, and that the Charter Organization's governing body will take any appropriate action necessary to ensure compliance with Title II of the ADA.

Assistance Animals – Service Animals & Emotional Support Animals

The ADA mandates that service animals are allowed to accompany people with disabilities in all areas of a State and local government facility where the public is allowed. The ADA specifically addresses only service animals and does not protect emotional support animals, however the Federal Housing Act (FHA), Equal Employment Opportunity Commission (EEOC) and California Regulations allow individuals with disabilities to be accompanied by emotional support animals in public areas. The decision to allow individuals with disabilities to use an emotional support animal, which does not meet the criteria of a service animal, should be made based on the request for a reasonable accommodation to use the animal for emotional and cognitive support based on the individual's disabilities.

The California Code of Regulations, Title II, Section 14331 acknowledges that assistance animals include service animals and support animals. An assistance animal is not classified as a pet, rather it is defined in the ADA as "an animal that works, provides assistance, or performs tasks for the benefit of an individual with a disability, or provides emotional, cognitive, or similar support that alleviates one or more identified symptoms or effects of an individual's disability."

Service Animals

Determining whether an animal is a service animal or not depends on if the animal has been trained to perform specific tasks. According to The California Code of Regulations (Section 14020), service animals are animals that are specially trained to perform specific tasks to assist individuals with disabilities; this includes individuals with mental health disabilities. Service animals do not need to be professionally trained or certified but may be trained by an individual with a disability or someone who is skilled in training service animals. No documentation is required from the individual to show or prove the service animal is certified or has undergone training. The California Disabled Persons Act allows service animals in training in public places, including businesses, transportation, and housing. The dog must be leashed and wear a county-issued tag. The owner is responsible for any damage the dog causes.

Service animals are:

- Dogs
- Any breed and any size of dog
- Trained to perform a task directly related to a person's disability

Service animals are not:

- Required to be certified or go through a professional training program
- Required to wear a vest or other ID that indicates they're a service dog
- Emotional support or comfort dogs, because providing emotional support or comfort is not a task related to a person's disability

Support Animals

Contrary to service animals, support animals are animals that provide emotional, cognitive, or other similar support to an individual with a disability. Support animals are also known as "comfort animals" or "emotional support animals." Additionally, support animals do not need to be trained or certified. Individuals may request reasonable accommodations for using a support animal to assist with their daily duties.

If the assistance animal creates an undue burden on the covered entity or constitutes a direct threat to others, as defined in the California Code of Regulations Section 14020, then the animal can be prohibited from entering the public facility. A direct threat means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. For example, if an employee's service animal attacks or causes harm to the safety of students, employees, and visitors then this would be deemed a "direct threat" warranting retraining or removal from the facility.

LAUSD is not allowed to deny an individual with a disability access due to their use of an Assistance Animal(s) or deny access onto the campus for the assistance animal itself. According to CCRS 14020, individuals with disabilities are permitted to have service animals in all locations and facilities operated or controlled by public entities.

There is no "Certification of Service Animals" that is recognized nationally or by the State, however there are numerous training organizations that are recognized for certifying Service Animals. The ADA states that Service Animals are well trained animals and are expected to be under control of the handler (student, employee or visitor) at all times and not display harmful or disruptive behavior.

What is acceptable to ask?

Essentially there are only two questions that can be asked of an individual to determine whether an animal is a service animal, or something other than a Service Animal such as an emotional support animal.

The two questions are as follows:

1. Is the animal (service dog) required because of a disability?
2. What work or task has the dog been trained to perform?

Per California state law, fraudulently representing to be an owner of an animal as a guide, signal, or service animal is a criminal misdemeanor punishable by a fine of up to \$1,000 (and/or up to six months imprisonment). The individual with a disability (handler) may be asked to remove any animal from District property if the animal is unruly or displaying disruptive behavior (e.g. barking, running around, lunging at others, etc.). If improper behavior happens repeatedly, the handler may be required to take significant steps to mitigate the behavior.

Complaint Management

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 Office of Student Civil Rights (OSCR), 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.)"* During the 2023-24 school year, this Guide included information regarding three IEP dispute resolution processes that were available for parents to use, if they chose to do so. These three processes consisted of Informal Dispute Resolution, Mediation Only, and Formal Due Process Hearing.

A fourth option, Alternative Dispute Resolution, was also available to parents. Each option is explained below.

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 proceedings if the case resolves.

Office of Student Civil Rights

During the 2023–24 school year, the Office of Student Civil Rights (OSCR), within ECM Legal Services, served as the District's office for supporting students' civil rights. The OSCR 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, are provided a safe, secure environment that is free from discrimination, harassment, intimidation, and/or bullying. This includes 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 OSCR 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 Office for Civil Rights (OCR) complaint investigations; conducted and coordinated internal complaint investigations involving violations of federal and state laws identified under the Uniform Complaint

Procedures (UCP) regulations; and assisted with State and federal program monitoring reviews and other audits of District schools and the District overall.

The OSCR 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 (ADA)
- 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. The OSCR provided related policies for such purposes and developed online training modules to facilitate the content.

Early Intervention and Technical Assistance

The OSCR 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 2023–24 school year, the OSCR logged 2,008 calls. Most of the calls were from employees (1,634 or 81%). The OSCR also addressed 340 calls from parents, representing 17% 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, 834 concerned issues related to Title IX (comprising 41% of the calls by category). The second most frequent call type was Section 504, with 618 calls received (31%). Other call categories included issues related to special education compliance matters (4%), Williams Complaint Procedures and Uniform Complaint Procedures (4%), Title VI (race-based discrimination) (2%) and general technical assistance (18%).

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 OSCR 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)
- 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 2023-24 school year, the OSCR 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 OSCR's proactive early intervention and technical assistance approach to resolving stakeholder equity and civil rights compliance concerns, as referenced above. In the 2023-24 school year, the OSCR investigated 60 complaints under the UCP process. Of those, sixteen cases resulted in a finding of noncompliance with corrective actions. In the same school year, the OSCR successfully resolved 12 complaints through mediation. The OSCR's completed investigation findings have had a strong record of being upheld when appealed to the State.



Williams Complaint Procedures

The OSCR 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, OSCR facilitated complaint responses under Williams, particularly regarding safe school facilities and heating, ventilation, or air conditioning (HVAC). The Los Angeles County Office of Education continued to inspect District facilities. The inspection results were positive. In years past, the most frequent type of Williams complaint involved facility-related concerns specific to HVAC. Data from the 2023-24 school year indicates a consistent trend in this area.

The table below provides the number of complaints received during each fiscal quarter of the 2023-24 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 2023/24 School Year = 301			
Q1	Q2	Q3	Q4
130	90	43	38

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 2023-24 school year, the District received and resolved a total of 301 complaints (289 of these complaints pertained to facility related matters, 11 of these complaints were related to qualified staffing concerns, and 1 of these complaints involved lack of instructional materials/textbooks).

California Department of Education (CDE) Special Education Compliance Complaints

The OSCR 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 OSCR responded to 132 special education compliance complaint investigations during the 2023-24 school year, representing a 38% increase compared to the 2022-23 school year. Of the most recent year’s filings, 244 allegations of noncompliance were filed against the District. Of those, 61 allegations (25% 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 2023-24 school year, the OSCR successfully resolved 30 complaints via ADR.

Office for Civil Rights (OCR) Discrimination Complaints

The OSCR 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 2023-24 school year, the OSCR responded to eight complaint investigations conducted by

the OCR, representing a 50% decrease compared with the sixteen investigations conducted during the previous school year. These complaints involved alleged discrimination, harassment, and/or retaliation under Title VI (race, color, national origin), or ADA/Title II (disability). Of these eight cases, three were successfully mediated or closed without compliance violations, and as of June 30, 2024, five were pending final determinations by the OCR.

Section 504 of the Rehabilitation Act of 1973

The OSCR provided substantive support to District compliance with 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. The OSCR 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 OSCR 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 OSCR 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 OSCR. During the 2023-24 school year, the OSCR facilitated 9 meetings for employees seeking appeals for requested reasonable accommodations.

Title IX of the Education Amendments of 1972

Title IX 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 OSCR.

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 OSCR 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 2023–24 school year, the District conducted 65 Title IX sexual harassment investigations and determinations of findings in alignment with the criteria in the August 2020 regulations. Of those, 30 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 California Department of Education (CDE) conducts biennial Federal Program Monitoring (FPM) reviews to evaluate compliance with programmatic and fiscal requirements across various educational programs. The 2023–24 school year was designated as an off-cycle year for FPM review. In preparation for the 2024–25 review cycle, the OSCR engaged in a series of readiness activities, including the review and revision of relevant policies, participation in targeted professional development, and renewal of required certifications. These efforts focused on ensuring compliance in key areas related to educational equity and student civil rights.



Parent Engagement

Pillar 3: Engagement and Collaboration

Accessible
Information

Honoring
Perspectives

During the 2023–24 school year, the following publications, committees, and trainings provided opportunities for the District to further inform, listen to, and collaborate with parents in ensuring rights and improving student outcomes.

District Special Education Publications

The District maintained the following special education publications during the 2023–24 school year to inform parents regarding their procedural rights and safeguards and help 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.

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 2023–24 school year. Information on several topics was presented on the District's implementation of the IDEA. Information regarding the presentation topics are included in the Presentations, Workshops, and Trainings table at the end of this section. Board Member Scott Schmerelson chaired the committee.

Special Education Community Advisory Committee

The Community Advisory Committee (CAC) 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 provides information to and seeks input from the CAC as the LAUSD SELPA engages in the process of developing, amending, and submitting the Local Plan.

District Workshops and Trainings

Workshops and trainings for parents were conducted by the District's Division of Special Education and also by the Office of Student, Family, and Community Engagement Family Academy. Some of the topics included the IEP process, child development and early intervention, behavior support strategies, student-led IEPs, and life beyond high school. A more detailed list of trainings can be found in the Presentations, Workshops, and Trainings table at the end of this report section.

Presentations, Workshops, and Trainings

Board of Education Special Education Committee		
Sep 2023	Division of Special Education – Opening of the 2023-24 School Year	
Nov 2023	Supporting Students with Autism CAPTAIN LA	Fiscal Overview of Special Education
Jan 2024	Legislative Affairs and Government Relations: 2023 Briefing to Special Education Committee	Transportation Services for Students with Disabilities
Mar 2024	Mid-Year Instructional Updates	Alternative Pathway to Diploma
May 2024	Human Resources Updates: Special Education Staffing Recruitment, and Retention	Comprehensive Coordinated Early Intervening Services (CCEIS)
Division of Special Education Virtual Parent Workshops		
Oct 2023	Empowering Families During the IEP Process: An Introduction to Special Education	
Dec 2023	Tips for Navigating the IEP Document and Participating in the IEP Team Meeting	
Jan 2024	Exploring IEP Resolution Options that Keep Students at the Center	
Mar 2024	Elevating Student Voice and Self-Advocacy Through Student-Led IEPs	
May 2024	Parent’s Role in Ensuring Their Children’s Online Safety: Media and Technology Basics	
Division of Special Education and the Office of Student, Family, and Community Engagement Family Academy Collaboration		
Sep 2023	Understanding and Responding to Behavior or Positive Behavior Support Strategies	
Nov 2023	Supporting Your Child’s Educational Transition: Life Beyond High School	
Jan 2024	Supporting Reading and Math Using iReady – Home Connection	
Feb 2024	Leading and Supporting Emergent Bilingual Students with Disabilities Toward Reclassification	
Apr 2024	Understanding Child Development and Early Intervention	
Office of Student, Family, and Community Engagement Family Academy Trainings		
Oct 2023	Empowering Families During the IEP Process: An Introduction to Special Education	
Mar 2024	LAUSD Community Advisory Committee (CAC) Informational Webinar	Elevating Student Voice and Self-Advocacy Through Student-Led Individualized Education Program (IEP)
Apr 2024	Family Academy Title I Conference: [Special Education]: Preventing and Responding to Behavior(s) in the Home Setting	Family Academy Title I Conference: [Special Education]: Transition Services for Students with Disabilities

Conclusion

The District's commitment to ethical practices provided a strong foundation for improving student outcomes and ensuring rights.

The California Department of Education (CDE) indicated that for the 2024 Monitoring Year, the District was designated to be monitored in *Intensive level 3 for Significant Disproportionality* and that the annual determination for the District was *Needs Intervention in meeting the requirements of the IDEA, Part B*.

Internally, the District observed that while continuing to be found as significantly disproportionate in African American students eligible for Emotional Disturbance (now known as Emotional Disability), progress has been made. The District focused on a comprehensive and holistic data study using both quantitative and qualitative data to complete a root cause analysis and developed both a 2023 CCEIS Action Plan (amended) and a 2024 CCEIS Action Plan as required by CDE. Successes found in the implementation of the Plans included an increase in literacy skills and a reduction of discipline referrals and out-of-school suspensions.

On other matters, the District's ongoing educator professional development included strategies for improving student outcomes aligned with the California State Performance Plan indicators (SPPIs). With an emphasis on the provision of a FAPE in the least restrictive environment, educational supports and trainings addressed areas such as graduation rate, dropout rate, statewide assessments, least restrictive environment, preschool outcomes, and post-school outcomes. Professional development and support on topics such as inclusive practices as well as legally compliant IEP development and implementation provided a foundation for ensuring students had access to and achieved in various educational settings such as traditional District campuses, Magnet Programs, Virtual Academies, as well as Independent Charter Schools.

The CDE's determination that the LAUSD *Needs Intervention in meeting the requirements of the IDEA, Part B* reinforced the District's ongoing implementation of an internal monitoring and support system focused on preventing, identifying, and resolving non-compliance with the IDEA. Internal monitoring activities included the routine analysis of school-level compliance and performance data reports, as well as the administration of the Special Education District Validation Review (DVR) process. During the 2023-24 school year, 171 schools were engaged in the DVR process, including 149 District-operated schools and 22 Independent Charter Schools. A random sampling of 10% of schools' IEPs was selected for student record reviews. The review focused on various IEP components required by the IDEA as well as verification of the provision of services and IEP goal progress monitoring.

The implementation of the District's Self-Evaluation and Transition Plan focused on ensuring people with disabilities were not excluded from programs, activities, and services on facilities where public accommodations are provided. The work to ensure effective communication and information communication technology is accessible continued to improve as the District equipped schools with additional supports to monitor their school websites for compliance with requirements for accessibility.

The District continued to exhibit a strong commitment to ensuring rights through its complaint management system and addressed allegations of discrimination, harassment, and the violation of civil rights laws. Additionally, the District engaged with families through IEP dispute processes to ensure the provision of a FAPE to students with disabilities.

The District's participation in parent engagement activities focused on informing, listening to, and collaborating with parents. Resources included District informational guides and brochures about the special education process, along with procedural rights and safeguards. Presentations conducted at Board of Education Special Education Committee meetings focused on the District's implementation of the IDEA. Parent workshops and trainings focused on improving student outcomes.

The Special Education Community Advisory Committee implemented its role to serve in an advisory capacity and advise the policy and administrative entity of the Special Education Local Plan Area regarding the development, amendment, and review of the Local Plan.

This report reviewed a variety of the District's efforts during the 2023-24 school year to improve student outcomes and ensure rights. In particular, the District worked to ensure effective practices were in place for the (a) provision of FAPE to students with disabilities (b) protection of individuals' educational and civil rights, (c) provision of program accessibility, and (d) implementation of internal monitoring and support processes that resulted in compliance with the IDEA, for the benefit of students. The District's internal monitoring and support system's impact towards achievement of IDEA compliance depends upon a balanced combination of providing targeted support and guidance to schools in the provision of FAPE in the LRE, while also engaging in frequent and consistent monitoring cycles of all school types to prevent or to quickly identify and address the District's risk for systemic noncompliance with the IDEA.

The "Recommendations" section of this report supports a continued commitment to these priorities.



Recommendations

1. It is recommended that the Division of Special Education institutionalize a four-year DVR review cycle, ensuring that all District (including Early Education, Virtual Academy, Educational Options Schools, and Adult and Career Education as applicable), Charter Schools, and Nonpublic schools are reviewed at least once within that period. Additionally, ensuring that approximately 25% of each of the types of schools referenced earlier participate annually, ensuring a balanced and comprehensive monitoring approach.
2. It is recommended that the Division of Special Education, in collaboration with the Office of the General Counsel Ethics and Compliance Monitoring Legal Services team, implement a comprehensive self-review process to assess and ensure substantial compliance with the IDEA. This review should include, but not limited to:
 - a. Evaluating the effectiveness and integration of data systems in monitoring key compliance and performance indicators;
 - b. Assessing monitoring practices for special education compliance and student outcomes; and,
 - c. Reviewing the existing management and administrative structures to ensure the Division maintains sufficient authority and accountability mechanisms to monitor and enforce substantial compliance across all schools.
3. It is recommended that the Division of Special Education enhance its data governance strategy by systematically collecting, analyzing, and responding to trends in special education compliance and dispute resolution. This may include:
 - a. Integrating CDE Compliance and Improvement Monitoring processes and utilize the findings that are derived from that monitoring;
 - b. Integrating DVR findings, complaint investigations, and IEP dispute resolution outcomes; and,
 - c. Documenting and analyzing IEP dispute resolution trends on a routine basis to guide professional development, procedural revisions, and stakeholder engagement efforts.
4. It is recommended that the OGC Office of Student Civil Rights (OSCR) collaborate with other offices to develop enhanced preventative and systemic strategies to address an increase in special education compliance complaints filed with the California Department of Education (CDE), combined with a recurring pattern of corrective actions in specific areas. These strategies include:
 - a. Cross-Departmental Response Strategy: OSCR should collaborate with the Division of Special Education to establish a focused working group that reviews recurring noncompliance areas, particularly IEP implementation, transportation, and reimbursement of services, and proposes targeted corrective action plans.
 - b. ADR Expansion: Expand the use of Alternative Dispute Resolution (ADR) at early stages of the complaint process to reduce escalation and recurrence of systemic violations, and minimize the volume of formal CDE findings.
 - c. Quarterly Data Reviews: Implement a quarterly review process to analyze CDE complaint data and corrective action trends to inform staff training priorities and proactive supports across Regions.
5. It is recommended that the OSCR collaborate with other District offices to ensure consistent application and oversight of District policies and procedures in the provision of support to students served under Section 504, including the following:
 - a. Districtwide Training on Policy Implementation: All Section 504 Designees should be required to attend annual training on District bulletins (e.g., BUL-4692.10), federal legal requirements,

procedural safeguards, and best practices in developing and implementing accommodations.

- b. Welligent System Fidelity Monitoring: Reinforce and monitor consistent use of the Welligent Section 504 module to ensure that 504 Plans are accurately documented, regularly reviewed, and updated. Emphasis should be placed on plan quality and implementation fidelity.
 - c. Oversight of Accommodations Delivery: Each school site should designate a responsible administrator to conduct regular internal reviews confirming that accommodations are being implemented as written and that relevant staff have received necessary training.
6. It is recommended that as the District nears its planned update to the Self-Evaluation and Transition Plan, the OGC Office of ADA Compliance (ADAC) partner with appropriate District departments to conduct a comprehensive review of the ADA Barrier Removal Program's progress (encompassing Rapid Access Projects, Critical Barrier Removals, and ADA Enhancement projects) to determine if the District's plan needs procedural adjustments based on shifting priorities, budget, and potential changes in scope. The objective will be to allocate or prioritize funding to barriers that offer the most access for individuals with disabilities.



Acknowledgement from Deneen Evans Cox, Deputy General Counsel

On behalf of the Ethics and Compliance Monitoring Legal Services (ECM) team, I extend our sincere appreciation to the numerous District Divisions and Departments whose collaboration and contributions were instrumental in the development of this report. We are especially grateful to the Division of Special Education, the Student Integration Office, the Charter Schools Division, Information Technology Services, and the Facilities Services Division. We also acknowledge the essential support provided by the Region offices, school sites, Virtual Academies, and other District entities whose collective efforts advance our shared mission of improving student outcomes and safeguarding student rights.

This work reflects the District's ongoing commitment to upholding the highest standards of ethics, ensuring that all programs and services are accessible to every student, and protecting the right to a free appropriate public education (FAPE). These principles are fundamental to creating equitable learning environments where all students can thrive.

Special recognition is extended to various members of the ECM Legal Services team – Mary Kellogg (Associate General Counsel I), Darlene Vargas (Ethics Office), Binh Nguyen and Joseph Green (Office of Student Civil Rights), Kenneth Arrington, Stacy Jones, and Margarita Dominguez (Office of ADA Compliance), Veronica Smith, Miwa Ujiie, and Mabel Paja (Office of Educational Compliance and Legal Services) – for their contributions towards the publication of this report and their unwavering dedication to the District's compliance and ethical obligations.

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Finally, we offer our deepest thanks to Superintendent Alberto M. Carvalho for his continued leadership and commitment to fostering a school system that is rooted in ethical practice, grounded in equity, and fully aligned with the legal rights afforded to students—ensuring they are prepared and empowered to be *Ready for the World*.

