

**Los Angeles Unified School District**  
**Two-Year Plan Activities to Achieve MCD Outcome 13**

**A. Systemic Compliance through Clearly Articulated Policies and Procedures**

| ID#        | Requirement   | Completed Activities as of September 2014  | Completed Activities as of March 2015   |
|------------|---|--|---|
| <b>A-1</b> | <b>Implement effective caseload/workload practices and policies for prescription of services for each special education service</b>         |  |   |
| A-1-1      | Establish service provider workgroups to study caseload versus workload issues to develop effective practices and policies.                 | A workgroup was established and included representatives from each of the DIS disciplines. The workgroup meets on an ongoing basis to discuss issues related to workload vs. caseload. During the 2014-2015 school year, effective practices determined by this workgroup will be finalized and piloted for 2015-2016 school year.   | <i>Effective scheduling practices and assignment processes for most related services programs are complete. Once process for all programs is complete, revised documents will be submitted by the end of 2014-2015 school year.</i> |
| A-1-1a     | Research practices in other large urban school districts and compare LAUSD caseloads with comparable districts.                             | The team developed a questionnaire and interviewed representatives from 13 school districts across the nation. Based on the student populations, the findings were summarized by small, medium and large districts. The findings were drafted in June, 2014. Based on the findings, LAUSD's caseloads and assignment practices are commensurate with other large urban school districts. | <i>Completed</i>  |
| A-1-1b     | Review issues of caseload versus workload and determine factors that would influence workload.  | The findings from the District's review found that factors that influence workload at LAUSD and other large urban districts include locations of schools and amount of services at each school site.   | <i>Related Services Department looks at the amount of services, the number of schools where services are required and the locations of schools in allocating caseloads for each provider.</i>                                       |
| A-1-2      | Review current District policies and practices regarding prescription of services and recommend practices to maximize services to students. | Reviewed current status of prescriptions, and determined which types of prescriptions are successful by program. During the 2014-2015 school year, the District will develop training modules for each discipline regarding the successful documentation of prescriptions.   | <i>Each program has developed a training of how to read/write prescriptions. These trainings have been presented to staff during the 2014-2015.</i>   |

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|       |  | During the 2015-2016 school year, the District will pilot the successful prescriptions in 1-2 of the disciplines to determine effectiveness.   |  |
| A-1-3 | Review the assessment protocols and requirements for each service to determine strategies to reduce time spent on assessments. | Utilizing the same workgroup as above, assessment requirements and protocols will be reviewed and evaluated based on hours spent writing assessments during the 2014-2015 school year. Additionally, the psychological services department staff now utilizes 6 newly developed tools to help build more legally defensible and comprehensive reports: <ul style="list-style-type: none"> <li>• Report Reference Document</li> <li>• Report Templates (Comprehensive and Social-Emotional)</li> <li>• Eligibility Reference Guides</li> <li>• Operational Definitions Document</li> <li>• Component Checklist</li> </ul> | <i>See response below for the status update.</i>   |
| A-1-4 | Implement assessment report formats that reduce the time spent writing reports.  | Based upon the above information, templates will be modified as necessary.   | <i>Assessment protocols and guiding documents have been revised/created that result in more legally defensible reports while reducing writing time by providing organization and format to the process. Preschool students transitioning from Part C to Part B services will transition seamlessly without additional assessments and reports by LAUSD assessors beginning with the 2015-2016 school year.</i> |
| A-1-5 | Establish with Human Resources a process for attracting a substitute pool for  | Due to the nationwide shortage of speech-language pathologists and occupational therapists, the Division of Special Education's  | <i>Completed</i>   |

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|        | service providers.   | ongoing work with Human Resources has focused on ensuring appropriate staffing of related services providers at school sites. A process has been established with Human Resources. However, due to shortages in several fields there currently do not exist excess service providers to establish a substitute pool. |   |
| A-1-6  | Explore options such as online speech and language services to reduce caseloads by providing compensatory services and services for providers on leave.  | Related Services has researched the use of Online Telepractice, and has been utilizing Online NPA/Per diem providers for LAS since 2012.   | The District is exploring an RFP process for securing a headhunting firm(s) to assist in recruiting shortage field providers including LAS, OT, PT, VI and DHH personnel.   |
| A-1-7  | Research practices in other large urban school districts for scheduling IEP team meetings that reduce the amount of time providers spend at IEP team meetings. LAUSD currently conducts approximately 120,700 IEPs annually which averages about 670 IEPs per day. Per Welligent data, the average IEP team meeting in LAUSD is slightly more than 1 hour. | During the 2014-2015 school year, a questionnaire will be developed and information gathered from other Districts regarding their IEP practices.   | <i>The District is awaiting results of questionnaires from approximately twenty school districts regarding IEP scheduling practices. Surveys will be analyzed for best practices in 2015-2016.</i>  |
| A-1-7a | Research strategies for reducing the number of IEP team meetings held annually including authorization under IDEA to modify an IEP without   | As part of the above research, the District will include questions regarding the modification of agreements once the IEP is completed. Further, the District will gather research from other professional sources (CEC, etc.) as part of   | <i>The District will conduct an analysis regarding the root causes of multiple IEPs for some students conducted annually. The analysis will inform best practices regarding assessment, service delivery and implementation of the IEP.</i> |

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|               | convening a formal IEP team meeting provided parent/guardian agreement has been obtained in order to reduce number of meetings held to amend current IEPs. | this effort during the 2014-2015 school year.  | <i>This analysis will be conducted annually as an element of substantial compliance beginning in 2015-2016.</i>   |
| <b>A-1-7b</b> | Develop and implement due process implementation IEPs to reduce the need for additional IEPs by service providers.   | A work flow process from due process agreement to implementation IEP development at both the Central and school-site levels is being developed for review by the Spring 2015 semester. | <i>If an IDR Agreement or Due Process Agreement results in the need for the District to document one or more of the terms of the Agreement in an IEP document (i.e.: change of placement, change of time/ frequency of a related service, change in transportation services- this is not an exhaustive list but some typical examples), a Routing Sheet outlining the terms of the Agreement, including the need for an implementation IEP, is generated. The Routing Sheet, along with a copy of the Agreement, is sent to the Student's school of attendance (or school of residence if the Student attends a private school within District boundaries). The Routing Sheet and/ or Agreement, in most circumstances, provide a date by which the implementation IEP must be held. Most Agreements, but not all, waive the personal presence of IEP team members and notification to parents. In these circumstances, schools hold the implementation IEP and send the IEP document to the parent for review and signature. In some instances (these are rare), the Agreement provides consent on the implementation IEP and no further consent is required. In this circumstance, the IEP is generated by the school site and sent home to</i> |

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|       |  |   | <i>the parent for their records. The District' Specialists have been monitoring the implementation IEP process and assisting schools, as needed, to ensure implementation IEPs are convened in compliance with the Agreement.</i> |
| A-1-8 | Implement policies, procedures and protocols for central office unit to provide administrators and service providers with guidance and support in the delivery and documentation of special education services in accordance with last agreed upon student IEPs. | Starting in the 2012- 2013 school year, Related Services Central Staff has implemented documentation monitoring policies and procedures to ensure that each program administrator and service provider is responsible for providing services in accordance with the student's IEP and for the accurate and timely documentation of services. Quarterly training is provided regarding these policies and procedures. Related Services Department monitors service provision of all providers on a weekly basis. | <i>Completed</i>  |
| A-2   | <b>Implement effective class scheduling practices at middle and senior high schools that maximizes resource specialist teacher effectiveness.</b>  |   |   |
| A-2-1 | Provide written guidance and scheduling models to administrators, counselors and resource specialist teachers regarding best practices to maximize resource specialist teachers' time management and access to students.   | A survey of the scheduling practices for secondary schools was developed and presented to identified school site personnel during the Fall of the 2013-2014 school year. The findings were summarized into "Effective Class Scheduling." During the 2014-2015 school year, the document is being incorporated into the framework that is being developed for secondary school integration.  | <i>During the 2014-2015 school year, individual sites participated in professional development on matrix development.</i>   |
| A-2-2 | Provide training to middle school and senior high school administrators and counselors   | Training on how to program students with disabilities will be incorporated in administrator meetings for the 2014- 15 school year. In the   | <i>Individual sites participated in professional development focusing on Matrix development for students receiving RSP services (Professional</i>   |

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|     | on developing the master schedule for students receiving resource specialist services. | Fall of 2014-2015, Professional development modules are being created around master scheduling for RSP Students. During 2014-2015 these modules will be used to train principals by the each SESC. | <i>Development was limited by the District's policy regarding availability of staff for PD). A focus team is currently being created that will develop the modules as they have not been completed. Counseling Coordinators are to receive the first distribution of training modules for each ESC. The modules will be incorporated into the Special Education Secondary Administrators training for the 2015-16 school year.</i> |

**B. Systemic Compliance through Effective Systems of Tracking Service Delivery**

| ID#        | Requirement   | Completed Activities as of September 2014  | Completed Activities as of March 2015  |
|------------|---|--|--|
| <b>B-1</b> | <b>Improve the service tracking and monitoring systems at District and charter-operated schools</b>   |  |  |
| B-1-1      | Conduct quarterly Welligent User Group (WUG) meetings to discuss best practices and service tracking needs.   | WUG meetings will be conducted in November 2014, February 2015, May 2015, and August 2015.   | <i>Completed up to February 2015. Two meetings scheduled for May and August.</i>   |
| B-1-2      | Revise the Welligent scheduler system for ease of use by different provider groups.   | The Welligent scheduler currently works as needed. Input regarding any necessary enhancements will be gathered at the WUG meetings in November 2014 and February 2015.                               | <i>Requirements for the development of an enhancement in the Welligent system are being designed. This will allow teachers delivering Adapted Physical Education and Resource Specialist Services to document in the tracking log the number of service minutes that corresponds to a student's absence.</i> |
| B-1-3      | Provide Welligent service tracking training differentiated by school levels of elementary, middle school, and senior high school to maximize efficiencies | Trainings were conducted in August and September, 2014 generically for all levels. Module specific trainings for each level will be developed for the 2014-15 school year in collaboration with WUG. | <i>Updated training materials for Resource Specialist teachers are being designed and will be aligned with the upcoming FAPE automation functionality and processes. Selected Resource Specialist teachers will provide input regarding</i>  |

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| B-1-4 | Implement a procedure for substitutes to document services in the Welligent service tracking systems.                             | Discussions have been held with Human Resources regarding the feasibility of pre-identifying special education teachers by class code in the Districts' substitute pool so that they can be provided a Welligent account with limited access at the beginning of each school year and then more specific access as assigned to particular schools. Ongoing conversations with Human Resources and then with ITD will pursue this further in the Fall 2014 semester. While we continue to address this issue regarding providing substitute teachers access to the system, work-arounds are being researched (i.e., paper logs being entered by MCD Clerks). | <i>differentiated training needs.</i><br><i>Requirements are currently being designed to develop generic RST substitute accounts in Welligent which would be assigned to each RSTs caseload. In the event that an RST is absent, the substitute assigned would access that teacher's caseload through the corresponding substitute account with an assigned temporary password, allowing the substitute teacher to document service delivery without delay. The development and rollout of the substitute Welligent service log access will be implemented by the second semester of the 2015-2016 school year.</i> |
| B-1-5 | Implement a link between the Welligent IEP FAPE Part 2 section and the service record to automatically create the service record. | Welligent Inc. is aligning the development of the feature to the District's specifications and will submit the new functionality for review and testing by the Spring 2015 semester.  | <i>Welligent ITD is finalizing the requirements document for review and comment by the Division of Special Education.</i>   |
| B-1-6 | Ensure each provider has effective technology for real time service tracking (hardware, software, connectivity)                   | District DIS providers are provided laptops for use in service documentation and school site providers use school provided computers to do the same. The Information Technology Division provides ongoing support to schools regarding connectivity.  | <i>Annually, the technology for ¼ of all service providers is upgraded to ensure ongoing efficiency and effectiveness for providers.</i>  |
| B-1-7 | Import data from ISIS modules including attendance to the Welligent Tracking System to reduce time required to track.             | The impact of aligning MiSiS attendance data with the Welligent service delivery documentation process is currently being analyzed for feasibility and benefit.   | <i>The District's analysis determined that importing attendance data from MiSiS to Welligent was not feasible for addressing service delivery documentation</i>   |

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**C. Systemic Compliance through Effective Systems of Monitoring Service Delivery**

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| <b>C-1</b> | <b>Include MCD Outcome 13 service delivery and documentation data in the District's My Data system and Welligent system for more effective monitoring by administrators and providers.</b>  |   |   |
| C-1-1      | Design, develop, and implement a special education data dashboard in the My Data system accessible to Central Office administrators, Education Service Center administrators, principals, teachers and providers  | As of the 2013-2014 school year, the District's MyData System contains a dashboard link to selected Welligent special education reports, including the school-level 30 day services report.                                     | Completed   |
| C-1-2      | Develop and implement links from the dashboards to student detail reports on service delivery and documentation.  | Providers currently access student detail level reports via the reports link on the Welligent Home Page. The technical specifications for additional links will be finalized in the Fall 2014 semester for a Fall 2015 release. | <i>The requirements for the dashboard links are being developed by Welligent ITD in collaboration with the Division of Special Education.</i>   |
| C-1-3      | Develop and implement a special education data dashboard in the Welligent system, located on the user's home screen in Welligent. When the school administrator, Resource Specialist Teacher, or designated instructional services provider logs into Welligent, the appropriate dashboard will display for that person's caseload. | The technical specifications for the dashboard will be finalized in the Fall 2014 semester for a Fall 2015 release.   | <i>The home screen dashboard requirements are being developed by Welligent ITD in collaboration with the Division of Special Education. The source of the performance data and benchmarks are being determined for use in creating the dashboard.</i> |
| <b>C-2</b> | <b>Implement system alerts in Welligent regarding service delivery</b>  |   |   |
| C-2-1      | Develop and implement an alert  | The functional specifications for the alerts will   | <i>The alert system requirements are being</i>  |

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|            | system consisting of automatic emails sent to the appropriate central or school site administrator, Resource Specialist Teacher, or designated instructional services provider when services have not been documented at the frequency and duration required per student IEPs.  | be finalized in the Fall 2014 semester for a Fall 2015 release.  | <i>developed by Welligent ITD in collaboration with the Division of Special Education and will be aligned with the development of the dashboards.</i> |
| <b>C-3</b> | <b>Establish a central office unit comprised of administrators responsible for (1) central-level monitoring of the District's MCD Outcome 13 performance; (2) communicating data to Central Offices, ESC/ISIC, school site administrators and providers for corrective actions; and (3) following up to ensure that corrective actions have occurred.</b> |  |   |
| C-3-1      | Establish a central office unit comprised of administrators responsible for (1) central-level monitoring of the District's MCD Outcome 13 performance; (2) communicating data to Central Offices, ESC/ISIC, school site administrators and providers for corrective actions; and (3) following up to ensure that corrective actions have occurred.        | The District's Planning, Data, and Performance Management Department consisting of administrators, analysts, program specialists, and other staff, report, monitor, and analyze service delivery performance data, identify trends and issues, and support the other Division of Special Education Departments in accessing the information they need to communicate performance data findings to the ESCs and schools and ensure that identified issues are addressed in a timely and appropriate manner. | <i>Completed</i>  |
| C-4        | <b>Include professional development training regarding the legal requirements for implementation of IEP services as written in the last agreed upon IEP in District- operated and Charter-operated school administrative trainings.</b>   |  |   |
| C-4-1      | Develop principal-level training materials regarding special education legal requirements for the implementation of IEP services and meeting MCD Outcome 13 as  | Administrative training on special education requirements, including delivery of services, has been created and will be accessed on the Learning Zone for the 2014-2015 school year. This training is required as part of the  | <i>The first Administrator Certification for special education requirements was completed in Spring 2015 and will occur again in Fall 2015.</i>       |

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|       | part of the District's School Leadership Framework.  | District's Administrator Certification process twice per school year.   |                                       |
| C-4-2 | Develop and implement training materials regarding special education legal requirements for the implementation of IEP services and meeting MCD Outcome 13 for charter-operated school administrators and other school-based administrators through the Special Education Leadership Academy (SPELA) and online training.   | Administrative training on special education requirements, including delivery of services, has been created and will be accessed on the Learning Zone for the 2014-2015 school year.  | <i>Completed</i>                      |
| C-5   | <b>Incorporate requirements for delivery of special education services at the frequency and duration indicated in individual students' IEPs into the District's performance evaluation process and the District's oversight process of charter schools' adherence to special education state and federal requirements, LAUSD special education policies and procedures, and the Modified Consent Decree.</b> |   |                                       |
| C-5-1 | The initial planning sheets for District school-site administrators and resource specialist teachers shall include data points related to the implementation and documentation of special education services.  | The District's performance evaluation process for teachers and school-site administrators has changed. Currently, the District's School Leadership Framework contains the following performance standard for school-site administrators "Demonstrates Legal and Policy Compliance." Within this Standard, the administrators are evaluated on how effectively they build staff and leadership capacity to collaboratively review school decisions and policies in relation to legal requirements; adjust policies as needed to comply with state or federal laws (including IDEA) and address student needs. The Teaching and Learning Framework also has | <i>Completed</i>                      |

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|       |   | language that holds teachers accountable for meeting all ethical conduct compliance with school district state and federal laws and regulations.  |  |
| C-5-2 | Copies of conference memos and progressive discipline for principals and service providers will be provided to the Division of Special Education in instances of ongoing failure to appropriately implement and document delivery of service at the frequency and duration required per student IEPs              | The District's progressive discipline process is used by administrators of DIS programs as well as school site administrators. A uniform process for Division of Special Education service delivery programs to maintain the documents generated as a result of progressive discipline process is being created in the Fall 2014 semester.            | <i>Documents generated as a result of progressive discipline of related services providers are maintained in employee personnel files.</i> |
| C-5-3 | The District's oversight process of charter schools shall include monitoring and accountability of charter schools educational programs as it relates to the implementation and documentation of special education services as required by individual students' IEPs. The District will use Notices of Corrective | The Division of Special Education, Charter Department supports independent charter schools on routine issues of service delivery compliance matters and elevates issues of continued non-compliance with service delivery requirements to the District's Charter Division office for issuance of Notices of Corrective Action and/or Notices to Cure. | <i>Completed.</i>  |