

# **Reunión del Comité Asesor de Padres**

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# Outcome #7: Placement in the Least Restrictive Environment (Part 1)

- ◆ Outcome 7 - Part 1: Reduce the number of students with moderate to severe disabilities ages 6-18 at special education centers by a total of 33% over three years, beginning with the 2012-2013 school year.

Placement of SWD at Special Education Centers

School Year	# of Students	# of Students Reduced from Target	% of Students Reduced
2015-16 12/15/15	1,027	1,163	53.11%
2014-15	1,277	913	41.69%
2013-14	1,621	569	25.98%
2012-13	2,121	69	3.25%
2011-12*	2,190		

\* Baseline Year Data

## **MEDIDA #7- 1 RA SECCIÓN: ASIGNACIÓN EN EL ENTORNO DE RESTRICCIÓN MÍNIMA**

### **•El Monitor Independiente ha determinado que se cumplió con este resultado**

- El Distrito supera el 33% del cumplimiento de la norma, ya que durante el año escolar 2014-2015 logró un rendimiento equivalente al 41.69%.

### **•Accesibilidad**

- La Junta de Educación aprobó la cantidad de \$600 millones en fondos para mejorar el acceso a las escuelas del distrito, en el transcurso de los próximos 10 años..

## Outcome #7: Placement in the LRE (Part 2)

- ◆ Outcome 7 - Part 2: Students with moderate to severe disabilities at co-located schools shall participate with their nondisabled peers in general education classes an average of 12% of the instructional day and during lunch, breaks/recesses and school-wide activities.

SWD at Co-located Sites Participating 12% of Instructional Day with Their Non-Disabled Peers

School Year	Total # of Students	Average % of Time in General Education
2015-16 12/15/15	Data not available	Data not available
2014-15 Includes Cleveland/Miller	277	31.76%
2014-15 Excludes Cleveland/Miller	152	20.83%
2013-14	280	27.65%

## **MEDIDA #7 – 2DA SECCIÓN: ASIGNACIÓN AL PROGRAMA DE RESTRICCIÓN MÍNIMA**

- **El Monitor independiente ha determinado que se logró este resultado.**
  - El Distrito supera el 12% del cumplimiento de la norma, ya que durante el año escolar logró un rendimiento equivalente al 41.69%.
- **Participación en el Entorno de Educación General**
  - Aproximadamente 70% de los estudiantes tienen horarios en los que se indica el tiempo que pasan en el entorno de educación general durante el 12% o más, diariamente.



## **MEDIDA #7: ASIGNACIÓN AL PROGRAMA DEL ENTORNO DE RESTRICCIÓN MÍNIMA**

### **•Programas disponibles para el 2014-2015:**

- Salvin a Pio Pico MS 5 Clases
- Lanterman a Santee HS 1 Clase
- Banneker a South East HS 3 Clases
- Willenberg a Bonita ES 1 Clase
- Banneker a Edison MS 2 Clases
- Lull a Northridge MS 3 Clases
- Lull a Reseda HS 3 Clases
- Perez a Kennedy ES 3 Clases

## **MEDIDA #7: ASIGNACIÓN AL PROGRAMA DEL ENTORNO DE RESTRICCIÓN MÍNIMA**

### **•2014-2015 – 63 Nuevos programas del plan de estudios alternativo**

- 35 Programas del Plan de estudios alternativo para estudiantes que padecen de Autismo
- 1 Programa de enseñanza en las comunidades
- 5 Programas de Educación preescolar
- 7 Programas para estudiantes con discapacidades múltiples
- 15 Programas para estudiantes con discapacidades intelectuales.

### **•2015-2016 – 68 Nuevos programas del plan de estudios alternativo**

- 31 Programas del Plan de estudios alternativo para estudiantes que padecen de Autismo.
- 15 Programas para estudiantes con discapacidades múltiples.
- 22 Programas para estudiantes con discapacidades intelectual

# 2013-14 District Level Special Education Annual Performance Report

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	72,251	39,509	54.7%	>49.2%	Yes
B. <40%		8,304	11.5%	<24.6%	Yes
C. Separate Schools		5,400	7.5%	<4.4%	No

*Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School



## 2014-15 District Level Special Education Annual Performance Report

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	72,688	40,990	56.4%	>49.2%	Yes
B. <40%		8,976	12.3%	<24.6%	Yes
C. Separate Schools		4,533	6.2%	<4.4%	No

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*

**NOTE:** Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

## 2013-14 District Level Special Education Annual Performance Report

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving a majority of special education and related services in the regular program
- B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	10,334	5,478	53.0%	>39.8%	Yes
B. Separate		4,692	45.4%	<34.4%	No

*Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

## 2014-15 District Level Special Education Annual Performance Report

- Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:
- A. Regular early childhood program and receiving a majority of special education and related services in the regular program
  - B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	10209	6405	62.7%	>32.9%	Yes
B. Separate		3564	34.9%	<34.4%	No

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*



## Actividades Emprendidas :

- Programas de arte incluyendo artes visuales y escénicas
- Programas de Tecnología
- Programas culinarios
- Programas de horticultura
- Clases electivas académicas
- Clases básicas académicas
- Educación física integrada
- Actividades extracurriculares
- Compañerismo entre amigos
- La inspiración de Shane
- Deportes Unificados