

Parent Advisory Committee Meeting

Sharyn Howell,
Associate Superintendent
Division of Special Education
Los Angeles Unified School District

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

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

- **The Independent Monitor has determined this Outcome has been met**
 - The District exceeded the 33% performance measure with a 41.69% performance in the 2014-2015 school year.
 - **Accessibility**
 - The Board of Education approved funding of \$600 million to improve accessibility at District schools over the next 10 years.
-

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%



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

- **The Independent Monitor has determined this Outcome has been met**
 - The District exceeded the average of 12% performance measure with a 25.36% performance in the 2014-2015 school year.
 - **Participation in General Education Setting**
 - Approximately 70% of students have schedules that indicate time in the general education setting for 12% or more of the day.
-

Outcome #7: Placement in the Least Restrictive Environment

- **Program Openings in 2014-2015:**
 - Salvin to Pio Pico MS 5 Classes
 - Lanterman to Santee HS 1 Class
 - Banneker to South East HS 3 Classes
 - Willenberg to Bonita ES 1 Class
 - Banneker to Edison MS 2 Classes
 - Lull to Northridge MS 3 Classes
 - Lull to Reseda HS 3 Classes
 - Perez to Kennedy ES 3 Classes
-



Outcome #7: Placement in the Least Restrictive Environment

- **2014-2015 – 63 new alternate curriculum programs**
 - 35 autism alternate curriculum
 - 1 community-based instruction
 - 5 early education
 - 7 multiple disability
 - 15 intellectual disability
 - **2015-2016 – 68 new alternate curriculum programs**
 - 31 autism alternate curriculum
 - 15 multiple disability
 - 22 intellectual disability
-

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.



Activities Undertaken:

- Arts Programs including visual and performing arts
- Technology programs
- Culinary programs
- Horticultural programs
- Academic electives
- Academic core classes
- Integrated physical education
- Extra-curricular activities
- Peer buddies
- Shane's Inspiration
- Unified Sports