

TARGETED STRATEGY PLAN—MCD OUTCOME 8

INTRODUCTION

The following strategies will be used to target the barriers to achievement of Outcome 8:

1. Modify the Welligent IEP form to include an edit requiring an entry on page one that the student is attending the resident school or a reason why the student is not (using drop-down menus).
2. Target residence schools with patterns of placing students with disabilities in other than residence school placements, including nonpublic school and special education school placements, for an analysis of reasons and practices and potential interventions based on the results of individual school analyses.
3. Target Local Districts where Outcome 7 and 8 data analysis indicates practices of geographically clustering segregated classes for students with moderate-to-severe disabilities in contrast to implementation of integrated service delivery models which support home school placement.

This primary strategy has been developed from (a) an analysis of home school placement data and (b) a review of the impact of particular action steps from the prior year's annual plan.

PERFORMANCE

The District demonstrated mixed performance on this outcome as indicated by the end-of-the-year report issued by the Office of the Independent Monitor (OIM).¹ The measurement of achievement of all parts of the outcome is required to be calculated as of June 30, 2006. This outcome was established on June 18, 2004, a date after which District planning for movement of special education classes and students for the next school year ("road show") had already occurred. Therefore, there was no opportunity to impact the outcome for the next school year. Whatever impact of placement in home schools was made for the 2006-2007 school year is not measured by June 30, 2006 data because the students remained in the current year placement through the end of the 2005-2006 school year. Thus, the only year that the District could significantly impact achievement of the outcome was the 2004-2005 school year, resulting from the placement plans made in the Spring 2004 "road show."

Outcome 8a requires that 92.9% of students with eligibilities of specific learning disability (SLD) and speech and language impairment (SLI) attend a home school placement as of June 30, 2006. The OIM reports 88.93% attended a home school placement, almost 4% short of the target, a little more than 4% less than what was determined by the OIM as of June 30, 2005.

Outcome 8b requires that 65% of Kindergarten students with disabilities other than SLD and SLI attend a home school placement as of June 30, 2006. The OIM reports 51.56% attended a home school placement, 13.44% less than the target, almost 4.44% less than June 30, 2005. 60.87% of Grade 6 students with disabilities other than SLD and SLI attended a home school placement, a little more than 4% short of the target, and a little more than 4% higher than June 30, 2005. 50.42% of Grade 9 students with disabilities other than SLD and SLI attended a home school placement, almost 10% less than the target, but better than 4% higher than June 30, 2005.

¹ *Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree during the 2005-2006 School Year—Part II, Outcome 8a, 8b, 8c, Home School Placement, Office of the Independent Monitor, Los Angeles Unified School District, August 22, 2006.*

Outcome 8c requires that 62% that 62% of Grades 1-5 students with disabilities other than SLD and SLI attend a home school placement. The OIM reports that 55.22% attended a home school placement, 6.76% less than the target, and slightly more than 2% than June 30, 2005. 54.67% of Grades 7-8 students with disabilities other than SLD and SLI attended their home school placement, about .5% short of the target, and slightly more than .5% greater than last year. 38.65% of Grades 10-PG students with disabilities other than SLD and SLI attended their home school placement, exceeding the target by a little more than 2%. A breakdown of end-of-year data by disabilities other than SLD and SLI prepared by PERB for the Division of Special Education provides information regarding the number and percent of students attending their home school, the number of students in nonpublic school or special education centers, and the number of students remaining which can most significantly impact achievement of Outcome 8.² PERB's findings regarding this data are as follows:

- In elementary school, the eligibility category of autism has the largest number of students that are not in a special school or nonpublic school.
- The targets for home school placement were met at every grade level among students with other health impairments.
- Conversely, none of the targets were met for students with autism or emotional disturbance.

While most of the outcomes of the Modified Consent Decree set a three year target for District achievement, Outcome 8 set a two year target for achievement with essentially one year to significantly impact achievement of the outcome by June 30, 2005. Therefore, it is not unexpected that the District failed to achieve the outcome by the target date of June 30, 2006. A truer measure of this year's implementation of the 2005-2006 Annual Plan and subsequent results due to Spring "road show" will be more accurately reflected by the measured by data in October 2006 when most students will have enrolled.

Generally, more gains were made at middle schools and high schools for students with disabilities other than SLD and SLI designated as being in a home school placement. This is understandable as these schools are large enough in terms of student population and space resources to accommodate a variety of special education programs so that more students are served by their home schools.

In his report, the Independent Monitor stated concerns with the accuracy of the data for determining home school placements. Procedures to increase the accuracy of the data are included in this Targeted Strategy Plan. Currently, specific data regarding the reasons for placement in non-residence school types is not available to determine reasons IEP teams have for such placements and schools that have high frequency patterns of this practice. A strategy to address this issue is also included in this Targeted Strategy Plan.

2005-2006 ANNUAL PLAN

Data Review and Analysis and Target School/ "Road Show" Implementation

Central Level and Local District Level MCD Review Teams reviewed and analyzed Local District data regarding home school placement of students with disabilities other than SLD and SLI and SLD and SLI eligibilities throughout the course of 2005-2006, culminating in targeting schools for "road show" planning and the 2006-2007 transition grade entry and/or return of selected students to home school placements.³ Program accessibility funds were requested for some schools to prepare for enrollment of selected students so that barriers to student attendance were reduced. Opening of new, ADA compliant

² See *Number of Students with Non-SLD/SLI Eligibility by Home School Placement for MCD Outcome 8*, Program Evaluation and Research Branch, 9/20/06.

³ *Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan*, 8.C.3., 8.C.7., and 8.C.8.

schools also assisted in dismantling the “adapted schools” concept for students with physical impairments.

School Renovations and Repairs and Program Accessibility

Regular reports were provided to the Independent Monitor for the entire period of the Modified Consent Decree regarding allocations from the \$67.5 million dollars allocated for accessibility renovations or repairs to existing school sites consistent with Section 504 and the Americans with Disabilities Act. A school level campaign to increase awareness of “rapid response” funding available for schools to address program accessibility issues was expanded in 2005-2006.⁴ Monthly monitoring of the program accessibility projects approved by the Division of Special Education and executed by the Facilities Division occurred throughout the year.⁵ Monthly reports were revised as issues were raised to provide clarification of information related to the projects. As of August 2006, 52.1% of the \$20 million budgeted for program accessibility between 2003 and 2008 has been committed to either completed or estimated expenditures of approved projects. The remaining balance will continue to be a valuable resource toward the reduction of program accessibility barriers for students with physical disabilities.

CONCLUSION

Revisions to the Welligent system to improve the accuracy of the data have been initiated and will continue to be refined in the immediate future. Comparisons to, and individual analysis of, SIS data regarding reasons for students attending schools and transportation data should also be made to determine if there continue to be issues regarding the accuracy of the data.

While the effects of the Spring 2006 “road show” planning are yet to be seen in the data for Outcome 8, the data through June 30, 2006 clearly indicates that the District did not achieve all of parts of this outcome. Different data analysis from that previously used would assist in identifying schools that frequently send students to other school placements as well as whether there is potentially a need for intervention. Further analysis of local district data will assist in determining the need for additional supports and interventions in certain local districts based on practices of segregated service delivery models and geographical clustering of students with disabilities other than SLD and SLI.

The District submits these primary strategies—modifying the Welligent IEP form to include an edit requiring an entry on page one that the student is attending the resident school or a reason why the student is not (using drop-down menus), targeting residence schools with patterns of placing students with disabilities in other than residence school placements, and targeting local districts where Outcome 7 and 8 data analysis indicates practices of geographically clustering segregated classes—as key strategies that will significantly increase LAUSD’s opportunity for achieving Outcome 8. The District’s proposed targeted strategy plan for Outcome 8 follows.

⁴*Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan, 7.C.14.*

⁵*Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan, 7.C.13.*

TARGETED STRATEGY PLAN
Key Strategies to Achieve MCD Outcomes
2006-2007

Outcome #8: Home School Placement/Least Restrictive Environment— The District will ensure that the percentage of students with disabilities with the eligibilities of specific learning disabilities (SLD) and speech and language impaired (SLI) who are in their home school does not fall below 92.9%.

The District will increase the percentage of students with disabilities with all other eligibilities in kindergarten and sixth grade to 65% and the percentage of students with disabilities with all other eligibilities in ninth grade to 60%.

The District will increase the percentage of students with disabilities with all other eligibilities in the elementary grades one through five in their home school to 62.0%. The District will increase the percentage of students with disabilities in middle school grades seven and eight in their home school to 55.2%. The District will increase the percentage of students with in high school grades ten through twelve in their home school to 36.4%.

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| 8-1 | <p>STRATEGY: Modify the Welligent IEP form to include an edit requiring an entry on page one that the student is attending the resident school or a reason why the student is not (using drop-down menus).</p> <p>RESOURCE ALLOCATON: No additional cost</p> |
|------------|--|

8-1.1 *Revise page 1 of the Welligent IEP to include (1) drop downs for all possible choices of reasons the student is attending the school at the time of the IEP meeting, (2) an edit that requires one selection be made before the IEP can be closed, and add a page 8 edit that requires schools to document that they have considered the services, supports and modifications that are, or can reasonable be made available in the student's home school.*

Accountable Personnel:

Chief Officer, Information Technology Division

- Oversee Welligent system revisions.

Chief Information Systems Director, Information Technology Division

- Identify, test and complete Welligent revisions and safeguards.
- Develop written communication regarding revisions and post for Welligent users.

Associate Superintendent, Division of Special Education

- Collaborate with Information Technology Division staff in identifying solutions and revisions.
- Provide technical support from the Special Education Support Units to schools with identified problems related to the new edits.

Initiation Timeline: July 2006

Progress Monitoring:

| Intervals | Indicators |
|------------------|---|
| October 2006 | Completion of page 1 Welligent IEP drop down menu and edit completed consistent with agreements reached between the District and the Office of the Independent Monitor. |
| November 2006 | Completion of page 8 Welligent IEP team documentation of considerations of necessary supports, services, modifications considered for home school placement. Monitor data regarding reasons for school attendance. Compare data against SIS data regarding reasons for school attendance to determine if there are significant data discrepancies. Transportation data reviewed to determine if there are issues to be addressed. |
| January 2007 | Monitor data regarding reasons for school attendance. Compare data against SIS data regarding reasons for school attendance to determine if there are significant data discrepancies. Transportation data reviewed to determine if there are issues to be addressed. |
| April 2007 | Monitor data regarding reasons for school attendance. Compare data against SIS data regarding reasons for school attendance to determine if there are significant data discrepancies. Transportation data reviewed to determine if there are issues to be addressed. |

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| 8-2 | <p>STRATEGY: Target residence schools with patterns of placing students with disabilities in other than residence school placements, including nonpublic school and special education school placements, for an analysis of reasons and practices and potential interventions based on the results of individual school analyses.</p> <p>RESOURCE ALLOCATON: No additional cost</p> |
|------------|---|

8-2.1 *Target schools for decreasing placement of students with disabilities other than SLD and SLI in schools other than the home school based on an analysis of reasons and practices, intervene when practices are counter to established District procedures, and include increased home school placement as part of school plans specified by 7-2 (see 7-2.1).*

Accountable Personnel:

Chief Information Systems Director, Information Technology Division

- Develop a Welligent report that provides information regarding schools that frequently place students with disabilities in another school comparing page 1 data on reason the reasons students are attending the school at the time of the IEP meeting from one year to the same page 1 data of the following year.

Associate Superintendent, Division of Special Education

- Analyze data regarding resident school reasons and practices.
- Identify target schools for interventions.
- Use Support Unit staff to provide clarification of District policies and procedures for IEP teams, professional development of school staff and Support Unit supports to build capacity to serve students within their resident schools at target schools, and for students matriculating to Kindergarten, 6th grade and 9th grade in the subsequent school year, home schools to which students will be matriculating. Monitor data.
- Use Support Unit staff (Program Specialists, Secondary Behavior Specialists, Compliance Specialists, and LRE Specialists) to provide professional development to targeted school IEP teams representatives for considering the appropriate supports and services to support students being placed in their home schools and, for students matriculating to Kindergarten, 6th grade and 9th grade in the subsequent school year, home schools to which students will be matriculating.
- Assign Support Unit staff (Program Specialists, Secondary Behavior Specialists, Compliance Specialists, and LRE Specialists) to IEP teams at targeted schools who do not evidence a change in practice according to individual target school home school placement decision IEPdata.
- Collaborate with Information Technology Division staff in identifying report revisions as necessary.

Local District Superintendents

- Collaborate with the Division of Special Education in strategy implementation.
- Monitor implementation of school plans (see 7-2.1) at targeted schools for inclusion of increased capacity for students with disabilities other than SLD and SLI to attend their home school.

- Collaborate with Support Unit Administrators in initiating and overseeing interventions to increase home school placements for students with disabilities other than SLD and SLI, including professional development, IEP attendance, and supervisory consequences as appropriate and necessary.

Targeted School Principals

- Increase capacity for home school placements of students with disabilities other than SLD and SLI in accordance with a school plan (see 7-2.1) and interventions initiated in collaboration with Integration Support Teams and other Support Unit staff.

Initiation Timeline: November 2006

Progress Monitoring:

| Intervals | Indicators |
|-------------------|--|
| November 2006 | Welligent IEP report completed. Initial report data reviewed. |
| December 2006 | Initial target school identified for potential interventions. |
| December 31, 2006 | List of targeted schools and Outcome 8 baseline data for each of the targeted schools provided to the Independent Monitor. |
| February 2007 | Initial target school interventions (clarification of District procedures and professional development, IEP team assignment of Support Unit staff to IEP meetings) initiated. Other target schools for potential interventions identified through data analysis and added to target school list. Monitoring of school plans initiated. |
| April 2007 | Data for target schools monitored to determine impact of interventions. Monitoring of school plans continued. Consequences applied as appropriate. |
| April 15, 2007 | Updated Outcome 8 report with comparison to baseline data provided to the Independent Monitor. |
| May 2007 | Data for target schools monitored to determine impact of interventions. Monitoring of school plans continued. Additional interventions Consequences applied as appropriate. |
| July 1, 2007 | Updated Outcome 8 report with comparison to baseline data provided to the Independent Monitor. |

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| 8-3 | <p>STRATEGY: Target Local Districts where Outcome 7 and 8 data analysis indicates practices of geographically clustering segregated classes for students with disabilities of autism, mental retardation, and emotional disturbance in contrast to implementation of integrated service delivery models which support home school placement.</p> <p>RESOURCE ALLOCATON: No additional cost</p> |
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Targeted Local District Criteria:

Based on October 2006 data, Local Districts that made no gain from the 2005-2006 school year for the transition grades and those Local Districts that had 50% or more of their schools below the Outcome 7 target of 52% will be targeted for additional supports and professional development to increase school capacities for expanding integrated service models in home schools.

8-3.1 *Target local districts for supports and assistance in building greater capacity for expanding integrated service models in home schools by surveying and increasing, as necessary, the supports, services, and professional development for IEP teams to give preference to home school placements for student with eligibilities of autism, mental retardation, other health impairment, and emotional disturbance.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Analyze Outcome 7 and Outcome 8 local district and school data to determine patterns of low school integration percentages for students with disabilities of autism, mental retardation, other health impairment and emotional disturbance and geographical clustering of these programs at designated schools within the local districts.
- Identify target local districts for supports and assistance in building greater capacity for expanding integrated service models in home schools that also meet the needs of students with the eligibilities of autism, mental retardation, other health impairment and emotional disturbance.
- Provide support to target local districts through integration support teams and individual school staff professional development.
- Use Support Unit staff to provide clarification of District policies and procedures for IEP teams, professional development of school staff and Support Unit supports to build capacity to serve students within their resident schools at target schools and, for students matriculating to Kindergarten, 6th grade and 9th grade in the subsequent school year, home schools to which students will be matriculating. Monitor data.
- Use Support Unit staff (Program Specialists, Secondary Behavior Specialists, Compliance Specialists, and LRE Specialists) to provide professional development to targeted school IEP teams representatives for considering the appropriate supports and services to support students being placed in their home schools, and, for students matriculating to Kindergarten, 6th grade and 9th grade in the subsequent school year, home schools to which students will be matriculating.
- Assign Support Unit staff (Program Specialists, Secondary Behavior Specialists, Compliance Specialists, and LRE Specialists) to IEP teams at targeted schools who

do not evidence a change in practice according to individual target school home school placement decision IEP data.

Target Local District Superintendents

- Collaborate with the Division of Special Education in strategy implementation.
- Monitor school data for increased home school placement for schools initially below the Outcome 7 goal of 52%.
- Conference with principals regarding actions and results for increasing IEP team capacity to make appropriate decisions regarding home school placement, including professional development, IEP attendance, and supervisory consequences at schools where there is a demonstrated failure to improve based on data regarding students with disabilities other than SLD and SLI placed at other schools during the 2006-2007 school year.

Initiation Timeline: November 2006

Progress Monitoring:

| Intervals | Indicators |
|-------------------|--|
| November 2006 | Data analysis completed. Target local districts identified. |
| December 15, 2006 | List of targeted local districts with baseline data for each provided to the Independent Monitor. |
| January 2007 | Initial support provided to targeted local districts. |
| April 2007 | Data for target local districts and their schools monitored to determine impact of supports and interventions. Additional supports and interventions provided as necessary. Consequences applied as appropriate. |
| April 15, 2007 | Updated Outcome 8 report with comparison to baseline data for each Local District provided to the Independent Monitor. |
| May 2007 | Data for target local districts and their schools monitored to determine impact of supports and interventions. Additional supports and interventions provided as necessary. Consequences applied as appropriate. |
| July 1, 2007 | Updated Outcome 8 report with comparison to baseline data for each Local District provided to the Independent Monitor. |

8-3.2 *Conduct survey walks at schools to identify barriers that can be remedied with program accessibility renovations to increase opportunities for integration in general education classrooms.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- In collaboration with the Facilities Services Division, develop a survey-walk report template for reporting program accessibility barriers to be remedied by program accessibility renovations.
- Assign qualified teams for each Local District, including Facilities Division staff and Support Unit staff, to survey-walk campuses of identified target schools to determine for target groups of students with disabilities other than SLD and SLI whether there are program accessibility barriers that can be remedied through program accessibility renovations.
- Review the process for requesting program accessibility renovations with Local District and administrators of targeted schools.
- Monitor implementation at targeted schools through monthly facilities update reports on program accessibility requests and approvals.

Deputy Chief Executive, Existing Facilities, Facilities Services Division

- Collaborate with the Division of Special Education to develop a survey-walk report template for reporting program accessibility barriers to be remedied by program accessibility renovations.
- Assign qualified teams for each Local District, including Facilities Division staff and Support Unit staff, to survey-walk campuses of identified target schools to determine for target groups of students with disabilities other than SLD and SLI whether there are program accessibility barriers that can be remedied through program accessibility renovations.

Local District Superintendents

- Supervise principals in implementation of strategy through progress monitoring and identification of additional school assistance from Support Unit staff as indicated.

Target School Principals

- Identify program accessibility barriers and submit appropriate requests for renovations in consultation with personnel assigned by the Division of Special Education.

Initiation Timeline: November 2006

Progress Monitoring:

| Intervals | Indicators |
|-------------------|--|
| November 2006 | Survey-walks initiated. Program accessibility renovation request procedures reviewed with school administrators. |
| January 2007 | Survey walks completed and data reviewed in terms of anticipated program accessibility requests. Data regarding program accessibility requests from targeted schools reviewed for project completion rate. |
| February 15, 2007 | List by school of program accessibility needs identified from the |

| Intervals | Indicators |
|------------------|--|
| | survey walks provided to the Office of the Independent Monitor. |
| March 2007 | Data regarding program accessibility requests from targeted schools reviewed for project completion rate. Status of projects identified from survey walks provided to the Office of the Independent Monitor. |
| April 2007 | Status of projects identified from survey walks provided to the Office of the Independent Monitor. |
| May 2007 | Data regarding program accessibility requests from targeted schools reviewed for project completion rate. Status of projects identified from survey walks provided to the Office of the Independent Monitor. |
| June 2007 | Data regarding program accessibility requests from targeted schools reviewed for project completion rate. Status of projects identified from survey walks provided to the Office of the Independent Monitor. |

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| 8-4 | <p>STRATEGY: Transition students with disabilities in preschool programs to their home school when they complete preschool.</p> <p>RESOURCE ALLOCATON: No additional cost</p> |
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8-4.1 *Develop and implement a process for transitioning students with disabilities in preschool programs to their home school when they complete preschool.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify a year in advance of graduation from the preschool program the home school for each student.
- Notify home schools and assist them in the development of an appropriate program to support the students with disabilities graduating from the preschool program unless not feasible.
- Develop IEPs for students with disabilities graduating from a preschool program that will support students' transition to the home school.
- Use Support Unit staff to provide clarification of District policies and procedures for IEP teams, professional development of school staff and Support Unit supports to build capacity to serve students within home schools for students matriculating to Kindergarten. Monitor data.
- Use Support Unit staff (Program Specialists, Compliance Specialists, and LRE Specialists) to provide professional development to IEP team representatives for considering the appropriate supports and services to support students being placed in their home schools for students matriculating to Kindergarten.

Local District Superintendents

- Collaborate with the Division of Special Education in strategy implementation.
- Conference with principals regarding actions and results for increasing IEP team capacity to make appropriate decisions regarding home school placement, including professional development, IEP attendance, and supervisory consequences at schools where there is a demonstrated failure to implement transition IEPs for students with disabilities graduating from preschool programs.

School Principals

- Implement transition IEPs for students graduating from preschool programs to their home schools.

Initiation Timeline: November 2006

Progress Monitoring:

| Intervals | Indicators |
|----------------------------|--|
| November 2006 | <p>Process for transitioning students with disabilities graduation from preschool programs to their home schools developed, including procedures for:</p> <ul style="list-style-type: none"> • Identifying a year in advance of graduation from the preschool program the home school for each student. • Notifying home schools and assisting them in the development of an appropriate program to support the students with disabilities graduating from the preschool program unless not feasible. • Developing IEPs for students with disabilities graduating from a preschool program that will support students' transition to the home school. |
| January 2007 | <p>Clarification of expectations of schools regarding home school placements for transitioning kindergarten age students communicated to school administrators by Support Unit Administrators with support from Preschool Program Administrators. Training for IEP teams in appropriate program supports to be included in IEPs to support transitioning of Kindergarten students graduating from preschool programs.</p> |
| February through June 2007 | <p>IEP meetings for students with disabilities graduating from Preschool Programs to Kindergarten placement in their home schools conducted.</p> |

Appendix E: Outcome 8

Number of Students With Non-SLD/SLI Eligibility By Home School Placement for MCD
Outcome 8
LAUSD – ALL DISTRICTS

| | Schooling Level | | | | | |
|--|-------------------|-------------------|-------------------|--------------------|---------------------|--------------------|
| | K | 6 | 9 | 1-5 | 7-8 | 10-PG |
| Special Education Eligibility | Outcome= 65.0% | Outcome= 65.0% | Outcome= 60.0% | Outcome= =62.0% | Outcome = =55.2% | Outcome = 36.4% |
| Autism | | | | | | |
| Total # per grade(s) and eligibility | 655 | 375 | 248 | 2,654 | 580 | 618 |
| # in HS | 343 | 199 | 103 | 1429 | 282 | 219 |
| % in HS | 52.4% | 53.1% | 41.5% | 53.8% | 48.6% | 35.4% |
| # in NPS/CTR | 67 | 92 | 105 | 295 | 162 | 319 |
| # remaining (not in HS or NPS/CTR) | 245 | 84 | 40 | 930 | 136 | 80 |
| Other Health Impairment (OHI) | | | | | | |
| # per grade(s) and eligibility | 178 | 422 | 392 | 2,394 | 730 | 503 |
| # in home school | 146 | 388 | 324 | 2,078 | 644 | 394 |
| % in home school | 82.0% | 91.9% | 82.7% | 86.8% | 88.2% | 78.3% |
| # in NPS/CTR | 8 | 17 | 55 | 58 | 47 | 81 |
| # remaining (not in HS or NPS/CTR) | 24 | 17 | 13 | 258 | 39 | 28 |
| Orthopedic Impairment (OI) | | | | | | |
| # per grade(s) and eligibility | 56 | 64 | 68 | 271 | 124 | 124 |
| # in home school | 29 | 44 | 49 | 154 | 66 | 70 |
| % in home school | 51.8% | 68.8% | 72.1% | 56.8% | 53.2% | 56.5% |
| # in NPS/CTR | 11 | 2 | 2 | 8 | 2 | 9 |
| # remaining (not in HS or NPS/CTR) | 16 | 18 | 17 | 109 | 56 | 45 |
| Mental Retardation (MR) | | | | | | |
| # per grade(s) and eligibility | 233 | 340 | 361 | 1,347 | 735 | 1,565 |
| # in home school | 83 | 168 | 208 | 358 | 402 | 735 |
| % in home school | 35.6% | 49.4% | 57.6% | 26.6% | 54.7% | 47.0% |
| # in NPS/CTR | 44 | 76 | 95 | 262 | 166 | 632 |
| # remaining (not in HS or NPS/CTR) | 106 | 96 | 58 | 727 | 167 | 198 |
| Emotional Disturbance (ED) | | | | | | |
| # per grade(s) and eligibility | 13 | 270 | 579 | 565 | 683 | 998 |
| # in home school | 7 | 119 | 201 | 206 | 305 | 223 |
| % in home school | 53.8% | 44.1% | 34.7% | 36.5% | 44.7% | 22.3% |
| # in NPS/CTR | 3 | 115 | 353 | 155 | 322 | 748 |
| # remaining (not in HS or NPS/CTR) | 3 | 36 | 25 | 204 | 56 | 27 |
| All other impairments (Excluding SLD/SLI) | | | | | | |
| # per grade(s) and eligibility | 388 | 263 | 285 | 1,274 | 523 | 980 |
| # in home school | 163 | 87 | 102 | 391 | 160 | 215 |
| % in home school | 42.0% | 33.1% | 35.8% | 30.7% | 30.6% | 21.9% |
| # in NPS/CTR | 107 | 113 | 121 | 456 | 253 | 602 |
| # remaining (not in HS or NPS/CTR) | 118 | 63 | 62 | 427 | 110 | 163 |
| Total in Home School (Excluding SLD/SLI) | | | | | | |
| # per grade | 1,523 | 1,734 | 1,933 | 8,505 | 3,375 | 4,788 |
| # in home school | 771 | 1,005 | 987 | 4,616 | 1,859 | 1,856 |
| % in home school | 50.6% | 58.0% | 51.1% | 54.3% | 55.1% | 38.8% |
| # in NPS/CTR | 240 | 415 | 731 | 1,234 | 952 | 2,391 |
| # remaining (not in HS or NPS/CTR) | 512 | 314 | 215 | 2,655 | 564 | 541 |

Note: Numbers in red indicate eligibility and grade categories in which LAUSD did not meet the outcome.

- In elementary school (grades K-5), the eligibility category of Autism had the largest number of students that were not in their home school and are also not in a special school, i.e., a special education center or non-public school.
- The percentage of students with Other Health Impairments that were attending their home school met or exceeded the outcome at all grade levels.

- Conversely, the percentage of students with Autism or Emotional Disturbance attending their home school fell short of the outcome at all grade levels.
- Throughout elementary school (grades K-5), Other Health Impairments was the only non-SLD/SLI eligibility category that met the outcome.

Number of Students With Non-SLD/SLI Eligibility By Home School Placement for MCD
Outcome 8
LOCAL DISTRICT 1

| | Schooling Level | | | | | |
|--|------------------------|------------------------|------------------------|---------------------------|---------------------------|-----------------------------|
| | K Outcome= 65.0% | 6 Outcome= 65.0% | 9 Outcome= 60.0% | 1-5 Outcome= =62.0% | 7-8 Outcome= =55.2% | 10-PG Outcome = 36.4% |
| Special Education Eligibility | | | | | | |
| Autism | | | | | | |
| Total # per grade(s) and eligibility | 119 | 75 | 47 | 529 | 113 | 133 |
| # in HS | 64 | 48 | 30 | 300 | 67 | 39 |
| % in HS | 53.8% | 64.0% | 63.8% | 56.7% | 59.3% | 29.3% |
| # in NPS/CTR | 14 | 11 | 10 | 42 | 17 | 75 |
| # remaining (not in HS or NPS/CTR) | 41 | 16 | 7 | 187 | 29 | 19 |
| Other Health Impairment (OHI) | | | | | | |
| # per grade(s) and eligibility | 44 | 104 | 97 | 646 | 216 | 127 |
| # in home school | 32 | 101 | 91 | 580 | 208 | 117 |
| % in home school | 72.7% | 97.1% | 93.8% | 89.8% | 96.3% | 92.1% |
| # in NPS/CTR | 3 | 0 | 2 | 7 | 1 | 2 |
| # remaining (not in HS or NPS/CTR) | 9 | 3 | 4 | 59 | 7 | 8 |
| Orthopedic Impairment (OI) | | | | | | |
| # per grade(s) and eligibility | 15 | 7 | 12 | 43 | 20 | 21 |
| # in home school | 5 | 6 | 9 | 29 | 13 | 13 |
| % in home school | 33.3% | 85.7% | 75.0% | 67.4% | 65.0% | 61.9% |
| # in NPS/CTR | 9 | 0 | 0 | 2 | 0 | 1 |
| # remaining (not in HS or NPS/CTR) | 1 | 1 | 3 | 12 | 7 | 7 |
| Mental Retardation (MR) | | | | | | |
| # per grade(s) and eligibility | 35 | 57 | 53 | 187 | 96 | 271 |
| # in home school | 12 | 8 | 15 | 33 | 29 | 72 |
| % in home school | 34.3% | 14.0% | 28.3% | 17.6% | 30.2% | 26.6% |
| # in NPS/CTR | 12 | 36 | 30 | 68 | 33 | 163 |
| # remaining (not in HS or NPS/CTR) | 11 | 13 | 8 | 86 | 34 | 36 |
| Emotional Disturbance (ED) | | | | | | |
| # per grade(s) and eligibility | 1 | 23 | 33 | 78 | 54 | 68 |
| # in home school | 1 | 17 | 29 | 42 | 44 | 59 |
| % in home school | 100.0% | 73.9% | 87.9% | 53.8% | 81.5% | 86.8% |
| # in NPS/CTR | 0 | 1 | 0 | 7 | 0 | 6 |
| # remaining (not in HS or NPS/CTR) | 0 | 5 | 4 | 29 | 10 | 3 |
| All other impairments (Excluding SLD/SLI) | | | | | | |
| # per grade(s) and eligibility | 56 | 51 | 41 | 169 | 91 | 176 |
| # in home school | 18 | 18 | 19 | 51 | 40 | 45 |
| % in home school | 32.1% | 35.3% | 46.3% | 30.2% | 44.0% | 25.6% |
| # in NPS/CTR | 13 | 11 | 10 | 66 | 24 | 120 |
| # remaining (not in HS or NPS/CTR) | 25 | 22 | 12 | 52 | 27 | 11 |
| Total in Home School (Excluding SLD/SLI) | | | | | | |
| # per grade | 270 | 317 | 283 | 1,652 | 590 | 796 |
| # in home school | 132 | 198 | 193 | 1,035 | 401 | 345 |
| % in home school | 48.9% | 62.5% | 68.2% | 62.7% | 68.0% | 43.3% |
| # in NPS/CTR | 51 | 59 | 52 | 192 | 75 | 367 |
| # remaining (not in HS or NPS/CTR) | 87 | 60 | 38 | 425 | 114 | 84 |

Note: Numbers in red indicate eligibility and grade categories in which LAUSD did not meet the outcome.

Number of Students With Non-SLD/SLI Eligibility By Home School Placement for MCD
Outcome 8
LOCAL DISTRICT 2

| | Schooling Level | | | | | |
|--|------------------------|------------------------|------------------------|---------------------------|---------------------------|-----------------------------|
| | K Outcome= 65.0% | 6 Outcome= 65.0% | 9 Outcome= 60.0% | 1-5 Outcome= =62.0% | 7-8 Outcome= =55.2% | 10-PG Outcome = 36.4% |
| Special Education Eligibility | | | | | | |
| Autism | | | | | | |
| Total # per grade(s) and eligibility | 110 | 52 | 19 | 405 | 65 | 38 |
| # in HS | 69 | 37 | 11 | 254 | 43 | 28 |
| % in HS | 62.7% | 71.2% | 57.9% | 62.7% | 66.2% | 73.7% |
| # in NPS/CTR | 1 | 0 | 1 | 8 | 1 | 3 |
| # remaining (not in HS or NPS/CTR) | 40 | 15 | 7 | 143 | 21 | 7 |
| Other Health Impairment (OHI) | | | | | | |
| # per grade(s) and eligibility | 39 | 84 | 44 | 390 | 128 | 71 |
| # in home school | 36 | 83 | 42 | 335 | 123 | 67 |
| % in home school | 92.3% | 98.8% | 95.5% | 85.9% | 96.1% | 94.4% |
| # in NPS/CTR | 0 | 0 | 0 | 2 | 0 | 0 |
| # remaining (not in HS or NPS/CTR) | 3 | 1 | 2 | 53 | 5 | 4 |
| Orthopedic Impairment (OI) | | | | | | |
| # per grade(s) and eligibility | 9 | 13 | 10 | 35 | 29 | 19 |
| # in home school | 7 | 12 | 9 | 20 | 17 | 11 |
| % in home school | 77.8% | 92.3% | 90.0% | 57.1% | 58.6% | 57.9% |
| # in NPS/CTR | 0 | 0 | 0 | 1 | 0 | 2 |
| # remaining (not in HS or NPS/CTR) | 2 | 1 | 1 | 14 | 12 | 6 |
| Mental Retardation (MR) | | | | | | |
| # per grade(s) and eligibility | 30 | 53 | 54 | 165 | 92 | 126 |
| # in home school | 15 | 36 | 34 | 36 | 59 | 100 |
| % in home school | 50.0% | 67.9% | 63.0% | 21.8% | 64.1% | 79.4% |
| # in NPS/CTR | 2 | 3 | 5 | 17 | 12 | 3 |
| # remaining (not in HS or NPS/CTR) | 13 | 14 | 15 | 112 | 21 | 23 |
| Emotional Disturbance (ED) | | | | | | |
| # per grade(s) and eligibility | 2 | 18 | 38 | 67 | 35 | 29 |
| # in home school | 1 | 15 | 31 | 30 | 32 | 23 |
| % in home school | 50.0% | 83.3% | 81.6% | 44.8% | 91.4% | 79.3% |
| # in NPS/CTR | 0 | 0 | 2 | 0 | 0 | 2 |
| # remaining (not in HS or NPS/CTR) | 1 | 3 | 5 | 37 | 3 | 4 |
| All other impairments (Excluding SLD/SLI) | | | | | | |
| # per grade(s) and eligibility | 48 | 23 | 34 | 148 | 61 | 116 |
| # in home school | 18 | 10 | 17 | 57 | 29 | 38 |
| % in home school | 37.5% | 43.5% | 50.0% | 38.5% | 47.5% | 32.8% |
| # in NPS/CTR | 21 | 13 | 16 | 64 | 29 | 69 |
| # remaining (not in HS or NPS/CTR) | 9 | 0 | 1 | 27 | 3 | 9 |
| Total in Home School (Excluding SLD/SLI) | | | | | | |
| # per grade | 238 | 243 | 199 | 1,210 | 410 | 399 |
| # in home school | 146 | 193 | 144 | 732 | 303 | 267 |
| % in home school | 61.3% | 79.4% | 72.4% | 60.5% | 73.9% | 66.9% |
| # in NPS/CTR | 24 | 16 | 24 | 92 | 42 | 79 |
| # remaining (not in HS or NPS/CTR) | 68 | 34 | 31 | 386 | 65 | 53 |

Note: Numbers in red indicate eligibility and grade categories in which LAUSD did not meet the outcome.

Number of Students With Non-SLD/SLI Eligibility By Home School Placement for MCD
Outcome 8
LOCAL DISTRICT 3

| | Schooling Level | | | | | |
|--|-----------------|---------------|---------------|-----------------|-----------------|-------------------|
| | K Outcome= | 6 Outcome= | 9 Outcome= | 1-5 Outcome= | 7-8 Outcome= | 10-PG Outcome= |
| Special Education Eligibility | 65.0% | 65.0% | 60.0% | =62.0% | =55.2% | 36.4% |
| Autism | | | | | | |
| Total # per grade(s) and eligibility | 68 | 38 | 30 | 284 | 62 | 85 |
| # in HS | 43 | 26 | 15 | 181 | 34 | 27 |
| % in HS | 63.2% | 68.4% | 50.0% | 63.7% | 54.8% | 31.8% |
| # in NPS/CTR | 1 | 2 | 8 | 10 | 11 | 36 |
| # remaining (not in HS or NPS/CTR) | 24 | 10 | 7 | 93 | 17 | 22 |
| Other Health Impairment (OHI) | | | | | | |
| # per grade(s) and eligibility | 19 | 65 | 40 | 332 | 99 | 67 |
| # in home school | 19 | 63 | 38 | 296 | 91 | 63 |
| % in home school | 100.0% | 96.9% | 95.0% | 89.2% | 91.9% | 94.0% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 2 |
| # remaining (not in HS or NPS/CTR) | 0 | 2 | 2 | 36 | 8 | 2 |
| Orthopedic Impairment (OI) | | | | | | |
| # per grade(s) and eligibility | 4 | 7 | 4 | 31 | 13 | 16 |
| # in home school | 4 | 4 | 3 | 11 | 6 | 11 |
| % in home school | 100.0% | 57.1% | 75.0% | 35.5% | 46.2% | 68.8% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 0 |
| # remaining (not in HS or NPS/CTR) | 0 | 3 | 1 | 20 | 7 | 5 |
| Mental Retardation (MR) | | | | | | |
| # per grade(s) and eligibility | 21 | 30 | 36 | 109 | 70 | 152 |
| # in home school | 8 | 16 | 20 | 42 | 33 | 71 |
| % in home school | 38.1% | 53.3% | 55.6% | 38.5% | 47.1% | 46.7% |
| # in NPS/CTR | 4 | 2 | 9 | 8 | 15 | 45 |
| # remaining (not in HS or NPS/CTR) | 9 | 12 | 7 | 59 | 22 | 36 |
| Emotional Disturbance (ED) | | | | | | |
| # per grade(s) and eligibility | 2 | 21 | 26 | 57 | 57 | 31 |
| # in home school | 1 | 18 | 23 | 32 | 47 | 30 |
| % in home school | 50.0% | 85.7% | 88.5% | 56.1% | 82.5% | 96.8% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 1 |
| # remaining (not in HS or NPS/CTR) | 1 | 3 | 3 | 25 | 10 | 0 |
| All other impairments (Excluding SLD/SLI) | | | | | | |
| # per grade(s) and eligibility | 41 | 37 | 63 | 148 | 116 | 213 |
| # in home school | 21 | 11 | 11 | 38 | 9 | 17 |
| % in home school | 51.2% | 29.7% | 17.5% | 25.7% | 7.8% | 8.0% |
| # in NPS/CTR | 9 | 24 | 52 | 68 | 103 | 190 |
| # remaining (not in HS or NPS/CTR) | 11 | 2 | 0 | 42 | 4 | 6 |
| Total in Home School (Excluding SLD/SLI) | | | | | | |
| # per grade | 155 | 198 | 199 | 961 | 417 | 564 |
| # in home school | 96 | 138 | 110 | 600 | 220 | 219 |
| % in home school | 61.9% | 69.7% | 55.3% | 62.4% | 52.8% | 38.8% |
| # in NPS/CTR | 14 | 28 | 69 | 86 | 129 | 274 |
| # remaining (not in HS or NPS/CTR) | 45 | 32 | 20 | 275 | 68 | 71 |

Note: Numbers in red indicate eligibility and grade categories in which LAUSD did not meet the outcome.

Number of Students With Non-SLD/SLI Eligibility By Home School Placement for MCD
Outcome 8
LOCAL DISTRICT 4

| | Schooling Level | | | | | |
|--|------------------------|------------------------|------------------------|--------------------------|--------------------------|----------------------------|
| | K Outcome= 65.0% | 6 Outcome= 65.0% | 9 Outcome= 60.0% | 1-5 Outcome= 62.0% | 7-8 Outcome= 55.2% | 10-PG Outcome= 36.4% |
| Special Education Eligibility | | | | | | |
| Autism | | | | | | |
| Total # per grade(s) and eligibility | 87 | 31 | 19 | 345 | 39 | 42 |
| # in HS | 52 | 21 | 14 | 224 | 31 | 26 |
| % in HS | 59.8% | 67.7% | 73.7% | 64.9% | 79.5% | 61.9% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 6 |
| # remaining (not in HS or NPS/CTR) | 35 | 10 | 5 | 121 | 8 | 10 |
| Other Health Impairment (OHI) | | | | | | |
| # per grade(s) and eligibility | 17 | 23 | 32 | 217 | 24 | 40 |
| # in home school | 17 | 21 | 31 | 195 | 23 | 37 |
| % in home school | 100.0% | 91.3% | 96.9% | 89.9% | 95.8% | 92.5% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 2 |
| # remaining (not in HS or NPS/CTR) | 0 | 2 | 1 | 22 | 1 | 1 |
| Orthopedic Impairment (OI) | | | | | | |
| # per grade(s) and eligibility | 4 | 3 | 6 | 29 | 6 | 10 |
| # in home school | 1 | 2 | 4 | 14 | 3 | 5 |
| % in home school | 25.0% | 66.7% | 66.7% | 48.3% | 50.0% | 50.0% |
| # in NPS/CTR | 0 | 0 | 0 | 1 | 0 | 0 |
| # remaining (not in HS or NPS/CTR) | 3 | 1 | 2 | 14 | 3 | 5 |
| Mental Retardation (MR) | | | | | | |
| # per grade(s) and eligibility | 22 | 36 | 27 | 125 | 72 | 131 |
| # in home school | 12 | 19 | 23 | 39 | 60 | 81 |
| % in home school | 54.5% | 52.8% | 85.2% | 31.2% | 83.3% | 61.8% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 37 |
| # remaining (not in HS or NPS/CTR) | 10 | 17 | 4 | 86 | 12 | 13 |
| Emotional Disturbance (ED) | | | | | | |
| # per grade(s) and eligibility | 1 | 21 | 29 | 31 | 42 | 32 |
| # in home school | 0 | 14 | 29 | 14 | 38 | 29 |
| % in home school | 0.0% | 66.7% | 100.0% | 45.2% | 90.5% | 90.6% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 0 |
| # remaining (not in HS or NPS/CTR) | 1 | 7 | 0 | 17 | 4 | 3 |
| All other impairments (Excluding SLD/SLI) | | | | | | |
| # per grade(s) and eligibility | 40 | 32 | 27 | 114 | 45 | 56 |
| # in home school | 24 | 15 | 16 | 46 | 21 | 28 |
| % in home school | 60.0% | 46.9% | 59.3% | 40.4% | 46.7% | 50.0% |
| # in NPS/CTR | 5 | 10 | 0 | 49 | 1 | 0 |
| # remaining (not in HS or NPS/CTR) | 11 | 7 | 11 | 19 | 23 | 28 |
| Total in Home School (Excluding SLD/SLI) | | | | | | |
| # per grade | 171 | 146 | 140 | 861 | 228 | 311 |
| # in home school | 106 | 92 | 117 | 532 | 176 | 206 |
| % in home school | 62.0% | 63.0% | 83.6% | 61.8% | 77.2% | 66.2% |
| # in NPS/CTR | 5 | 10 | - | 50 | 1 | 45 |
| # remaining (not in HS or NPS/CTR) | 60 | 44 | 23 | 279 | 51 | 60 |

Number of Students With Non-SLD/SLI Eligibility By Home School Placement for MCD
Outcome 8
LOCAL DISTRICT 5

| | Schooling Level | | | | | |
|--|------------------------|------------------------|------------------------|--------------------------|--------------------------|-----------------------------|
| | K Outcome= 65.0% | 6 Outcome= 65.0% | 9 Outcome= 60.0% | 1-5 Outcome= 62.0% | 7-8 Outcome= 55.2% | 10-PG Outcome = 36.4% |
| Special Education Eligibility | | | | | | |
| Autism | | | | | | |
| Total # per grade(s) and eligibility | 53 | 29 | 19 | 232 | 50 | 48 |
| # in HS | 26 | 19 | 8 | 116 | 23 | 22 |
| % in HS | 49.1% | 65.5% | 42.1% | 50.0% | 46.0% | 45.8% |
| # in NPS/CTR | 2 | 6 | 7 | 12 | 12 | 23 |
| # remaining (not in HS or NPS/CTR) | 25 | 4 | 4 | 104 | 15 | 3 |
| Other Health Impairment (OHI) | | | | | | |
| # per grade(s) and eligibility | 15 | 26 | 19 | 176 | 40 | 23 |
| # in home school | 9 | 25 | 19 | 156 | 35 | 19 |
| % in home school | 60.0% | 96.2% | 100.0% | 88.6% | 87.5% | 82.6% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 1 |
| # remaining (not in HS or NPS/CTR) | 6 | 1 | 0 | 20 | 5 | 3 |
| Orthopedic Impairment (OI) | | | | | | |
| # per grade(s) and eligibility | 9 | 12 | 10 | 32 | 15 | 18 |
| # in home school | 4 | 6 | 9 | 15 | 7 | 7 |
| % in home school | 44.4% | 50.0% | 90.0% | 46.9% | 46.7% | 38.9% |
| # in NPS/CTR | 0 | 0 | 0 | 2 | 0 | 2 |
| # remaining (not in HS or NPS/CTR) | 5 | 6 | 1 | 15 | 8 | 9 |
| Mental Retardation (MR) | | | | | | |
| # per grade(s) and eligibility | 27 | 38 | 41 | 173 | 89 | 255 |
| # in home school | 7 | 18 | 29 | 36 | 46 | 143 |
| % in home school | 25.9% | 47.4% | 70.7% | 20.8% | 51.7% | 56.1% |
| # in NPS/CTR | 2 | 9 | 8 | 26 | 24 | 89 |
| # remaining (not in HS or NPS/CTR) | 18 | 11 | 4 | 111 | 19 | 23 |
| Emotional Disturbance (ED) | | | | | | |
| # per grade(s) and eligibility | - | 16 | 27 | 39 | 36 | 24 |
| # in home school | - | 11 | 20 | 17 | 28 | 10 |
| % in home school | - | 68.8% | 74.1% | 43.6% | 77.8% | 41.7% |
| # in NPS/CTR | - | 0 | 0 | 0 | 6 | 4 |
| # remaining (not in HS or NPS/CTR) | - | 5 | 7 | 22 | 2 | 10 |
| All other impairments (Excluding SLD/SLI) | | | | | | |
| # per grade(s) and eligibility | 40 | 23 | 25 | 128 | 52 | 88 |
| # in home school | 15 | 11 | 8 | 50 | 12 | 19 |
| % in home school | 37.5% | 47.8% | 32.0% | 39.1% | 23.1% | 21.6% |
| # in NPS/CTR | 14 | 9 | 12 | 40 | 26 | 46 |
| # remaining (not in HS or NPS/CTR) | 11 | 3 | 5 | 38 | 14 | 23 |
| Total in Home School (Excluding SLD/SLI) | | | | | | |
| # per grade | 144 | 144 | 141 | 780 | 282 | 456 |
| # in home school | 61 | 90 | 93 | 390 | 151 | 220 |
| % in home school | 42.4% | 62.5% | 66.0% | 50.0% | 53.5% | 48.2% |
| # in NPS/CTR | 18 | 24 | 27 | 80 | 68 | 165 |
| # remaining (not in HS or NPS/CTR) | 65 | 30 | 21 | 310 | 63 | 71 |

Note: Numbers in red indicate eligibility and grade categories in which LAUSD did not meet the outcome.

Number of Students With Non-SLD/SLI Eligibility By Home School Placement for MCD
Outcome 8
LOCAL DISTRICT 6

| | Schooling Level | | | | | |
|--|------------------------|------------------------|------------------------|---------------------------|---------------------------|-----------------------------|
| | K Outcome= 65.0% | 6 Outcome= 65.0% | 9 Outcome= 60.0% | 1-5 Outcome= =62.0% | 7-8 Outcome= =55.2% | 10-PG Outcome = 36.4% |
| Special Education Eligibility | | | | | | |
| Autism | | | | | | |
| Total # per grade(s) and eligibility | 53 | 15 | 6 | 132 | 30 | 23 |
| # in HS | 29 | 11 | 5 | 65 | 22 | 21 |
| % in HS | 54.7% | 73.3% | 83.3% | 49.2% | 73.3% | 91.3% |
| # in NPS/CTR | 0 | 0 | 0 | 3 | 0 | 0 |
| # remaining (not in HS or NPS/CTR) | 24 | 4 | 1 | 64 | 8 | 2 |
| Other Health Impairment (OHI) | | | | | | |
| # per grade(s) and eligibility | 7 | 12 | 13 | 80 | 23 | 10 |
| # in home school | 6 | 9 | 13 | 73 | 17 | 8 |
| % in home school | 85.7% | 75.0% | 100.0% | 91.3% | 73.9% | 80.0% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 0 |
| # remaining (not in HS or NPS/CTR) | 1 | 3 | 0 | 7 | 6 | 2 |
| Orthopedic Impairment (OI) | | | | | | |
| # per grade(s) and eligibility | 2 | 8 | 6 | 24 | 11 | 11 |
| # in home school | 0 | 5 | 2 | 11 | 6 | 7 |
| % in home school | 0.0% | 62.5% | 33.3% | 45.8% | 54.5% | 63.6% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 0 |
| # remaining (not in HS or NPS/CTR) | 2 | 3 | 4 | 13 | 5 | 4 |
| Mental Retardation (MR) | | | | | | |
| # per grade(s) and eligibility | 19 | 23 | 34 | 104 | 50 | 64 |
| # in home school | 6 | 15 | 25 | 27 | 31 | 54 |
| % in home school | 31.6% | 65.2% | 73.5% | 26.0% | 62.0% | 84.4% |
| # in NPS/CTR | 1 | 0 | 1 | 4 | 2 | 0 |
| # remaining (not in HS or NPS/CTR) | 12 | 8 | 8 | 73 | 17 | 10 |
| Emotional Disturbance (ED) | | | | | | |
| # per grade(s) and eligibility | - | 9 | 4 | 13 | 22 | 4 |
| # in home school | - | 8 | 2 | 5 | 18 | 4 |
| % in home school | - | 88.9% | 50.0% | 38.5% | 81.8% | 100.0% |
| # in NPS/CTR | - | 0 | 0 | 7 | 0 | 0 |
| # remaining (not in HS or NPS/CTR) | - | 1 | 2 | 1 | 4 | 0 |
| All other impairments (Excluding SLD/SLI) | | | | | | |
| # per grade(s) and eligibility | 23 | 18 | 17 | 118 | 25 | 21 |
| # in home school | 10 | 5 | 6 | 30 | 10 | 9 |
| % in home school | 43.5% | 27.8% | 35.3% | 25.4% | 40.0% | 42.9% |
| # in NPS/CTR | 1 | 4 | 1 | 15 | 7 | 2 |
| # remaining (not in HS or NPS/CTR) | 12 | 9 | 10 | 73 | 8 | 10 |
| Total in Home School (Excluding SLD/SLI) | | | | | | |
| # per grade | 104 | 85 | 80 | 471 | 161 | 133 |
| # in home school | 51 | 53 | 53 | 211 | 104 | 103 |
| % in home school | 49.0% | 62.4% | 66.3% | 44.8% | 64.6% | 77.4% |
| # in NPS/CTR | 2 | 4 | 2 | 29 | 9 | 2 |
| # remaining (not in HS or NPS/CTR) | 51 | 28 | 25 | 231 | 48 | 28 |

Note: Numbers in red indicate eligibility and grade categories in which LAUSD did not meet the outcome.

Number of Students With Non-SLD/SLI Eligibility By Home School Placement for MCD
Outcome 8
LOCAL DISTRICT 7

| | Schooling Level | | | | | |
|--|-----------------|----------------|----------------|----------------|----------------|----------------|
| | K | 6 | 9 | 1-5 | 7-8 | 10-PG |
| Special Education Eligibility | Outcome= 65.0% | Outcome= 65.0% | Outcome= 60.0% | Outcome= 62.0% | Outcome= 55.2% | Outcome= 36.4% |
| Autism | | | | | | |
| Total # per grade(s) and eligibility | 29 | 28 | 17 | 165 | 27 | 24 |
| # in HS | 19 | 14 | 8 | 73 | 15 | 9 |
| % in HS | 65.5% | 50.0% | 47.1% | 44.2% | 55.6% | 37.5% |
| # in NPS/CTR | 4 | 9 | 4 | 35 | 6 | 14 |
| # remaining (not in HS or NPS/CTR) | 6 | 5 | 5 | 57 | 6 | 1 |
| Other Health Impairment (OHI) | | | | | | |
| # per grade(s) and eligibility | 11 | 27 | 16 | 177 | 50 | 17 |
| # in home school | 8 | 26 | 16 | 156 | 49 | 16 |
| % in home school | 72.7% | 96.3% | 100.0% | 88.1% | 98.0% | 94.1% |
| # in NPS/CTR | 0 | 0 | 0 | 5 | 0 | 0 |
| # remaining (not in HS or NPS/CTR) | 3 | 1 | 0 | 16 | 1 | 1 |
| Orthopedic Impairment (OI) | | | | | | |
| # per grade(s) and eligibility | 8 | 7 | 5 | 30 | 10 | 15 |
| # in home school | 5 | 5 | 4 | 20 | 7 | 8 |
| % in home school | 62.5% | 71.4% | 80.0% | 66.7% | 70.0% | 53.3% |
| # in NPS/CTR | 1 | 0 | 0 | 1 | 0 | 0 |
| # remaining (not in HS or NPS/CTR) | 2 | 2 | 1 | 9 | 3 | 7 |
| Mental Retardation (MR) | | | | | | |
| # per grade(s) and eligibility | 37 | 39 | 44 | 210 | 93 | 189 |
| # in home school | 12 | 26 | 30 | 93 | 59 | 82 |
| % in home school | 32.4% | 66.7% | 68.2% | 44.3% | 63.4% | 43.4% |
| # in NPS/CTR | 14 | 9 | 12 | 55 | 25 | 97 |
| # remaining (not in HS or NPS/CTR) | 11 | 4 | 2 | 62 | 9 | 10 |
| Emotional Disturbance (ED) | | | | | | |
| # per grade(s) and eligibility | 1 | 17 | 23 | 64 | 47 | 17 |
| # in home school | 1 | 13 | 22 | 34 | 41 | 15 |
| % in home school | 100.0% | 76.5% | 95.7% | 53.1% | 87.2% | 88.2% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 2 |
| # remaining (not in HS or NPS/CTR) | 0 | 4 | 1 | 30 | 6 | 0 |
| All other impairments (Excluding SLD/SLI) | | | | | | |
| # per grade(s) and eligibility | 43 | 25 | 13 | 129 | 38 | 45 |
| # in home school | 18 | 4 | 5 | 45 | 15 | 13 |
| % in home school | 41.9% | 16.0% | 38.5% | 34.9% | 39.5% | 28.9% |
| # in NPS/CTR | 15 | 21 | 6 | 67 | 23 | 29 |
| # remaining (not in HS or NPS/CTR) | 10 | 0 | 2 | 17 | 0 | 3 |
| Total in Home School (Excluding SLD/SLI) | | | | | | |
| # per grade | 129 | 143 | 118 | 775 | 265 | 307 |
| # in home school | 63 | 88 | 85 | 421 | 186 | 143 |
| % in home school | 48.8% | 61.5% | 72.0% | 54.3% | 70.2% | 46.6% |
| # in NPS/CTR | 34 | 39 | 22 | 163 | 54 | 142 |
| # remaining (not in HS or NPS/CTR) | 32 | 16 | 11 | 191 | 25 | 22 |

Note: Numbers in red indicate eligibility and grade categories in which LAUSD did not meet the outcome.

Number of Students With Non-SLD/SLI Eligibility By Home School Placement for MCD
Outcome 8
LOCAL DISTRICT 8

| | Schooling Level | | | | | |
|--|-------------------|-------------------|-------------------|--------------------|--------------------|-------------------|
| | K | 6 | 9 | 1-5 | 7-8 | 10-PG |
| Special Education Eligibility | Outcome= 65.0% | Outcome= 65.0% | Outcome= 60.0% | Outcome= =62.0% | Outcome= =55.2% | Outcome= 36.4% |
| Autism | | | | | | |
| Total # per grade(s) and eligibility | 64 | 37 | 22 | 272 | 73 | 88 |
| # in HS | 22 | 14 | 9 | 116 | 32 | 34 |
| % in HS | 34.4% | 37.8% | 40.9% | 42.6% | 43.8% | 38.6% |
| # in NPS/CTR | 5 | 9 | 11 | 38 | 28 | 50 |
| # remaining (not in HS or NPS/CTR) | 37 | 14 | 2 | 118 | 13 | 4 |
| Other Health Impairment (OHI) | | | | | | |
| # per grade(s) and eligibility | 12 | 39 | 35 | 203 | 68 | 31 |
| # in home school | 10 | 39 | 31 | 176 | 65 | 27 |
| % in home school | 83.3% | 100.0% | 88.6% | 86.7% | 95.6% | 87.1% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 1 |
| # remaining (not in HS or NPS/CTR) | 2 | 0 | 4 | 27 | 3 | 3 |
| Orthopedic Impairment (OI) | | | | | | |
| # per grade(s) and eligibility | 4 | 6 | 11 | 32 | 19 | 9 |
| # in home school | 2 | 4 | 6 | 20 | 6 | 4 |
| % in home school | 50.0% | 66.7% | 54.5% | 62.5% | 31.6% | 44.4% |
| # in NPS/CTR | 1 | 1 | 2 | 1 | 2 | 3 |
| # remaining (not in HS or NPS/CTR) | 1 | 1 | 3 | 11 | 11 | 2 |
| Mental Retardation (MR) | | | | | | |
| # per grade(s) and eligibility | 27 | 50 | 52 | 214 | 127 | 261 |
| # in home school | 7 | 21 | 30 | 40 | 74 | 91 |
| % in home school | 25.9% | 42.0% | 57.7% | 18.7% | 58.3% | 34.9% |
| # in NPS/CTR | 6 | 13 | 18 | 66 | 33 | 149 |
| # remaining (not in HS or NPS/CTR) | 14 | 16 | 4 | 108 | 20 | 21 |
| Emotional Disturbance (ED) | | | | | | |
| # per grade(s) and eligibility | 1 | 16 | 23 | 36 | 44 | 27 |
| # in home school | 1 | 10 | 21 | 18 | 41 | 24 |
| % in home school | 100.0% | 62.5% | 91.3% | 50.0% | 93.2% | 88.9% |
| # in NPS/CTR | 0 | 0 | 0 | 0 | 0 | 1 |
| # remaining (not in HS or NPS/CTR) | 0 | 6 | 2 | 18 | 3 | 2 |
| All other impairments (Excluding SLD/SLI) | | | | | | |
| # per grade(s) and eligibility | 53 | 38 | 41 | 154 | 62 | 151 |
| # in home school | 25 | 10 | 12 | 43 | 16 | 13 |
| % in home school | 47.2% | 26.3% | 29.3% | 27.9% | 25.8% | 8.6% |
| # in NPS/CTR | 13 | 16 | 18 | 69 | 26 | 117 |
| # remaining (not in HS or NPS/CTR) | 15 | 12 | 11 | 42 | 20 | 21 |
| Total in Home School (Excluding SLD/SLI) | | | | | | |
| # per grade | 161 | 186 | 184 | 911 | 393 | 567 |
| # in home school | 67 | 98 | 109 | 413 | 234 | 193 |
| % in home school | 41.6% | 52.7% | 59.2% | 45.3% | 59.5% | 34.0% |
| # in NPS/CTR | 25 | 39 | 49 | 174 | 89 | 321 |
| # remaining (not in HS or NPS/CTR) | 69 | 49 | 26 | 324 | 70 | 53 |

Note: Numbers in red indicate eligibility and grade categories in which LAUSD did not meet the outcome.

- None of the eight local districts met the outcome for kindergarten students with a non-SLD/SLI eligibility. The percentage of K-level students that were attending their home school varied substantially, ranging from 41.6% in Local District (LD) 8, to 62.0% in Local District 4.
- The outcome for Grade 6 was met in Local Districts 2 and 3 only.
- The outcome for Grade 9 was met in all districts with the exception of Local Districts 3 and 8.

Autism

- Among kindergarten students with an eligibility category of Autism, the outcome was met in Local District 7 only.
- In grade 6, the outcome for these students was met by Local Districts 2, 3, 4, 5, and 6.
- In grade 9, the outcome was met by Local Districts 1, 4, and 6.
- In grades K, 6, and 9, Local Districts 1-4 and 6, generally approached the outcome for students with Autism, even if they did not fully achieve the goal. At each grade level, half or more of the students with Autism in each of these districts were attending their home school. However, in Local Districts 5, 7, and 8, less than half of the students were attending their home school for at least one grade level. Local District 8, in particular, reported a very low percentage of students with Autism attending their home school (approximately 40% or less at each schooling level).

Other Health Impairments (OHI)

- With the exception of Local District 5, the districts met the outcome for students with “Other Health Impairments” at each individual and combined grade level.

Orthopedic Impairments (OI)

- There are a relatively small number of students with Orthopedic Impairments, when the numbers are broken out by district and grade level. Among kindergarten students, the outcome was met in Local Districts 2 and 3 only. However, in grade 9 the outcome was met in all districts with the exception of Local Districts 6 and 8.

Mental Retardation

- In general, students with Mental Retardation were less likely to be attending their home school in kindergarten than in sixth or ninth grades. In Local Districts 2-8, the percentage of students attending their home school increased between kindergarten and ninth grade, and by the ninth grade all districts with the exception of Local Districts 3 and 8 had met the outcome for this group of students (note: LD 3 and 8 each came within 5% of meeting the outcome). However, in Local District 1 the percentage of students with Mental Retardation remained low (< 35%).

All Other Impairments

The local districts fell short of meeting the outcome for students with “All Other Impairments” at every individual and combined grade level, with the exception of level tenth and above.

- The targets for home placement were met at every grade level among students with Other Health Impairments.
- Conversely, none of the targets were met for students with Autism or Emotional Disturbance.