

TARGETED STRATEGY PLAN—MCD OUTCOME 8

INTRODUCTION

The following amendments have been made to “Targeted Strategy Plan – MCD Outcome 8” initially approved by the Independent Monitor on November 13, 2006:

COMPLETED Strategy 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).

COMPLETED Strategy 8-1.1 Revise page 1 of the Welligent IEP to include (1) drop downs for possible choices of reason 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 be reasonable be made available in the student’s home school.

Strategy 8-2: Target residence schools with patterns of placing students with disabilities in other than residence school placement, 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.

REVISED Strategy 8-2.1 Monitor data on target schools regarding home school placement for students with disabilities other than SLD and SLI.

ADDED Strategy 8-2.2 Send letters to schools regarding students not attending the school of residence when the same program is at both the school of residence and the school of attendance.

Strategy 8-3: Target Local Districts where Outcome 7 and 8 data analysis indicates practices of geographically clustering segregated classes for students with disabilities of autism, mental retardations, and emotional disturbance in contrast to implementation of integrated service delivery models which support home school placement.

REVISED Strategy 8-3.1 Target local districts for supports and assistance in building greater capacity for expanding supports, services, and professional development for IEP teams to give preference to home school placements for students with eligibilities of autism, mental retardation, other health impairment, and emotional disturbance.

COMPLETED Strategy 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.

REVISED Strategy 8-4: Transition students with disabilities in preschool programs to their home school when they complete preschool in a school other than their resident school.

REVISED Strategy 8-4.1 Develop and implement a process for transitioning students with disabilities in preschool programs to their home school when they complete preschool in a school other than their resident school.

ADDED Strategy 8-5: Expand Kindergarten collaborative models for students with disabilities other than SLD and SLI while establishing capacity for general education and special education teachers to provide integrated instruction for students 40% or more of the school day.

ADDED Strategy 8-5.1: Target home schools in which Kindergarten age students with disabilities other than SLD and SLI attend to build capacity for providing Kindergarten

Collaborative model options while establishing capacity for general education and special education teachers to provide integrated instruction for students 40% or more of the school day.

These proposed amendments have been developed from (a) an analysis of home school placement data, and (b) a review of the impact of, or the continuing need for, the strategies approved by the Independent Monitor on November 13, 2006.

PERFORMANCE

The measurement of achievement of all parts of the outcome is required to be calculated as of June 30, 2007. Movement of special education classes and students for the 2006-2007 school year was planned during the 2005-2006 school year as part of the ‘road show’ process. End of year data for 2006-2007 will most accurately reflect the impact of the 2005-2006 road show activities.

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. 2006-2007 district data analysis using the May 15, 2007 census and accounting for permits indicates that the District is achieving this part of Outcome 8 with 93.4% of students with eligibilities of SLD and SLI attending a home school.

Outcome 8b requires that 65% of kindergarten students with disabilities other than SLD and SLI attend a home school placement, 65% of sixth grade students with disabilities other than SLD and SLI attend a home school placement, and 60% of ninth grade students with disabilities other than SLD and SLI attend a home school placement. 2006-2007 district data analysis using the May 15, 2007 census and accounting for permits indicates that the District is meeting or close to meeting the Outcome for grades K, 6, and 9 with 62.4 % of kindergarten students with disabilities other than SLD and SLI attending a home school, 66.8% of sixth grade students with disabilities other than SLD and SLI attending a home school, and 59.1% of ninth grade students with disabilities other than SLD and SLI attending a home school.

Outcome 8c requires that 62% of grades 1-5 students with disabilities other than SLD and SLI attend a home school placement, 55.2% of grades 7-8 students with disabilities other than SLD and SLI attend a home school placement, and 36.4% of grades 10-12 students with disabilities other than SLD and SLI attend a home school placement. 2006-2007 district data analysis using the May 15, 2007 census and accounting for permits indicates that the District is achieving the Outcome for grades 7-8 and 10-12, but not for grades 1-5, with 56.7% of grades 1-5 students with disabilities other than SLD and SLI attending a home school, 60.4% of grades 7-8 students with disabilities other than SLD and SLI attending a home school, and 42.3% of grades 10-12 students with disabilities other than SLD and SLI attending a home school.

IMPLEMENTATION OF THE TARGETED STRATEGY 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 2006-2007, culminating in targeting schools for “road show” planning and the 2007-2008 transition grade entry and/or return of selected students to home school placements. 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 schools also assisted in dismantling the “adapted schools” concept for students with physical impairments.

School Renovations and Repairs and Program Accessibility

During Spring semester 2007, survey walks were conducted at 70 target schools, district-wide, to identify barriers that could be remedied with program accessibility renovations to increase opportunities for integration in general education classrooms. Survey walk teams were composed of Facilities Division staff and Special Education staff. The issues found by the Teams fell into two categories (a) issues already referred to the District via the procedures in reference guide REF-1446.1, *Requests Related to Program Accessibility under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973- Revised*, and (2) “generic” ADA modifications to campuses rather than program accessibility issues for individual students. To date, there are over 200 current and completed projects providing program accessibility to students with disabilities. Regular reports were provided to the Independent Monitor for the entire period of the Modified Consent Decree regarding allocations from the \$20 million allocated for accessibility renovations. A school level campaign continued to increase awareness of “rapid response” funding available for schools to address program accessibility issues. Monthly monitoring of the program accessibility projects approved by the Division of Special Education and executed by the Facilities Division occurred throughout the year. Monthly reports were revised as issues were raised to provide clarification of information related to the projects.

Support to Targeted Schools

Support Unit staff provided guidance and support to target schools regarding understanding the practice of home school placement and how to develop IEPs that support students’ successful integration into their home school. Periodic professional development conducted by Support Unit staff at Principal’s meetings and Assistant Principal’s meetings provided target sites with strategies on how to support students at their home school. IEP teams anticipating that a student needed a non-home school placement consulted with Support Unit staff to determine if an appropriate rationale for the potential recommendation existed and to explore other placement options that would provide the student services in the least restrictive environment. Support Unit staff advised IEP teams regarding strategies to implement to keep the student at a home school. Schools attended articulation meetings conducted by the Support Units where schools were instructed to use the same matriculation patterns for students with disabilities that are used for students without disabilities.

Several strategies were used to support the transition of students with disabilities in preschool programs to their home schools for kindergarten. Principals were sent letters with lists of children who would be transitioning from preschool special education services at the end of the 2006-2007 school year. The list indicated the student identification number, name, date of birth, eligibility, location of current preschool service, location code of current service, school of residence, and location code for school of residence. In the letter, the principal was informed that the attached list of children would be transitioning from preschool special education at the end of the current school year and that they reside within the boundaries of the school’s elementary school. In the letter the principal was also notified that a transition IEP meeting would be held for each child on the list and that in most cases, the meeting would be conducted at the current service location. In the letter it was also noted that the full range of special education options for kindergarten would be considered and for some children the team may recommend kindergarten placement at the school of residence. Principals were also informed that they would receive prior notification of the IEP meetings and that they were requested to send a representative from their school. Lastly, principals were notified that the completed IEPs for children who will be attending their school during the 2007-2008 school year would be available to them in the Welligent system listed under “Incoming IEPs from other Locations”. An additional strategy implemented by Preschool Programs consisted of Preschool transition to Kindergarten training meetings for preschool special education providers. District wide, staff working with students with disabilities enrolled in district and Head Start preschool programs were trained on transition requirements per the California Education code, transition process timelines, the Classroom Teacher Assessment Report, and developing present levels of performance. Transition (to Kindergarten) IEP meetings were held in mid to late Spring semester 2007.

CONCLUSION

A modification of page one of the IEP in the Welligent system resulted in a dropdown menu that allows the IEP team to account for a student's current placement at the time of the IEP. IEP teams use the dropdown to indicate the type of school or program the student is attending: School of Residence, Public School Choice (permit to leave Program Improvement school), Capacity Adjustment Program (CAP), Charter School, Child Care Permit, Community Day School, Continuation School, Inter-District Permit (from outside LAUSD), Magnet Program, Nonpublic School, Open Enrollment Program, Opportunity Transfer, Permit with Transportation Program (PWT), Preschool Program, Private School Enrollment, Regional Occupational Center/Skill Center Enrollment, Special Education Placement.

The Spring 2006 "road show" planning was expected to contribute to the end of year data for the 2006-2007 school year. The final data and determination of the status of this Outcome will be provided by the Independent Monitor in the Fall semester 2007 when he issues his report. Preliminary data gathered by the District in May 2007 indicated that the impact has been positive. Data analysis to identify schools that frequently send students to other school placements continues to be needed to determine the need for intervention. Analysis of local district data assists 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.

Training, advisement, and support by the Support Units, including Preschool Programs, provided schools with strategies and process information on how to best serve students in home school placements and facilitate students matriculation to home schools during the transition years of Kindergarten, sixth, and ninth grades.

The District submits these primary strategies—monitoring data regarding home school placement, targeting local districts where Outcome 7 and 8 data analysis indicates practices of geographically clustering segregated classes, and implementing a process for transitioning students with disabilities in preschool programs to their home school for Kindergarten—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.

TARGETED STRATEGY PLAN
Key Strategies to Achieve MCD Outcomes
2006-2007
2007-2008

Approved by the Independent Monitor November 13, 2006

Amended August 30, 2007

Approved by the Independent Monitor November 13, 2006

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%.

8-1	COMPLETED: 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). RESOURCE ALLOCATON: No additional cost
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COMPLETED: 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.*

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 analysis.</p> <p>RESOURCE ALLOCATON: No additional cost</p>
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REVISED 8-2.1 *Monitor data regarding home school placement at target schools for placement of students with disabilities other than SLD and SLI in schools other than the home school..*

Accountable Personnel:

Chief Information Systems Director, Information Technology Division

- Develop and monitor a report that indicates number and percentage of home school placements by Local Districts and total District.
- Develop and monitor a report that provides a comparison of student school of residence and school of attendance and indicates reason for attendance from page one of the IEP for those students who are not attending school of residence.

Associate Superintendent, Division of Special Education

- Provide professional development to targeted school IEP teams representatives for determining 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 LRE Specialists to consult with and advise targeted schools that do not evidence a change in practice according to individual target school home school placement decision IEP data.

Local District Superintendents

- 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.

Targeted School Principals

- Increase capacity for home school placements of students with disabilities other than SLD and SLI in accordance with Targeted Strategy Plan Outcome 7 and interventions initiated in collaboration with Integration Support Teams and other Support Unit staff.

Initiation Timeline: October 2007

Progress Monitoring:

Intervals	Indicators
October 2007	Home school placement number and percentage data report completed. Initial report data reviewed.

Intervals	Indicators
October 2007	School of Residence/School of Attendance Comparison data report completed. Initial report data reviewed.
October 2007	Professional development tools developed for targeted schools' IEP team representatives for determining appropriate supports and services to support students being in their home schools and for students matriculating to Kindergarten, 6 th and 9 th grade in the subsequent school year, home schools to which students will be matriculating.
November 2007 - March 2008	Professional development delivered to targeted schools.
January 2008	Data report on home school placement number and percentage reviewed to determine progress and next steps.
January 2008	Data report on school of residence/school of attendance comparison analyzed to determine progress and next steps.
January 2008	Data for target schools monitored to determine impact of interventions. LRE Specialists and/or Local District Directors consult with targeted schools that do not evidence a change in practice according to individual target school home school placement decision data.
January 2008	Target schools progress on School Integration Plan reviewed.
April 2008	Data report on home school placement number and percentage reviewed to determine progress and next steps.
April 2008	Data report on school of residence/school of attendance comparison analyzed to determine progress and next steps.
April 2008	Data for target schools monitored to determine impact of interventions. LRE Specialists and/or Local District Directors consult with targeted schools that do not evidence a change in practice according to individual target school home school placement decision data.
April 2008	Target schools progress on School Integration Plan reviewed to determine need for additional supports.
June 2008	Data report on home school placement number and percentage analyzed to determine progress and next steps.
June 2008	Data report on school of residence/school of attendance comparison analyzed to determine progress and next steps.
June 2008	Data for target schools monitored to determine impact of

Intervals	Indicators
	interventions. LRE Specialists and/or Local District Directors consult with targeted schools that do not evidence a change in practice according to individual target school home school placement decision data.
June 2008	Target schools progress reviewed on School Integration Plan to determine used for additional supports.

ADDED 8-2.2 *Send a letter to schools regarding students not attending school of residence when the same program is at both the school of residence and the school of attendance.*

Accountable Personnel:

Chief Information Systems Director, Information Technology Division

- Develop and regularly provide a report regarding non-home school placements when the same program of the non-home school is also at the school of residence.

Associate Superintendent, Division of Special Education

- Analyze data regarding recommendations for non-home school placements by schools of residence when the same program is at both the non-home school and the school of residence.
- Send letters to schools regarding students placed in non-home school placements when the same program is at both the non-home school and the school of residence.
- Assign LRE Specialists to schools that place students in non-home school placements when the same program is at both the non-home school and the school of residence.

Local District Superintendents

- Collaborate with the Division of Special Education in strategy implementation.
- 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.

Initiation Timeline: October 2007

Progress Monitoring:

Intervals	Indicators
October 2007	Develop a monthly report that provides information regarding school IEP teams that make non-home school placements when the same program at the non-home school is also at the school of residence
Monthly: November 2007 – June 2008	Analyze data regarding recommendations for non-home school placements by schools of residence when the same program is at both the non-home school and the school of residence.

Intervals	Indicators
Monthly: November 2007- June 2008	Send letters to schools regarding students placed in non-home school placements when the same program is at both the non-home school and the school of residence.
Monthly: November 2007 – June 2008	LRE Specialists and/or Local District Directors consulted with schools that place students in non-home school placements when the same program is at both the non-home school and the school of residence.

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 2007 data, Local Districts that made no gain from the 2006-2007 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% are targeted for additional supports and professional development to increase school capacities for expanding integrated service models in home schools.

REVISED 8-3.1: *Target local districts for supports and assistance in building greater capacity fo 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.
- Provide professional development to targeted school IEP teams representatives for determining 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.

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 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 2007-2008 school year.

Initiation Timeline: October 2007

Progress Monitoring:

Intervals	Indicators
October 2007	Data of targeted schools recommending non-home school placements for students with eligibilities of autism, mental retardation, other health impairment, and emotional disturbance analyzed to determine need for additional support.
October 2007	Professional development tools developed for targeted schools recommending non-home school placements for students with eligibilities of autism, mental retardation, other health impairment, and emotional disturbance.
November 2007– March 2008	Professional development training delivered to targeted schools.
January 2008	Data for target local districts and their schools monitored to determine impact of supports and interventions. Additional supports and interventions provided as necessary.
April 2008	Data for target local districts and their schools monitored to determine impact of supports and interventions. Additional supports and interventions provided as necessary.
June 2008	Data for target local districts and their schools monitored to determine impact of supports and interventions. Additional supports and interventions provided as necessary.

COMPLETED 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.

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

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify a semester in advance of transition from the preschool program the home school for each transitioning preschool student.
- Notify home schools and assist them in the development of an appropriate program to support the students with disabilities transitioning from the preschool program unless not feasible.
- Increase capacity for IEP teams to develop IEPs for students with disabilities transitioning 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.
- 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.
- Monitor preschool transition data to determine progress and next steps.

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 at schools where there is a demonstrated failure to implement transition IEPs for students with disabilities transitioning from preschool programs.

School Principals

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

Initiation Timeline: November 2007

Progress Monitoring:

Intervals	Indicators
November 2007	<p>Process for transitioning students with disabilities transitioning from preschool programs to their home schools developed, including procedures for:</p> <ul style="list-style-type: none">• Identifying a semester in advance of transition 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 transitioning from the preschool program unless not feasible.• Developing IEPs for students with disabilities matriculating from a preschool program that will support students' transition to the home school.
January 2008	<p>Expectations of schools (having special education preschool programs on their campuses) 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 transitioning from preschool programs provided.</p>
January through June 2008	<p>IEP meetings for students with disabilities transitioning from Preschool Programs to Kindergarten placement in their home schools conducted.</p>

8-5	ADDED Expand Kindergarten collaborative models for students with disabilities other than SLD and SLI while establishing capacity for general education and special education teachers to provide integrated instruction for students 40% or more of the school day.
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ADDED 8-5.1: *Target home schools in which Kindergarten age students with disabilities other than SLD and SLI attend to build capacity for providing Kindergarten Collaborative model options while establishing capacity for general education and special education teachers to provide integrated instruction for students 40% or more of the school day.*

Accountable Personnel:

Associate Superintendent, Division of Special Education:

- Identify target schools and target groups of students with disabilities other than SLD and SLI enrolled in Kindergarten.
- Establish and train integration support teams comprised of central office and support with personnel with expertise in instructional and behavioral supports for students with moderate-to severe-disabilities.
- Provide professional development for school teams of administrators and teachers on research-based integration strategies and practices and appropriate instructional behavioral supports
- Monitor implementation through a data review of targeted schools.

Local District Superintendents:

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

Target School Principals:

- Work collaboratively with integration support teams in a process to initiate research-based strategies identified in a school planning process for increased integration of kindergarten students with disabilities other than SLD and SLI and increased home school attendance.
- Implement school plan to increase integration of students with disabilities other than SLD and SLI and increased home school attendance.
- Supervise implementation through monthly review of IEP data to determine if there is an increase of students with moderate-to-severe disabilities in general education classrooms with appropriate special education supports and services 40% or more of the school day and increased home school attendance.

Initiation Timeline: August 2007

Progress Monitoring:

Intervals	Indicators
December 2007	Target schools identified and baseline IEP data for targeted schools established.
December 2007	Site monitoring reviewed.
March 2008	Review of IEP data for targeted school numbers and percentage of kindergarten students with moderate-to-severe disabilities per school in general education classroom less than 40% of the school day completed to determine progress toward outcome target and increased home school attendance.
May 2008	Review of IEP data for targeted school numbers and percentages of kindergarten students with moderate-to-severe disabilities per school completed to determine progress toward outcome target and increased home school attendance.
May 2008	New target schools for K-Collaborative identified for the 2008-2009 school year.
June 2008	Review of progress completed.

ADDENDUM

Analysis of Outcome 8 Targeted Schools:

Greater growth is demonstrated by measuring Outcome 8 shortly after the beginning of the new school year when programs planned for home school students from the previous Spring have been established and students have enrolled. MCD 8 results for the LAUSD with the inclusion of permit data (which the District understands has not yet been validated by the OIM) indicates the District is achieving 6 of the 7 Outcome 8 parts and is approximately 170 students away from achieving the category for grades 1-5. This would suggest that the strategies included in Targeted Strategy Plan—Outcome 8 are contributing to achievement of the outcome if the outcome is measured after the beginning of the new school year, new programs, and new enrollments.

<p style="text-align: center;">MCD 8 Results 11/07/2007</p> <p style="text-align: center;">Uses 2007_8 Permit File. Adjusts for Opportunity Transfers. Counts Affiliated Charters as normal schools.</p>									
OUTCOME	DESC	HS	TOTAL	DISTRICT % 10/15/07	TARGET	6/30/2006	6/30/2007	(+/-) from 6/30/2006	OVER / UNDER OUTCOME
8a	SLI/SLD	47,718	50,333	94.8%	92.9%	92.0%	94.3%	2.8	1.9
8b	(b1) OTHER - K	1,293	1,906	67.8%	65.0%	51.6%	58.1%	16.2	2.8
8b	(b2) OTHER - 6	1,140	1,661	68.6%	65.0%	60.9%	62.1%	7.7	3.6
8b	(b3) OTHER - 9	1,239	1,998	62.0%	60.0%	50.4%	53.1%	11.6	2.0
8c	(c1) OTHER - 1/5	4,991	8,346	59.8%	62.0%	55.2%	54.8%	4.6	(2.2)
8c	(c2) OTHER - 7/8	2,209	3,486	63.4%	55.2%	54.7%	55.3%	8.7	8.2
8c	(c3) OTHER - 10/12	2,297	5,280	43.5%	36.4%	38.7%	37.5%	4.8	7.1

The selection of targeted schools last year was based in part on numbers of students being transported from home school to non-home school placements in the prior year (2005-2006). The largest numbers of students were elementary students non-resident schools for more than two years and were less likely to return to their home school prior to their transition to the next school level. Therefore, some of the schools identified as targeted schools in 2006-2007 did not identify non-SLD/SLI students and place them in other schools in 2005-2006 or 2006-2007. It is recommended that these schools would be removed from the targeted schools list. See *Targeted Schools List, 2006-2007, Strategy 8-2* in this Addendum.

For the targeted schools, students identified at their schools of residence and placed in other schools were primarily those with the eligibilities of OHI, AUT, and ED in the year prior to November 2007. Probable reasons for placement in other schools may include the following:

- The range of student needs within the autism spectrum is challenging to address within a single program model and within all schools; so, it is not surprising that this would be an eligibility

associated with students being placed in schools other than their resident schools from the targeted schools, sometimes even if there is a program for students with autism at the sending school.

- Almost half of the students with eligibility of ED were in Local District 3 schools; half of those were elementary and half were secondary.

A comparison of the data for IEPs identifying the student as attending his/her resident school at the time of the IEP (page 1) and the placement recommendation (page 8) for the last two IEPs was conducted in November 2006 and November 2007 for the previous year's period in each case. IEP teams in the targeted schools identified 193 students with eligibilities other than SLD/SLI and recommended placement in other schools for the period ending in November 2006. The same schools identified 30 students with eligibilities other than SLD/SLI and recommended placement in other schools for the period ending in November 2007.

School IEP teams in Local District 3 appear to be identifying the largest number of students with the eligibility of ED and placing them in other schools. One secondary special day program (Mann Middle School) opened in Local District 3 for the 2007-2008 school year which will assist in some identified students not being placed in nonpublic schools. However, the Mann Middle School ED program will most likely not be fully enrolled with resident middle school students due to the lower incidence of this disability and the results of Outcome 18.

Kindergarten collaborative programs and programs for autism were the prevalent class openings for the 2007-2008 school year in targeted schools to support students attending their home schools. After reviewing data regarding transition placements of preschool students to Kindergarten placements, it was determined that many such students entered Kindergarten programs at the schools where they had attended preschool even though the preschool placement was not the students' resident school. Therefore, particular emphasis was placed on IEP teams returning students to the home schools for Kindergarten if they continued to remain eligible for, and could be provided appropriate, special education services. Results were positive as the percentage of home school Kindergarten students increased to 67.8%.

It is proposed that 42 out of the 72 targeted schools in 2006-2007 be deleted from the 2007-2008 targeted school list for Outcome 8, Strategy 8-2. It is also proposed that Mark Twain Middle School, Foshay Learning Center, and Flournoy Elementary be considered for addition to the targeted schools due to the number of students identified with the eligibility of ED and placed in other schools.

Analysis of Targeted Local Districts:

The June 2007 Modified Consent Decree Progress Reports for Local Districts yielded the following findings regarding the six Local Districts that were targeted (Local Districts 1 and 2 were not targeted):

- Local Districts 3, 4, and 8 achieved the target of 65% of Kindergarten students attending their home school; Local Districts 5, 6, and 7 did not achieve the target and did not do as well as they had the prior year.
- Local Districts 3, 4, 5, 6, and 7 achieved the target of 65% of 6th grade students attending their home school; Local District 8 improved from 54.4% to 60%.
- Local Districts 4, 5, 6, 7, and 8 achieved or exceeded the target of 60% of 9th graders attending their home school; Local District 3 missed the target by 4.5%.

Strategy 8-3 required targeting Local Districts for supports and assistance in building greater capacity for expanding integrated service models in home schools. All targeted Local Districts increased the number of schools achieving Outcome 7 by the end of 2006-2007. The percent of schools failing to achieve Outcome 7 by targeted Local Districts are as follows:

Local District	% Schools Failing to Achieve Outcome 7 2005-2006	% Schools Failing to Achieve Outcome 7 2006-2007
3	59.4%	28.2%
4	46.4%	24.8%
5	50.8%	35.6%
6	54.3%	46.0%
7	65.2%	31.1%
8	54.5%	34.5%

It is recommended that the targeted Local District list remain the same for the 2007-2008 school year. See *Targeted Local District List, Strategy 8-3* in this Addendum.

TARGETED SCHOOLS LIST, 2006-2007*
Strategy 8-2

Strategy 8-2: 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.

Location Code	Local District	School Name	Non-SLD/SLI Students Sent to Other Schools, 2006-2007	Non-SLD/SLI Students Sent to Other Schools, 2007-2008	New RS/SDP Programs Added, 2007-2008	2007-2008 Target List Status
2767	1	Cantara Elementary	0	0		Delete
3589	1	Emelita Elementary	1-AUT 1-ED 3-OHI	1-OHI		
5446	1	Napa Elementary	1-OHI	1-AUT	1 SDP (SLD) 1 RSP	Delete
6712	1	Shirley Elementary	0	0	0	Delete
8117	1	Vista Middle School	1-AUT 2-ED 2-MR 2-OHI	2-OHI	1 SDP (SLD)	Delete
3151	2	Coldwater Canyon Elementary	1-AUT	0		Delete

Location Code	Local District	School Name	Non-SLD/SLI Students Sent to Other Schools, 2006-2007	Non-SLD/SLI Students Sent to Other Schools, 2007-2008	New RS/SDP Programs Added, 2007-2008	2007-2008 Target List Status
			1-ED			
7432	2	Columbus Avenue Elementary	0	0		Delete
4295	2	Gridley Elementary	0	0		Delete
6959	2	Strathern Elementary	1-MR 1-OHI	0		Delete
8396	2	Sun Valley Middle School	1-AUT 1-MR 1-OHI	1-OHI		
8683	2	Grant High School	1-AUT 7-ED 1-MR 2-OHI	2-ED		
7110	3	Third Street Elementary	1-AUT 1-TBI 1-ED 1-OHI	0	1 Kindergarten Collaborative	Delete
6781	3	Sixth Avenue Elementary	1-MR	0		Delete

Location Code	Local District	School Name	Non-SLD/SLI Students Sent to Other Schools, 2006-2007	Non-SLD/SLI Students Sent to Other Schools, 2007-2008	New RS/SDP Programs Added, 2007-2008	2007-2008 Target List Status
2123	3	Angeles Mesa Elementary	4-ED	0		Delete
7123	3	Bradley Env/Human Magnet	1-ED 1-OHI	0		Delete
4528	3	Hillcrest Drive Elementary	1-MR 1-OHI	1-ED	.5 RSP	
5178	3	Marvin Elementary	0	0		Delete
8340	3	Palms Elementary	3-MR 2-OHI	0	1 Kindergarten Collaborative	Delete
2644	3	Saturn Elementary	1-MR	0		Delete
6671	3	Shenandoah Elementary	2-ED 1-OHI	0	1 Kindergarten Collaborative	Delete
7712	3	Westport Heights Elementary	1-AUT 1-ED	0	1 Kindergarten Collaborative	Delete
8028	3	Audubon Middle School	2-ED 1-MR	1-ED		Delete
8236	3	Mann Middle School	5-ED	1-ED	1 SDP (ED)	

Location Code	Local District	School Name	Non-SLD/SLI Students Sent to Other Schools, 2006-2007	Non-SLD/SLI Students Sent to Other Schools, 2007-2008	New RS/SDP Programs Added, 2007-2008	2007-2008 Target List Status
			1-OHI	1-OHI		
8481	3	Webster Middle School	1-TBI 5-ED 1-MR 2-OHI	0		Delete
8596	3	Crenshaw High School	4-ED 1-MR	1-ED		
8600	3	Dorsey High School	3-ED	0	2 RSP	
8686	3	Hamilton High School	9-ED 1-MR 3-OHI	2-ED	1 SDP (AUT) High functioning	
8736	3	Los Angeles High School	1-AUT 2-ED 1-MR	1-AUT		
2385	4	Gratts Elementary	3-AUT 1-ED	1-AUT		
3247	4	Plasencia Elementary	0	0		Delete

Location Code	Local District	School Name	Non-SLD/SLI Students Sent to Other Schools, 2006-2007	Non-SLD/SLI Students Sent to Other Schools, 2007-2008	New RS/SDP Programs Added, 2007-2008	2007-2008 Target List Status
8543	4	Belmont High School	1-AUT 5-MR	1-ED	1-SDP (CBI) 1-SDP (SLD)	
8750	4	Marshall High School	4-ED	2-ED 1-MR		
3671	5	Euclid Elementary	2-AUT 1-MR	0		
3973	5	Fourth Street Elementary	1-AUT	0		Delete
4356	5	Hammel Elementary	0	0		Delete
5068	5	Main Street Elementary	1-ED 1-MR	0		Delete
8094	5	Carver Middle School	1-AUT 1-MR	1-ED		
8714	5	Jefferson High School	1-MR	0		Delete
2589	6	Bryson Elementary	1-MR	0	1 Kindergarten Collaborative 1 SDP (AUT/SLD)	Delete

Location Code	Local District	School Name	Non-SLD/SLI Students Sent to Other Schools, 2006-2007	Non-SLD/SLI Students Sent to Other Schools, 2007-2008	New RS/SDP Programs Added, 2007-2008	2007-2008 Target List Status
3849	6	Fishburn Elementary	0	0	Converted SDP (SLD to AUT)	Delete
4507	6	Heliotrope Elementary	0	0		Delete
5315	6	Miles Avenue Elementary	2-DD	0	Converted SDP (ED to AUT)	
6875	6	San Miguel Elementary	0	0		Delete
6918	6	State Elementary	0	0		Delete
3548	6	Elizabeth Learning Center	1-AUT	0		Delete
8536	6	Bell Senior High	1-AUT	0		Delete
8871	6	Southeast Senior High	0	0	2 SDP (SLD)	Delete
3808	7	Fifty-Second Elementary	1-AUT 1-OHI	0		Delete
5582	7	Ninety-Third Elementary	1-DD 1-AUT 1-OHI	0	1 Kindergarten Collaborative	Delete
5857	7	One Hundred Seventh Street	1-AUT	0	1 Kindergarten	Delete

Location Code	Local District	School Name	Non-SLD/SLI Students Sent to Other Schools, 2006-2007	Non-SLD/SLI Students Sent to Other Schools, 2007-2008	New RS/SDP Programs Added, 2007-2008	2007-2008 Target List Status
		Elementary			Collaborative	
4219	7	Graham Elementary	0	0	1 SDP (AUT)	Delete
5247	7	Menlo Elementary	1-DD 1-MR	1-AUT		
5630	7	Normandie Elementary	4-AUT	0	1 SDP (SLD)	
6438	7	Russell Elementary	2-MR	0		
6863	7	South Park Elementary	2-ED 2-MR	0		
7151	7	Weemes Elementary	3-ED 1-OHI	1-AUT		
8160	7	Gompers Middle School	3-AUT 1-TBI 1-ED 2-MR 1-OHI	1-OHI	2-SDP (SLD)	
8255	7	Muir Middle School	6-ED	0		

Location Code	Local District	School Name	Non-SLD/SLI Students Sent to Other Schools, 2006-2007	Non-SLD/SLI Students Sent to Other Schools, 2007-2008	New RS/SDP Programs Added, 2007-2008	2007-2008 Target List Status
			1-OHI			
8650	7	Fremont High School	1-VI 1-MDO	0		Delete
8733	7	Locke High School	2-ED 1-MR 2-OHI	1-MR		
8743	7	Manual Arts High School	3-ED 1-MR	1-TBI		
2315	8	Barton Hill Elementary	0	0		Delete
2473	8	Bonita Elementary	0	0		Delete
2527	8	Broad Avenue Elementary	2-DD	0		Delete
3384	8	Del Amo Elementary	1	0		Delete
4014	8	Fries Elementary	1-AUT	0		Delete
6158	8	Purche Elementary	0	0	1 SDP (SLD/AUT)	
7863	8	Woodcrest Elementary	1-ED	0		

Location Code	Local District	School Name	Non-SLD/SLI Students Sent to Other Schools, 2006-2007	Non-SLD/SLI Students Sent to Other Schools, 2007-2008	New RS/SDP Programs Added, 2007-2008	2007-2008 Target List Status
			1-MR			
8103	8	Curtiss Middle School	1-ED	0		
8529	8	Banning Senior High	4-ED 1-MR	0	1 SDP (SLD) 1 SDP (MR)	
8664	8	Gardena Senior High	3-ED	2-ED 1-MR	1 SDP (CBI)	
8928	8	Washington Preparatory High	2-ED 2-MR	1-MR	1 SDP (SLD)	

*Baseline Welligent data (MCD Progress Reports) at the school level was not used as a single factor for determining the target schools as it is not published at that level. Target schools were selected based on an individual school analysis that included several areas of data. This included IEP data in which the student was attending the resident school at the time of the IEP meeting (page 1 of the IEP) and the IEP team determined that the student should be placed at a school other than the resident school (page 8 of the IEP). The review of this data by Support Unit Administrators included IEPs from the past two years. Additionally, the analysis included the capacity of schools to serve students with moderate-to severe-disabilities in integrated service delivery models as evidenced by Outcome 7 data. The analysis also included numbers of students being bused from a resident school to another school (both home-to-school and school-to-school transportation to a school other than the resident school, excluding nonpublic schools).


TARGETED LOCAL DISTRICT LIST
Strategy 8-3

Strategy 8-3: 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.

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 District that made 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.

TARGET LOCAL DISTRICT	NON-SLD-SLI GRADES	OUTCOME TARGET	OUTCOME 8 OCTOBER 2006 DATA (11/07/06)	OUTCOME 8 OCTOBER 2007 DATA (09/18/07)	% SCHOOLS WITH NON-SLD/SLI STUDENTS FAILING TO MEET OUTCOME 7 (2005-2006)	% SCHOOLS WITH NON-SLD/SLI STUDENTS FAILING TO MEET OUTCOME 7 (2006-2007)
Local District 3	Grade K	65.0%	62.4%	71.9%		
	Grade 6	65.0%	62.2%	69.4%	59.4%	28.2%
	Grade 9	60.0%	58.3%	55.5%		
Local District 4	Grade K	65.0%	52.9%	65.5%		
	Grade 6	65.0%	59.9%	68.5%	46.4%	24.8%
	Grade 9	60.0%	66.3%	71.5%		

TARGET LOCAL DISTRICT	NON-SLD-SLI GRADES	OUTCOME TARGET	OUTCOME 8 OCTOBER 2006 DATA (11/07/06)	OUTCOME 8 OCTOBER 2007 DATA (09/18/07)	% SCHOOLS WITH NON-SLD/SLI STUDENTS FAILING TO MEET OUTCOME 7 (2005-2006)	% SCHOOLS WITH NON-SLD/SLI STUDENTS FAILING TO MEET OUTCOME 7 (2006-2007)
Local District 5	Grade K	65.0%	57.6%	56.4%		
	Grade 6	65.0%	69.9%	74.8%	50.8%	35.6%
	Grade 9	60.0%	69.5%	65.8%		
Local District 6	Grade K	65.0%	59.5%	51.7%		
	Grade 6	65.0%	55.1%	69.4%	54.3%	46%
	Grade 9	60.0%	79.8%	87.9%		
Local District 7	Grade K	65.0%	55.7%	49.4%		
	Grade 6	65.0%	67.5%	66.9%	65.2%	31.1%
	Grade 9	60.0%	61.3%	72.1%		
Local District 8	Grade K	65.0%	44.9%	51.9%		
	Grade 6	65.0%	54.4%	60.0%	54.5%	34.5%
	Grade 9	60.0%	65.4%	76.4%		

 Met the outcome target or showed growth over 11/07/06