



**Department of  
Education**  
Chancellor Meisha Porter

NYC Department of Education  
Annual Preschool Special Education  
Data Report  
School Year 2019–2020  
January 15, 2021

## NOTES

- This report is presented in accordance with the requirements set forth in Local Law 21 of 2020<sup>1</sup> (LL20/2020) (<http://legistar.council.nyc.gov/LegislationDetail.aspx?ID=1890976&GUID=F67FFB63-A8DD-4EBC-834B-7BB2A0A4D644>)
- Where the number of students in a category is between zero and 5, the number has been replaced with the reference  $\leq 5$ ; Where disclosure of a number greater than 5 would allow another category to be narrowed to a specific number between zero and 5, the number has been replaced with the reference  $> 5$ . Pursuant to Local Law 89 of 2018 (LL89/2018), where disclosure of a zero in citywide data would not impact confidentiality of student information, the number zero has not been redacted.
- Note that Local Law 21 of 2020 references two reporting items as #8. This report refers to them as 8a and 8b.
- For reporting on data as of “the end of the academic period”, this report reflects data as of **June 17, 2020**, because many State-Approved Non-Public Schools begin to un-enroll their students in mid-June. This will be accounted for in next year’s report so that the DOE can report data as of June 30, 2021.
- Data for this report was pulled as of 01/04/2021 from DOE source systems.
- Disaggregation for every table in this report is arrived at using the following sources and rules:

Dimension	Source(s)	Rules
District	CAP	Based on the Home District of the student
Eligibility for Free and Reduced-Price Lunch Program	--	Not included in this report, as this data is not available for preschool students unless they are enrolled in DOE schools.
Race/Ethnicity	ATS, CAP	Transformation of data from ATS. If no Race/Ethnicity data exists for a student in ATS, CAP is used as an enrichment source.
Gender	CAP	--
Recommended Language of Instruction or Services	CAP	For “Related Services Only” students, with multiple languages recommended, this report prioritizes Speech, then Counseling, to determine the student’s Recommended Language.
Home Language	ATS, CAP	Transformation of data from ATS. If no Home Language exists for a student in ATS, CAP is used as an enrichment source using the proxy of Guardian Primary Language.
Student in Temporary Housing (STH)	ATS, DHS Monthly Shelter Data	Flag represents students that were a STH <i>at any point</i> from 7/1/2019 to 6/30/2020

<sup>1</sup> The DOE is unable to report on the following Local Law items #2 and #3 because the Child Assistance Program (CAP), the preschool data system of record, does not contain the required data fields. We are aiming to report on these in the future when a replacement system is implemented.

## **Background on Preschool Special Education**

NYCDOE arranges special education services for all NYC preschool children with disabilities. Preschool children with disabilities may receive programs and services in a number of different public school settings, as well as in contracted programs that partner with the NYCDOE. For children who receive itinerant services such as speech therapy or Special Education Itinerant Teacher (SEIT), the child receives services in settings that families choose, which may be 3-K or Pre-K for All programs, private preschool or daycare settings, or at home. For children whose Individualized Education Programs (IEPs) recommend a program placement such as special class in an integrated setting (SCIS) or special class, the Committee on Preschool Special Education offers families a placement in an appropriate program as close to the families' home as possible. SCIS and special classes are available in both 3-K and Pre-K for All programs and in contracted state-approved nonpublic programs.

The DOE made substantial improvements to the preschool special education process during the 2019-2020 school year, including the hiring of additional Preschool Regional Assessment Center teams and additional CPSE community coordinators; early intervention transition coordinator support for families; professional development on inclusion; and expansion of preschool special education program offerings. However, many preschool special education processes were disrupted when the CPSEs transitioned to working remotely on March 20, 2020, due to COVID-19.

The transition to working remotely required the creation of new systems, staff training, and implementation of new practices to ensure that preschool families and students continued to have access to timely special education services. The creation of a data transfer system with the collaboration of the DOHMH-EI allowed for the electronic submission and receipt of special education referrals for students aging out of early intervention, thereby eliminating the need for paper or in-office submissions. The DOE created e-fax numbers to allow for submission of preschool referrals electronically. All CPSE IEP meetings have been held remotely via conference calls; 8,959 IEP meetings were held remotely during the period of school closure from March 20, 2020 to June 30, 2020.

### **Early Intervention Transition During the Pandemic**

In June 2020, the CPSEs had to adjust to extensions granted by the State Department of Health to students turning 3 between 1/1/2020 and 8/31/2020 who were transitioning out of EI and were now permitted to remain in EI through 8/31/2020 even if they did not have CPSE meeting by their 3rd birthday. The state Department of Health initially set June 30 as the end date for Early Intervention eligibility for students turning three who had not had a preschool IEP completed. On June 30 however, the State Department of Health updated the guidance and permitted children turning three between January 1, 2020 and August 31, 2020 to continue to receive early intervention services through the date the child is found eligible for and begins receiving program services under section 4410 of the Education Law, or until August 31, 2020, whichever is sooner. Despite this extension, the Committees on Preschool Special Education continued the timely completion of IEPs so that students did not have a gap in services when they aged out of EI. The early intervention extensions by the State Department of Health allowed the CPSEs to hold 4,373 initial preschool meetings during the period of school closure from March 20, 2020 to June 30, 2020.

The DOE has implemented a number of initiatives to improve access to programs and services in the least restrictive environment (LRE) for preschool students with disabilities:

### **Preschool Regional Assessment Center (PRAC) Teams**

With the goal of improving the timeliness of special education evaluations for preschool students, the DOE hired ten (10) additional PRAC teams making for a total of twenty-one (21) PRAC teams inclusive of approximately 63 school psychologists, speech teachers and social workers assigned exclusively to evaluate preschool students with disabilities during the 2019-2020 school year. Due to COVID-19, in-person evaluations by the PRAC teams stopped on March 19, 2020. In the interim, the PRAC teams have assessed students using online ratings scales and comprehensive data driven assessments, and, for children who had Early Intervention Multidisciplinary Evaluations or supplemental evaluations conducted six (6) months or less from the date of the child's referral to the CPSE, the CPSE is using those Early Intervention evaluations as a part of the

necessary evaluations to determine eligibility. Through these processes, the PRAC teams were able to evaluate ~750 students during remote learning in the spring.

### **Community Coordinator**

The Community Coordinator is responsible for family engagement which includes communicating with parents of preschool students referred for a special education evaluation, to ensure they understand the process; helping parents navigate the evaluation process; and helping preschool students with disabilities to receive access to timely special education services. During the 2018-19 school year and continuing into the 2019-2020 school year, the DOE hired Community Coordinators at each of our thirteen (13) CPSE sites to support families through the preschool special education evaluation process.

### **Early Intervention DOHMH-DOE Data Transfer and Early Intervention Transition Coordinators**

#### *DOHMH Early Intervention (EI) - DOE Data Transfer*

As of August 2020, the DOE developed and implemented the Document Transfer System (DTS), which replaced the fax for the Early Intervention field. This is the mechanism all Early Intervention Service Coordinators must use to transmit documents to the DOE on behalf of families. This system allows for one-way document transmission from service coordinators to the DOE. The Document Transfer System is used by Service Coordinators to:

- Upload documents
- Input key child and family information to enable family outreach and prioritization by the DOE
- Receive confirmation that documents have been successfully transferred

This allows for a more reliable and secure transfer of information and documents between DOHMH EI and the DOE, and allows CPSEs to access more information from EI families that consent to share information with the DOE.

#### *Early Intervention (EI) Transition Coordinator Team*

In an effort to increase the DOE's outreach and support to families transitioning from EI to preschool, a team of four Transition Coordinators and one Transition Manager acts as a resource to families across the city, with a focus on supporting the highest-need families transitioning from EI by:

- Responding to inquiries and escalations through inbox and telephone helpline;
- Proactively conducting outreach to families transitioning from EI at key points in the year about accessing preschool special education services and inclusive preschool options;
- Acting as a resource to and liaison between CPSE and EI regional offices, including supporting the implementation of the new data systems citywide; and
- Providing workshops for families and staff on inclusive preschool options and EI transition.

Additionally, the DOE has committed to providing more information on the transition from EI to preschool to families. In December 2019, the DOE released the DOE Guide to the EI to Preschool Transition, which outlines information on all preschool options, including inclusive preschool options like 3-K for All, as well as information on how to make a referral to the CPSE. The 2nd Edition has been posted to DOE website's family page and public InfoHub, available at the following links, translated in all DOE languages:

- <https://www.schools.nyc.gov/learning/special-education/preschool-to-age-21/moving-to-preschool>
- <https://infohub.nyced.org/in-our-schools/translations/special-education>

Using the information in this guide, the DOE prerecorded a webinar video, Overview for Families: Transitioning from EI to Preschool, posted on the DOE website at <https://www.schools.nyc.gov/learning/special-education/preschool-to-age-21/moving-to-preschool>.

### **Preschool Special Education Program Expansion**

In recent years, state-approved nonpublic programs have closed, in part due to stagnant reimbursement rates from New York State. When these programs have closed and others have been unable to expand their programming in districts with the

greatest need, the DOE has worked to fill the gap by opening special classes. In the past two years, the DOE has opened over 1,000 special class seats and hired over 100 preschool special education teachers in the districts of greatest need. In addition, the DOE has expanded its SCIS program and introduced a new 3-year-olds-only SCIS model. The DOE has opened classes in stand-alone Pre-K Centers in each borough so that the Centers offer a full continuum of services. In addition, the DOE has collaborated with NYSED to revise the regional need process, which provides information to state-approved nonpublic programs about where to modify programs and open new classes. The process now provides up-to-date information about district-level need.

### **Related Services**

During the pandemic, the DOE's priorities have been to maintain continuity of special education and related service provision to preschool students<sup>2</sup> with IEPs, remotely and in-person; and to support their families in understanding and assisting in the learning process. Provision of remote related services was initiated immediately in March 2020, following issuance of the State's executive order precluding provision of in-person services. The DOE resumed in-person related services over the summer, ahead of any other major urban school district in the nation and continues to seek to meet students' needs through high quality remote services and expanded in-person opportunities, while ensuring the safety of students, families and school personnel. At the same time, the DOE is redoubling efforts to further strengthen service provision and timely and complete reporting of service provision across all school settings. To do so, we are building on strategies implemented over the last several years — including implementation of a team of DOE providers dedicated to this function — that have resulted in significantly higher service levels for higher volume services in DOE-managed settings. We are also further strengthening contract agency oversight; developing short and long term data and systems strategies to automate provider assignment; speeding identification of unserved students; and recruiting DOE and contracted providers to meet these needs.

### **Plans for the 2021-2022 School Year and Beyond**

The City is making a significant investment to expand and transform the system for preschool special education, addressing the need for additional special education programs and building capacity for stronger inclusive programming to serve children in the LRE. This investment will fund the following six initiatives:

- **Bringing all special education programs into 3-K and Pre-K for All and Adding Special Class Seats:** The DOE relies on state-approved nonpublic preschool programs to provide needed services to many students with the most severe disabilities. To support these programs, we are planning to offer a contract enhancement, which would bring them into the 3-K and Pre-K portfolio and provide needed funding to enable them to hire more teachers and add special class seats.
- **Centralizing the program placement process:** As part of the DOE's move to better integrate preschool special education in to 3-K and Pre-K, the placement process will move from CPSEs to the central Office of Student Enrollment. Doing this will allow the DOE to more efficiently make placements in programs, and will better align the general and special education process – a critical move to ensure students with disabilities get the services they need in the LRE.
- **Inclusion initiatives:** The DOE is committed to serving more children in inclusive settings, as many preschoolers, particularly boys and students of color, are being served in restrictive settings. The DOE is planning four major initiatives aimed at fostering strong inclusive options for families.
  - **3K SCIS:** As part of the citywide 3-K expansion, the DOE will offer more integrated settings for children with and without disabilities. Over the next three years, we will offer an increasing number of special class in an integrated setting (SCIS) programs in 3-K. We have heard from families how there is need for a threes-only SCIS option and we are excited to be able to offer about 960 threes-only SCIS seats.
  - **Special education program support staff:** As we work to serve more students with disabilities in inclusive settings, we know we have to support programs to offer strong inclusive programming. We are launching a site-based support team who will provide crucial professional development and coaching to 3-K and Pre-K programs.

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<sup>2</sup> This report includes students with dates of birth in 2015, 2016 and 2017, who may have been as young as 2.5 years of age.

- **EI transition support for families:** We have a small team that currently provides information and support to families as they transition from the DOHMH Early Intervention Program to help them navigate the CPSE process and access inclusive program options. After a successful pilot in the Bronx, this team has begun working citywide and this funding will increase the size of the team so we can expand our reach to more families.
- **CPSE staff:** As 3K is expanding, and as the pandemic recedes, we know that CPSEs will be supporting more families who will be referred for services. In an effort to serve this expansion and to give our CPSE administrators the time needed to work with families to offer services in the LRE, the City is making a significant investment in CPSE staff.
  - **Additional CPSE administrators:** With an increase in the number of CPSE Administrators, improvements will be made to the provision of timely, meaningful and accurate information to parents of preschool students suspected of having disabilities and will ensure that these students have timely access to educational programming and supports to enable them to be successful in the least restrictive environment.
  - **Additional community coordinators:** The Community Coordinator is a vital member of the Committee on Preschool Special Education, responsible for family engagement which includes communicating with parents of preschool students referred for a special education evaluation to ensure they understand the preschool special education process; helping parents navigate the evaluation process; and ultimately helping preschool students with disabilities to receive access to timely special education services. An increased number of Community Coordinators will strengthen the CPSEs' ability to serve families and students in matters pertaining to new referrals to special education and timely preschool evaluations, laying the foundation for greater success as these students enter preschool and move into kindergarten and beyond.

## STUDENTS WITH INITIAL REFERRALS – REPORTING ITEMS 1; 4; and 5

The preschool special education evaluation process is guided by parental choice for an evaluator approved by New York State to offer preschool evaluations. The initial evaluation consists of a social history interview, a comprehensive psychological evaluation, a physical evaluation, an observation and other appropriate assessments as necessary to ascertain the physical, mental, behavioral and emotional factors that may contribute to the child's suspected disability. Parents of preschool students with disabilities who are referred for special education evaluation have the right to choose an evaluation agency from a list of agencies, also known as multidisciplinary evaluation sites or MDE sites, to complete these assessments. Upon completion of these assessments, the evaluation site will share a copy of the evaluation report with the parent and the Committee on Preschool Special Education (CPSE) who will schedule an IEP meeting to review the evaluations to determine a student's eligibility for preschool special education services. While most of the approved evaluation sites are private agencies, the New York City Department of Education (DOE) also has preschool evaluators at the CPSEs, but the DOE preschool evaluators will only be utilized where a parent chooses the DOE as the preschool evaluator. While the DOE has recently increased the number of available preschool evaluators at the CPSEs, the majority of preschool special education evaluations are conducted by approved private multidisciplinary evaluation sites.

On March 27, 2020, the New York State Department of Education (NYSED) issued guidance, in conformity with United States Department of Education guidance, which indicated that initial evaluations and reevaluations (including bilingual evaluations) not requiring face-to-face assessments or observations, may take place remotely while schools are closed, if the student's parent or legal guardian consents. Based on this guidance, where an evaluation of a preschool student with a disability required a face-to-face assessment or observation, the evaluation was delayed until school reopened, in most instances until July 2020. And where a preschool student could be appropriately evaluated via telepractice, parents were asked to provide consent for remote assessment via a new consent form created for this purpose, even if the parent had previously provided consent for evaluation. The arrangement of remote assessments meant that the evaluation process would happen using a remote assessment platform. The clinician and the student would be in different locations, and the assessments would be conducted using video and audio technology, requiring internet access. These arrangements impacted evaluation and IEP timeline compliance. For students in need of in-person assessments, and for those students whose parents did not consent to remote assessments, face-to-face assessments at the preschool level resumed July 13, 2020. The Child Assistance Program (CAP), the DOE's system that tracks the special education referral, evaluation, placement, related services and program delivery processes for preschool, is not equipped to capture these COVID-related delays.

The DOE's most recent reporting to NYSED for SY20 reflects a ~91% compliance rate for initial evaluations. However, CAP does not capture on an ongoing basis the delay reason codes NYSED uses to determine this compliance rate. This report therefore does not include any adjustments to compliance timelines for delays that are deemed acceptable by NYSED.

**Source:** CAP

Students who were initially referred for an evaluation to determine eligibility for special education, in the period from July 1, 2019 to June 30, 2020, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to 23,464 students.

The report reflects the number of distinct students for whom an initial referral was made during the timeframe; it does not reflect the number of initial referrals made.

The report represents what was true as of 06/30/2020.

**“Closed without IEP Meeting”** reflects students whose cases were closed prior to 06/30/2020 and before an IEP meeting was held (for example, if the student’s parent withdrew consent to evaluate).

**“Total Open as of 6/30/2020”** reflects students whose cases were still in process at the end of the period of this report (for example, a student for whom an initial referral was made on May 8, 2020, and for whom an IEP meeting had not been held and the case had not been closed as of June 30, 2020.) For these cases, the report identified cases that remained open with the DOE in receipt of informed parental consent to evaluate, and those that remained open with DOE awaiting receipt of informed parental consent to evaluate.



**SY 2019-2020**  
**Students with Initial Referrals**  
**By District**

by District

District	Total Students with Initial Referrals 7/1/2019 – 6/30/2020	Closed without IEP Meeting	Students with IEP Meeting Held						Total Open as of 6/30/2020		
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified			
1	192	47	>5	≤5	12	55	6	61	73	65	7
2	794	164	43	8	51	248	49	297	348	240	42
3	450	86	>5	≤5	36	179	21	200	236	103	25
4	341	73	>5	≤5	19	111	26	137	156	95	17
5	436	115	22	0	22	132	19	151	173	131	17
6	594	113	>5	≤5	33	252	55	307	340	115	26
7	478	86	9	11	20	124	104	228	248	110	34
8	722	108	34	16	50	151	113	264	314	240	60
9	977	182	23	19	42	270	152	422	464	237	94
10	1,305	253	27	21	48	314	301	615	663	253	136
11	1,001	165	36	8	44	274	118	392	436	301	99
12	590	133	15	11	26	125	112	237	263	147	47
13	327	18	≤5	>5	17	46	87	133	150	117	42
14	606	20	9	26	35	113	190	303	338	194	54
15	742	24	14	30	44	164	220	384	428	218	72
16	197	>5	≤5	≤5	8	29	49	78	86	88	>5
17	607	9	21	6	27	204	108	312	339	188	71
18	357	≤5	10	12	>5	110	63	173	195	128	>5
19	677	277	≤5	>5	21	132	110	242	263	72	65
20	1,812	292	28	42	70	547	376	923	993	339	188
21	1,193	196	30	23	53	362	267	629	682	201	114
22	1,074	24	50	8	58	422	128	550	608	338	104
23	264	27	≤5	>5	10	24	64	88	98	106	33
24	1,198	96	24	39	63	345	273	618	681	351	70
25	814	137	>5	≤5	49	415	36	451	500	136	41
26	362	65	>5	≤5	22	185	19	204	226	49	22
27	1,110	58	29	39	68	274	239	513	581	361	110
28	850	66	39	7	46	425	28	453	499	248	37
29	579	22	22	0	22	306	23	329	351	178	28
30	716	44	10	34	44	205	134	339	383	245	44
31	1,801	433	33	10	43	676	292	968	1,011	238	119
32	298	29	≤5	≤5	≤5	61	48	109	114	111	44
<b>Total</b>	<b>23,464</b>	<b>3,373</b>	<b>696</b>	<b>434</b>	<b>1,130</b>	<b>7,280</b>	<b>3,830</b>	<b>11,110</b>	<b>12,240</b>	<b>5,943</b>	<b>1,908</b>

**SY 2019-2020  
Students with Initial Referrals  
By Race/Ethnicity**

Race/Ethnicity	Total Students with Initial Referrals 7/1/2019 – 6/30/2020	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2020		
			Student Determined Ineligible			Student Classified				Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified				
Asian	2,012	352	64	36	100	732	330	1,062	1,162	380	118	
Black	4,162	600	139	75	214	1,300	647	1,947	2,161	1,119	282	
Hispanic/Latinx	7,980	1,217	223	162	385	2,459	1,386	3,845	4,230	1,874	659	
White	7,179	548	233	147	380	2,545	1,385	3,930	4,310	1,547	774	
Other	453	58	24	14	38	143	71	214	252	102	41	
Unknown	1,678	598	13	0	13	101	11	112	125	921	34	
<b>Total</b>	<b>23,464</b>	<b>3,373</b>	<b>696</b>	<b>434</b>	<b>1,130</b>	<b>7,280</b>	<b>3,830</b>	<b>11,110</b>	<b>12,240</b>	<b>5,943</b>	<b>1,908</b>	

**SY 2019-2020  
Students with Initial Referrals  
By Gender**

Gender	Total Students with Initial Referrals 7/1/2019 – 6/30/2020	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2020		
			Student Determined Ineligible			Student Classified				Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified				
Female	7,617	1,181	297	169	466	2,197	1,188	3,385	3,851	1,977	608	
Male	15,847	2,192	399	265	664	5,083	2,642	7,725	8,389	3,966	1,300	
<b>Total</b>	<b>23,464</b>	<b>3,373</b>	<b>696</b>	<b>434</b>	<b>1,130</b>	<b>7,280</b>	<b>3,830</b>	<b>11,110</b>	<b>12,240</b>	<b>5,943</b>	<b>1,908</b>	

**SY 2019-2020**  
**Students with Initial Referrals**  
**By Recommended Language of Instruction or Services**

Recommended Language	Total Students with Initial Referrals 7/1/2019 – 6/30/2020	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2020	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified			
English	8,916	0	0	0	0	6,044	2,872	8,916	8,916	0	0
Spanish	1,295	0	0	0	0	783	512	1,295	1,295	0	0
Chinese	215	0	0	0	0	136	79	215	215	0	0
Other	684	0	0	0	0	317	367	684	684	0	0
Undetermined*	12,354	3,373	696	434	1,130	0	0	0	1,130	5,943	1,908
<b>Total</b>	<b>23,464</b>	<b>3,373</b>	<b>696</b>	<b>434</b>	<b>1,130</b>	<b>7,280</b>	<b>3,830</b>	<b>11,110</b>	<b>12,240</b>	<b>5,943</b>	<b>1,908</b>

\*A student's Recommended Language is "Undetermined" if their IEP meeting was held by June 30, 2020 but they were deemed Ineligible, or if the student has not had their IEP meeting as of June 30, 2020.

**SY 2019-2020**  
**Students with Initial Referrals**  
**By Home Language**

Home Language	Total Students with Initial Referrals 7/1/2019 – 6/30/2020	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2020	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified			
English	17,478	2,440	562	313	875	5,457	2,843	8,300	9,175	4,326	1,537
Spanish	3,364	483	85	81	166	1,048	631	1,679	1,845	788	248
Chinese	708	145	21	13	34	262	124	386	420	>5	>5
Other	1,298	158	28	27	55	513	232	745	800	255	85
Unknown	616	147	0	0	0	0	0	0	0	>5	≤5
<b>Total</b>	<b>23,464</b>	<b>3,373</b>	<b>696</b>	<b>434</b>	<b>1,130</b>	<b>7,280</b>	<b>3,830</b>	<b>11,110</b>	<b>12,240</b>	<b>5,943</b>	<b>1,908</b>

**SY 2019-2020  
Students with Initial Referrals  
By Student in Temporary Housing**

Student in Temporary Housing	Total Students with Initial Referrals 7/1/2019 – 6/30/2020	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2020	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified			
STH	1,013	236	21	25	46	223	156	379	425	305	47
Not STH	22,451	3,137	675	409	1,084	7,057	3,674	10,731	11,815	5,638	1,861
<b>Total</b>	<b>23,464</b>	<b>3,373</b>	<b>696</b>	<b>434</b>	<b>1,130</b>	<b>7,280</b>	<b>3,830</b>	<b>11,110</b>	<b>12,240</b>	<b>5,943</b>	<b>1,908</b>

## STUDENTS WITH CONSENTS FOR INITIAL EVALUATION – REPORTING ITEM 7

For a preschool student initially referred for special education evaluation, the DOE requires informed parental consent for provision of services. Following receipt of the parent's consent for the initial provision of special education services, services begin on the first day of age eligibility for preschool special education services; or no later than 60 school days from the date the parent signed the consent for initial evaluation or 30 school days from the date of the initial CPSE meeting, whichever is first. This report includes students with dates of birth in 2015, 2016 and 2017, and therefore includes students who were under 3 years of age, whose parents had the option of a continuation of Early Intervention services. There are 1,517 students included in this report who were not eligible for preschool special education services until after July 1, 2020, and 2,277 students for whom there was an extension of early intervention services beyond 6/30/2020.

Deficiencies in CAP, a legacy system implemented in the 1980s, result in data integrity issues when reporting on the provision of preschool special education services. As a result of these deficiencies, the DOE cannot reliably report on the timely arrangement of special education services for preschool students. The DOE's real compliance rate likely far exceeds the 48.7% reflected here. The DOE's goal is to transition away from CAP as the preschool system of record, as the DOE previously did for school-age special education data.

**Source:** CAP

Students for whom a consent for initial evaluation was received in the period from July 1, 2019 to June 30, 2020, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to 16,934 students.

The report reflects the number of distinct students for whom consent for initial evaluation was made during the timeframe; it does not reflect the number of consents for initial evaluation made.

The report represents what was true on 06/30/2020.

**"Closed without IEP Meeting"** reflects students whose cases were closed prior to 06/30/2020 and before an IEP meeting was held (for example, if the student's parent withdrew consent to evaluate).

**"Closed with IEP Meeting but Without Arrangement of Services"** reflects students who had an IEP meeting prior to 06/30/20, but whose case was closed prior to 06/30/2020 and prior to arrangement of services.

**"Students Found Ineligible"** reflects students who had an IEP meeting prior to 06/30/2020 but were deemed ineligible for services.

**"Students with Open Cases as of 6/30/2020"** reflects students who had a consent for initial evaluation during the time period *less* students "Closed without IEP Meeting" *less* "Closed with IEP Meeting but Without Arrangement of Services" *less* "Students Found Ineligible".

Any student in "Students with Open Cases as of 6/30/2020" has a status of "Services Arranged to be provided  $\leq$  60 school days from Consent Date", "Services Arranged to be provided  $>$  60 school days from Consent Date", or "Awaiting Arrangement of Services" as of 06/30/2020.

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation**

**By District**

District	Total Students with Initial Evaluation Consent Dates 7/1/2019–6/30/2020	Closed Without IEP Meeting	Closed with IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Students with Open Cases as of 6/30/2020	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2020	
						#	%	#	%	Awaiting Arrangement of Services	
										#	%
1	112	9	14	13	76	43	56.6%	17	22.4%	16	21.1%
2	537	56	77	59	345	207	60.0%	50	14.5%	88	25.5%
3	303	35	16	39	213	131	61.5%	13	6.1%	69	32.4%
4	238	17	25	24	172	106	61.6%	11	6.4%	55	32.0%
5	243	44	25	25	149	86	57.7%	20	13.4%	43	28.9%
6	439	36	35	37	331	186	56.2%	22	6.6%	123	37.2%
7	335	37	46	21	231	118	51.1%	26	11.3%	87	37.7%
8	499	65	63	52	319	124	38.9%	36	11.3%	159	49.8%
9	669	55	67	48	499	205	41.1%	41	8.2%	253	50.7%
10	957	101	176	57	623	257	41.3%	64	10.3%	302	48.5%
11	701	79	80	51	491	223	45.4%	50	10.2%	218	44.4%
12	431	68	38	32	293	141	48.1%	34	11.6%	118	40.3%
13	224	8	36	21	159	60	37.7%	32	20.1%	67	42.1%
14	448	15	83	42	308	136	44.2%	74	24.0%	98	31.8%
15	581	16	96	59	410	212	51.7%	91	22.2%	107	26.1%
16	125	≤5	26	>5	87	33	37.9%	21	24.1%	33	37.9%
17	496	19	49	36	392	204	52.0%	46	11.7%	142	36.2%
18	259	8	27	24	200	114	57.0%	16	8.0%	70	35.0%
19	401	17	55	24	305	112	36.7%	49	16.1%	144	47.2%
20	1,375	100	144	77	1,054	458	43.5%	110	10.4%	486	46.1%
21	916	64	70	63	719	326	45.3%	88	12.2%	305	42.4%
22	860	33	56	70	701	339	48.4%	49	7.0%	313	44.7%
23	164	7	20	11	126	26	20.6%	29	23.0%	71	56.3%
24	880	74	101	68	637	269	42.2%	122	19.2%	246	38.6%
25	619	43	56	54	466	254	54.5%	39	8.4%	173	37.1%
26	281	32	31	26	192	106	55.2%	16	8.3%	70	36.5%
27	785	24	55	73	633	243	38.4%	84	13.3%	306	48.3%
28	605	25	39	49	492	297	60.4%	28	5.7%	167	33.9%
29	426	13	38	24	351	201	57.3%	18	5.1%	132	37.6%
30	498	31	61	49	357	134	37.5%	76	21.3%	147	41.2%
31	1,338	78	249	48	963	652	67.7%	85	8.8%	226	23.5%
32	189	≤5	12	>5	167	70	41.9%	16	9.6%	81	48.5%
<b>Total</b>	<b>16,934</b>	<b>1,213</b>	<b>1,966</b>	<b>1,294</b>	<b>12,461</b>	<b>6,073</b>	<b>48.7%</b>	<b>1,473</b>	<b>11.8%</b>	<b>4,915</b>	<b>39.4%</b>

**SY 2019-2020**  
**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation**  
**By Race/Ethnicity**

Race/Ethnicity	Total Students with Initial Evaluation Consent Dates 7/1/2019–6/30/2020	Closed Without IEP Meeting	Closed with IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Students with Open Cases as of 6/30/2020	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2020	
						#	%	#	%	#	%
Asian	1,552	106	131	123	1,192	672	56.4%	151	12.7%	369	31.0%
Black	2,977	193	340	260	2,184	1,097	50.2%	253	11.6%	834	38.2%
Hispanic/Latinx	5,991	501	698	436	4,356	2,109	48.4%	535	12.3%	1,712	39.3%
White	5,871	358	757	424	4,332	1,992	46.0%	495	11.4%	1,845	42.6%
Other	349	16	29	38	266	142	53.4%	33	12.4%	91	34.2%
Unknown	194	39	11	13	131	61	46.6%	6	4.6%	64	48.9%
<b>Total</b>	<b>16,934</b>	<b>1,213</b>	<b>1,966</b>	<b>1,294</b>	<b>12,461</b>	<b>6,073</b>	<b>48.7%</b>	<b>1,473</b>	<b>11.8%</b>	<b>4,915</b>	<b>39.4%</b>

**SY 2019-2020**  
**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation**  
**By Gender**

Gender	Total Students with Initial Evaluation Consent Dates 7/1/2019–6/30/2020	Closed Without IEP Meeting	Closed with IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Students with Open Cases as of 6/30/2020	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2020	
						#	%	#	%	#	%
Female	5,348	402	613	526	3,807	1,879	49.4%	452	11.9%	1,476	38.8%
Male	11,586	811	1,353	768	8,654	4,194	48.5%	1,021	11.8%	3,439	39.7%
<b>Total</b>	<b>16,934</b>	<b>1,213</b>	<b>1,966</b>	<b>1,294</b>	<b>12,461</b>	<b>6,073</b>	<b>48.7%</b>	<b>1,473</b>	<b>11.8%</b>	<b>4,915</b>	<b>39.4%</b>



**SY 2019-2020**

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation  
By Recommended Language of Instruction or Services**

Recommended Language	Total Students with Initial Evaluation Consent Dates 7/1/2019–6/30/2020	Closed Without IEP Meeting	Closed with IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Students with Open Cases as of 6/30/2020	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2020			
						Awaiting Arrangement of Services		#	%	#	%	#	%
						#	%						
English	9,934	0	1,589	0	8,345	4,956	59.4%	1,129	13.5%	2,260	27.1%		
Spanish	1,412	0	227	0	1,185	626	52.8%	182	15.4%	377	31.8%		
Chinese	239	0	27	0	212	133	62.7%	36	17.0%	43	20.3%		
Other	752	0	123	0	629	358	56.9%	126	20.0%	145	23.1%		
Undetermined*	4,597	1,213	0	1,294	2,090	0	0.0%	0	0.0%	2,090	100.0%		
<b>Total</b>	<b>16,934</b>	<b>1,213</b>	<b>1,966</b>	<b>1,294</b>	<b>12,461</b>	<b>6,073</b>	<b>48.7%</b>	<b>1,473</b>	<b>11.8%</b>	<b>4,915</b>	<b>39.4%</b>		

\*A student's Recommended Language is "Undetermined" if their IEP meeting was held by June 30, 2020 but they were deemed Ineligible, or if the student has not had their IEP meeting as of June 30, 2020.

**SY 2019-2020**

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation  
By Home Language**

Home Language	Total Students with Initial Evaluation Consent Dates 7/1/2019–6/30/2020	Closed Without IEP Meeting	Closed with IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Students with Open Cases as of 6/30/2020	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2020			
						Awaiting Arrangement of Services		#	%	#	%	#	%
						#	%						
English	12,845	971	1,596	1,005	9,273	4,413	47.6%	1,079	11.6%	3,781	40.8%		
Spanish	2,493	155	225	187	1,926	961	49.9%	240	12.5%	725	37.6%		
Chinese	548	22	45	41	440	261	59.3%	48	10.9%	131	29.8%		
Other	1,048	65	100	61	822	438	53.3%	106	12.9%	278	33.8%		
<b>Total</b>	<b>16,934</b>	<b>1,213</b>	<b>1,966</b>	<b>1,294</b>	<b>12,461</b>	<b>6,073</b>	<b>48.7%</b>	<b>1,473</b>	<b>11.8%</b>	<b>4,915</b>	<b>39.4%</b>		

**SY 2019-2020**

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation  
By Student in Temporary Housing**

Student in Temporary Housing	Total Students with Initial Evaluation Consent Dates 7/1/2019–6/30/2020	Closed Without IEP Meeting	Closed with IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Students with Open Cases as of 6/30/2020	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2020	
						#	%	#	%	Awaiting Arrangement of Services	
										#	%
STH	588	45	46	47	450	245	54.4%	52	11.6%	153	34.0%
Not STH	16,346	1,168	1,920	1,247	12,011	5,828	48.5%	1,421	11.8%	4,762	39.6%
<b>Total</b>	<b>16,934</b>	<b>1,213</b>	<b>1,966</b>	<b>1,294</b>	<b>12,461</b>	<b>6,073</b>	<b>48.7%</b>	<b>1,473</b>	<b>11.8%</b>	<b>4,915</b>	<b>39.4%</b>

## STUDENTS WITH IEPs – REPORTING ITEM 6; 8a

As of June 17, 2020, 30,668 preschool students had IEP recommendations for special education services. The tables below reflect the number and percentage of preschool students with disabilities who, by June 17, 2020, had an IEP that recommends special education services, disaggregated by district, special education service type, special education program, special education class size, race/ethnicity, gender, recommended language of instruction or services, home language and temporary housing status.

**Source:** CAP

Students who had an IEP as of June 17, 2020, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to 30,668 students.

Each student falls into one, and only one, count (#) column based on their recommendation.

Due to the wide nature of this report, the tables below have been divided into three sections for each disaggregation.

**The number and percentage of preschool students with a disability who, by the end of the academic period,  
have an IEP that recommends the following enumerated services**

**By District**

District	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	70	30.8%	53	23.3%	≤5	-	18	7.9%	0	0.0%	0	0.0%	0	0.0%
2	413	40.4%	311	30.4%	22	2.2%	59	5.8%	0	0.0%	0	0.0%	0	0.0%
3	197	34.0%	211	36.4%	≤5	-	38	6.6%	0	0.0%	0	0.0%	0	0.0%
4	154	36.4%	57	13.5%	15	3.5%	19	4.5%	0	0.0%	≤5	-	0	0.0%
5	117	26.2%	86	19.2%	≤5	-	36	8.1%	0	0.0%	≤5	-	0	0.0%
6	202	24.4%	139	16.8%	39	4.7%	48	5.8%	0	0.0%	14	1.7%	0	0.0%
7	188	28.9%	20	3.1%	8	1.2%	51	7.8%	0	0.0%	7	1.1%	0	0.0%
8	215	24.3%	35	4.0%	≤5	-	73	8.2%	0	0.0%	11	1.2%	0	0.0%
9	319	28.5%	18	1.6%	10	0.9%	58	5.2%	0	0.0%	22	2.0%	≤5	-
10	426	26.6%	50	3.1%	12	0.8%	128	8.0%	0	0.0%	49	3.1%	0	0.0%
11	266	20.9%	60	4.7%	≤5	-	151	11.9%	0	0.0%	6	0.5%	0	0.0%
12	192	25.0%	36	4.7%	6	0.8%	66	8.6%	0	0.0%	16	2.1%	0	0.0%
13	101	29.4%	94	27.4%	19	5.5%	29	8.5%	0	0.0%	≤5	-	0	0.0%
14	254	32.1%	68	8.6%	266	33.6%	28	3.5%	0	0.0%	≤5	-	0	0.0%
15	354	37.6%	133	14.1%	139	14.8%	52	5.5%	0	0.0%	6	0.6%	0	0.0%
16	31	15.3%	43	21.2%	≤5	-	32	15.8%	0	0.0%	≤5	-	0	0.0%
17	201	21.7%	385	41.5%	0	0.0%	43	4.6%	0	0.0%	0	0.0%	0	0.0%
18	101	22.5%	119	26.5%	≤5	-	33	7.3%	0	0.0%	0	0.0%	0	0.0%
19	102	15.8%	98	15.2%	≤5	-	63	9.8%	≤5	-	12	1.9%	0	0.0%
20	851	32.9%	322	12.4%	613	23.7%	108	4.2%	0	0.0%	>5	-	0	0.0%
21	366	21.1%	857	49.5%	86	5.0%	63	3.6%	0	0.0%	0	0.0%	0	0.0%
22	364	21.9%	627	37.7%	47	2.8%	94	5.7%	0	0.0%	0	0.0%	0	0.0%
23	56	22.1%	43	17.0%	≤5	-	31	12.3%	0	0.0%	≤5	-	0	0.0%
24	457	26.6%	66	3.8%	19	1.1%	99	5.8%	0	0.0%	117	6.8%	≤5	-
25	332	29.6%	164	14.6%	42	3.7%	91	8.1%	≤5	-	14	1.2%	≤5	-
26	137	26.5%	85	16.4%	16	3.1%	55	10.6%	0	0.0%	≤5	-	0	0.0%
27	297	22.7%	168	12.9%	17	1.3%	105	8.0%	≤5	-	14	1.1%	0	0.0%
28	240	21.0%	185	16.2%	12	1.1%	103	9.0%	≤5	-	7	0.6%	≤5	-
29	143	16.7%	109	12.7%	≤5	-	68	7.9%	≤5	-	10	1.2%	0	0.0%
30	277	28.8%	38	4.0%	8	0.8%	70	7.3%	≤5	-	37	3.8%	≤5	-
31	688	29.0%	569	24.0%	92	3.9%	132	5.6%	0	0.0%	≤5	-	0	0.0%
32	47	15.1%	60	19.3%	≤5	-	33	10.6%	0	0.0%	32	10.3%	0	0.0%
<b>Total</b>	<b>8,158</b>	<b>26.6%</b>	<b>5,309</b>	<b>17.3%</b>	<b>1,524</b>	<b>5.0%</b>	<b>2,077</b>	<b>6.8%</b>	<b>12</b>	<b>0.0%</b>	<b>398</b>	<b>1.3%</b>	<b>8</b>	<b>0.0%</b>

**The number and percentage of preschool students with a disability who, by the end of the academic period,  
have an IEP that recommends the following enumerated services**

**By District**

District	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	9	4.0%	27	11.9%	37	16.3%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	16	1.6%	64	6.3%	95	9.3%	21	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	9	1.6%	35	6.0%	65	11.2%	9	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	9	2.1%	57	13.5%	81	19.1%	15	3.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	15	3.4%	65	14.5%	96	21.5%	8	1.8%	0	0.0%	0	0.0%	≤5	-	0	0.0%
6	11	1.3%	88	10.6%	148	17.9%	33	4.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
7	17	2.6%	105	16.1%	145	22.3%	23	3.5%	0	0.0%	0	0.0%	≤5	-	0	0.0%
8	27	3.0%	149	16.8%	246	27.8%	41	4.6%	0	0.0%	0	0.0%	≤5	-	0	0.0%
9	37	3.3%	179	16.0%	222	19.8%	55	4.9%	0	0.0%	0	0.0%	14	1.3%	0	0.0%
10	33	2.1%	216	13.5%	402	25.1%	39	2.4%	0	0.0%	0	0.0%	15	0.9%	0	0.0%
11	34	2.7%	183	14.4%	373	29.3%	97	7.6%	0	0.0%	0	0.0%	10	0.8%	0	0.0%
12	12	1.6%	101	13.2%	167	21.8%	27	3.5%	0	0.0%	0	0.0%	9	1.2%	0	0.0%
13	10	2.9%	46	13.4%	33	9.6%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	13	1.6%	31	3.9%	65	8.2%	9	1.1%	0	0.0%	0	0.0%	6	0.8%	0	0.0%
15	13	1.4%	59	6.3%	116	12.3%	17	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	7	3.4%	34	16.7%	49	24.1%	0	0.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
17	20	2.2%	85	9.2%	173	18.7%	9	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	9	2.0%	39	8.7%	134	29.8%	11	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	19	3.0%	123	19.1%	192	29.8%	11	1.7%	0	0.0%	0	0.0%	≤5	-	0	0.0%
20	13	0.5%	140	5.4%	372	14.4%	31	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21	15	0.9%	80	4.6%	205	11.8%	31	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
22	26	1.6%	127	7.6%	323	19.4%	36	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	6	2.4%	32	12.6%	61	24.1%	9	3.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	28	1.6%	143	8.3%	291	16.9%	30	1.7%	0	0.0%	0	0.0%	≤5	-	0	0.0%
25	27	2.4%	95	8.5%	153	13.6%	51	4.5%	0	0.0%	0	0.0%	6	0.5%	0	0.0%
26	20	3.9%	66	12.8%	82	15.9%	37	7.2%	0	0.0%	0	0.0%	≤5	-	0	0.0%
27	32	2.4%	222	17.0%	321	24.6%	42	3.2%	0	0.0%	0	0.0%	≤5	-	0	0.0%
28	25	2.2%	137	12.0%	244	21.4%	92	8.1%	0	0.0%	0	0.0%	22	1.9%	0	0.0%
29	33	3.9%	154	18.0%	210	24.5%	89	10.4%	0	0.0%	0	0.0%	9	1.1%	≤5	-
30	15	1.6%	125	13.0%	222	23.1%	14	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
31	57	2.4%	215	9.1%	458	19.3%	10	0.4%	0	0.0%	0	0.0%	36	1.5%	0	0.0%
32	12	3.9%	23	7.4%	79	25.4%	6	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>629</b>	<b>2.1%</b>	<b>3,245</b>	<b>10.6%</b>	<b>5,860</b>	<b>19.1%</b>	<b>906</b>	<b>3.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>148</b>	<b>0.5%</b>	<b>≤5</b>	<b>-</b>

**The number and percentage of preschool students with a disability who, by the end of the academic period,  
have an IEP that recommends the following enumerated services**

**By District**

District	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	0	0.0%	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	≤5	-	≤5	-	15	1.5%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	0	0.0%	≤5	-	8	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	0	0.0%	≤5	-	12	2.8%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	0	0.0%	≤5	-	12	2.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	>5	-	19	2.3%	52	6.3%	22	2.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7	≤5	-	19	2.9%	49	7.5%	7	1.1%	0	0.0%	0	0.0%	≤5	-	0	0.0%
8	0	0.0%	14	1.6%	58	6.5%	6	0.7%	0	0.0%	0	0.0%	≤5	-	0	0.0%
9	>5	-	43	3.8%	107	9.6%	16	1.4%	0	0.0%	0	0.0%	10	0.9%	0	0.0%
10	11	0.7%	61	3.8%	136	8.5%	7	0.4%	0	0.0%	0	0.0%	14	0.9%	0	0.0%
11	≤5	-	16	1.3%	62	4.9%	12	0.9%	0	0.0%	0	0.0%	≤5	-	0	0.0%
12	≤5	-	26	3.4%	93	12.1%	≤5	-	0	0.0%	0	0.0%	9	1.2%	≤5	-
13	0	0.0%	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	0	0.0%	≤5	-	15	1.9%	33	4.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	≤5	-	≤5	-	39	4.1%	9	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	0	0.0%	0	0.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	≤5	-	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	0	0.0%	0	0.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	0	0.0%	≤5	-	15	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20	≤5	-	11	0.4%	86	3.3%	33	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21	0	0.0%	≤5	-	25	1.4%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
22	≤5	-	≤5	-	13	0.8%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	≤5	-	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	≤5	-	67	3.9%	382	22.2%	15	0.9%	0	0.0%	0	0.0%	≤5	-	0	0.0%
25	0	0.0%	32	2.8%	87	7.7%	12	1.1%	0	0.0%	0	0.0%	15	1.3%	0	0.0%
26	0	0.0%	≤5	-	9	1.7%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
27	≤5	-	≤5	-	73	5.6%	6	0.5%	0	0.0%	0	0.0%	≤5	-	0	0.0%
28	0	0.0%	8	0.7%	39	3.4%	9	0.8%	0	0.0%	0	0.0%	9	0.8%	0	0.0%
29	0	0.0%	≤5	-	15	1.8%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
30	≤5	-	24	2.5%	114	11.9%	6	0.6%	0	0.0%	0	0.0%	9	0.9%	0	0.0%
31	0	0.0%	≤5	-	92	3.9%	≤5	-	0	0.0%	0	0.0%	15	0.6%	0	0.0%
32	≤5	-	≤5	-	13	4.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>51</b>	<b>0.2%</b>	<b>379</b>	<b>1.2%</b>	<b>1,645</b>	<b>5.4%</b>	<b>220</b>	<b>0.7%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>97</b>	<b>0.3%</b>	<b>≤5</b>	<b>-</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability who, by the end of the academic period,  
have an IEP that recommends the following enumerated services  
By Race/Ethnicity**

Race/Ethnicity	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	631	24.0%	433	16.5%	143	5.4%	173	6.6%	≤5	-	>5	-	0	0.0%
Black	1,035	20.1%	795	15.4%	14	0.3%	508	9.8%	≤5	-	17	0.3%	0	0.0%
Hispanic/Latinx	2,926	27.5%	988	9.3%	215	2.0%	775	7.3%	≤5	-	336	3.2%	>5	-
White	3,329	29.1%	2,910	25.5%	1,139	10.0%	563	4.9%	≤5	-	36	0.3%	0	0.0%
Other	140	25.7%	95	17.4%	12	2.2%	47	8.6%	0	0.0%	≤5	-	≤5	-
Unknown	97	36.2%	88	32.8%	≤5	-	11	4.1%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>8,158</b>	<b>26.6%</b>	<b>5,309</b>	<b>17.3%</b>	<b>1,524</b>	<b>5.0%</b>	<b>2,077</b>	<b>6.8%</b>	<b>12</b>	<b>0.0%</b>	<b>398</b>	<b>1.3%</b>	<b>8</b>	<b>0.0%</b>

Race/Ethnicity	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	73	2.8%	382	14.6%	506	19.3%	74	2.8%	0	0.0%	0	0.0%	19	0.7%	≤5	-
Black	155	3.0%	844	16.4%	1,437	27.8%	256	5.0%	0	0.0%	0	0.0%	30	0.6%	0	0.0%
Hispanic/Latinx	179	1.7%	1,101	10.4%	1,972	18.5%	281	2.6%	0	0.0%	0	0.0%	58	0.5%	0	0.0%
White	197	1.7%	826	7.2%	1,798	15.7%	265	2.3%	0	0.0%	0	0.0%	31	0.3%	0	0.0%
Other	19	3.5%	75	13.8%	111	20.4%	23	4.2%	0	0.0%	0	0.0%	>5	-	0	0.0%
Unknown	6	2.2%	17	6.3%	36	13.4%	7	2.6%	0	0.0%	0	0.0%	≤5	-	0	0.0%
<b>Total</b>	<b>629</b>	<b>2.1%</b>	<b>3,245</b>	<b>10.6%</b>	<b>5,860</b>	<b>19.1%</b>	<b>906</b>	<b>3.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>148</b>	<b>0.5%</b>	<b>≤5</b>	<b>-</b>

Race/Ethnicity	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	≤5	-	48	1.8%	119	4.5%	>5	-	0	0.0%	0	0.0%	7	0.3%	0	0.0%
Black	≤5	-	>5	-	42	0.8%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
Hispanic/Latinx	42	0.4%	297	2.8%	1,257	11.8%	117	1.1%	0	0.0%	0	0.0%	80	0.8%	≤5	-
White	7	0.1%	18	0.2%	214	1.9%	92	0.8%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	0	0.0%	≤5	-	>5	-	0	0.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Unknown	0	0.0%	0	0.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>51</b>	<b>0.2%</b>	<b>379</b>	<b>1.2%</b>	<b>1,645</b>	<b>5.4%</b>	<b>220</b>	<b>0.7%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>97</b>	<b>0.3%</b>	<b>≤5</b>	<b>-</b>



**SY 2019-2020**

**The number and percentage of preschool students with a disability who, by the end of the academic period,  
have an IEP that recommends the following enumerated services  
By Gender**

Gender	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	2,955	31.2%	1,683	17.8%	518	5.5%	677	7.1%	≤5	-	160	1.7%	≤5	-
Male	5,203	24.5%	3,626	17.1%	1,006	4.7%	1,400	6.6%	>5	-	238	1.1%	≤5	-
<b>Total</b>	<b>8,158</b>	<b>26.6%</b>	<b>5,309</b>	<b>17.3%</b>	<b>1,524</b>	<b>5.0%</b>	<b>2,077</b>	<b>6.8%</b>	<b>12</b>	<b>0.0%</b>	<b>398</b>	<b>1.3%</b>	<b>8</b>	<b>0.0%</b>

Gender	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	153	1.6%	756	8.0%	1,636	17.3%	240	2.5%	0	0.0%	0	0.0%	40	0.4%	0	0.0%
Male	476	2.2%	2,489	11.7%	4,224	19.9%	666	3.1%	0	0.0%	0	0.0%	108	0.5%	≤5	-
<b>Total</b>	<b>629</b>	<b>2.1%</b>	<b>3,245</b>	<b>10.6%</b>	<b>5,860</b>	<b>19.1%</b>	<b>906</b>	<b>3.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>148</b>	<b>0.5%</b>	<b>≤5</b>	<b>-</b>

Gender	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	17	0.2%	88	0.9%	443	4.7%	73	0.8%	0	0.0%	0	0.0	27	0.3%	0	0.0%
Male	34	0.2%	291	1.4%	1,202	5.7%	147	0.7%	0	0.0%	0	0.0	70	0.3%	≤5	-
<b>Total</b>	<b>51</b>	<b>0.2%</b>	<b>379</b>	<b>1.2%</b>	<b>1,645</b>	<b>5.4%</b>	<b>220</b>	<b>0.7%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0</b>	<b>97</b>	<b>0.3%</b>	<b>≤5</b>	<b>-</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability who, by the end of the academic period, have an IEP that recommends the following enumerated services  
By Recommended Language of Instruction or Services**

Recommended Language	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	6,102	25.1%	5,309	21.9%	0	0.0%	2,077	8.6%	>5	-	0	0.0%	0	0.0%
Spanish	1,151	30.5%	0	0.0%	211	5.6%	0	0.0%	0	0.0%	380	10.1%	>5	-
Chinese	146	28.9%	0	0.0%	139	27.5%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	759	36.2%	0	0.0%	1,174	55.9%	0	0.0%	0	0.0%	>5	-	0	0.0%
<b>Total</b>	<b>8,158</b>	<b>26.6%</b>	<b>5,309</b>	<b>17.3%</b>	<b>1,524</b>	<b>5.0%</b>	<b>2,077</b>	<b>6.8%</b>	<b>&gt;5</b>	<b>-</b>	<b>398</b>	<b>1.3%</b>	<b>&gt;5</b>	<b>-</b>

Recommended Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	629	2.6%	3,245	13.4%	5,860	24.1%	906	3.7%	0	0.0%	0	0.0%	148	0.6%	≤5	-
Spanish	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Chinese	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>629</b>	<b>2.1%</b>	<b>3,245</b>	<b>10.6%</b>	<b>5,860</b>	<b>19.1%</b>	<b>906</b>	<b>3.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>148</b>	<b>0.5%</b>	<b>≤5</b>	<b>-</b>

Recommended Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spanish	41	1.1%	319	8.5%	1,444	38.3%	127	3.4%	0	0.0%	0	0.0%	>5	-	≤5	-
Chinese	≤5	-	54	10.7%	150	29.6%	6	1.2%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	>5	-	6	0.3%	51	2.4%	87	4.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>51</b>	<b>0.2%</b>	<b>379</b>	<b>1.2%</b>	<b>1,645</b>	<b>5.4%</b>	<b>220</b>	<b>0.7%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>97</b>	<b>0.3%</b>	<b>≤5</b>	<b>-</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability who, by the end of the academic period,  
have an IEP that recommends the following enumerated services  
By Home Language**

Home Language	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	6,067	26.4%	4,344	18.9%	1,055	4.6%	1,640	7.1%	>5	-	125	0.5%	0	0.0%
Spanish	1,431	30.5%	364	7.8%	153	3.3%	262	5.6%	≤5	-	259	5.5%	>5	-
Chinese	273	28.8%	165	17.4%	100	10.6%	34	3.6%	0	0.0%	≤5	-	0	0.0%
Other	387	18.9%	436	21.3%	216	10.6%	141	6.9%	0	0.0%	>5	-	0	0.0%
<b>Total</b>	<b>8,158</b>	<b>26.6%</b>	<b>5,309</b>	<b>17.3%</b>	<b>1,524</b>	<b>5.0%</b>	<b>2,077</b>	<b>6.8%</b>	<b>12</b>	<b>0.0%</b>	<b>398</b>	<b>1.3%</b>	<b>&gt;5</b>	<b>-</b>

Home Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	501	2.2%	2,588	11.3%	4,720	20.5%	736	3.2%	0	0.0%	0	0.0%	104	0.5%	≤5	-
Spanish	52	1.1%	282	6.0%	643	13.7%	83	1.8%	0	0.0%	0	0.0%	22	0.5%	0	0.0%
Chinese	13	1.4%	84	8.9%	112	11.8%	19	2.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	63	3.1%	291	14.2%	385	18.8%	68	3.3%	0	0.0%	0	0.0%	>5	-	0	0.0%
<b>Total</b>	<b>629</b>	<b>2.1%</b>	<b>3,245</b>	<b>10.6%</b>	<b>5,860</b>	<b>19.1%</b>	<b>906</b>	<b>3.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>148</b>	<b>0.5%</b>	<b>≤5</b>	<b>-</b>

Home Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	29	0.1%	184	0.8%	714	3.1%	130	0.6%	0	0.0%	0	0.0%	>5	-	≤5	-
Spanish	>5	-	153	3.3%	827	17.6%	72	1.5%	0	0.0%	0	0.0%	57	1.2%	0	0.0%
Chinese	0	0.0%	>5	-	89	9.4%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	≤5	-	≤5	-	15	0.7%	>5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>51</b>	<b>0.2%</b>	<b>379</b>	<b>1.2%</b>	<b>1,645</b>	<b>5.4%</b>	<b>220</b>	<b>0.7%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>97</b>	<b>0.3%</b>	<b>≤5</b>	<b>-</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability who, by the end of the academic period,  
have an IEP that recommends the following enumerated services  
By Student in Temporary Housing**

Student in Temporary Housing	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	268	27.9%	119	12.4%	24	2.5%	92	9.6%	0	0.0%	11	1.1%	0	0.0%
Not STH	7,890	26.6%	5,190	17.5%	1,500	5.0%	1,985	6.7%	12	0.0%	387	1.3%	8	0.0%
<b>Total</b>	<b>8,158</b>	<b>26.6%</b>	<b>5,309</b>	<b>17.3%</b>	<b>1,524</b>	<b>5.0%</b>	<b>2,077</b>	<b>6.8%</b>	<b>12</b>	<b>0.0%</b>	<b>398</b>	<b>1.3%</b>	<b>8</b>	<b>0.0%</b>

Student in Temporary Housing	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	6:1:2		8:1:2		12:1:2		Other Ratio		6:1:2		8:1:2		12:1:2		Other Ratio	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	19	2.0%	158	16.5%	191	19.9%	22	2.3%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Not STH	610	2.1%	3,087	10.4%	5,669	19.1%	884	3.0%	0	0.0%	0	0.0%	143	0.5%	≤5	-
<b>Total</b>	<b>629</b>	<b>2.1%</b>	<b>3,245</b>	<b>10.6%</b>	<b>5,860</b>	<b>19.1%</b>	<b>906</b>	<b>3.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>148</b>	<b>0.5%</b>	<b>≤5</b>	<b>-</b>

Student in Temporary Housing	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	6:1:2		8:1:2		12:1:2		Other Ratio		6:1:2		8:1:2		12:1:2		Other Ratio	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	≤5	-	12	1.3%	30	3.1%	≤5	-	0	0.0%	0	0.0	≤5	-	0	0.0%
Not STH	>5	-	367	1.2%	1,615	5.4%	>5	-	0	0.0%	0	0.0	>5	-	≤5	-
<b>Total</b>	<b>51</b>	<b>0.2%</b>	<b>379</b>	<b>1.2%</b>	<b>1,645</b>	<b>5.4%</b>	<b>220</b>	<b>0.7%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0</b>	<b>97</b>	<b>0.3%</b>	<b>≤5</b>	<b>-</b>

## STUDENTS WITH A DISABILITY RECEIVING SERVICES IN FULL COMPLIANCE WITH THEIR IEP'S MAIN PROGRAM, PARTIAL PLACEMENT, OR AWAITING PLACEMENT – REPORTING ITEM 8b

CPSEs work with families to offer appropriate programs in the least restrictive environment, including as close to their homes as possible. If programs are not available in the home district, CPSEs offer programs in adjacent districts, then districts that are further away. When a preschool student's IEP-recommended special class program is unavailable, a CPSE Administrator works with the family to arrange partial services until the recommended program becomes available. This way, most students who cannot be placed in their recommended special class do receive special education services. These partial services may include a full-day special class with a less intensive special class ratio; a half-day special class; a special class in an integrated setting, full- or half-day; related services as recommended on the IEP; and/or special education itinerant teacher services at the childcare location selected by a parent (which may be a 3-K or Pre-K for All program). Students for whom partial services are offered are tracked by the DOE until the IEP-recommended programs and services can be offered.

The data below includes preschool students for whom an IEP meeting was held and a first attend date between July 1, 2019 and June 30, 2020 was entered into CAP by June 30, 2020 for SEIT and/or related services; or an authorization date between July 1, 2019 and June 30, 2020 was entered into CAP by June 30, 2020 for a SCIS or special class. It does not capture preschool students for whom the implementation of services was deferred until the following school year due to their age (i.e., not yet three years old); extension of early intervention services; 10-month versus 12-month eligibility; and students who were turning 5 and whose parents chose to proceed with school-age services instead of preschool services. The data is disaggregated by district, special education service type, special education program, special education class size, race/ethnicity, gender, recommended language of instruction or services, home language and temporary housing status.

**Source:** CAP, Special Education Program Database, PSEET, SESIS, EasyTrac

**"Number of Students with a Disability"** reflects students who had an IEP as of June 17, 2020, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to 30,668 students.

Each student in this cohort has been either **"Fully Placed"**, **"Partially Placed"**, or is **"Awaiting Placement"** as of 6/17/2020.

**"Fully Placed Students Receiving Services in Full Compliance"** reflects the number of students who were fully placed as of 6/17/2020, and that:

- For Related Services Only\*, the student has begun receiving services for all of their Related Services recommendations by 6/30/2020.
- For SEIT, there is a first attend date in CAP as of 06/17/2020, and the student has begun receiving services for all of their Related Services recommendations by 6/30/2020, if applicable.

- For SCIS or Special Class, the student has been placed at a location that is authorized to provide that program, respectively, and in the language recommended on the student's IEP, and the student has begun receiving services for all of their Related Services recommendations by 6/30/2020, if applicable.

\*Note that in the next section of this report, information on the provision of specific Related Services is provided.

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or partial compliance, by end of the academic period**

**By District**

District	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
1	227	203	89.4%	145	71.4%	>5	-	≤5	-
2	1,022	957	93.6%	605	63.2%	44	4.3%	21	2.1%
3	580	562	96.9%	416	74.0%	12	2.1%	6	1.0%
4	423	381	90.1%	239	62.7%	10	2.4%	32	7.6%
5	447	419	93.7%	348	83.1%	15	3.4%	13	2.9%
6	828	804	97.1%	613	76.2%	17	2.1%	7	0.8%
7	651	611	93.9%	481	78.7%	19	2.9%	21	3.2%
8	886	811	91.5%	581	71.6%	26	2.9%	49	5.5%
9	1,119	1,039	92.9%	752	72.4%	19	1.7%	61	5.5%
10	1,599	1,491	93.2%	1,107	74.2%	29	1.8%	79	4.9%
11	1,273	1,187	93.2%	882	74.3%	33	2.6%	53	4.2%
12	767	714	93.1%	502	70.3%	24	3.1%	29	3.8%
13	343	335	97.7%	247	73.7%	≤5	-	≤5	-
14	791	771	97.5%	415	53.8%	≤5	-	>5	-
15	942	901	95.6%	589	65.4%	14	1.5%	27	2.9%
16	203	191	94.1%	157	82.2%	≤5	-	7	3.4%
17	927	898	96.9%	593	66.0%	13	1.4%	16	1.7%
18	449	444	98.9%	301	67.8%	≤5	-	≤5	-
19	644	574	89.1%	440	76.7%	12	1.9%	58	9.0%
20	2,588	2,390	92.3%	1,494	62.5%	14	0.5%	184	7.1%
21	1,733	1,660	95.8%	993	59.8%	18	1.0%	55	3.2%
22	1,663	1,625	97.7%	1,077	66.3%	7	0.4%	31	1.9%
23	253	218	86.2%	159	72.9%	≤5	-	>5	-
24	1,719	1,601	93.1%	1,090	68.1%	47	2.7%	71	4.1%
25	1,123	1,044	93.0%	732	70.1%	13	1.2%	66	5.9%
26	517	491	95.0%	384	78.2%	8	1.5%	18	3.5%
27	1,307	1,178	90.1%	847	71.9%	30	2.3%	99	7.6%
28	1,141	1,097	96.1%	780	71.1%	13	1.1%	31	2.7%
29	856	824	96.3%	629	76.3%	9	1.1%	23	2.7%
30	962	900	93.6%	623	69.2%	23	2.4%	39	4.1%
31	2,374	2,293	96.6%	1,928	84.1%	33	1.4%	48	2.0%
32	311	273	87.8%	191	70.0%	8	2.6%	30	9.6%
<b>Total</b>	<b>30,668</b>	<b>28,887</b>	<b>94.2%</b>	<b>20,340</b>	<b>70.4%</b>	<b>545</b>	<b>1.8%</b>	<b>1,236</b>	<b>4.0%</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or partial compliance, by end of the academic period  
By Race/Ethnicity**

Race/Ethnicity	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
Asian	2,624	2,413	92.0%	1,776	73.6%	73	2.8%	138	5.3%
Black	5,162	4,835	93.7%	3,614	74.7%	110	2.1%	217	4.2%
Hispanic/Latinx	10,637	9,957	93.6%	7,151	71.8%	217	2.0%	463	4.4%
White	11,434	10,910	95.4%	7,233	66.3%	133	1.2%	391	3.4%
Other	545	517	94.9%	387	74.9%	>5	-	>5	-
Unknown	266	255	95.9%	179	70.2%	>5	-	≤5	-
<b>Total</b>	<b>30,668</b>	<b>28,887</b>	<b>94.2%</b>	<b>20,340</b>	<b>70.4%</b>	<b>545</b>	<b>1.8%</b>	<b>1,236</b>	<b>4.0%</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or partial compliance, by end of the academic period  
By Gender**

Gender	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
Female	9,472	8,983	94.8%	6,241	69.5%	132	1.4%	357	3.8%
Male	21,196	19,904	93.9%	14,099	70.8%	413	1.9%	879	4.1%
<b>Total</b>	<b>30,668</b>	<b>28,887</b>	<b>94.2%</b>	<b>20,340</b>	<b>70.4%</b>	<b>545</b>	<b>1.8%</b>	<b>1,236</b>	<b>4.0%</b>



**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or partial compliance, by end of the academic period  
By Recommended Language of Instruction or Services**

Recommended Language	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
English	24,291	22,902	94.3%	16,920	73.9%	437	1.8%	952	3.9%
Spanish	3,772	3,526	93.5%	2,213	62.8%	79	2.1%	167	4.4%
Chinese	506	455	89.9%	290	63.7%	21	4.2%	30	5.9%
Other	2,099	2,004	95.5%	917	45.8%	8	0.4%	87	4.1%
<b>Total</b>	<b>30,668</b>	<b>28,887</b>	<b>94.2%</b>	<b>20,340</b>	<b>70.4%</b>	<b>545</b>	<b>1.8%</b>	<b>1,236</b>	<b>4.0%</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or partial compliance, by end of the academic period  
By Home Language**

Home Language	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
English	22,982	21,737	94.6%	15,503	71.3%	376	1.6%	869	3.8%
Spanish	4,693	4,397	93.7%	2,956	67.2%	92	2.0%	204	4.3%
Chinese	947	860	90.8%	586	68.1%	30	3.2%	57	6.0%
Other	2,046	1,893	92.5%	1,295	68.4%	47	2.3%	106	5.2%
<b>Total</b>	<b>30,668</b>	<b>28,887</b>	<b>94.2%</b>	<b>20,340</b>	<b>70.4%</b>	<b>545</b>	<b>1.8%</b>	<b>1,236</b>	<b>4.0%</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or partial compliance, by end of the academic period  
By Student in Temporary Housing**

Student in Temporary Housing	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
STH	960	856	89.2%	586	68.5%	32	3.3%	72	7.5%
Not STH	29,708	28,031	94.4%	19,754	70.5%	513	1.7%	1,164	3.9%
<b>Total</b>	<b>30,668</b>	<b>28,887</b>	<b>94.2%</b>	<b>20,340</b>	<b>70.4%</b>	<b>545</b>	<b>1.8%</b>	<b>1,236</b>	<b>4.0%</b>

## STUDENTS WITH A DISABILITY RECEIVING SERVICES IN FULL COMPLIANCE WITH THEIR IEP'S FULL LIST OF RECOMMENDATIONS, OR AWAITING PROVISION – REPORTING ITEM 9

The DOE takes immediate steps to arrange the provision of all recommended related services following finalization of a child's IEP, consistent with the service start date established by the IEP and associated timeframes in the Pre-School Standard Operating Procedure. The mechanism for doing so varies depending upon the student's educational program and placement; in some instances this entails direct provision by DOE staff; in others it entails direct assignment of the service via a DOE contract agency or independent provider; and in other instances the tuition based 4410 provider is responsible for service provision. These service placement processes are currently managed manually, with key milestones subsequently captured in CAP. Records of individual service are captured in SESIS, EasyTrac, or, in limited instances, on paper depending upon the provider and setting. The DOE is developing short and long term data and systems strategies to automate and streamline provider assignment and associated "real time" data capture and reporting.

**Source:** CAP, Special Education Program Database, PSEET, EasyTrac, SESIS, OPT

This report reflects students who had an IEP as of June 17, 2020, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to 30,668 students.

This report reflects the full list of enumerated services on each student's IEP as of 06/17/2020. Therefore, a student can be counted in *more than one column* across this report (e.g., a student recommended for Special Class, as well as Monolingual Speech and Occupational Therapy).

For Individual Related Services, a student is receiving services in full compliance with their IEP if:

- There is a first attend date for that related service in CAP before 06/30/2020; or
- There is an initial encounter date for that related services in EasyTrac before 06/30/2020; or
- There is an initial encounter date for that related service in SESIS before 06/30/2020

For Special Transportation Services, a student is considered receiving services in full compliance if the student was assigned to busing as of the last day of in-person instruction (3/13/2020).

For SEIT, a student is receiving services in full compliance with their IEP if there is a first attend date on that service in CAP prior to 06/30/2020.

For SCIS or Special Class, a student is receiving services in full compliance with their IEP if the student has been placed at a location that is authorized to provide that program, respectively, for full or half day, and in the language recommended as per the student's IEP.

Note that the DOE is not able to provide data this year on students who were "receiving in part such services" due to limitations on data from source systems.

The data on students "awaiting provision of services" can be gleaned from the tables below. For example, 80.5% of students recommended for Monolingual Speech

Therapy in District 1 were Receiving Services. Therefore, 19.5% of those students were still awaiting provision of services as of 06/30/2020.

Due to the wide nature of this report, the tables below have been divided into four sections for each disaggregation.

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or awaiting services, by the end of the academic period**

**By District**

District	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	185	80.5%	17	82.4%	14	71.4%	0	-	140	87.1%	64	82.8%	0	-	≤5	-
2	775	81.7%	70	55.7%	63	60.3%	≤5	-	701	83.5%	370	81.4%	16	81.3%	10	90.0%
3	431	83.8%	26	76.9%	46	78.3%	0	-	404	83.9%	203	85.2%	≤5	-	≤5	-
4	349	74.8%	53	64.2%	22	50.0%	≤5	-	243	75.7%	137	75.2%	0	-	≤5	-
5	349	87.4%	31	87.1%	25	88.0%	0	-	275	84.0%	128	91.4%	0	-	≤5	-
6	501	84.2%	250	74.0%	22	72.7%	≤5	-	437	81.5%	226	88.9%	0	-	≤5	-
7	473	85.2%	151	75.5%	40	77.5%	≤5	-	416	82.5%	168	86.9%	0	-	0	-
8	713	74.6%	129	72.9%	27	74.1%	0	-	591	76.8%	228	79.8%	0	-	≤5	-
9	735	79.9%	345	62.6%	32	84.4%	0	-	713	79.0%	265	81.1%	0	-	≤5	-
10	1,097	81.3%	441	71.2%	35	80.0%	≤5	-	1,023	82.7%	420	83.1%	0	-	≤5	-
11	1,070	76.9%	119	83.2%	75	74.7%	≤5	-	894	80.0%	344	88.1%	0	-	6	0.0%
12	513	77.0%	215	70.2%	29	82.8%	≤5	-	487	76.8%	194	81.4%	0	-	≤5	-
13	255	90.6%	31	74.2%	18	55.6%	0	-	220	87.7%	116	84.5%	≤5	-	0	-
14	274	85.0%	434	56.5%	13	92.3%	0	-	416	64.2%	142	72.5%	≤5	-	≤5	-
15	501	84.8%	308	62.3%	18	83.3%	0	-	573	79.4%	252	85.7%	0	-	≤5	-
16	181	90.6%	>5	-	12	66.7%	0	-	133	92.5%	50	94.0%	≤5	-	0	-
17	773	76.8%	14	92.9%	138	63.8%	0	-	650	80.9%	268	77.6%	≤5	-	≤5	-
18	396	74.5%	≤5	-	29	44.8%	0	-	309	80.6%	142	83.1%	≤5	-	0	-
19	582	81.4%	34	61.8%	16	87.5%	≤5	-	390	87.2%	138	89.9%	≤5	-	0	-
20	1,190	75.3%	1,148	68.9%	32	68.8%	6	33.3%	1,527	68.7%	620	69.2%	≤5	-	≤5	-
21	1,330	74.1%	143	68.5%	30	60.0%	≤5	-	1,193	69.3%	440	69.5%	≤5	-	≤5	-
22	1,354	76.4%	71	69.0%	90	57.8%	0	-	1,146	73.7%	465	71.8%	≤5	-	0	-
23	211	82.5%	15	93.3%	17	64.7%	0	-	135	83.0%	61	88.5%	0	-	0	-
24	793	80.2%	845	72.4%	21	81.0%	≤5	-	990	80.8%	453	84.1%	≤5	-	≤5	-
25	733	76.9%	266	77.4%	33	90.9%	6	83.3%	674	76.6%	357	80.4%	0	-	6	66.7%
26	415	87.2%	61	80.3%	21	90.5%	0	-	300	82.3%	156	85.9%	≤5	-	≤5	-
27	1,023	76.5%	138	62.3%	30	83.3%	0	-	886	73.6%	368	77.4%	≤5	-	≤5	-
28	903	80.2%	120	79.2%	43	88.4%	≤5	-	706	82.4%	329	82.1%	≤5	-	0	-
29	727	83.4%	47	89.4%	39	92.3%	0	-	537	84.2%	217	89.9%	≤5	-	≤5	-
30	596	77.3%	309	69.6%	14	50.0%	≤5	-	588	80.8%	276	82.6%	≤5	-	≤5	-
31	1,910	94.7%	260	86.2%	165	85.5%	≤5	-	1,517	91.0%	774	91.1%	6	83.3%	9	77.8%
32	252	79.4%	46	91.3%	9	66.7%	0	-	154	79.2%	72	86.1%	0	-	0	-
<b>Total</b>	<b>21,590</b>	<b>80.6%</b>	<b>6,149</b>	<b>70.5%</b>	<b>1,218</b>	<b>74.0%</b>	<b>43</b>	<b>60.5%</b>	<b>19,368</b>	<b>79.1%</b>	<b>8,443</b>	<b>81.5%</b>	<b>49</b>	<b>67.3%</b>	<b>71</b>	<b>45.1%</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or awaiting services, by the end of the academic period**

**By District**

District	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	98	67.3%	53	37.7%	≤5	-	18	88.9%	0	-	0	-	0	-
2	276	66.3%	311	43.1%	22	68.2%	59	81.4%	0	-	0	-	0	-
3	162	76.5%	211	82.9%	≤5	-	38	92.1%	0	-	0	-	0	-
4	189	75.1%	57	42.1%	15	20.0%	19	84.2%	0	-	≤5	-	0	-
5	228	78.5%	86	86.0%	≤5	-	36	83.3%	0	-	≤5	-	0	-
6	462	71.4%	139	89.9%	39	64.1%	48	95.8%	0	-	14	85.7%	0	-
7	428	78.5%	20	75.0%	8	87.5%	51	86.3%	0	-	7	28.6%	0	-
8	629	77.9%	35	45.7%	≤5	-	73	80.8%	0	-	11	45.5%	0	-
9	772	77.7%	18	88.9%	10	60.0%	58	77.6%	0	-	22	63.6%	≤5	-
10	1,109	82.2%	50	68.0%	12	91.7%	128	79.7%	0	-	49	65.3%	0	-
11	925	83.8%	60	70.0%	≤5	-	151	85.4%	0	-	6	66.7%	0	-
12	530	81.3%	36	72.2%	6	50.0%	66	90.9%	0	-	16	56.3%	0	-
13	134	79.9%	94	63.8%	19	57.9%	29	96.6%	0	-	≤5	-	0	-
14	209	85.2%	68	42.6%	266	47.0%	28	96.4%	0	-	≤5	-	0	-
15	322	78.3%	133	51.1%	139	52.5%	52	75.0%	0	-	6	33.3%	0	-
16	129	79.8%	43	58.1%	≤5	-	32	96.9%	0	-	≤5	-	0	-
17	341	82.1%	385	75.1%	0	-	43	95.3%	0	-	0	-	0	-
18	227	84.6%	119	83.2%	≤5	-	33	97.0%	0	-	0	-	0	-
19	438	83.8%	98	16.3%	≤5	-	63	82.5%	≤5	-	12	58.3%	0	-
20	804	76.1%	322	68.6%	613	58.9%	108	94.4%	0	-	6	0.0%	0	-
21	422	74.4%	857	69.8%	86	73.3%	63	95.2%	0	-	0	-	0	-
22	629	77.7%	627	75.6%	47	70.2%	94	98.9%	0	-	0	-	0	-
23	156	80.8%	43	14.0%	≤5	-	31	83.9%	0	-	≤5	-	0	-
24	1,173	78.5%	66	45.5%	19	47.4%	99	90.9%	0	-	117	88.0%	≤5	-
25	583	71.0%	164	50.6%	42	38.1%	91	95.6%	≤5	-	14	85.7%	≤5	-
26	274	73.7%	85	40.0%	16	68.8%	55	90.9%	0	-	≤5	-	0	-
27	850	69.6%	168	43.5%	17	23.5%	105	89.5%	≤5	-	14	57.1%	0	-
28	693	74.5%	185	31.9%	12	41.7%	103	95.1%	≤5	-	7	71.4%	≤5	-
29	587	77.0%	109	28.4%	≤5	-	68	97.1%	≤5	-	10	80.0%	0	-
30	637	76.9%	38	31.6%	8	37.5%	70	88.6%	≤5	-	37	86.5%	≤5	-
31	1,016	75.4%	569	69.4%	92	64.1%	132	85.6%	0	-	≤5	-	0	-
32	203	74.9%	60	10.0%	≤5	-	33	90.9%	0	-	32	84.4%	0	-
<b>Total</b>	<b>15,635</b>	<b>77.3%</b>	<b>5,309</b>	<b>62.3%</b>	<b>1,524</b>	<b>56.7%</b>	<b>2,077</b>	<b>89.1%</b>	<b>12</b>	<b>91.7%</b>	<b>398</b>	<b>73.6%</b>	<b>8</b>	<b>75.0%</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or awaiting services, by the end of the academic period**

**By District**

District	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	9	66.7%	27	59.3%	37	86.5%	≤5	-	0	-	0	-	0	-	0	-
2	16	81.3%	64	78.1%	95	92.6%	21	61.9%	0	-	0	-	0	-	0	-
3	9	88.9%	35	88.6%	65	95.4%	9	77.8%	0	-	0	-	0	-	0	-
4	9	77.8%	57	87.7%	81	93.8%	15	40.0%	0	-	0	-	0	-	0	-
5	15	80.0%	65	92.3%	96	93.8%	8	75.0%	0	-	0	-	≤5	-	0	-
6	11	100.0%	88	88.6%	148	96.6%	33	93.9%	0	-	0	-	≤5	-	0	-
7	17	76.5%	105	81.0%	145	93.1%	23	95.7%	0	-	0	-	≤5	-	0	-
8	27	77.8%	149	89.3%	246	91.5%	41	97.6%	0	-	0	-	≤5	-	0	-
9	37	91.9%	179	86.0%	222	91.0%	55	94.5%	0	-	0	-	14	100.0%	0	-
10	33	81.8%	216	88.9%	402	94.3%	39	94.9%	0	-	0	-	15	93.3%	0	-
11	34	91.2%	183	92.9%	373	93.0%	97	97.9%	0	-	0	-	10	100.0%	0	-
12	12	91.7%	101	92.1%	167	92.2%	27	96.3%	0	-	0	-	9	100.0%	0	-
13	10	100.0%	46	95.7%	33	93.9%	≤5	-	0	-	0	-	0	-	0	-
14	13	100.0%	31	93.5%	65	100.0%	9	77.8%	0	-	0	-	6	100.0%	0	-
15	13	76.9%	59	94.9%	116	92.2%	17	100.0%	0	-	0	-	0	-	0	-
16	7	71.4%	34	94.1%	49	89.8%	0	-	0	-	0	-	≤5	-	0	-
17	20	85.0%	85	84.7%	173	94.2%	9	100.0%	0	-	0	-	0	-	0	-
18	9	100.0%	39	94.9%	134	100.0%	11	90.9%	0	-	0	-	0	-	0	-
19	19	100.0%	123	87.8%	192	92.2%	11	100.0%	0	-	0	-	≤5	-	0	-
20	13	100.0%	140	82.9%	372	94.4%	31	83.9%	0	-	0	-	0	-	0	-
21	15	86.7%	80	76.3%	205	95.1%	31	93.5%	0	-	0	-	0	-	0	-
22	26	80.8%	127	96.9%	323	96.6%	36	97.2%	0	-	0	-	0	-	0	-
23	6	83.3%	32	87.5%	61	90.2%	9	100.0%	0	-	0	-	0	-	0	-
24	28	89.3%	143	92.3%	291	93.5%	30	96.7%	0	-	0	-	≤5	-	0	-
25	27	96.3%	95	88.4%	153	94.8%	51	100.0%	0	-	0	-	6	100.0%	0	-
26	20	90.0%	66	89.4%	82	98.8%	37	89.2%	0	-	0	-	≤5	-	0	-
27	32	90.6%	222	83.8%	321	88.8%	42	100.0%	0	-	0	-	≤5	-	0	-
28	25	100.0%	137	94.2%	244	95.9%	92	88.0%	0	-	0	-	22	95.5%	0	-
29	33	100.0%	154	94.2%	210	95.7%	89	95.5%	0	-	0	-	9	100.0%	≤5	-
30	15	86.7%	125	92.8%	222	94.1%	14	100.0%	0	-	0	-	0	-	0	-
31	57	100.0%	215	91.2%	458	94.1%	10	100.0%	0	-	0	-	36	100.0%	0	-
32	12	91.7%	23	82.6%	79	88.6%	6	100.0%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>629</b>	<b>90.0%</b>	<b>3,245</b>	<b>88.9%</b>	<b>5,860</b>	<b>93.8%</b>	<b>906</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>148</b>	<b>97.3%</b>	<b>≤5</b>	<b>-</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or awaiting services, by the end of the academic period**

**By District**

District	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	0	-	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
2	≤5	-	≤5	-	15	60.0%	≤5	-	0	-	0	-	0	-	0	-
3	0	-	≤5	-	8	37.5%	0	-	0	-	0	-	0	-	0	-
4	0	-	≤5	-	12	83.3%	≤5	-	0	-	0	-	0	-	0	-
5	0	-	≤5	-	12	100.0%	0	-	0	-	0	-	0	-	0	-
6	12	100.0%	19	84.2%	52	76.9%	22	95.5%	0	-	0	-	0	-	0	-
7	≤5	-	19	89.5%	49	89.8%	7	100.0%	0	-	0	-	≤5	-	0	-
8	0	-	14	57.1%	58	82.8%	6	83.3%	0	-	0	-	≤5	-	0	-
9	8	87.5%	43	81.4%	107	84.1%	16	81.3%	0	-	0	-	10	90.0%	0	-
10	11	54.5%	61	85.2%	136	74.3%	7	100.0%	0	-	0	-	14	100.0%	0	-
11	≤5	-	16	56.3%	62	88.7%	12	100.0%	0	-	0	-	≤5	-	0	-
12	≤5	-	26	65.4%	93	87.1%	≤5	-	0	-	0	-	9	100.0%	≤5	-
13	0	-	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
14	0	-	≤5	-	15	86.7%	33	97.0%	0	-	0	-	0	-	0	-
15	≤5	-	≤5	-	39	76.9%	9	88.9%	0	-	0	-	0	-	0	-
16	0	-	0	-	≤5	-	0	-	0	-	0	-	0	-	0	-
17	≤5	-	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
18	0	-	0	-	≤5	-	0	-	0	-	0	-	0	-	0	-
19	0	-	≤5	-	15	86.7%	0	-	0	-	0	-	0	-	0	-
20	≤5	-	11	81.8%	86	73.3%	33	87.9%	0	-	0	-	0	-	0	-
21	0	-	≤5	-	25	88.0%	≤5	-	0	-	0	-	0	-	0	-
22	≤5	-	≤5	-	13	61.5%	≤5	-	0	-	0	-	0	-	0	-
23	≤5	-	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
24	≤5	-	67	79.1%	382	93.5%	15	80.0%	0	-	0	-	≤5	-	0	-
25	0	-	32	90.6%	87	90.8%	12	83.3%	0	-	0	-	15	100.0%	0	-
26	0	-	≤5	-	9	100.0%	≤5	-	0	-	0	-	≤5	-	0	-
27	≤5	-	≤5	-	73	84.9%	6	83.3%	0	-	0	-	≤5	-	0	-
28	0	-	8	87.5%	39	71.8%	9	100.0%	0	-	0	-	9	88.9%	0	-
29	0	-	≤5	-	15	100.0%	≤5	-	0	-	0	-	≤5	-	0	-
30	≤5	-	24	91.7%	114	92.1%	6	66.7%	0	-	0	-	9	88.9%	0	-
31	0	-	≤5	-	92	87.0%	≤5	-	0	-	0	-	15	100.0%	0	-
32	≤5	-	≤5	-	13	92.3%	0	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>51</b>	<b>68.6%</b>	<b>379</b>	<b>78.1%</b>	<b>1,645</b>	<b>85.3%</b>	<b>220</b>	<b>89.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>97</b>	<b>95.9%</b>	<b>≤5</b>	<b>-</b>



**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or awaiting services, by the end of the academic period  
By Race/Ethnicity**

Race/Ethnicity	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	1,985	80.0%	482	68.5%	37	62.2%	≤5	-	1,602	80.3%	638	83.1%	≤5	-	≤5	-
Black	4,586	80.5%	108	64.8%	273	74.4%	≤5	-	3,448	81.5%	1,457	84.6%	≤5	-	12	8.3%
Hispanic/Latinx	6,686	80.8%	3,418	72.4%	331	78.9%	31	64.5%	6,100	81.8%	2,579	85.5%	8	50.0%	18	38.9%
White	7,694	80.7%	2,107	68.1%	524	70.6%	8	25.0%	7,667	75.4%	3,522	76.9%	30	80.0%	34	55.9%
Other	449	84.0%	>5	-	26	76.9%	≤5	-	357	83.8%	141	84.4%	≤5	-	0	-
Unknown	190	78.4%	≤5	-	27	88.9%	0	-	194	80.4%	106	84.9%	0	-	≤5	-
<b>Total</b>	<b>21,590</b>	<b>80.6%</b>	<b>6,149</b>	<b>70.5%</b>	<b>1,218</b>	<b>74.0%</b>	<b>43</b>	<b>60.5%</b>	<b>19,368</b>	<b>79.1%</b>	<b>8,443</b>	<b>81.5%</b>	<b>49</b>	<b>67.3%</b>	<b>71</b>	<b>45.1%</b>

Race/Ethnicity	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	1,397	75.2%	433	57.7%	143	62.9%	173	89.0%	≤5	-	>5	-	0	-
Black	3,289	79.6%	795	56.5%	14	50.0%	508	89.8%	≤5	-	17	58.8%	0	-
Hispanic/Latinx	6,506	78.9%	988	58.5%	215	53.0%	775	88.1%	≤5	-	336	74.4%	>5	-
White	4,072	73.9%	2,910	65.7%	1,139	56.7%	563	89.9%	≤5	-	36	80.6%	0	-
Other	296	76.7%	95	51.6%	>5	-	47	89.4%	0	-	≤5	-	≤5	-
Unknown	75	76.0%	88	79.5%	≤5	-	11	90.9%	0	-	0	-	0	-
<b>Total</b>	<b>15,635</b>	<b>77.3%</b>	<b>5,309</b>	<b>62.3%</b>	<b>1,524</b>	<b>56.7%</b>	<b>2,077</b>	<b>89.1%</b>	<b>12</b>	<b>91.7%</b>	<b>398</b>	<b>73.6%</b>	<b>8</b>	<b>75.0%</b>

Race/Ethnicity	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	73	89.0%	382	88.5%	506	91.5%	74	94.6%	0	-	0	-	19	100.0%	≤5	-
Black	155	91.0%	844	90.4%	1,437	93.2%	256	94.1%	0	-	0	-	30	93.3%	0	-
Hispanic/Latinx	179	89.4%	1,101	88.6%	1,972	93.5%	281	92.5%	0	-	0	-	58	96.6%	0	-
White	197	90.9%	826	87.7%	1,798	95.2%	265	92.1%	0	-	0	-	31	100.0%	0	-
Other	19	89.5%	75	92.0%	111	92.8%	23	91.3%	0	-	0	-	>5	-	0	-
Unknown	6	66.7%	17	88.2%	36	94.4%	7	85.7%	0	-	0	-	≤5	-	0	-
<b>Total</b>	<b>629</b>	<b>90.0%</b>	<b>3,245</b>	<b>88.9%</b>	<b>5,860</b>	<b>93.8%</b>	<b>906</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>148</b>	<b>97.3%</b>	<b>≤5</b>	<b>-</b>

Race/Ethnicity	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	≤5	-	48	68.8%	119	81.5%	>5	-	0	-	0	-	7	100.0%	0	-
Black	≤5	-	>5	-	42	66.7%	≤5	-	0	-	0	-	≤5	-	0	-
Hispanic/Latinx	42	71.4%	297	81.8%	1,257	87.1%	117	89.7%	0	-	0	-	80	95.0%	≤5	-
White	7	57.1%	18	61.1%	214	82.7%	92	92.4%	0	-	0	-	≤5	-	0	-
Other	0	-	≤5	-	>5	-	0	-	0	-	0	-	≤5	-	0	-
Unknown	0	-	0	-	≤5	-	0	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>51</b>	<b>68.6%</b>	<b>379</b>	<b>78.1%</b>	<b>1,645</b>	<b>85.3%</b>	<b>220</b>	<b>89.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>97</b>	<b>95.9%</b>	<b>≤5</b>	<b>-</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or awaiting services, by the end of the academic period  
By Gender**

Gender	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	6,469	80.6%	2,014	70.6%	308	72.7%	13	61.5%	5,338	79.1%	2,833	81.4%	19	63.2%	36	41.7%
Male	15,121	80.7%	4,135	70.4%	910	74.4%	30	60.0%	14,030	79.1%	5,610	81.6%	30	70.0%	35	48.6%
<b>Total</b>	<b>21,590</b>	<b>80.6%</b>	<b>6,149</b>	<b>70.5%</b>	<b>1,218</b>	<b>74.0%</b>	<b>43</b>	<b>60.5%</b>	<b>19,368</b>	<b>79.1%</b>	<b>8,443</b>	<b>81.5%</b>	<b>49</b>	<b>67.3%</b>	<b>71</b>	<b>45.1%</b>

Gender	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	4,327	78.0%	1,683	63.1%	518	56.0%	677	91.7%	≤5	-	160	76.9%	≤5	-
Male	11,308	77.1%	3,626	62.0%	1,006	57.1%	1,400	87.9%	>5	-	238	71.4%	≤5	-
<b>Total</b>	<b>15,635</b>	<b>77.3%</b>	<b>5,309</b>	<b>62.3%</b>	<b>1,524</b>	<b>56.7%</b>	<b>2,077</b>	<b>89.1%</b>	<b>12</b>	<b>91.7%</b>	<b>398</b>	<b>73.6%</b>	<b>8</b>	<b>75.0%</b>

Gender	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	153	88.9%	756	88.6%	1,636	94.7%	240	93.3%	0	-	0	-	40	97.5%	0	-
Male	476	90.3%	2,489	89.0%	4,224	93.4%	666	92.8%	0	-	0	-	108	97.2%	≤5	-
<b>Total</b>	<b>629</b>	<b>90.0%</b>	<b>3,245</b>	<b>88.9%</b>	<b>5,860</b>	<b>93.8%</b>	<b>906</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>148</b>	<b>97.3%</b>	<b>≤5</b>	<b>-</b>

Gender	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	17	82.4%	88	70.5%	443	83.1%	73	89.0%	0	-	0	-	27	96.3%	0	-
Male	34	61.8%	291	80.4%	1,202	86.2%	147	89.8%	0	-	0	-	70	95.7%	≤5	-
<b>Total</b>	<b>51</b>	<b>68.6%</b>	<b>379</b>	<b>78.1%</b>	<b>1,645</b>	<b>85.3%</b>	<b>220</b>	<b>89.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>97</b>	<b>95.9%</b>	<b>≤5</b>	<b>-</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or awaiting services, by the end of the academic period  
By Recommended Language of Instruction or Services**

Recommended Language	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	21,341	80.7%	213	68.5%	1,198	74.0%	≤5	-	16,178	80.5%	7,142	82.5%	41	70.7%	>5	-
Spanish	167	83.2%	3,578	73.2%	16	75.0%	32	71.9%	1,831	81.3%	780	86.2%	≤5	-	0	-
Chinese	30	70.0%	470	68.7%	≤5	-	≤5	-	265	70.6%	85	76.5%	≤5	-	0	-
Other	52	42.3%	1,888	65.9%	≤5	-	7	14.3%	1,094	57.1%	436	59.2%	≤5	-	≤5	-
<b>Total</b>	<b>21,590</b>	<b>80.6%</b>	<b>6,149</b>	<b>70.5%</b>	<b>1,218</b>	<b>74.0%</b>	<b>43</b>	<b>60.5%</b>	<b>19,368</b>	<b>79.1%</b>	<b>8,443</b>	<b>81.5%</b>	<b>49</b>	<b>67.3%</b>	<b>71</b>	<b>45.1%</b>

Recommended Language	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	12,824	76.8%	5,309	62.3%	0	-	2,077	89.1%	12	91.7%	0	-	0	-
Spanish	2,412	81.3%	0	-	211	51.7%	0	-	0	-	380	76.6%	8	75.0%
Chinese	223	71.7%	0	-	139	59.0%	0	-	0	-	≤5	-	0	-
Other	176	71.6%	0	-	1,174	57.3%	0	-	0	-	>5	-	0	-
<b>Total</b>	<b>15,635</b>	<b>77.3%</b>	<b>5,309</b>	<b>62.3%</b>	<b>1,524</b>	<b>56.7%</b>	<b>2,077</b>	<b>89.1%</b>	<b>12</b>	<b>91.7%</b>	<b>398</b>	<b>73.6%</b>	<b>8</b>	<b>75.0%</b>

Recommended Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	629	90.0%	3,245	88.9%	5,860	93.8%	906	92.9%	0	-	0	-	148	97.3%	≤5	-
Spanish	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Chinese	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Other	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>629</b>	<b>90.0%</b>	<b>3,245</b>	<b>88.9%</b>	<b>5,860</b>	<b>93.8%</b>	<b>906</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>148</b>	<b>97.3%</b>	<b>≤5</b>	<b>-</b>

Recommended Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Spanish	41	75.6%	319	80.9%	1,444	87.5%	127	88.2%	0	-	0	-	>5	-	≤5	-
Chinese	≤5	-	54	68.5%	150	84.0%	6	50.0%	0	-	0	-	≤5	-	0	-
Other	>5	-	6	16.7%	51	29.4%	87	94.3%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>51</b>	<b>68.6%</b>	<b>379</b>	<b>78.1%</b>	<b>1,645</b>	<b>85.3%</b>	<b>220</b>	<b>89.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>97</b>	<b>95.9%</b>	<b>≤5</b>	<b>-</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or awaiting services, by the end of the academic period  
By Home Language**

Home Language	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	17,314	81.4%	3,099	70.5%	1,105	73.6%	18	61.1%	15,253	79.6%	6,798	81.5%	41	70.7%	65	43.1%
Spanish	2,211	77.7%	2,334	72.2%	79	82.3%	21	61.9%	2,334	80.3%	983	85.0%	≤5	-	≤5	-
Chinese	556	76.4%	349	67.0%	6	50.0%	≤5	-	521	74.7%	183	77.6%	≤5	-	≤5	-
Other	1,509	78.4%	367	62.1%	28	71.4%	≤5	-	1,260	73.5%	479	77.0%	≤5	-	0	-
<b>Total</b>	<b>21,590</b>	<b>80.6%</b>	<b>6,149</b>	<b>70.5%</b>	<b>1,218</b>	<b>74.0%</b>	<b>43</b>	<b>60.5%</b>	<b>19,368</b>	<b>79.1%</b>	<b>8,443</b>	<b>81.5%</b>	<b>49</b>	<b>67.3%</b>	<b>71</b>	<b>45.1%</b>

Home Language	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	11,491	77.4%	4,344	62.3%	1,055	55.4%	1,640	88.8%	>5	-	125	65.6%	0	-
Spanish	2,763	77.8%	364	57.4%	153	53.6%	262	89.3%	≤5	-	259	80.7%	8	75.0%
Chinese	409	72.1%	165	61.8%	100	61.0%	34	94.1%	0	-	≤5	-	0	-
Other	972	77.2%	436	66.5%	216	63.4%	141	91.5%	0	-	>5	-	0	-
<b>Total</b>	<b>15,635</b>	<b>77.3%</b>	<b>5,309</b>	<b>62.3%</b>	<b>1,524</b>	<b>56.7%</b>	<b>2,077</b>	<b>89.1%</b>	<b>12</b>	<b>91.7%</b>	<b>398</b>	<b>73.6%</b>	<b>8</b>	<b>75.0%</b>

Home Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	501	90.2%	2,588	88.8%	4,720	94.2%	736	93.1%	0	-	0	-	104	96.2%	≤5	-
Spanish	52	94.2%	282	89.4%	643	92.7%	83	94.0%	0	-	0	-	22	100.0%	0	-
Chinese	13	84.6%	84	86.9%	112	90.2%	19	100.0%	0	-	0	-	≤5	-	0	-
Other	63	85.7%	291	89.3%	385	90.9%	68	88.2%	0	-	0	-	>5	-	0	-
<b>Total</b>	<b>629</b>	<b>90.0%</b>	<b>3,245</b>	<b>88.9%</b>	<b>5,860</b>	<b>93.8%</b>	<b>906</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>148</b>	<b>97.3%</b>	<b>≤5</b>	<b>-</b>

Home Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	29	58.6%	184	77.2%	714	84.5%	130	90.8%	0	-	0	-	>5	-	≤5	-
Spanish	>5	-	153	83.7%	827	87.5%	72	90.3%	0	-	0	-	57	94.7%	0	-
Chinese	0	-	>5	-	89	82.0%	≤5	-	0	-	0	-	≤5	-	0	-
Other	≤5	-	≤5	-	15	26.7%	>5	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>51</b>	<b>68.6%</b>	<b>379</b>	<b>78.1%</b>	<b>1,645</b>	<b>85.3%</b>	<b>220</b>	<b>89.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>97</b>	<b>95.9%</b>	<b>≤5</b>	<b>-</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability receiving special education services in full compliances with their IEPs, or awaiting services, by the end of the academic period**

**By Student in Temporary Housing**

Student in Temporary Housing	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	731	75.5%	157	68.2%	67	71.6%	≤5	-	587	76.3%	235	78.3%	≤5	-	≤5	-
Not STH	20,859	80.8%	5,992	70.5%	1,151	74.1%	>5	-	18,781	79.2%	8,208	81.6%	>5	-	>5	-
<b>Total</b>	<b>21,590</b>	<b>80.6%</b>	<b>6,149</b>	<b>70.5%</b>	<b>1,218</b>	<b>74.0%</b>	<b>43</b>	<b>60.5%</b>	<b>19,368</b>	<b>79.1%</b>	<b>8,443</b>	<b>81.5%</b>	<b>49</b>	<b>67.3%</b>	<b>71</b>	<b>45.1%</b>

Student in Temporary Housing	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	544	73.3%	119	51.3%	24	62.5%	92	83.7%	0	-	11	72.7%	0	-
Not STH	15,091	77.5%	5,190	62.6%	1,500	56.6%	1,985	89.4%	12	91.7%	387	73.6%	8	75.0%
<b>Total</b>	<b>15,635</b>	<b>77.3%</b>	<b>5,309</b>	<b>62.3%</b>	<b>1,524</b>	<b>56.7%</b>	<b>2,077</b>	<b>89.1%</b>	<b>12</b>	<b>91.7%</b>	<b>398</b>	<b>73.6%</b>	<b>8</b>	<b>75.0%</b>

Student in Temporary Housing	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	19	89.5%	158	84.8%	191	86.4%	22	77.3%	0	-	0	-	≤5	-	0	-
Not STH	610	90.0%	3,087	89.1%	5,669	94.0%	884	93.3%	0	-	0	-	>5	-	≤5	-
<b>Total</b>	<b>629</b>	<b>90.0%</b>	<b>3,245</b>	<b>88.9%</b>	<b>5,860</b>	<b>93.8%</b>	<b>906</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>148</b>	<b>97.3%</b>	<b>≤5</b>	<b>-</b>

Student in Temporary Housing	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	≤5	-	12	66.7%	30	70.0%	≤5	-	0	-	0	-	≤5	-	0	-
Not STH	>5	-	367	78.5%	1,615	85.6%	>5	-	0	-	0	-	>5	-	≤5	-
<b>Total</b>	<b>51</b>	<b>68.6%</b>	<b>379</b>	<b>78.1%</b>	<b>1,645</b>	<b>85.3%</b>	<b>220</b>	<b>89.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>97</b>	<b>95.9%</b>	<b>≤5</b>	<b>-</b>



## STUDENTS WITH A DISABILITY ENROLLED IN 3-K OR PRE-K FOR ALL PROGRAMS, BY FULL AND PARTIAL PLACEMENT, DISAGGREGATED BY AGE – REPORTING ITEM 10; 11

3-K and pre-K programs welcome and serve all students with disabilities. Many 3-K and pre-K students can get their special education services at a general education 3-K or pre-K program. Students with IEPs that recommend a special education itinerant teacher and/or related services can get these services at a general education 3-K or pre-K program at a district school, NYC Early Education Center (NYCEEC), or Pre-K Center.

**Source:** CAP, ATS, SESIS, Special Education Program Database

This report reflects students who had a *placement* as of June 17, 2020, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to 29,432 students.

For each respective Birth Year:

**“Total Placements Citywide”** reflects the number of students with placements, irrespective of the location type to which the student was placed.

**“Enrolled in 3K/Pre-K for All”** reflects the number of students with a full or partial placement, enrolled at a DOE District School, NYCEEC, Pre-K Center, or District 75 school as of 06/17/2020.

**“Students Fully Placed”** reflects the number of students with a full placement, enrolled at a DOE District School, NYCEEC, Pre-K Center, or District 75 school as of 06/17/2020.

**“Students Fully Placed and % with Full Services”** reflects the percentage of those fully placed students that were receiving their services in full as of 6/30/20, whereby:

- For Related Services Only, the student has begun receiving services for all of their Related Services recommendations by 6/30/2020.
- For SEIT, there is a first attend date in CAP as of 06/17/2020, and the student has begun receiving services for all of their Related Services recommendations by 6/30/2020, if applicable.
- For SCIS or Special Class, the student has been placed at a location that is authorized to provide that program, respectively, and in the language recommended on the student’s IEP, and the student has begun receiving services for all of their Related Services recommendations by 6/30/2020, if applicable.

**The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs at the end of the academic period, disaggregated by age**

**By District**

District	Birth Year														
	2015					2016					2017				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2015	#	%	#	%	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%
1	128	81	63.3%	78	61.7%	94	18	19.1%	18	94.4%	0	0	-	0	-
2	579	268	46.3%	264	58.2%	404	20	5.0%	20	95.0%	18	0	0.0%	0	-
3	325	101	31.1%	100	75.2%	226	17	7.5%	17	52.9%	23	≤5	-	≤5	-
4	214	115	53.7%	112	56.5%	169	41	24.3%	40	58.5%	8	0	0.0%	0	-
5	270	116	43.0%	112	73.3%	157	37	23.6%	36	81.1%	7	0	0.0%	0	-
6	443	191	43.1%	184	78.0%	297	55	18.5%	54	70.9%	81	≤5	-	≤5	-
7	354	130	36.7%	124	66.9%	260	83	31.9%	79	78.3%	16	0	0.0%	0	-
8	471	146	31.0%	144	67.1%	335	76	22.7%	72	55.3%	31	≤5	-	≤5	-
9	569	197	34.6%	196	70.6%	417	69	16.5%	69	55.1%	72	≤5	-	≤5	-
10	815	322	39.5%	312	69.3%	645	113	17.5%	112	64.6%	60	≤5	-	≤5	-
11	615	189	30.7%	185	58.7%	545	53	9.7%	52	77.4%	60	≤5	-	≤5	-
12	393	102	26.0%	102	55.9%	305	26	8.5%	25	46.2%	40	≤5	-	≤5	-
13	196	70	35.7%	69	75.7%	136	13	9.6%	13	84.6%	6	0	0.0%	0	-
14	440	98	22.3%	98	68.4%	317	16	5.0%	15	87.5%	17	≤5	-	≤5	-
15	532	253	47.6%	245	64.4%	364	36	9.9%	36	77.8%	19	≤5	-	≤5	-
16	114	42	36.8%	40	71.4%	82	14	17.1%	14	78.6%	0	0	-	0	-
17	497	197	39.6%	196	66.0%	380	37	9.7%	36	56.8%	34	≤5	-	≤5	-
18	221	99	44.8%	98	57.6%	188	37	19.7%	37	75.7%	37	≤5	-	≤5	-
19	318	105	33.0%	105	51.4%	255	48	18.8%	48	68.8%	13	≤5	-	≤5	-
20	1,336	490	36.7%	487	65.9%	954	66	6.9%	66	84.8%	114	6	5.3%	6	33.3%
21	885	469	53.0%	465	61.0%	681	45	6.6%	45	75.6%	112	0	0.0%	0	-
22	857	443	51.7%	443	67.5%	634	66	10.4%	66	83.3%	141	6	4.3%	6	33.3%
23	143	47	32.9%	46	48.9%	76	13	17.1%	13	23.1%	≤5	0	0.0%	0	-
24	865	320	37.0%	307	61.3%	674	77	11.4%	76	74.0%	109	≤5	-	≤5	-
25	556	293	52.7%	291	64.2%	420	29	6.9%	29	82.8%	81	≤5	-	≤5	-
26	273	141	51.6%	137	73.8%	203	16	7.9%	16	87.5%	23	0	0.0%	0	-
27	623	218	35.0%	205	62.4%	509	124	24.4%	119	51.6%	76	≤5	-	≤5	-
28	551	230	41.7%	225	51.7%	470	44	9.4%	44	65.9%	89	6	6.7%	6	50.0%
29	415	146	35.2%	142	66.4%	350	37	10.6%	36	67.6%	68	≤5	-	≤5	-
30	458	193	42.1%	186	64.2%	408	50	12.3%	50	80.0%	57	0	0.0%	0	-
31	1,217	704	57.8%	698	83.1%	1,018	462	45.4%	454	81.2%	91	8	8.8%	8	100.0%
32	157	50	31.8%	49	54.0%	121	21	17.4%	20	38.1%	≤5	0	0.0%	0	-
<b>Total</b>	<b>15,830</b>	<b>6,566</b>	<b>41.5%</b>	<b>6,445</b>	<b>66.4%</b>	<b>12,094</b>	<b>1,859</b>	<b>15.4%</b>	<b>1,827</b>	<b>72.0%</b>	<b>1,508</b>	<b>66</b>	<b>4.4%</b>	<b>66</b>	<b>39.4%</b>

**SY 2019-2020**  
**The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs**  
**at the end of the academic period, disaggregated by age**  
**By Race/Ethnicity**

Race/Ethnicity	Birth Year														
	2015					2016					2017				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2015	#	%	#	%	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%
Asian	1,434	854	59.6%	830	65.2%	956	218	22.8%	212	79.4%	96	≤5	-	≤5	-
Black	2,614	1,019	39.0%	998	63.8%	2,072	391	18.9%	386	71.6%	259	20	7.7%	20	35.0%
Hispanic/Latinx	5,553	2,365	42.6%	2,309	66.1%	4,140	772	18.6%	759	68.3%	481	28	5.8%	28	35.7%
White	5,800	2,149	37.1%	2,131	68.3%	4,606	429	9.3%	423	75.1%	637	>5	-	>5	-
Other	303	179	59.1%	177	66.5%	201	49	24.4%	47	75.5%	19	0	0.0%	0	-
Unknown	126	0	0.0%	0	-	119	0	0.0%	0	-	16	0	0.0%	0	-
<b>Total</b>	<b>15,830</b>	<b>6,566</b>	<b>41.5%</b>	<b>6,445</b>	<b>66.4%</b>	<b>12,094</b>	<b>1,859</b>	<b>15.4%</b>	<b>1,827</b>	<b>72.0%</b>	<b>1,508</b>	<b>66</b>	<b>4.4%</b>	<b>66</b>	<b>39.4%</b>

**SY 2019-2020**  
**The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs**  
**at the end of the academic period, disaggregated by age**  
**By Gender**

Gender	Birth Year														
	2015					2016					2017				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2015	#	%	#	%	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%
Female	4,901	2,172	44.3%	2,139	67.1%	3774	571	15.1%	562	71.3%	440	19	4.3%	19	36.8%
Male	10,929	4,394	40.2%	4,306	66.0%	8320	1,288	15.5%	1,265	72.4%	1,068	47	4.4%	47	40.4%
<b>Total</b>	<b>15,830</b>	<b>6,566</b>	<b>41.5%</b>	<b>6,445</b>	<b>66.4%</b>	<b>12,094</b>	<b>1,859</b>	<b>15.4%</b>	<b>1,827</b>	<b>72.0%</b>	<b>1,508</b>	<b>66</b>	<b>4.4%</b>	<b>66</b>	<b>39.4%</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs  
at the end of the academic period, disaggregated by age  
By Recommended Language of Instruction or Services**

Recommended Language	Birth Year														
	2015					2016					2017				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Receiving Full Services in 3K/Pre-K for All	
	CityWide 2015	#	%	#	%	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%
English	12,575	5,561	44.2%	5,471	68.7%	9,581	1,688	17.6%	1,659	75.9%	1,181	59	5.0%	59	42.4%
Spanish	1,868	599	32.1%	578	53.6%	1,523	137	9.0%	134	31.4%	215	≤5	-	≤5	-
Chinese	270	154	57.0%	146	51.9%	187	13	7.0%	13	53.8%	19	0	0.0%	0	-
Other	1,117	252	22.6%	250	54.8%	803	21	2.6%	21	38.1%	93	≤5	-	≤5	-
<b>Total</b>	<b>15,830</b>	<b>6,566</b>	<b>41.5%</b>	<b>6,445</b>	<b>66.4%</b>	<b>12,094</b>	<b>1,859</b>	<b>15.4%</b>	<b>1,827</b>	<b>72.0%</b>	<b>1,508</b>	<b>66</b>	<b>4.4%</b>	<b>66</b>	<b>39.4%</b>

**SY 2019-2020**

**The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs  
at the end of the academic period, disaggregated by age  
By Home Language**

Home Language	Birth Year														
	2015					2016					2017				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2015	#	%	#	%	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%
English	11,672	4,514	38.7%	4,450	69.2%	9,275	1,353	14.6%	1,329	74.2%	1,166	53	4.5%	53	39.6%
Spanish	2,523	1,102	43.7%	1,074	59.5%	1,741	290	16.7%	285	56.6%	225	10	4.4%	10	20.0%
Chinese	576	399	69.3%	385	59.9%	284	52	18.3%	51	76.9%	30	≤5	-	≤5	-
Other	1,059	551	52.0%	536	61.7%	794	164	20.7%	162	79.9%	87	≤5	-	≤5	-
<b>Total</b>	<b>15,830</b>	<b>6,566</b>	<b>41.5%</b>	<b>6,445</b>	<b>66.4%</b>	<b>12,094</b>	<b>1,859</b>	<b>15.4%</b>	<b>1,827</b>	<b>72.0%</b>	<b>1,508</b>	<b>66</b>	<b>4.4%</b>	<b>66</b>	<b>39.4%</b>

**SY 2019-2020**  
**The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs**  
**at the end of the academic period, disaggregated by age**  
**By Student in Temporary Housing**

Student in Temp Housing	Birth Year														
	2015					2016					2017				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2015	#	%	#	%	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%
STH	587	353	60.1%	342	59.5%	275	102	37.1%	98	70.6%	26	≤5	-	≤5	-
Not STH	15,243	6,213	40.8%	6,103	66.7%	11,819	1,757	14.9%	1,729	72.1%	1,482	>5	-	>5	-
<b>Total</b>	<b>15,830</b>	<b>6,566</b>	<b>41.5%</b>	<b>6,445</b>	<b>66.4%</b>	<b>12,094</b>	<b>1,859</b>	<b>15.4%</b>	<b>1,827</b>	<b>72.0%</b>	<b>1,508</b>	<b>66</b>	<b>4.4%</b>	<b>66</b>	<b>39.4%</b>

## NUMBER OF PROGRAMS – REPORTING ITEM 12; 13; 14; 15

The tables below reflect the number of preschool integrated special class programs in 3-K and Pre-K for All; the number of non-public preschool special education programs approved by the New York State Education Department; the number of preschool special classes administered by the DOE in 3-K and Pre-K for All, including programs in District 75 schools, in total and disaggregated by class size; and the number of non-public preschool special education programs approved by the New York State Education Department in total and disaggregated by class size.

**Source:** Special Education Program Database

These counts represent the number of authorized programs as of 06/30/2020:

**Number of preschool integrated special class programs in 3-K and Pre-K for All**

<b>Total</b>	102
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**Number of non-public preschool special education programs approved by the state education department**

<b>Special Class</b>	1,081
<b>SCIS</b>	259

**Number of preschool special classes administered by the department in 3-K and Pre-K for All, including programs in district 75 schools, in total and disaggregated by the following student-to-teacher-to-aid ratios:**

<b>6:1:2</b>	18
<b>8:1:2</b>	110
<b>12:1:2</b>	45
<b>Other Ratio</b>	0
<b>Total</b>	<b>173</b>

**Number of non-public preschool special education programs approved by the state education department in total and disaggregated by the following student-to-teacher-to-aid ratio:**

<b>6:1:2</b>	64
<b>8:1:2</b>	257
<b>12:1:2</b>	495
<b>Other Ratio</b>	265
<b>Total</b>	<b>1,081</b>