



NYC Public Schools  
Annual Preschool Special Education  
Data Report  
School Year 2023–2024  
November 1, 2024

## NOTES

- This report is presented in accordance with the requirements set forth in Local Law 21 of 2020<sup>1</sup> (LL2020/021) (<https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=3860339&GUID=B4E7514E-A3A3-4A67-BADE-EA4D42D9C1D4&Options=ID|Text|&Search=special+education>)
- 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.
- This report includes preschool students with dates of birth in **2019, 2020** and **2021**.
- For reporting on data as of “the end of the academic period”, this report reflects data as of **June 30, 2024**.
- Data for this report was pulled as of **09/29/2024** from NYCPS source systems (we allow for data entered in CAP between 7/1/2024 and 9/29/2024 backdated for events occurring by 6/30/2024).
- 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 NYCPS 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 7/1/2023 to 6/30/2024

<sup>1</sup> NYCPS 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.

## School Year 2023-2024 Report:

### [Background on Preschool Special Education](#)

New York City Public Schools (NYCPS) 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 NYCPS. 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 NYCPS 3-K or pre-K 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 (CPSE) offers families a placement in an appropriate program as close to the families' home as possible. SCIS and special classes are available in both NYCPS 3-K and pre-K programs and in contracted state-approved nonpublic programs.

NYCPS made substantial improvements to the preschool special education process during the 2023-2024 school year, including:

- Increased evaluations conducted by NYCPS evaluators (PRAC Teams);
- Continued to utilize community coordinators added to CPSEs in prior years to support families through the initial referral and evaluation process;
- Expanded preschool special education integrated program offerings;
- Trained CPSEs on the benefits of inclusion and strengthening trust with families
- Continued implementation of the Preschool Special Education Enhancement Contract, which is bringing much needed funding to preschool special education providers.

We are seeing the results of these improvements in LRE and disproportionality metrics in this report. In addition, NYCPS has seen a dramatic rise in preschool students with IEPs, which exceed pre-pandemic levels. This is due to families in need of service now who may have missed out on Department of Health and Mental Hygiene Early Intervention services during the early years of the pandemic. In addition, NYCPS' outreach to families helping them to navigate the special education process has contributed to the rise in preschoolers with IEPs. At the same time, the influx of students with IEPs, combined with a nation-wide shortage of related service providers, has contributed to challenges with service provision.

- In SY 2023-2024, there were 32,153 preschoolers with IEPs compared to 29,843 the year prior.
- In SY 2023-2024, 37% of students with IEPs were recommended to self-contained special class, compared to 39% the year prior, and compared to 42% two years prior.
- In SY 2023-2024, 41% of students with disabilities enrolled in 3-K and Pre-K, compared to 42% the year prior and 38% two years prior.

In the current school year and like last school year, NYCPS is working to identify newly arrived students in need of special education services and to expedite the commencement of services. When a student with a documented or reported disability relocates to New York City, CPSEs quickly develop a temporary plan to provide the student with services they need until any needed evaluations can be conducted. This plan is called a Comparable Service Plan (CSP), and it must be implemented until a new IEP has been developed by NYCPS. Nearly all of these students are English language learners and have experienced trauma.

### [Preschool Evaluations and Preschool Regional Assessment Center \(PRAC\) Teams](#)

Families access preschool special education evaluations by selecting evaluators that are approved by the New York State

Education Department 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 (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 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, NYCPS also has preschool evaluators at the CPSEs.

Beginning in the 2022-2023 school year, NYCPS started publishing an electronic list of evaluation (MDE) sites to share with families as part of the CPSE packet. The list includes up-to-date contact and availability information, bilingual evaluation languages available at each site, and is formatted in a family-friendly way. The list is shared with families via email and is printed out and mailed to families when necessary. This is one example of NYCPS's focus on improving the family experience and engaging families to be our true partners.

Additionally, with the goal of improving the timeliness of evaluations for preschool students, for the past two years, NYCPS has we extended the hours of the NYCPS evaluator teams through a voluntary per session activity that would enable more students to receive evaluations. This approach continues to be successful, doubling the number of evaluations completed by the evaluation teams. In addition this past year, NYCPS extended the hours of CPSE administrators so that they could conduct more IEP meetings. This contributed to an over 2,000 student increase in student with IEPs.

#### [Community Coordinator](#)

The CPSE 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. In 2018-2020, NYCPS hired Community Coordinators at each of our thirteen (13) CPSE sites to support families through the preschool special education evaluation process. In the 2023-2024 school year, these staff continued to support families to access in-person evaluations and services, as evident in the improved compliance rate for timely IEP meetings.

#### [Early Intervention DOHMH-NYCPS Data Transfer and Early Intervention Transition Coordinators](#)

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

As of August 2020, NYCPS 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 NYCPS on behalf of families. This system allows for one-way document transmission from service coordinators to NYCPS.

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 NYCPS
- 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 NYCPS, and allows CPSEs to access more information from EI families that consent to share information with NYCPS.

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

In an effort to increase NYCPS's outreach and support to families transitioning from EI to preschool, a team of Transition Coordinators and a Transition Manager act 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

Additionally, NYCPS has committed to providing more information on the transition from EI to preschool to families. In December 2019, NYCPS released the NYCPS Guide to the EI to Preschool Transition, which outlines information on all preschool options, including inclusive preschool options like NYCPS 3-K programs, as well as information on how to make a referral to the CPSE. The 2nd Edition has been posted to the NYCPS website's family page and public InfoHub, available at the following links, translated in all NYCPS 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, NYCPS prerecorded a webinar video, Overview for Families: Transitioning from EI to Preschool, posted on the NYCPS website at <https://www.schools.nyc.gov/learning/special-education/preschool-to-age-21/moving-to-preschool>.

**Reducing Race and Gender Disproportionality:** Building on practices implemented in recent years, NYCPS also continued to focus on reducing disproportionality by race and gender in restrictive settings. In the 2023-2024 school year, we continued to train CPSEs on implicit bias and strong family engagement, and how it connects to access to inclusive environments. In the 2023-2024 school year NYCPS reduced race and gender disproportionality in the following ways:

- In SY 2023-2024 approximately 66% of preschool students with IEPs are male, while 34% are female. This is compared to 67% male and 33% in 2022-2023, 68% male and 32% female in SY 2021-2022, and 69% male and 31% female in SY 2020-2021.
- Boys recommended to special class decreased from 48% in SY 2020-2021 to 45% in SY 2021-2022, to 41% in SY 2022-2023, and to **39% in SY 2023-2024**.
- Black students recommended to special class decreased from 57% in SY 2020-2021 to 52% in SY 2021-2022, to 50% in SY 2022-2023, and to **49% in SY2023-2024**.
- Hispanic students recommended to special class decreased from 55% in SY 2020-2021 to 52% in SY 2021-2022, to 46% in SY 2022-2023, and to **43% in SY2023-2024**.

#### State-Approved Nonpublic Contract Enhancement

In the 2022-2023 school year, NYCPS brought contracted special education programs into the NYCPS 3-K and pre-K program. NYCPS relies on state-approved nonpublic preschool programs to provide needed services to many students with the most severe disabilities. To support these programs, we have offered a contract enhancement, which is bringing them into the 3-K and pre-K portfolio and providing needed funding to enable them to pay their staff higher salaries, hire more teachers, and add needed seats.

#### Related Services

NYCPS is working to strengthen service provision and timely and complete reporting of service provision across all settings. In recent years we have made process improvements by increasing contract agency oversight; developing short- and long-term data and systems strategies to automate provider assignment; speeding identification of unserved students; and recruiting NYCPS and contracted providers to meet these needs.

In addition, NYCPS implemented a **Multi-Task Award Contract (MTAC) Pilot**, a competitive, open-ended solicitation which enables the NYCPS to effectively add a fourth contract “tier” once all contract agencies have been exhausted, with an emphasis on school-based service, with the goal of both improving service levels and speeding service delivery in disciplines and districts that have historically been the most difficult to serve.

NYCPS also implemented a **hard to staff differential** to the related services contracts, which allows for a 10% rate increase in districts that have been historically hardest to serve and for specific related services in those districts.

#### **Establishment of CSE 11-Staten Island:**

Beginning in October 2023, NYCPS established CSE 11 to solely serve community school District 31 (Staten Island). This is a split from CSE 7, which now solely serves Districts 20 and 21 (Brooklyn). The establishment of the new CSE ensured more adequate support for students and families in both Brooklyn and Staten Island.

#### **Plans for the 2024-2025 School Year and Beyond:**

The City has made 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. In the 2024-2025 school year, NYCPS will implement the following programs and systems to continue our work reimagining preschool special education in NYC.

- **Program Expansion:** In response to the need for more preschool special education integrated and self-contained seats, NYCPS opened over 400 special class and SCIS seats in NYCPS settings in September 2024. In addition, the city aims to open more seats to respond to rising need as the year progresses.
- **Systems Enhancement:** In January 2025, NYCPS will transition from the data system, CAP, a legacy system implemented in the 1980s, to a new data system for preschool special education. This will enable families to navigate through the process more efficiently, with less reliance on paper and pencil forms and processes. In addition, over time, it will allow CPSE staff to gain time back from manual data entry so they can better support families. Finally, the new system will improve data integrity for reporting such as this City Council report.
- **Related Services:** NYCPS is continuing the implementation of the MTAC and Hard to Staff Differential to incentivize more providers to work with preschool students.

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

Source: CAP

Students who were initially referred for an evaluation to determine eligibility for special education, in the period from July 1, 2023 to June 30, 2024, 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 **28,015** 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 06/30/2024.

**“Closed without IEP Meeting”** reflects students whose cases were closed prior to 06/30/2024 and before an IEP meeting was held (for example, if the student’s parent withdrew consent to evaluate).

**“Total Open as of 6/30/2024”** 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, 2024, and for whom an IEP meeting had not been held and the case had not been closed as of June 30, 2024.) For these cases, the report identified cases that remained open with NYCPS in receipt of informed parental consent to evaluate, and those that remained open with NYCPS awaiting receipt of informed parental consent to evaluate.

**SY 2023-2024**  
**Students with Initial Referrals**  
**By District**

by District

District	Total Students with Initial Referrals 7/1/2023 – 6/30/2024	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2024	
			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	195	7	≥5	≤5	9	≥5	≤5	71	80	89	19
2	950	25	≥5	≤5	28	293	34	327	355	451	119
3	456	33	≥5	≤5	32	157	8	165	197	181	45
4	322	≤5	≤5	0	≤5	116	9	125	127	159	32
5	491	36	≥5	≤5	19	162	14	176	195	211	49
6	654	58	21	0	21	257	18	275	296	229	71
7	624	41	≤5	≥5	13	87	116	203	216	341	26
8	918	55	≥5	≤5	28	298	92	390	418	367	78
9	1,161	77	≥5	≤5	16	207	152	359	375	662	47
10	1,486	88	15	17	32	279	219	498	530	804	64
11	1,356	202	36	19	55	427	157	584	639	391	124
12	720	72	9	6	15	269	53	322	337	239	72
13	383	14	≥5	≤5	12	126	24	150	162	183	24
14	658	21	11	7	18	176	105	281	299	292	46
15	824	≤5	19	7	26	270	67	337	363	382	74
16	248	≤5	0	≤5	≤5	64	24	88	90	149	≥5
17	744	104	40	9	49	272	57	329	378	209	53
18	506	103	≤5	≥5	13	129	63	192	205	147	51
19	878	100	14	0	14	312	89	401	415	351	12
20	1,986	328	≥5	≤5	242	≥5	≤5	1,066	1,308	168	182
21	1,522	264	138	0	138	≥5	≤5	828	966	136	156
22	1,286	89	42	21	63	444	161	605	668	450	79
23	339	≥5	≤5	≤5	≤5	104	38	142	144	116	≤5
24	1,329	30	31	10	41	511	106	617	658	547	94
25	926	31	74	≤5	75	464	13	477	552	274	69
26	462	18	≥5	≤5	46	≥5	≤5	201	247	157	40
27	1,372	49	39	12	51	474	125	599	650	549	124
28	1,037	28	47	≤5	51	455	13	468	519	417	73
29	941	43	≥5	≤5	35	432	9	441	476	340	82
30	949	28	≥5	≤5	48	310	68	378	426	427	68
31	1,972	322	≥5	≤5	79	≥5	≤5	1,104	1,183	209	258
32	320	48	≥5	≤5	10	109	32	141	151	112	9
<b>Total</b>	<b>28,015</b>	<b>2,399</b>	<b>1,115</b>	<b>170</b>	<b>1,285</b>	<b>10,456</b>	<b>1,884</b>	<b>12,340</b>	<b>13,625</b>	<b>9,739</b>	<b>2,252</b>



**SY 2023-2024**  
**Students with Initial Referrals**  
**By Race/Ethnicity**

Race/Ethnicity	Total Students with Initial Referrals 7/1/2023 – 6/30/2024	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2024	
			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	2,113	188	144	8	152	944	106	1,050	1,202	544	179
Black	5,736	558	133	38	171	2,032	512	2,544	2,715	2,043	420
Hispanic	8,841	682	231	59	290	3,130	802	3,932	4,222	3,267	670
White	8,490	627	573	60	633	3,983	429	4,412	5,045	1,986	832
Other	584	41	≥5	≤5	26	≥5	≥5	268	294	180	69
Unknown	2,251	303	≥5	≤5	13	≥5	≤5	134	147	1,719	82
<b>Total</b>	<b>28,015</b>	<b>2,399</b>	<b>1,115</b>	<b>170</b>	<b>1,285</b>	<b>10,456</b>	<b>1,884</b>	<b>12,340</b>	<b>13,625</b>	<b>9,739</b>	<b>2,252</b>

**SY 2023-2024**  
**Students with Initial Referrals**  
**By Gender**

Gender	Total Students with Initial Referrals 7/1/2023 – 6/30/2024	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2024	
			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	9,945	892	518	72	590	3,514	647	4,161	4,751	3,518	784
Male	18,070	1,507	597	98	695	6,942	1,237	8,179	8,874	6,221	1,468
<b>Total</b>	<b>28,015</b>	<b>2,399</b>	<b>1,115</b>	<b>170</b>	<b>1,285</b>	<b>10,456</b>	<b>1,884</b>	<b>12,340</b>	<b>13,625</b>	<b>9,739</b>	<b>2,252</b>

**SY 2023-2024**  
**Students with Initial Referrals**  
**By Recommended Language of Instruction or Services**

Recommended Language	Total Students with Initial Referrals 7/1/2023 – 6/30/2024	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2024	
			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	10,299	0	0	0	0	8,733	1,566	10,299	10,299	0	0
Spanish	974	0	0	0	0	793	181	974	974	0	0
Chinese	151	0	0	0	0	143	8	151	151	0	0
Other	916	0	0	0	0	787	129	916	916	0	0
Undetermined*	15,675	2,399	1,115	170	1,285	0	0	0	1,285	9,739	2,252
<b>Total</b>	<b>28,015</b>	<b>2,399</b>	<b>1,115</b>	<b>170</b>	<b>1,285</b>	<b>10,456</b>	<b>1,884</b>	<b>12,340</b>	<b>13,625</b>	<b>9,739</b>	<b>2,252</b>

\*A student's Recommended Language is "Undetermined" if their IEP meeting was held by June 30, 2024 but they were deemed Ineligible, or if the student has not had their IEP meeting as of June 30, 2024.

**SY 2023-2024**  
**Students with Initial Referrals**  
**By Home Language**

Home Language	Total Students with Initial Referrals 7/1/2023 – 6/30/2024	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2024	
			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	19,743	1,694	860	135	995	7,595	1,352	8,947	9,942	6,348	1,759
Spanish	4,577	360	99	28	127	1,672	415	2,087	2,214	1,689	314
Chinese	698	60	≥5	≤5	56	382	18	400	456	124	58
Other	1,618	148	≥5	≤5	107	807	99	906	1,013	361	96
Unknown	1,379	137	0	0	0	0	0	0	0	1,217	25
<b>Total</b>	<b>28,015</b>	<b>2,399</b>	<b>1,115</b>	<b>170</b>	<b>1,285</b>	<b>10,456</b>	<b>1,884</b>	<b>12,340</b>	<b>13,625</b>	<b>9,739</b>	<b>2,252</b>

**SY 2023-2024**  
**Students with Initial Referrals**  
**By Student in Temporary Housing**

Student in Temporary Housing	Total Students with Initial Referrals 7/1/2023 – 6/30/2024	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2024	
			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	1,865	216	31	13	44	504	143	647	691	824	134
Not STH	26,150	2,183	1,084	157	1,241	9,952	1,741	11,693	12,934	8,915	2,118
<b>Total</b>	<b>28,015</b>	<b>2,399</b>	<b>1,115</b>	<b>170</b>	<b>1,285</b>	<b>10,456</b>	<b>1,884</b>	<b>12,340</b>	<b>13,625</b>	<b>9,739</b>	<b>2,252</b>

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

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 NYCPS cannot reliably report on the timely arrangement of special education services for preschool students. The NYCPS's real compliance rate likely exceeds the rate reflected here given delays in manual data entry.

**Source:** CAP

Students for whom a consent for initial evaluation was received in the period from July 1, 2023 to June 30, 2024, 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 **19,007** 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 06/30/2024.

**"Students Not Yet Eligible for Services (born on or after 7/1/2021)"** reflects students who were too young to be eligible for receiving services by 06/30/2024.

**"Closed without IEP Meeting"** reflects students whose cases were closed prior to 06/30/2024 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 06/30/24, but whose case was closed prior to 06/30/2024 and prior to arrangement of services.

**"Students Found Ineligible"** reflects students who had an IEP meeting prior to 06/30/2024 but were deemed ineligible for services.

**"Awaiting Parental Consent"** reflects students who had an IEP meeting prior to 06/30/2024, and were deemed eligible for services, but as of that 06/30/2024 had still not received parental consent for the arrangement of services.

**"Students with Open Cases as of 6/30/2024"** reflects students who had a consent for initial evaluation during the time period *less* "Students Not Yet Eligible for Services (born on or after 7/1/2021)" *less* "Closed without IEP Meeting" *less* "Closed with IEP Meeting but Without Arrangement of Services" *less* "Students Found Ineligible" *less* students "Awaiting Parental Consent".

Any student in "Students with Open Cases as of 6/30/2024" 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 06/30/2024.

**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 7/1/2023 – 6/30/2024	Students Not Yet Eligible for Services (born on or after 7/1/2021)	Students Born Prior to 7/1/2021										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2024	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2024	
								#	%	#	%	#	%
1	134	6	≤5	≤5	9	20	93	59	63.4%	14	15.1%	20	21.5%
2	607	51	9	14	32	138	363	187	51.5%	81	22.3%	95	26.2%
3	305	33	11	11	37	30	183	95	51.9%	20	10.9%	68	37.2%
4	226	16	≤5	10	≤5	35	160	92	57.5%	26	16.3%	42	26.3%
5	304	23	12	6	25	50	188	88	46.8%	22	11.7%	78	41.5%
6	450	59	17	13	26	57	278	134	48.2%	39	14.0%	105	37.8%
7	317	9	20	17	16	59	196	62	31.6%	46	23.5%	88	44.9%
8	602	51	21	27	36	106	361	192	53.2%	56	15.5%	113	31.3%
9	553	16	38	44	22	99	334	143	42.8%	64	19.2%	127	38.0%
10	812	15	59	67	45	190	436	166	38.1%	101	23.2%	169	38.8%
11	942	84	34	78	72	149	525	259	49.3%	107	20.4%	159	30.3%
12	494	37	11	37	18	65	326	164	50.3%	69	21.2%	93	28.5%
13	216	15	≤5	≤5	13	25	155	79	51.0%	22	14.2%	54	34.8%
14	410	≤5	≤5	7	24	58	311	181	58.2%	42	13.5%	88	28.3%
15	491	20	≤5	≥5	29	112	300	179	59.7%	40	13.3%	81	27.0%
16	111	≤5	≤5	≤5	≤5	18	83	39	47.0%	11	13.3%	33	39.8%
17	533	33	13	18	64	65	340	194	57.1%	39	11.5%	107	31.5%
18	323	22	11	13	13	52	212	97	45.8%	37	17.5%	78	36.8%
19	472	15	7	13	15	64	358	178	49.7%	61	17.0%	119	33.2%
20	1,548	142	33	51	242	222	858	557	64.9%	96	11.2%	205	23.9%
21	1,191	139	15	47	138	180	672	394	58.6%	67	10.0%	211	31.4%
22	904	49	19	62	71	101	602	338	56.1%	84	14.0%	180	29.9%
23	164	≤5	7	11	≤5	18	123	50	40.7%	20	16.3%	53	43.1%
24	904	69	20	45	52	148	570	256	44.9%	109	19.1%	205	36.0%
25	764	84	17	23	90	152	398	233	58.5%	42	10.6%	123	30.9%
26	360	35	11	7	53	72	182	131	72.0%	15	8.2%	36	19.8%
27	942	62	29	34	59	151	607	285	47.0%	102	16.8%	220	36.2%
28	731	82	15	28	57	149	400	236	59.0%	46	11.5%	118	29.5%
29	716	69	31	30	42	171	373	214	57.4%	53	14.2%	106	28.4%
30	625	53	22	22	56	93	379	177	46.7%	70	18.5%	132	34.8%
31	1,686	232	18	46	83	345	962	685	71.2%	106	11.0%	171	17.8%
32	170	≤5	≤5	≤5	10	12	139	68	48.9%	18	12.9%	53	38.1%
<b>Total</b>	<b>19,007</b>	<b>1,533</b>	<b>520</b>	<b>822</b>	<b>1,459</b>	<b>3,206</b>	<b>11,467</b>	<b>6,212</b>	<b>54.2%</b>	<b>1,725</b>	<b>15.0%</b>	<b>3,530</b>	<b>30.8%</b>

**SY 2023-2024**

**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 7/1/2023 – 6/30/2024	Students Not Yet Eligible for Services (born on or after 7/1/2021)	Students Born Prior to 7/1/2021										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2024	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2024	
								#	%	#	%	Awaiting Arrangement of Services	
#	%	#	%	#	%								
Asian	1,666	88	52	58	173	309	986	616	62.5%	154	15.6%	216	21.9%
Black	3,857	256	122	190	210	716	2,363	1,165	49.3%	385	16.3%	813	34.4%
Hispanic	6,087	397	210	287	353	1,046	3,794	1,951	51.4%	667	17.6%	1,176	31.0%
White	6,657	702	114	262	672	962	3,945	2,274	57.6%	463	11.7%	1,208	30.6%
Other	477	39	9	18	37	112	262	160	61.1%	46	17.6%	56	21.4%
Unknown	263	51	13	7	14	61	117	46	39.3%	10	8.5%	61	52.1%
<b>Total</b>	<b>19,007</b>	<b>1,533</b>	<b>520</b>	<b>822</b>	<b>1,459</b>	<b>3,206</b>	<b>11,467</b>	<b>6,212</b>	<b>54.2%</b>	<b>1,725</b>	<b>15.0%</b>	<b>3,530</b>	<b>30.8%</b>

**SY 2023-2024**

**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 7/1/2023 – 6/30/2024	Students Not Yet Eligible for Services (born on or after 7/1/2021)	Students Born Prior to 7/1/2021										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2024	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2024	
								#	%	#	%	Awaiting Arrangement of Services	
#	%	#	%	#	%								
Female	6,546	483	197	288	661	1,114	3,803	2,106	55.4%	558	14.7%	1,139	30.0%
Male	12,461	1,050	323	534	798	2,092	7,664	4,106	53.6%	1,167	15.2%	2,391	31.2%
<b>Total</b>	<b>19,007</b>	<b>1,533</b>	<b>520</b>	<b>822</b>	<b>1,459</b>	<b>3,206</b>	<b>11,467</b>	<b>6,212</b>	<b>54.2%</b>	<b>1,725</b>	<b>15.0%</b>	<b>3,530</b>	<b>30.8%</b>

**SY 2023-2024**

**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 7/1/2023 – 6/30/2024	Students Not Yet Eligible for Services (born on or after 7/1/2021)	Students Born Prior to 7/1/2021										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2024	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2024	
								#	%	#	%	#	%
English	12,236	372	0	703	0	1,577	9,584	5,172	54.0%	1,468	15.3%	2,944	30.7%
Spanish	1,140	15	0	71	0	152	902	476	52.8%	169	18.7%	257	28.5%
Chinese	166	8	0	8	0	30	120	84	70.0%	≥5	-	≥5	-
Other	801	16	0	33	0	80	672	480	71.4%	68	10.1%	124	18.5%
Undetermined*	4,664	1,122	520	7	1,459	1,367	189	0	0.0%	≤5	-	≥5	-
<b>Total</b>	<b>19,007</b>	<b>1,533</b>	<b>520</b>	<b>822</b>	<b>1,459</b>	<b>3,206</b>	<b>11,467</b>	<b>6,212</b>	<b>54.2%</b>	<b>1,725</b>	<b>15.0%</b>	<b>3,530</b>	<b>30.8%</b>

\*A student's Recommended Language is "Undetermined" if their IEP meeting was held by June 30, 2024 but they were deemed Ineligible, or if the student has not had their IEP meeting as of June 30, 2024.

**SY 2023-2024**

**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 7/1/2023 – 6/30/2024	Students Not Yet Eligible for Services (born on or after 7/1/2021)	Students Born Prior to 7/1/2021										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2024	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2024	
								#	%	#	%	#	%
English	13,971	1,268	341	579	1,138	2,307	8,338	4,533	54.4%	1,197	14.4%	2,608	31.3%
Spanish	3,111	170	122	161	152	548	1,958	982	50.2%	353	18.0%	623	31.8%
Chinese	589	≥5	≥5	19	62	122	345	216	62.6%	48	13.9%	81	23.5%
Other	1,313	62	38	63	107	217	826	481	58.2%	127	15.4%	218	26.4%
Unknown	23	≤5	≥5	0	0	12	0	0	-	0	-	0	-
<b>Total</b>	<b>19,007</b>	<b>1,533</b>	<b>520</b>	<b>822</b>	<b>1,459</b>	<b>3,206</b>	<b>11,467</b>	<b>6,212</b>	<b>54.2%</b>	<b>1,725</b>	<b>15.0%</b>	<b>3,530</b>	<b>30.8%</b>



**SY 2023-2024**

**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 7/1/2023 – 6/30/2024	Students Not Yet Eligible for Services (born on or after 7/1/2021)	Students Born Prior to 7/1/2021										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2024	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2024	
								#	%	#	%	#	%
STH	1,048	22	57	52	55	244	618	361	58.4%	123	19.9%	134	21.7%
Not STH	17,959	1,511	463	770	1,404	2,962	10,849	5,851	53.9%	1,602	14.8%	3,396	31.3%
<b>Total</b>	<b>19,007</b>	<b>1,533</b>	<b>520</b>	<b>822</b>	<b>1,459</b>	<b>3,206</b>	<b>11,467</b>	<b>6,212</b>	<b>54.2%</b>	<b>1,725</b>	<b>15.0%</b>	<b>3,530</b>	<b>30.8%</b>

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

As of June 30, 2024, **32,153** 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 30, 2024, 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 30, 2024, 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 **32,153** 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	62	27.4%	56	24.8%	≤5	-	29	12.8%	0	0.0%	0	0.0%	0	0.0%
2	310	33.3%	309	33.2%	20	2.2%	71	7.6%	0	0.0%	0	0.0%	0	0.0%
3	186	41.9%	98	22.1%	≤5	-	47	10.6%	0	0.0%	≤5	-	0	0.0%
4	107	26.5%	60	14.9%	6	1.5%	39	9.7%	0	0.0%	0	0.0%	0	0.0%
5	124	26.8%	78	16.9%	≤5	-	47	10.2%	0	0.0%	≤5	-	0	0.0%
6	233	33.8%	114	16.5%	8	1.2%	85	12.3%	0	0.0%	6	0.9%	0	0.0%
7	134	23.3%	18	3.1%	≤5	-	63	10.9%	0	0.0%	12	2.1%	0	0.0%
8	279	27.6%	92	9.1%	13	1.3%	86	8.5%	0	0.0%	≤5	-	0	0.0%
9	240	22.7%	23	2.2%	10	0.9%	107	10.1%	0	0.0%	≤5	-	0	0.0%
10	386	25.1%	82	5.3%	≤5	-	179	11.6%	0	0.0%	30	1.9%	0	0.0%
11	427	29.7%	155	10.8%	6	0.4%	136	9.4%	0	0.0%	8	0.6%	0	0.0%
12	272	31.5%	75	8.7%	17	2.0%	84	9.7%	0	0.0%	11	1.3%	0	0.0%
13	131	34.2%	87	22.7%	24	6.3%	35	9.1%	0	0.0%	0	0.0%	0	0.0%
14	262	33.4%	70	8.9%	247	31.5%	32	4.1%	0	0.0%	≤5	-	0	0.0%
15	255	28.6%	197	22.1%	167	18.7%	48	5.4%	0	0.0%	≤5	-	0	0.0%
16	44	18.9%	43	18.5%	0	0.0%	31	13.3%	0	0.0%	0	0.0%	0	0.0%
17	207	22.6%	339	37.0%	0	0.0%	85	9.3%	0	0.0%	0	0.0%	0	0.0%
18	99	18.0%	133	24.2%	≤5	-	71	12.9%	0	0.0%	0	0.0%	0	0.0%
19	218	24.5%	92	10.3%	≤5	-	127	14.3%	0	0.0%	≤5	-	0	0.0%
20	853	33.8%	425	16.9%	561	22.3%	142	5.6%	0	0.0%	25	1.0%	0	0.0%
21	430	22.6%	865	45.4%	101	5.3%	114	6.0%	0	0.0%	7	0.4%	0	0.0%
22	487	28.0%	660	37.9%	9	0.5%	91	5.2%	0	0.0%	0	0.0%	0	0.0%
23	81	23.5%	21	6.1%	0	0.0%	75	21.7%	0	0.0%	≤5	-	0	0.0%
24	533	33.9%	147	9.4%	51	3.2%	104	6.6%	0	0.0%	41	2.6%	0	0.0%
25	371	32.2%	300	26.0%	24	2.1%	111	9.6%	0	0.0%	8	0.7%	0	0.0%
26	196	32.0%	171	27.9%	8	1.3%	68	11.1%	0	0.0%	≤5	-	0	0.0%
27	444	28.1%	233	14.7%	10	0.6%	152	9.6%	0	0.0%	11	0.7%	0	0.0%
28	324	25.8%	299	23.8%	8	0.6%	148	11.8%	0	0.0%	≤5	-	0	0.0%
29	214	19.4%	241	21.9%	≤5	-	144	13.1%	0	0.0%	≤5	-	0	0.0%
30	339	33.6%	110	10.9%	33	3.3%	69	6.8%	0	0.0%	≥5	-	0	0.0%
31	777	28.6%	778	28.6%	192	7.1%	182	6.7%	0	0.0%	≥5	-	0	0.0%
32	78	22.3%	49	14.0%	8	2.3%	52	14.9%	0	0.0%	12	3.4%	0	0.0%
<b>Total</b>	<b>9,103</b>	<b>28.3%</b>	<b>6,420</b>	<b>20.0%</b>	<b>1,542</b>	<b>4.8%</b>	<b>2,854</b>	<b>8.9%</b>	<b>0</b>	<b>0.0%</b>	<b>225</b>	<b>0.7%</b>	<b>0</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	≥5	-	34	15.0%	32	14.2%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	33	3.5%	86	9.2%	88	9.5%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	12	2.7%	42	9.5%	43	9.7%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	21	5.2%	89	22.0%	72	17.8%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	19	4.1%	103	22.3%	75	16.2%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	24	3.5%	112	16.3%	59	8.6%	28	4.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7	19	3.3%	141	24.5%	109	18.9%	25	4.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8	19	1.9%	184	18.2%	236	23.4%	50	5.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9	32	3.0%	251	23.7%	277	26.2%	33	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	41	2.7%	270	17.5%	382	24.8%	47	3.1%	0	0.0%	0	0.0%	≤5	-	0	0.0%
11	31	2.2%	218	15.1%	336	23.3%	82	5.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	23	2.7%	148	17.1%	149	17.3%	25	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
13	10	2.6%	48	12.5%	32	8.4%	7	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	21	2.7%	59	7.5%	52	6.6%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	11	1.2%	81	9.1%	84	9.4%	11	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	11	4.7%	56	24.0%	41	17.6%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	42	4.6%	99	10.8%	124	13.5%	17	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	22	4.0%	84	15.3%	130	23.7%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	22	2.5%	192	21.5%	197	22.1%	19	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20	11	0.4%	150	6.0%	232	9.2%	17	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21	13	0.7%	127	6.7%	189	9.9%	40	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
22	37	2.1%	158	9.1%	269	15.5%	25	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	10	2.9%	53	15.4%	95	27.5%	8	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	40	2.5%	214	13.6%	238	15.1%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
25	11	1.0%	109	9.5%	129	11.2%	40	3.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
26	≤5	-	63	10.3%	65	10.6%	31	5.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
27	52	3.3%	337	21.3%	284	18.0%	36	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28	30	2.4%	188	15.0%	196	15.6%	46	3.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
29	34	3.1%	163	14.8%	240	21.8%	45	4.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
30	35	3.5%	151	15.0%	153	15.2%	14	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
31	67	2.5%	283	10.4%	303	11.1%	13	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
32	9	2.6%	51	14.6%	64	18.3%	7	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>774</b>	<b>2.4%</b>	<b>4,344</b>	<b>13.5%</b>	<b>4,975</b>	<b>15.5%</b>	<b>719</b>	<b>2.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>≤5</b>	<b>-</b>	<b>0</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	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	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	≤5	-	0	0.0%	8	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	≤5	-	8	1.2%	8	1.2%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7	≤5	-	21	3.6%	19	3.3%	8	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8	0	0.0%	22	2.2%	22	2.2%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9	≤5	-	35	3.3%	37	3.5%	6	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	9	0.6%	41	2.7%	63	4.1%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
11	≤5	-	9	0.6%	24	1.7%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	≤5	-	30	3.5%	25	2.9%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
13	0	0.0%	≤5	-	≤5	-	6	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	≤5	-	≤5	-	6	0.8%	28	3.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	0	0.0%	≥5	-	17	1.9%	10	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	≤5	-	≤5	-	10	1.1%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20	≤5	-	≤5	-	52	2.1%	45	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21	0	0.0%	0	0.0%	12	0.6%	7	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
22	≤5	-	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	0	0.0%	0	0.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	0	0.0%	59	3.8%	125	8.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
25	≤5	-	15	1.3%	28	2.4%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
26	0	0.0%	0	0.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
27	0	0.0%	≥5	-	10	0.6%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28	0	0.0%	≤5	-	11	0.9%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
29	≤5	-	≤5	-	6	0.5%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
30	0	0.0%	24	2.4%	68	6.7%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
31	0	0.0%	15	0.6%	93	3.4%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
32	0	0.0%	≤5	-	17	4.9%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	≥5	-	<b>330</b>	<b>1.0%</b>	<b>683</b>	<b>2.1%</b>	<b>152</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**SY 2023-2024**

**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	763	27.3%	752	26.9%	154	5.5%	237	8.5%	0	0.0%	≥5	-	0	0.0%
Black	1,369	21.9%	1,055	16.9%	14	0.2%	762	12.2%	0	0.0%	≤5	-	0	0.0%
Hispanic	3,152	29.9%	1,278	12.1%	245	2.3%	1,109	10.5%	0	0.0%	180	1.7%	0	0.0%
White	3,447	30.3%	3,111	27.4%	1,076	9.5%	623	5.5%	0	0.0%	28	0.2%	0	0.0%
Other	227	31.5%	140	19.4%	7	1.0%	92	12.8%	0	0.0%	≤5	-	0	0.0%
Unknown	145	30.1%	84	17.4%	46	9.5%	31	6.4%	0	0.0%	≤5	-	0	0.0%
<b>Total</b>	<b>9,103</b>	<b>28.3%</b>	<b>6,420</b>	<b>20.0%</b>	<b>1,542</b>	<b>4.8%</b>	<b>2,854</b>	<b>8.9%</b>	<b>0</b>	<b>0.0%</b>	<b>225</b>	<b>0.7%</b>	<b>0</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	54	1.9%	324	11.6%	385	13.8%	47	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black	226	3.6%	1,238	19.8%	1,372	21.9%	181	2.9%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Hispanic	232	2.2%	1,483	14.1%	1,770	16.8%	256	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	222	2.0%	1,122	9.9%	1,257	11.1%	223	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	24	3.3%	99	13.7%	115	16.0%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	16	3.3%	78	16.2%	76	15.8%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>774</b>	<b>2.4%</b>	<b>4,344</b>	<b>13.5%</b>	<b>4,975</b>	<b>15.5%</b>	<b>719</b>	<b>2.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>≤5</b>	<b>-</b>	<b>0</b>	<b>0.0%</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	-	21	0.8%	52	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black	0	0.0%	8	0.1%	20	0.3%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	24	0.2%	271	2.6%	491	4.7%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	≥5	-	26	0.2%	116	1.0%	103	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	≥5	-	<b>330</b>	<b>1.0%</b>	<b>683</b>	<b>2.1%</b>	<b>152</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**SY 2023-2024**

**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	3,440	32.7%	2,036	19.4%	530	5.0%	939	8.9%	0	0.0%	71	0.7%	0	0.0%
Male	5,663	26.2%	4,384	20.3%	1,012	4.7%	1,915	8.9%	0	0.0%	154	0.7%	0	0.0%
<b>Total</b>	<b>9,103</b>	<b>28.3%</b>	<b>6,420</b>	<b>20.0%</b>	<b>1,542</b>	<b>4.8%</b>	<b>2,854</b>	<b>8.9%</b>	<b>0</b>	<b>0.0%</b>	<b>225</b>	<b>0.7%</b>	<b>0</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	240	2.3%	1,242	11.8%	1,471	14.0%	201	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Male	534	2.5%	3,102	14.3%	3,504	16.2%	518	2.4%	0	0.0%	0	0.0%	≤5	-	0	0.0%
<b>Total</b>	<b>774</b>	<b>2.4%</b>	<b>4,344</b>	<b>13.5%</b>	<b>4,975</b>	<b>15.5%</b>	<b>719</b>	<b>2.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>≤5</b>	<b>-</b>	<b>0</b>	<b>0.0%</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	≥5	-	90	0.9%	205	1.9%	≥5	-	0	0.0%	0	0.0	0	0.0%	0	0.0%
Male	≥5	-	240	1.1%	478	2.2%	≥5	-	0	0.0%	0	0.0	0	0.0%	0	0.0%
<b>Total</b>	<b>≥5</b>	<b>-</b>	<b>330</b>	<b>1.0%</b>	<b>683</b>	<b>2.1%</b>	<b>152</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>



**SY 2023-2024**

**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	7,281	26.6%	6,420	23.5%	0	0.0%	2,854	10.4%	0	0.0%	0	0.0%	0	0.0%
Spanish	965	40.1%	0	0.0%	259	10.8%	0	0.0%	0	0.0%	206	8.6%	0	0.0%
Chinese	99	28.4%	0	0.0%	153	43.8%	0	0.0%	0	0.0%	10	2.9%	0	0.0%
Other	758	37.4%	0	0.0%	1,130	55.7%	0	0.0%	0	0.0%	9	0.4%	0	0.0%
<b>Total</b>	<b>9,103</b>	<b>28.3%</b>	<b>6,420</b>	<b>20.0%</b>	<b>1,542</b>	<b>4.8%</b>	<b>2,854</b>	<b>8.9%</b>	<b>0</b>	<b>0.0%</b>	<b>225</b>	<b>0.7%</b>	<b>0</b>	<b>0.0%</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	774	2.8%	4,344	15.9%	4,975	18.2%	≥5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
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>774</b>	<b>2.4%</b>	<b>4,344</b>	<b>13.5%</b>	<b>4,975</b>	<b>15.5%</b>	<b>≥5</b>	<b>-</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>≤5</b>	<b>-</b>	<b>0</b>	<b>0.0%</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	24	1.0%	297	12.3%	605	25.1%	51	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Chinese	≤5	-	≥5	-	63	18.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	≥5	-	≥5	-	15	0.7%	101	5.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>31</b>	<b>0.1%</b>	<b>330</b>	<b>1.0%</b>	<b>683</b>	<b>2.1%</b>	<b>152</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**SY 2023-2024**

**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	6,714	28.1%	5,205	21.8%	830	3.5%	2,216	9.3%	0	0.0%	57	0.2%	0	0.0%
Spanish	1,570	31.4%	468	9.4%	203	4.1%	435	8.7%	0	0.0%	151	3.0%	0	0.0%
Chinese	240	24.4%	286	29.1%	131	13.3%	44	4.5%	0	0.0%	≥5	-	0	0.0%
Other	579	25.8%	461	20.5%	378	16.8%	159	7.1%	0	0.0%	≥5	-	0	0.0%
<b>Total</b>	<b>9,103</b>	<b>28.3%</b>	<b>6,420</b>	<b>20.0%</b>	<b>1,542</b>	<b>4.8%</b>	<b>2,854</b>	<b>8.9%</b>	<b>0</b>	<b>0.0%</b>	<b>225</b>	<b>0.7%</b>	<b>0</b>	<b>0.0%</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	615	2.6%	3,406	14.2%	3,875	16.2%	576	2.4%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Spanish	101	2.0%	600	12.0%	730	14.6%	90	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Chinese	10	1.0%	89	9.1%	106	10.8%	9	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	48	2.1%	249	11.1%	264	11.8%	44	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>774</b>	<b>2.4%</b>	<b>4,344</b>	<b>13.5%</b>	<b>4,975</b>	<b>15.5%</b>	<b>719</b>	<b>2.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>≤5</b>	<b>-</b>	<b>0</b>	<b>0.0%</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	≥5	-	93	0.4%	245	1.0%	76	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spanish	12	0.2%	213	4.3%	390	7.8%	34	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Chinese	0	0.0%	18	1.8%	40	4.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	≤5	-	6	0.3%	8	0.4%	42	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>≥5</b>	<b>-</b>	<b>330</b>	<b>1.0%</b>	<b>683</b>	<b>2.1%</b>	<b>152</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**SY 2023-2024**

**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	442	28.1%	213	13.6%	32	2.0%	164	10.4%	0	0.0%	19	1.2%	0	0.0%
Not STH	8,661	28.3%	6,207	20.3%	1,510	4.9%	2,690	8.8%	0	0.0%	206	0.7%	0	0.0%
<b>Total</b>	<b>9,103</b>	<b>28.3%</b>	<b>6,420</b>	<b>20.0%</b>	<b>1,542</b>	<b>4.8%</b>	<b>2,854</b>	<b>8.9%</b>	<b>0</b>	<b>0.0%</b>	<b>225</b>	<b>0.7%</b>	<b>0</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	63	4.0%	283	18.0%	264	16.8%	30	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not STH	711	2.3%	4,061	13.3%	4,711	15.4%	689	2.3%	0	0.0%	0	0.0%	≤5	-	0	0.0%
<b>Total</b>	<b>774</b>	<b>2.4%</b>	<b>4,344</b>	<b>13.5%</b>	<b>4,975</b>	<b>15.5%</b>	<b>719</b>	<b>2.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>≤5</b>	<b>-</b>	<b>0</b>	<b>0.0%</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	-	22	1.4%	33	2.1%	≤5	-	0	0.0%	0	0.0	0	0.0%	0	0.0%
Not STH	≥5	-	308	1.0%	650	2.1%	≥5	-	0	0.0%	0	0.0	0	0.0%	0	0.0%
<b>Total</b>	<b>≥5</b>	<b>-</b>	<b>330</b>	<b>1.0%</b>	<b>683</b>	<b>2.1%</b>	<b>152</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</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 (LRE), 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 NYCPs 3-K or pre-K program). Students for whom partial services are offered are tracked by NYCPs until the IEP-recommended programs and services can be offered.

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

**"Number of Students with a Disability"** reflects students who had an IEP as of June 30, 2024, 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 **32,153** students.

Each student in this cohort has been either **"Fully Placed"**, **"Partially Placed"**, or **"Awaiting Placement"** as of 6/30/2024.

**"Fully Placed Students Receiving Services in Full Compliance"** reflects the number of students who were fully placed as of 6/30/2024, and that:

- For Related Services Only\*, the student had begun receiving services at any point during the 2023-2024 school year, for *all* their Related Services recommended on their active IEP as of 6/30/2024.
- For SEIT, there is a first attend date in CAP as of 06/30/2024, and the student had begun receiving services at any point during the 2023-2024 school year, for *all* their Related Services recommended on their active IEP as of 6/30/2024 (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 had begun receiving services at any point during the 2023-2024 school year, for *all* their Related Services recommended on their active IEP as of 6/30/2024 (if applicable).

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

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	226	209	92.5%	149	71.3%	8	3.5%	9	4.0%
2	930	865	93.0%	584	67.5%	18	1.9%	47	5.1%
3	444	433	97.5%	318	73.4%	≤5	-	≥5	-
4	404	366	90.6%	276	75.4%	21	5.2%	17	4.2%
5	462	430	93.1%	287	66.7%	8	1.7%	24	5.2%
6	689	648	94.0%	432	66.7%	17	2.5%	24	3.5%
7	576	497	86.3%	323	65.0%	8	1.4%	71	12.3%
8	1,010	935	92.6%	656	70.2%	25	2.5%	50	5.0%
9	1,057	943	89.2%	685	72.6%	8	0.8%	106	10.0%
10	1,540	1,330	86.4%	924	69.5%	15	1.0%	195	12.7%
11	1,440	1,321	91.7%	850	64.3%	53	3.7%	66	4.6%
12	863	802	92.9%	508	63.3%	41	4.8%	20	2.3%
13	383	366	95.6%	212	57.9%	≤5	-	≥5	-
14	785	748	95.3%	307	41.0%	≤5	-	≥5	-
15	892	823	92.3%	442	53.7%	0	0.0%	69	7.7%
16	233	204	87.6%	141	69.1%	≤5	-	≥5	-
17	916	873	95.3%	452	51.8%	9	1.0%	34	3.7%
18	549	525	95.6%	284	54.1%	≤5	-	≥5	-
19	891	787	88.3%	489	62.1%	27	3.0%	77	8.6%
20	2,520	2,350	93.3%	1,051	44.7%	29	1.2%	141	5.6%
21	1,905	1,774	93.1%	788	44.4%	28	1.5%	103	5.4%
22	1,741	1,661	95.4%	804	48.4%	≤5	-	≥5	-
23	345	309	89.6%	203	65.7%	≤5	-	≥5	-
24	1,572	1,444	91.9%	824	57.1%	≤5	-	≥5	-
25	1,152	1,039	90.2%	581	55.9%	6	0.5%	107	9.3%
26	612	559	91.3%	378	67.6%	≤5	-	≥5	-
27	1,581	1,470	93.0%	911	62.0%	≤5	-	≥5	-
28	1,256	1,114	88.7%	700	62.8%	≤5	-	≥5	-
29	1,102	966	87.7%	619	64.1%	7	0.6%	129	11.7%
30	1,009	914	90.6%	541	59.2%	7	0.7%	88	8.7%
31	2,718	2,533	93.2%	1,832	72.3%	49	1.8%	136	5.0%
32	350	323	92.3%	176	54.5%	≤5	-	≥5	-
<b>Total</b>	<b>32,153</b>	<b>29,561</b>	<b>91.9%</b>	<b>17,727</b>	<b>60.0%</b>	<b>420</b>	<b>1.3%</b>	<b>2,172</b>	<b>6.8%</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	2,800	2,552	91.1%	1,509	59.1%	39	1.4%	209	7.5%
Black	6,253	5,584	89.3%	3,478	62.3%	124	2.0%	545	8.7%
Hispanic	10,537	9,592	91.0%	6,228	64.9%	165	1.6%	780	7.4%
White	11,360	10,727	94.4%	5,785	53.9%	74	0.7%	559	4.9%
Other	721	659	91.4%	450	68.3%	11	1.5%	51	7.1%
Unknown	482	447	92.7%	277	62.0%	7	1.5%	28	5.8%
<b>Total</b>	<b>32,153</b>	<b>29,561</b>	<b>91.9%</b>	<b>17,727</b>	<b>60.0%</b>	<b>420</b>	<b>1.3%</b>	<b>2,172</b>	<b>6.8%</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	10,521	9,691	92.1%	5,710	58.9%	117	1.1%	713	6.8%
Male	21,632	19,870	91.9%	12,017	60.5%	303	1.4%	1,459	6.7%
<b>Total</b>	<b>32,153</b>	<b>29,561</b>	<b>91.9%</b>	<b>17,727</b>	<b>60.0%</b>	<b>420</b>	<b>1.3%</b>	<b>2,172</b>	<b>6.8%</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	27,368	25,165	92.0%	15,824	62.9%	380	1.4%	1,823	6.7%
Spanish	2,407	2,188	90.9%	1,194	54.6%	30	1.2%	189	7.9%
Chinese	349	315	90.3%	150	47.6%	≥5	-	≥5	-
Other	2,029	1,893	93.3%	559	29.5%	≤5	-	≥5	-
<b>Total</b>	<b>32,153</b>	<b>29,561</b>	<b>91.9%</b>	<b>17,727</b>	<b>60.0%</b>	<b>420</b>	<b>1.3%</b>	<b>2,172</b>	<b>6.8%</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	23,927	22,108	92.4%	13,573	61.4%	306	1.3%	1,513	6.3%
Spanish	4,997	4,514	90.3%	2,708	60.0%	74	1.5%	409	8.2%
Chinese	983	887	90.2%	449	50.6%	12	1.2%	84	8.5%
Other	2,246	2,052	91.4%	997	48.6%	28	1.2%	166	7.4%
<b>Total</b>	<b>32,153</b>	<b>29,561</b>	<b>91.9%</b>	<b>17,727</b>	<b>60.0%</b>	<b>420</b>	<b>1.3%</b>	<b>2,172</b>	<b>6.8%</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	23,927	22,108	92.4%	13,573	61.4%	306	1.3%	1,513	6.3%
Not STH	4,997	4,514	90.3%	2,708	60.0%	74	1.5%	409	8.2%
<b>Total</b>	983	887	90.2%	449	50.6%	12	1.2%	84	8.5%



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

NYCPS takes immediate steps to arrange 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 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 NYCPS staff; in others it entails direct assignment of the service via a NYCPS 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.

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

This report reflects students who had an IEP as of June 30, 2024, 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 **32,153** students.

This report reflects the full list of enumerated services on each student's IEP as of 06/30/2024. 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 at any time in the school year between 07/01/2023 and 06/30/2024; or
- There is an initial encounter date for that related services in EasyTrac at any time in the school year between 07/01/2023 and 06/30/2024; or
- There is an initial encounter date for that related service in SESIS at any time in the school year between 07/01/2023 and 06/30/2024

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 the school year.

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 06/30/2024.

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 NYCPS 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, 78.2% of students recommended for Monolingual Speech Therapy in District 1 were Receiving Services. Therefore, 21.8% of those students were still awaiting provision of services as of 06/30/2024.

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

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	197	79.7%	12	75.0%	8	75.0%	0	-	155	74.2%	45	64.4%	≤5	-	0	-
2	745	72.6%	57	68.4%	29	75.9%	0	-	646	72.8%	278	76.3%	≤5	-	≤5	-
3	350	80.9%	14	78.6%	8	75.0%	0	-	301	78.1%	145	83.4%	≤5	-	0	-
4	348	76.1%	31	77.4%	17	88.2%	0	-	276	78.3%	89	84.3%	0	-	0	-
5	406	77.1%	38	63.2%	18	77.8%	0	-	338	69.8%	112	78.6%	0	-	≤5	-
6	506	73.5%	141	70.9%	16	75.0%	0	-	428	71.0%	164	78.7%	≤5	-	≤5	-
7	473	69.1%	79	73.4%	21	52.4%	≤5	-	408	62.7%	125	74.4%	0	-	0	-
8	885	76.9%	85	71.8%	41	78.0%	0	-	764	71.9%	217	77.4%	0	-	≤5	-
9	877	76.1%	154	69.5%	36	69.4%	≤5	-	800	72.5%	210	74.8%	≤5	-	≤5	-
10	1,233	68.9%	225	66.2%	55	67.3%	≤5	-	1,070	68.6%	324	71.3%	0	-	≤5	-
11	1,263	72.1%	122	59.0%	136	47.1%	≤5	-	1,056	69.4%	279	78.9%	0	-	0	-
12	678	71.1%	158	70.9%	29	58.6%	≤5	-	618	68.9%	186	80.1%	≤5	-	≤5	-
13	280	68.9%	51	64.7%	10	60.0%	0	-	278	66.2%	119	73.9%	≤5	-	0	-
14	300	74.0%	407	40.8%	6	16.7%	≤5	-	511	46.4%	169	56.8%	≤5	-	≤5	-
15	506	73.1%	274	44.9%	19	31.6%	0	-	642	65.7%	241	68.9%	≤5	-	≤5	-
16	218	74.8%	≤5	-	10	40.0%	0	-	171	74.9%	55	85.5%	≤5	-	0	-
17	770	62.3%	16	37.5%	125	52.0%	0	-	763	64.4%	253	68.4%	≤5	-	≤5	-
18	511	63.8%	≤5	-	33	42.4%	0	-	438	65.8%	145	74.5%	0	-	0	-
19	837	68.1%	18	72.2%	18	38.9%	≤5	-	645	65.1%	194	75.3%	0	-	≤5	-
20	1,150	59.7%	1,045	47.6%	8	0.0%	≤5	-	1,675	53.5%	617	59.2%	≤5	-	7	14.3%
21	1,413	56.8%	162	51.9%	19	36.8%	0	-	1,437	52.5%	552	52.7%	≤5	-	0	-
22	1,465	60.8%	21	47.6%	134	26.1%	0	-	1,378	60.2%	459	61.4%	0	-	≤5	-
23	327	72.8%	≤5	-	11	54.5%	0	-	247	72.9%	63	79.4%	0	-	0	-
24	921	62.9%	579	56.3%	15	53.3%	≤5	-	1,018	64.9%	330	71.8%	0	-	0	-
25	869	65.4%	151	57.6%	24	66.7%	≤5	-	736	65.5%	317	66.2%	≤5	-	≤5	-
26	519	76.1%	30	60.0%	13	69.2%	≤5	-	389	75.1%	170	75.3%	≤5	-	≤5	-
27	1,387	69.5%	86	60.5%	25	52.0%	0	-	1,183	65.5%	442	68.3%	≤5	-	≤5	-
28	1,093	66.2%	54	70.4%	18	88.9%	0	-	863	70.5%	345	72.5%	0	-	6	50.0%
29	1,016	63.8%	30	53.3%	15	80.0%	0	-	778	67.1%	220	75.9%	≤5	-	≤5	-
30	679	66.7%	271	59.8%	25	52.0%	0	-	689	66.2%	239	69.9%	≤5	-	≤5	-
31	2,091	87.8%	365	72.1%	137	63.5%	10	20.0%	1,789	77.2%	877	84.6%	9	88.9%	≤5	-
32	285	65.6%	52	51.9%	9	44.4%	≤5	-	211	60.2%	74	77.0%	0	-	0	-
<b>Total</b>	<b>24,598</b>	<b>69.7%</b>	<b>4,738</b>	<b>56.9%</b>	<b>1,088</b>	<b>54.2%</b>	<b>33</b>	<b>39.4%</b>	<b>22,701</b>	<b>66.0%</b>	<b>8,055</b>	<b>71.3%</b>	<b>≥5</b>	<b>-</b>	<b>53</b>	<b>41.5%</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	111	79.3%	56	78.6%	≤5	-	29	89.7%	0	-	0	-	0	-
2	311	79.1%	309	77.7%	20	80.0%	71	81.7%	0	-	0	-	0	-
3	158	80.4%	98	75.5%	≤5	-	47	91.5%	0	-	≤5	-	0	-
4	236	77.1%	60	71.7%	6	100.0%	39	87.2%	0	-	0	-	0	-
5	260	78.5%	78	53.8%	≤5	-	47	91.5%	0	-	≤5	-	0	-
6	333	74.5%	114	58.8%	8	75.0%	85	85.9%	0	-	6	50.0%	0	-
7	420	72.4%	18	50.0%	≤5	-	63	66.7%	0	-	12	58.3%	0	-
8	646	77.9%	92	45.7%	13	38.5%	86	93.0%	0	-	≤5	-	0	-
9	790	78.7%	23	60.9%	10	70.0%	107	86.0%	0	-	≤5	-	0	-
10	1,076	74.7%	82	67.1%	≤5	-	179	77.1%	0	-	30	73.3%	0	-
11	860	77.2%	155	54.8%	6	33.3%	136	80.9%	0	-	8	37.5%	0	-
12	502	74.3%	75	60.0%	17	76.5%	84	88.1%	0	-	11	54.5%	0	-
13	143	79.7%	87	63.2%	24	83.3%	35	82.9%	0	-	0	-	0	-
14	207	78.3%	70	52.9%	247	71.7%	32	87.5%	0	-	≤5	-	0	-
15	279	85.7%	197	56.9%	167	48.5%	48	79.2%	0	-	≤5	-	0	-
16	149	84.6%	43	51.2%	0	-	31	87.1%	0	-	0	-	0	-
17	373	78.3%	339	77.6%	0	-	85	84.7%	0	-	0	-	0	-
18	316	82.3%	133	75.9%	≤5	-	71	94.4%	0	-	0	-	0	-
19	588	74.7%	92	62.0%	≤5	-	127	73.2%	0	-	≤5	-	0	-
20	682	77.9%	425	78.4%	561	77.0%	142	78.9%	0	-	25	4.0%	0	-
21	511	73.0%	865	77.9%	101	77.2%	114	79.8%	0	-	7	14.3%	0	-
22	590	82.5%	660	79.1%	9	66.7%	91	93.4%	0	-	0	-	0	-
23	249	80.3%	21	76.2%	0	-	75	78.7%	0	-	≤5	-	0	-
24	877	75.9%	147	37.4%	51	39.2%	104	88.5%	0	-	41	29.3%	0	-
25	471	79.2%	300	40.7%	24	29.2%	111	83.8%	0	-	8	75.0%	0	-
26	245	84.1%	171	43.9%	8	62.5%	68	85.3%	0	-	≤5	-	0	-
27	906	80.5%	233	49.8%	10	30.0%	152	91.4%	0	-	11	90.9%	0	-
28	637	79.4%	299	38.8%	8	0.0%	148	82.4%	0	-	≤5	-	0	-
29	646	81.9%	241	39.0%	≤5	-	144	82.6%	0	-	≤5	-	0	-
30	553	77.9%	110	34.5%	33	24.2%	69	82.6%	0	-	12	58.3%	0	-
31	985	92.2%	778	81.1%	192	72.9%	182	83.5%	0	-	13	7.7%	0	-
32	217	75.1%	49	44.9%	8	50.0%	52	92.3%	0	-	12	25.0%	0	-
<b>Total</b>	<b>15,327</b>	<b>78.9%</b>	<b>6,420</b>	<b>65.7%</b>	<b>1,542</b>	<b>67.8%</b>	<b>2,854</b>	<b>83.9%</b>	<b>0</b>	<b>-</b>	<b>225</b>	<b>43.1%</b>	<b>0</b>	<b>-</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	8	75.0%	34	82.4%	32	93.8%	≤5	-	0	-	0	-	0	-	0	-
2	33	84.8%	86	83.7%	88	87.5%	≤5	-	0	-	0	-	0	-	0	-
3	12	91.7%	42	100.0%	43	93.0%	≤5	-	0	-	0	-	0	-	0	-
4	21	85.7%	89	80.9%	72	84.7%	≤5	-	0	-	0	-	0	-	0	-
5	19	84.2%	103	84.5%	75	90.7%	≤5	-	0	-	0	-	0	-	0	-
6	24	100.0%	112	88.4%	59	84.7%	28	96.4%	0	-	0	-	0	-	0	-
7	19	57.9%	141	82.3%	109	89.0%	25	84.0%	0	-	0	-	0	-	0	-
8	19	73.7%	184	84.8%	236	89.4%	50	96.0%	0	-	0	-	0	-	0	-
9	32	78.1%	251	90.8%	277	87.7%	33	75.8%	0	-	0	-	0	-	0	-
10	41	75.6%	270	84.4%	382	86.1%	47	89.4%	0	-	0	-	≤5	-	0	-
11	31	71.0%	218	80.7%	336	86.6%	82	97.6%	0	-	0	-	0	-	0	-
12	23	65.2%	148	89.2%	149	88.6%	25	96.0%	0	-	0	-	0	-	0	-
13	10	100.0%	48	91.7%	32	81.3%	7	71.4%	0	-	0	-	0	-	0	-
14	21	100.0%	59	89.8%	52	94.2%	≤5	-	0	-	0	-	0	-	0	-
15	11	90.9%	81	96.3%	84	92.9%	11	90.9%	0	-	0	-	0	-	0	-
16	11	90.9%	56	83.9%	41	80.5%	≤5	-	0	-	0	-	0	-	0	-
17	42	88.1%	99	90.9%	124	77.4%	17	58.8%	0	-	0	-	0	-	0	-
18	22	86.4%	84	95.2%	130	81.5%	9	88.9%	0	-	0	-	0	-	0	-
19	22	86.4%	192	87.0%	197	80.2%	19	84.2%	0	-	0	-	0	-	0	-
20	11	81.8%	150	92.0%	232	93.5%	17	100.0%	0	-	0	-	0	-	0	-
21	13	69.2%	127	82.7%	189	89.9%	40	95.0%	0	-	0	-	0	-	0	-
22	37	86.5%	158	94.3%	269	88.5%	25	96.0%	0	-	0	-	0	-	0	-
23	10	90.0%	53	86.8%	95	66.3%	8	87.5%	0	-	0	-	0	-	0	-
24	40	82.5%	214	94.9%	238	93.3%	18	100.0%	0	-	0	-	0	-	0	-
25	11	81.8%	109	93.6%	129	90.7%	40	97.5%	0	-	0	-	0	-	0	-
26	≤5	-	63	93.7%	65	95.4%	31	100.0%	0	-	0	-	0	-	0	-
27	52	86.5%	337	90.5%	284	96.1%	36	100.0%	0	-	0	-	0	-	0	-
28	30	76.7%	188	90.4%	196	92.9%	46	97.8%	0	-	0	-	0	-	0	-
29	34	94.1%	163	95.1%	240	91.3%	45	93.3%	0	-	0	-	0	-	0	-
30	35	77.1%	151	94.0%	153	90.8%	14	100.0%	0	-	0	-	0	-	0	-
31	67	95.5%	283	91.2%	303	92.1%	13	92.3%	0	-	0	-	0	-	0	-
32	9	100.0%	51	80.4%	64	90.6%	7	85.7%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>774</b>	<b>84.2%</b>	<b>4,344</b>	<b>89.0%</b>	<b>4,975</b>	<b>88.7%</b>	<b>719</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>≤5</b>	<b>-</b>	<b>0</b>	<b>-</b>

SY 2023-2024

The number and percentage of preschool students with a disability receiving special education services in full compliance 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	-	0	-	0	-	0	-	0	-	0	-
2	≤5	-	0	-	8	100.0%	0	-	0	-	0	-	0	-	0	-
3	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
4	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
5	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
6	≤5	-	8	87.5%	8	87.5%	≤5	-	0	-	0	-	0	-	0	-
7	≤5	-	21	76.2%	19	78.9%	8	87.5%	0	-	0	-	0	-	0	-
8	0	-	22	86.4%	22	90.9%	≤5	-	0	-	0	-	0	-	0	-
9	≤5	-	35	65.7%	37	91.9%	6	50.0%	0	-	0	-	0	-	0	-
10	9	55.6%	41	65.9%	63	63.5%	≤5	-	0	-	0	-	0	-	0	-
11	≤5	-	9	77.8%	24	91.7%	7	85.7%	0	-	0	-	0	-	0	-
12	≤5	-	30	56.7%	25	92.0%	≤5	-	0	-	0	-	0	-	0	-
13	0	-	≤5	-	≤5	-	6	100.0%	0	-	0	-	0	-	0	-
14	≤5	-	≤5	-	6	83.3%	28	82.1%	0	-	0	-	0	-	0	-
15	0	-	8	50.0%	17	70.6%	10	100.0%	0	-	0	-	0	-	0	-
16	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
17	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
18	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
19	≤5	-	≤5	-	10	70.0%	≤5	-	0	-	0	-	0	-	0	-
20	≤5	-	≤5	-	52	84.6%	45	91.1%	0	-	0	-	0	-	0	-
21	0	-	0	-	12	100.0%	7	100.0%	0	-	0	-	0	-	0	-
22	≤5	-	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
23	0	-	0	-	≤5	-	0	-	0	-	0	-	0	-	0	-
24	0	-	59	81.4%	125	92.0%	≤5	-	0	-	0	-	0	-	0	-
25	≤5	-	15	86.7%	28	92.9%	≤5	-	0	-	0	-	0	-	0	-
26	0	-	0	-	≤5	-	0	-	0	-	0	-	0	-	0	-
27	0	-	9	55.6%	10	80.0%	≤5	-	0	-	0	-	0	-	0	-
28	0	-	≤5	-	11	100.0%	≤5	-	0	-	0	-	0	-	0	-
29	≤5	-	≤5	-	6	100.0%	≤5	-	0	-	0	-	0	-	0	-
30	0	-	24	95.8%	68	97.1%	≤5	-	0	-	0	-	0	-	0	-
31	0	-	15	13.3%	93	73.1%	≤5	-	0	-	0	-	0	-	0	-
32	0	-	≤5	-	17	76.5%	≤5	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>31</b>	<b>54.8%</b>	<b>330</b>	<b>69.7%</b>	<b>683</b>	<b>85.2%</b>	<b>152</b>	<b>87.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	2,300	66.2%	345	56.8%	42	47.6%	≤5	-	1,841	64.5%	524	76.3%	6	66.7%	≤5	-
Black	5,855	67.5%	70	58.6%	239	52.7%	≤5	-	4,713	65.4%	1,323	73.5%	≤5	-	9	22.2%
Hispanic	7,783	72.0%	2,259	64.5%	353	60.1%	20	55.0%	6,871	69.8%	2,212	77.4%	12	58.3%	12	50.0%
White	7,701	69.3%	1,954	48.9%	400	48.3%	11	18.2%	8,439	63.1%	3,632	65.6%	27	44.4%	29	44.8%
Other	624	73.7%	31	58.1%	34	67.6%	0	-	485	73.6%	189	75.1%	≤5	-	≤5	-
Unknown	335	80.3%	79	34.2%	20	80.0%	0	-	352	67.3%	175	75.4%	≤5	-	0	-
<b>Total</b>	<b>24,598</b>	<b>69.7%</b>	<b>4,738</b>	<b>56.9%</b>	<b>1,088</b>	<b>54.2%</b>	<b>33</b>	<b>39.4%</b>	<b>22,701</b>	<b>66.0%</b>	<b>8,055</b>	<b>71.3%</b>	<b>≥5</b>	<b>-</b>	<b>53</b>	<b>41.5%</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	1,161	81.1%	752	63.3%	154	72.7%	237	83.5%	0	-	10	20.0%	0	-
Black	3,846	76.5%	1,055	59.9%	14	57.1%	762	81.6%	0	-	≤5	-	0	-
Hispanic	5,952	78.9%	1,278	57.7%	245	51.0%	1,109	83.9%	0	-	180	43.9%	0	-
White	3,800	79.9%	3,111	71.7%	1,076	70.9%	623	86.0%	0	-	28	42.9%	0	-
Other	360	84.7%	140	64.3%	7	85.7%	92	85.9%	0	-	≤5	-	0	-
Unknown	208	85.1%	84	64.3%	46	69.6%	31	90.3%	0	-	≤5	-	0	-
<b>Total</b>	<b>15,327</b>	<b>78.9%</b>	<b>6,420</b>	<b>65.7%</b>	<b>1,542</b>	<b>67.8%</b>	<b>2,854</b>	<b>83.9%</b>	<b>0</b>	<b>-</b>	<b>225</b>	<b>43.1%</b>	<b>0</b>	<b>-</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	54	79.6%	324	91.4%	385	92.5%	47	100.0%	0	-	0	-	0	-	0	-
Black	226	86.7%	1,238	86.1%	1,372	83.2%	181	90.6%	0	-	0	-	≤5	-	0	-
Hispanic	232	78.9%	1,483	89.5%	1,770	89.7%	256	93.8%	0	-	0	-	0	-	0	-
White	222	88.7%	1,122	90.6%	1,257	91.8%	223	92.8%	0	-	0	-	0	-	0	-
Other	24	83.3%	99	91.9%	115	93.9%	≥5	-	0	-	0	-	0	-	0	-
Unknown	16	81.3%	78	89.7%	76	89.5%	≤5	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>774</b>	<b>84.2%</b>	<b>4,344</b>	<b>89.0%</b>	<b>4,975</b>	<b>88.7%</b>	<b>719</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>≤5</b>	<b>-</b>	<b>0</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	-	21	52.4%	52	73.1%	0	-	0	-	0	-	0	-	0	-
Black	0	-	8	37.5%	20	80.0%	≤5	-	0	-	0	-	0	-	0	-
Hispanic	24	66.7%	271	73.1%	491	85.7%	≥5	-	0	-	0	-	0	-	0	-
White	≥5	-	26	53.8%	116	90.5%	103	89.3%	0	-	0	-	0	-	0	-
Other	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
Unknown	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>31</b>	<b>54.8%</b>	<b>330</b>	<b>69.7%</b>	<b>683</b>	<b>85.2%</b>	<b>152</b>	<b>87.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>



**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	7,886	68.7%	1,593	54.9%	334	49.7%	9	33.3%	6,894	65.4%	2,801	69.4%	≥5	-	26	38.5%
Male	16,712	70.2%	3,145	57.9%	754	56.2%	24	41.7%	15,807	66.3%	5,254	72.3%	≥5	-	27	44.4%
<b>Total</b>	<b>24,598</b>	<b>69.7%</b>	<b>4,738</b>	<b>56.9%</b>	<b>1,088</b>	<b>54.2%</b>	<b>33</b>	<b>39.4%</b>	<b>22,701</b>	<b>66.0%</b>	<b>8,055</b>	<b>71.3%</b>	<b>≥5</b>	<b>-</b>	<b>53</b>	<b>41.5%</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	4,594	78.1%	2,036	65.5%	530	66.4%	939	84.1%	0	-	71	43.7%	0	-
Male	10,733	79.3%	4,384	65.9%	1,012	68.6%	1,915	83.8%	0	-	154	42.9%	0	-
<b>Total</b>	<b>15,327</b>	<b>78.9%</b>	<b>6,420</b>	<b>65.7%</b>	<b>1,542</b>	<b>67.8%</b>	<b>2,854</b>	<b>83.9%</b>	<b>0</b>	<b>-</b>	<b>225</b>	<b>43.1%</b>	<b>0</b>	<b>-</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	240	81.3%	1,242	88.3%	1,471	88.3%	201	92.0%	0	-	0	-	0	-	0	-
Male	534	85.6%	3,102	89.3%	3,504	88.9%	518	93.2%	0	-	0	-	≤5	-	0	-
<b>Total</b>	<b>774</b>	<b>84.2%</b>	<b>4,344</b>	<b>89.0%</b>	<b>4,975</b>	<b>88.7%</b>	<b>719</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>≤5</b>	<b>-</b>	<b>0</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	13	53.8%	90	67.8%	205	85.4%	43	81.4%	0	-	0	-	0	-	0	-
Male	18	55.6%	240	70.4%	478	85.1%	109	89.9%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>31</b>	<b>54.8%</b>	<b>330</b>	<b>69.7%</b>	<b>683</b>	<b>85.2%</b>	<b>152</b>	<b>87.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	24,433	69.8%	327	72.8%	1,061	54.6%	≤5	-	19,993	67.9%	7,153	72.8%	40	55.0%	43	48.8%
Spanish	123	61.8%	2,265	63.5%	21	52.4%	20	50.0%	1,260	65.2%	400	74.3%	≤5	-	≤5	-
Chinese	15	80.0%	320	53.4%	≤5	-	≤5	-	188	59.6%	38	89.5%	≤5	-	0	-
Other	27	18.5%	1,826	46.4%	≤5	-	8	0.0%	1,260	37.7%	464	44.6%	7	14.3%	≥5	-
<b>Total</b>	<b>24,598</b>	<b>69.7%</b>	<b>4,738</b>	<b>56.9%</b>	<b>1,088</b>	<b>54.2%</b>	<b>33</b>	<b>39.4%</b>	<b>22,701</b>	<b>66.0%</b>	<b>8,055</b>	<b>71.3%</b>	<b>≥5</b>	<b>-</b>	<b>53</b>	<b>41.5%</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	13,878	79.1%	6,420	65.7%	0	-	2,854	83.9%	0	-	0	-	0	-
Spanish	1,204	76.9%	0	-	259	49.4%	0	-	0	-	206	46.1%	0	-
Chinese	101	86.1%	0	-	153	68.6%	0	-	0	-	10	20.0%	0	-
Other	144	72.9%	0	-	1,130	71.9%	0	-	0	-	9	0.0%	0	-
<b>Total</b>	<b>15,327</b>	<b>78.9%</b>	<b>6,420</b>	<b>65.7%</b>	<b>1,542</b>	<b>67.8%</b>	<b>2,854</b>	<b>83.9%</b>	<b>0</b>	<b>-</b>	<b>225</b>	<b>43.1%</b>	<b>0</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	774	84.2%	4,344	89.0%	4,975	88.7%	719	92.9%	0	-	0	-	≤5	-	0	-
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>774</b>	<b>84.2%</b>	<b>4,344</b>	<b>89.0%</b>	<b>4,975</b>	<b>88.7%</b>	<b>719</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>≤5</b>	<b>-</b>	<b>0</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	24	66.7%	297	72.7%	605	87.3%	51	82.4%	0	-	0	-	0	-	0	-
Chinese	≤5	-	23	60.9%	63	74.6%	0	-	0	-	0	-	0	-	0	-
Other	≥5	-	10	0.0%	15	46.7%	101	90.1%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>31</b>	<b>54.8%</b>	<b>330</b>	<b>69.7%</b>	<b>683</b>	<b>85.2%</b>	<b>152</b>	<b>87.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	19,542	71.0%	1,931	55.5%	964	54.6%	15	46.7%	17,550	67.5%	6,394	72.0%	40	52.5%	38	39.5%
Spanish	2,967	66.9%	1,899	62.2%	90	60.0%	13	46.2%	2,983	65.5%	946	71.5%	≤5	-	8	62.5%
Chinese	647	56.3%	286	53.1%	10	40.0%	≤5	-	594	56.1%	141	75.2%	≤5	-	≤5	-
Other	1,442	63.9%	622	46.6%	24	25.0%	≤5	-	1,574	54.2%	574	62.4%	≤5	-	≥5	-
<b>Total</b>	<b>24,598</b>	<b>69.7%</b>	<b>4,738</b>	<b>56.9%</b>	<b>1,088</b>	<b>54.2%</b>	<b>33</b>	<b>39.4%</b>	<b>22,701</b>	<b>66.0%</b>	<b>8,055</b>	<b>71.3%</b>	<b>≥5</b>	<b>-</b>	<b>53</b>	<b>41.5%</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	11,342	79.7%	5,205	67.2%	830	70.0%	2,216	84.3%	0	-	57	56.1%	0	-
Spanish	2,804	75.7%	468	51.3%	203	52.2%	435	83.0%	0	-	151	41.7%	0	-
Chinese	340	79.7%	286	65.0%	131	69.5%	44	77.3%	0	-	10	20.0%	0	-
Other	841	78.6%	461	64.6%	378	70.9%	159	82.4%	0	-	7	0.0%	0	-
<b>Total</b>	<b>15,327</b>	<b>78.9%</b>	<b>6,420</b>	<b>65.7%</b>	<b>1,542</b>	<b>67.8%</b>	<b>2,854</b>	<b>83.9%</b>	<b>0</b>	<b>-</b>	<b>225</b>	<b>43.1%</b>	<b>0</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	615	84.7%	3,406	88.7%	3,875	88.5%	576	92.9%	0	-	0	-	≤5	-	0	-
Spanish	101	82.2%	600	91.2%	730	89.3%	90	92.2%	0	-	0	-	0	-	0	-
Chinese	10	80.0%	89	94.4%	106	93.4%	9	100.0%	0	-	0	-	0	-	0	-
Other	48	83.3%	249	86.7%	264	89.0%	44	93.2%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>774</b>	<b>84.2%</b>	<b>4,344</b>	<b>89.0%</b>	<b>4,975</b>	<b>88.7%</b>	<b>719</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>≤5</b>	<b>-</b>	<b>0</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	18	44.4%	93	75.3%	245	86.1%	76	86.8%	0	-	0	-	0	-	0	-
Spanish	≥5	-	213	70.4%	390	85.9%	34	88.2%	0	-	0	-	0	-	0	-
Chinese	0	-	18	55.6%	40	80.0%	0	-	0	-	0	-	0	-	0	-
Other	≤5	-	6	0.0%	8	50.0%	42	88.1%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>31</b>	<b>54.8%</b>	<b>330</b>	<b>69.7%</b>	<b>683</b>	<b>85.2%</b>	<b>152</b>	<b>87.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

**SY 2023-2024**

**The number and percentage of preschool students with a disability receiving special education services in full compliance 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	1,255	66.4%	256	59.4%	64	54.7%	≤5	-	1,042	64.1%	302	71.9%	≤5	-	≤5	-
Not STH	23,343	69.9%	4,482	56.7%	1,024	54.2%	30	43.3%	21,659	66.1%	7,753	71.3%	49	51.0%	52	42.3%
<b>Total</b>	<b>24,598</b>	<b>69.7%</b>	<b>4,738</b>	<b>56.9%</b>	<b>1,088</b>	<b>54.2%</b>	<b>33</b>	<b>39.4%</b>	<b>22,701</b>	<b>66.0%</b>	<b>8,055</b>	<b>71.3%</b>	<b>≥5</b>	<b>-</b>	<b>53</b>	<b>41.5%</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	1,255	66.4%	256	59.4%	64	54.7%	≤5	-	1,042	64.1%	302	71.9%	≤5	-
Not STH	23,343	69.9%	4,482	56.7%	1,024	54.2%	30	43.3%	21,659	66.1%	7,753	71.3%	49	51.0%
<b>Total</b>	<b>24,598</b>	<b>69.7%</b>	<b>4,738</b>	<b>56.9%</b>	<b>1,088</b>	<b>54.2%</b>	<b>33</b>	<b>39.4%</b>	<b>22,701</b>	<b>66.0%</b>	<b>8,055</b>	<b>71.3%</b>	<b>≥5</b>	<b>-</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	63	76.2%	283	84.5%	264	81.8%	30	90.0%	0	-	0	-	0	-	0	-
Not STH	711	85.0%	4,061	89.4%	4,711	89.1%	689	93.0%	0	-	0	-	≤5	-	0	-
<b>Total</b>	<b>774</b>	<b>84.2%</b>	<b>4,344</b>	<b>89.0%</b>	<b>4,975</b>	<b>88.7%</b>	<b>719</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>≤5</b>	<b>-</b>	<b>0</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	-	22	59.1%	33	75.8%	≤5	-	0	-	0	-	0	-	0	-
Not STH	≥5	-	308	70.5%	650	85.7%	≥5	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>31</b>	<b>54.8%</b>	<b>330</b>	<b>69.7%</b>	<b>683</b>	<b>85.2%</b>	<b>152</b>	<b>87.5%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

## STUDENTS WITH A DISABILITY ENROLLED IN NYCPS 3-K OR PRE-K 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, EasyTrac, PSEET, Special Education Program Database

This report reflects students who had a *placement* as of June 30, 2024, 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 **29,981** 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 NYCPS 3K/Pre-K Program”** reflects the number of students with a full or partial placement, enrolled at an NYCPS District School, NYCEEC, Pre-K Center, or District 75 school as of 06/30/2024.

**“Students Fully Placed”** reflects the number of students with a full placement, enrolled at an NYCPS District School, NYCEEC, Pre-K Center, or District 75 school as of 06/30/2024.

**“Students Fully Placed and % with Full Services”** reflects the percentage of those fully placed students that were receiving their services in full as of 6/30/2024, whereby:

- For Related Services Only, a student is receiving services in full compliance with their IEP if:
  - There is a first attend date for that related service in CAP at any time in the school year between 07/01/2023 and 06/30/2024; or
  - There is an initial encounter date for that related services in EasyTrac at any time in the school year between 07/01/2023 and 06/30/2024; or
  - There is an initial encounter date for that related service in SESIS at any time in the school year between 07/01/2023 and 06/30/2024
- For SEIT, there is a first attend date in CAP as of 06/30/2024, and the student has begun receiving services for *all* their Related Services recommendations by 6/30/2024, per the above rule, 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 6/30/2024, per the above rule, if applicable.



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

**By District**

District	Birth Year														
	2019					2020					2021				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	Citywide 2019	#	%	#	%	Citywide 2020	#	%	#	%	Citywide 2021	#	%	#	%
1	109	78	71.6%	73	74.4%	93	66	71.0%	65	65.2%	15	≤5	-	≤5	-
2	518	273	52.7%	267	77.7%	327	124	37.9%	123	59.7%	38	≤5	-	≤5	-
3	233	89	38.2%	89	85.4%	168	50	29.8%	49	70.0%	36	≤5	-	≤5	-
4	199	102	51.3%	96	76.5%	163	72	44.2%	71	66.7%	25	≤5	-	≤5	-
5	242	95	39.3%	93	70.5%	160	60	37.5%	59	55.0%	36	≤5	-	≤5	-
6	326	188	57.7%	178	75.0%	276	153	55.4%	151	61.4%	63	15	23.8%	15	6.7%
7	246	99	40.2%	96	62.6%	217	84	38.7%	83	59.5%	42	≤5	-	≤5	-
8	487	184	37.8%	182	70.1%	400	130	32.5%	128	68.5%	73	≤5	-	≤5	-
9	484	189	39.0%	184	76.7%	415	165	39.8%	165	69.7%	52	≤5	-	≤5	-
10	739	279	37.8%	272	72.4%	534	203	38.0%	200	67.5%	72	9	12.5%	9	11.1%
11	690	280	40.6%	275	64.3%	596	202	33.9%	195	55.0%	88	≤5	-	≤5	-
12	403	147	36.5%	146	70.1%	357	117	32.8%	112	57.3%	83	≤5	-	≤5	-
13	190	83	43.7%	83	71.1%	148	50	33.8%	50	48.0%	29	≤5	-	≤5	-
14	387	120	31.0%	119	65.8%	318	70	22.0%	70	48.6%	45	≤5	-	≤5	-
15	471	237	50.3%	237	60.8%	304	124	40.8%	124	42.7%	48	≤5	-	≤5	-
16	106	37	34.9%	37	73.0%	94	41	43.6%	40	56.1%	7	0	0.0%	0	0.0%
17	432	226	52.3%	224	58.4%	380	150	39.5%	148	46.7%	70	15	21.4%	15	6.7%
18	273	145	53.1%	143	53.8%	201	87	43.3%	87	42.5%	53	≤5	-	≤5	-
19	431	220	51.0%	209	58.2%	319	136	42.6%	129	50.7%	64	11	17.2%	10	0.0%
20	1,240	605	48.8%	593	53.1%	943	390	41.4%	382	41.8%	196	6	3.1%	6	0.0%
21	872	518	59.4%	509	47.7%	721	373	51.7%	365	39.4%	209	≤5	-	≤5	-
22	870	508	58.4%	507	54.5%	650	360	55.4%	360	35.3%	143	≤5	-	≤5	-
23	180	65	36.1%	64	63.1%	125	41	32.8%	40	53.7%	8	≤5	-	≤5	-
24	730	420	57.5%	419	56.7%	586	284	48.5%	283	44.4%	132	6	4.5%	6	16.7%
25	525	302	57.5%	302	52.6%	425	240	56.5%	238	38.3%	95	7	7.4%	7	0.0%
26	299	175	58.5%	175	63.4%	233	139	59.7%	138	59.0%	29	0	0.0%	0	0.0%
27	766	331	43.2%	331	58.3%	579	212	36.6%	209	41.0%	129	≤5	-	≤5	-
28	590	289	49.0%	289	53.3%	444	206	46.4%	204	42.7%	83	9	10.8%	9	0.0%
29	515	218	42.3%	215	59.6%	381	166	43.6%	163	44.0%	77	≤5	-	≤5	-
30	460	234	50.9%	232	61.5%	386	168	43.5%	165	41.1%	75	≤5	-	≤5	-
31	1,441	935	64.9%	920	76.5%	1,079	616	57.1%	601	62.2%	62	≤5	-	≤5	-
32	180	110	61.1%	107	48.2%	127	50	39.4%	50	52.0%	21	≤5	-	≤5	-
<b>Total</b>	<b>15,634</b>	<b>7,781</b>	<b>49.8%</b>	<b>7,666</b>	<b>62.8%</b>	<b>12,149</b>	<b>5,329</b>	<b>43.9%</b>	<b>5,247</b>	<b>50.5%</b>	<b>2,198</b>	<b>138</b>	<b>6.3%</b>	<b>135</b>	<b>7.2%</b>

**SY 2023-2024**  
**The number and percentage of preschool students with a disability enrolled in NYCPS 3-K or pre-K programs**  
**at the end of the academic period, disaggregated by age**  
**By Race/Ethnicity**

Race/Ethnicity	Birth Year														
	2019					2020					2021				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	Citywide 2019	#	%	#	%	Citywide 2020	#	%	#	%	Citywide 2021	#	%	#	%
Asian	1,480	1,011	68.3%	997	59.1%	1,001	670	66.9%	659	40.4%	110	7	6.4%	6	0.0%
Black	2,979	1,484	49.8%	1,445	62.7%	2,306	1,094	47.4%	1,071	50.6%	423	44	10.4%	44	2.3%
Hispanic	5,149	2,673	51.9%	2,629	66.7%	3,990	1,843	46.2%	1,812	55.3%	618	53	8.6%	52	15.1%
White	5,353	2,402	44.9%	2,389	59.6%	4,458	1,583	35.5%	1,568	48.5%	990	20	2.0%	20	0.0%
Other	358	211	58.9%	206	66.4%	277	139	50.2%	137	56.8%	35	14	40.0%	13	7.1%
Unknown	315	0	0.0%	0	0.0%	117	0	0.0%	0	0.0%	22	0	0.0%	0	0.0%
<b>Total</b>	<b>15,634</b>	<b>7,781</b>	<b>49.8%</b>	<b>7,666</b>	<b>62.8%</b>	<b>12,149</b>	<b>5,329</b>	<b>43.9%</b>	<b>5,247</b>	<b>50.5%</b>	<b>2,198</b>	<b>138</b>	<b>6.3%</b>	<b>135</b>	<b>7.2%</b>

**SY 2023-2024**  
**The number and percentage of preschool students with a disability enrolled in NYCPS 3-K or pre-K programs**  
**at the end of the academic period, disaggregated by age**  
**By Gender**

Gender	Birth Year														
	2019					2020					2021				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	Citywide 2019	#	%	#	%	Citywide 2020	#	%	#	%	Citywide 2021	#	%	#	%
Female	5,148	2,700	52.4%	2,672	63.3%	3,931	1,779	45.3%	1,759	50.4%	729	35	4.8%	35	0.0%
Male	10,486	5,081	48.5%	4,994	62.5%	8,218	3,550	43.2%	3,488	50.5%	1,469	103	7.0%	100	9.7%
<b>Total</b>	<b>15,634</b>	<b>7,781</b>	<b>49.8%</b>	<b>7,666</b>	<b>62.8%</b>	<b>12,149</b>	<b>5,329</b>	<b>43.9%</b>	<b>5,247</b>	<b>50.5%</b>	<b>2,198</b>	<b>138</b>	<b>6.3%</b>	<b>135</b>	<b>7.2%</b>

**SY 2023-2024**

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

Recommended Language	Birth Year														
	2019					2020					2021				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	Citywide 2019	#	%	#	%	Citywide 2020	#	%	#	%	Citywide 2021	#	%	#	%
English	13,339	6,838	51.3%	6,737	64.6%	10,329	4,690	45.4%	4,615	52.2%	1,877	115	6.1%	113	7.8%
Spanish	1,158	572	49.4%	563	54.4%	898	359	40.0%	355	41.8%	162	16	9.9%	15	6.3%
Chinese	172	120	69.8%	117	45.0%	130	91	70.0%	88	36.3%	19	≤5	-	≤5	-
Other	965	251	26.0%	249	40.6%	792	189	23.9%	189	30.7%	140	≥5	-	≥5	-
<b>Total</b>	<b>15,634</b>	<b>7,781</b>	<b>49.8%</b>	<b>7,666</b>	<b>62.8%</b>	<b>12,149</b>	<b>5,329</b>	<b>43.9%</b>	<b>5,247</b>	<b>50.5%</b>	<b>2,198</b>	<b>138</b>	<b>6.3%</b>	<b>135</b>	<b>7.2%</b>

**SY 2023-2024**

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

Home Language	Birth Year														
	2019					2020					2021				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	Citywide 2019	#	%	#	%	Citywide 2020	#	%	#	%	Citywide 2021	#	%	#	%
English	11,696	5,738	49.1%	5,663	64.4%	9,089	3,905	43.0%	3,845	52.9%	1,629	95	5.8%	92	6.3%
Spanish	2,395	1,200	50.1%	1,174	61.2%	1,826	794	43.5%	783	49.6%	367	33	9.0%	33	12.1%
Chinese	494	340	68.8%	333	47.4%	354	245	69.2%	241	31.0%	51	≤5	-	≤5	-
Other	1,049	503	48.0%	496	57.9%	880	385	43.8%	378	40.5%	151	≥5	-	≥5	-
<b>Total</b>	<b>15,634</b>	<b>7,781</b>	<b>49.8%</b>	<b>7,666</b>	<b>62.8%</b>	<b>12,149</b>	<b>5,329</b>	<b>43.9%</b>	<b>5,247</b>	<b>50.5%</b>	<b>2,198</b>	<b>138</b>	<b>6.3%</b>	<b>135</b>	<b>7.2%</b>

**SY 2023-2024**  
**The number and percentage of preschool students with a disability enrolled in NYCPS 3-K or pre-K programs**  
**at the end of the academic period, disaggregated by age**  
**By Student in Temporary Housing**

Student in Temp Housing	Birth Year														
	2019					2020					2021				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	Citywide 2019	#	%	#	%	Citywide 2020	#	%	#	%	Citywide 2021	#	%	#	%
STH	803	463	57.7%	451	57.9%	557	301	54.0%	293	45.5%	43	≤5	-	≤5	-
Not STH	14,831	7,318	49.3%	7,215	63.1%	11,592	5,028	43.4%	4,954	50.8%	2,155	≥5	-	≥5	-
<b>Total</b>	<b>15,634</b>	<b>7,781</b>	<b>49.8%</b>	<b>7,666</b>	<b>62.8%</b>	<b>12,149</b>	<b>5,329</b>	<b>43.9%</b>	<b>5,247</b>	<b>50.5%</b>	<b>2,198</b>	<b>138</b>	<b>6.3%</b>	<b>135</b>	<b>7.2%</b>

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

The tables below reflect the number of preschool integrated special class programs in NYCPS 3-K and pre-K programs; 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 NYCPS in NYCPS 3-K and pre-K programs, 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 and classes as of 06/30/2024.

**Number of preschool integrated special class 3-K and pre-K programs in NYCPS 3-K and pre-K programs**

<b>Total</b>	<b>172</b>
--------------	------------

**Number of non-public preschool special education programs approved by the state education department**

<b>Special Class</b>	<b>1,039</b>
<b>SCIS</b>	<b>241</b>

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

<b>6:1:2</b>	<b>19</b>
<b>8:1:2</b>	<b>107</b>
<b>12:1:2</b>	<b>42</b>
<b>Other Ratio</b>	<b>0</b>
<b>Total</b>	<b>168</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>	<b>63</b>
<b>8:1:2</b>	<b>361</b>
<b>12:1:2</b>	<b>394</b>
<b>Other Ratio</b>	<b>221</b>
<b>Total</b>	<b>1,039</b>