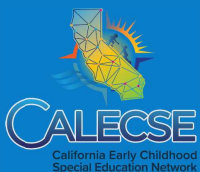




**Funded by the California Department of Education (CDE)
Preschool Least Restrictive Environment (LRE):
Indicator 6 Reporting**



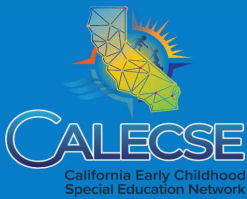
CALECSE



California Early Childhood Special Education Network

Funded by the California Department of
Education (CDE)
Implementation Leadership

Co-Executive Director- Dr. Scott Turner, East San Gabriel Valley SELPA
Co-Executive Director- Melanie Hertig, Irvine USD
Program Specialist (Northern California), Carrie Rodrigues
Program Specialist (Southern California), Laura Clarke



CaIECSE

California Early Childhood Special Education Network
Funded by the CDE



<https://www.calesce.org>

CaIECSE is a technical assistance project funded under the California Department of Education (CDE) that supports Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of IDEA Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CaIECSE Network leverages collaboration amongst agencies, disseminates resources, highlights existing exemplar practices, and provides direct technical assistance to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CaIECSE Network is committed to improving outcomes for children and their families by eliminating and addressing barriers to successful transition for California's youngest children with disabilities.

Overview of Indicator 6



Indicator 6 is divided into three sub indicators:

- 6a Preschool: Regular Setting
- 6b Preschool: Separate Setting
- 6c Preschool: Home

The goal of this indicator monitors a Local Educational Agency's (LEA) level of educating preschool aged students in an inclusive environment.

Overview: Indicator 6a



6

State Performance Plan Indicator **6a**: Preschool Least Restrictive Environment, Regular Setting

Indicator 6 is a performance indicator that utilizes three components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE). 6a measures the percent of children with disabilities ages 3 through 5 (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

What is the data source? Indicator 6a utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 (Census Day) submission. This indicator is reported by the District of Special Education Accountability.

How is Indicator 6a calculated?



*# of students with disabilities ages 3-5 enrolled in preschool, attending a regular early childhood program, and receiving the majority of services in the same location**

Total # of students with disabilities ages 3-5 enrolled in preschool within the LEA

X 100

Overview: Indicator 6b



6

State Performance Plan Indicator **6b**: Preschool Least Restrictive Environment, Separate Setting

Indicator 6 is a performance indicator that utilizes three components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE). 6b measures the percent of children with disabilities ages 3 through 5 years (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) and attending a separate special education class, separate school, or residential facility.

What is the data source? Indicator 6a utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 (Census Day) submission. This indicator is reported by the District of Special Education Accountability.

How is Indicator 6b calculated?



$$\left(\frac{\text{\# of students with disabilities ages 3-5 enrolled in preschool and attending a separate special education class, separate school, or residential facility}}{\text{Total \# of students with disabilities ages 3-5 enrolled in preschool within the LEA}} \right) \times 100$$

Overview: Indicator 6c



6

State Performance Plan Indicator **6c**: Preschool Least Restrictive Environment, Home Setting

Indicator 6 is a performance indicator that utilizes three components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE). 6c measures the percent of children with disabilities ages 3 through 5 years (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) enrolled in a preschool program and receiving the majority of special education and related services in the home.

Data Source: Indicator 6c utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 (Census Day) submission. This indicator is reported by the District of Special Education Accountability.

Indicator 6c: How are results calculated?




$$\left(\frac{\text{\# of students with disabilities ages 3-5 enrolled in preschool and receiving the majority of services in the home}}{\text{Total \# of students with disabilities ages 3-5 enrolled in preschool within the LEA}} \right) \times 100$$

Indicator 6 Targets



Indicator 6	2020	2021	2022	2023	2024	2025
6a Target	39%	41%	43%	45%	47%	49%
6b Target	33%	31%	29%	27%	25%	23%
6c Target	3.5%	3.5%	3.5%	3.5%	3.5%	3.4%

Educational Setting-Offer of FAPE



Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

----Select One----

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☒ Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

☐ Yes ☐ No

Will the student's Preschool Program Setting change within the IEP year?

☐ Yes ☐ No

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

----Select One----

|

----Select One----

200 - Home

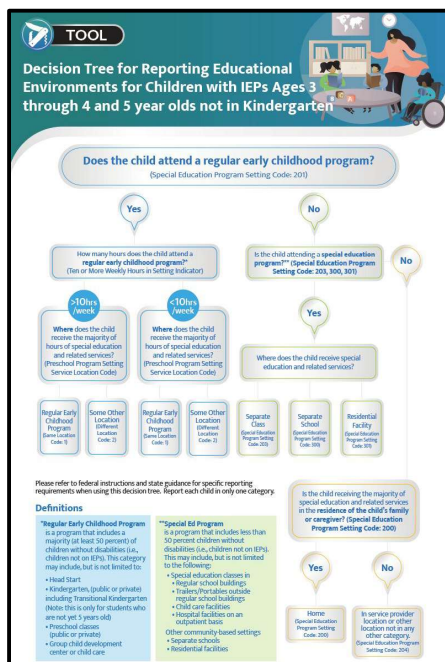
201 - Regular Early Childhood Program

203 - Separate Class

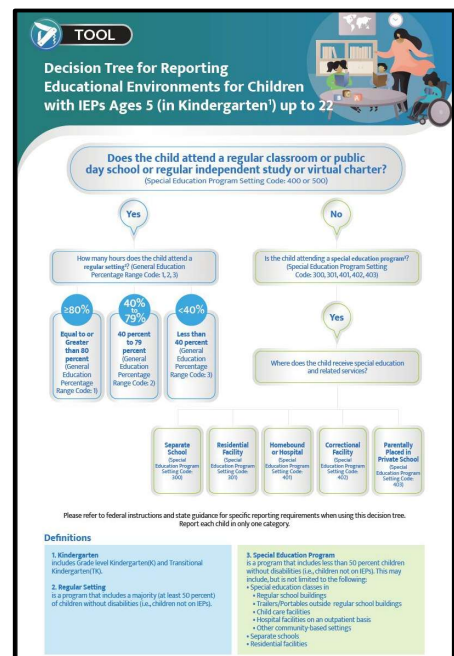
204 - Service Provider Location

300 - Separate School

301 - Residential Facility



PDF available at:
https://highqualityieps.net/uploads/blogs/files/1682three58three26_DecisionTreeForReportingECP_final.pdf/



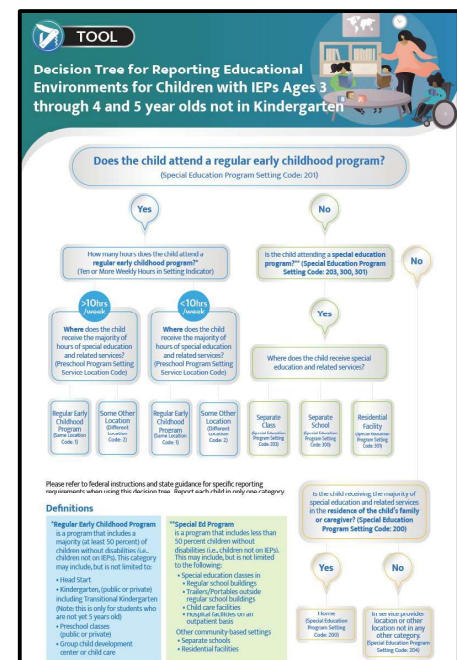
PDF available at:
https://highqualityieps.net/uploads/blogs/files/1682three5840three_DecisionTreeForReportingupto22_Final.pdf/

Defining Preschoolers for Indicator 6



- Preschoolers:
 - Preschool students include those ages three-five with disabilities enrolled in a preschool program
 - The federal definition also considers four-year-old students enrolled in Transitional Kindergarten or Kindergarten as of the October CALPADS census date to be a preschooler
- Not Preschoolers:
 - Five-year-olds in Transitional Kindergarten or Kindergarten as of the October CALPADS census date are considered school age students and fall under Indicator 5- Least Restrictive Environment

Note: Census Day is the first Wednesday in October.

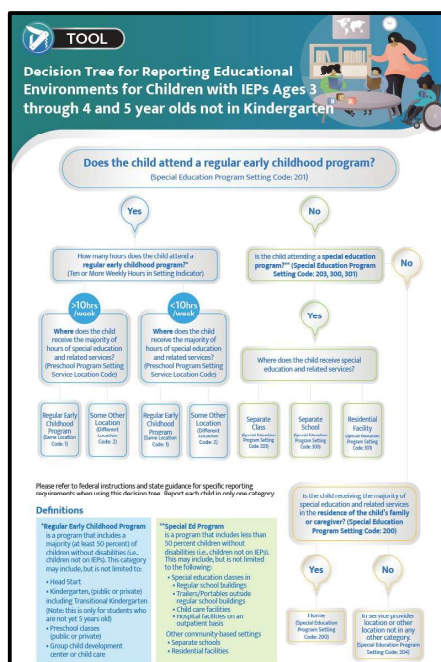


Which students are in this category?

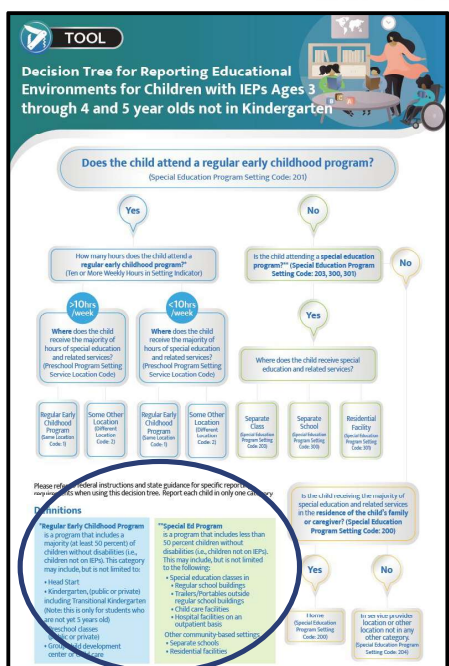


Simplified:

- All three- and four-year-olds, regardless of grade level
- Any five years olds in preschool



Regular Early Childhood Program



Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs).

Special Ed Program is a program that includes less than 50% children without disabilities (i.e. children not on IEPs).

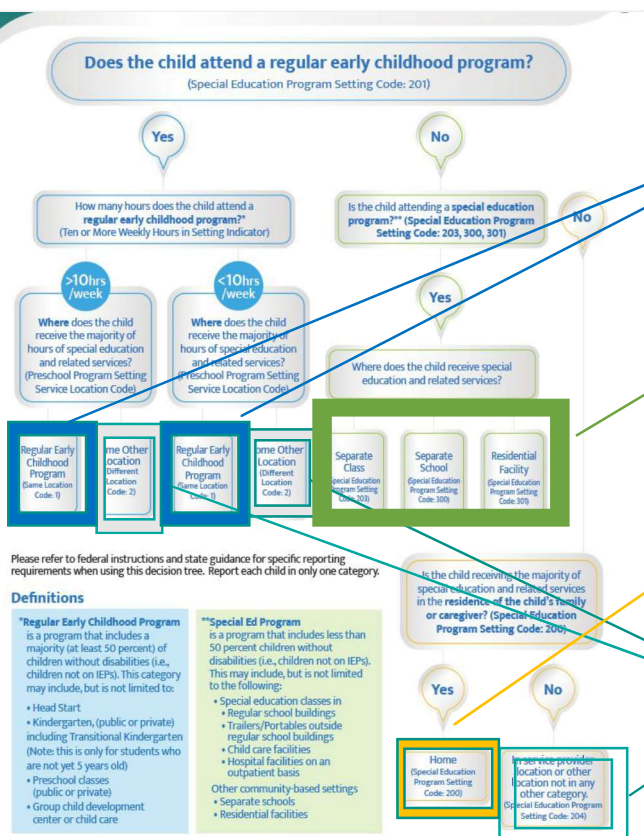
Preschool Service Location



Does same location mean the same campus or the same classroom?

“Special education and related services delivered in the child’s classroom in the course of daily activities and routines in which all children in the classroom participate..., would be considered as being received in the Regular Early Childhood Program. However, services delivered in other locations that remove the child from the opportunity to interact with nondisabled children would not be considered as being received in the Regular Early Childhood Program. These include, but are not limited to, services delivered in a 1:1 therapeutic setting, or in a small group comprised solely of children with disabilities in another location within the building where the regular early childhood program is located.” (p. 6)

Source:
https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_preschool-lre-dcl-1-10-17.pdf



Indicator 6a: Regular Setting

Indicator 6b: Separate Setting

Indicator 6c: Home

In denominator of the calculations for 6a, 6b and 6c, but not in any numerators

Impact of Denominator



Twenty-five preschoolers with disabilities receiving their services in the same location as their regular early childhood program. The total number of preschoolers is 100.

$$25/100=0.25 \text{ (25\%)}$$

If the number of preschoolers in the other locations increases, it lowers the percentage towards Indicator 6a. For example, if there are 25 preschoolers that count towards 6a, and the denominator is increased by 25 students served in other locations for a total of 125

$$25/125=0.20 \text{ (20\%)}$$

If those same students are instead also counted in the numerator of the 6a calculation, it increases the percentage towards Indicator 6a

$$50/125=0.4 \text{ (40\%)}$$

Preschool Elsewhere



According to the California Department of Education's (CDE) Special Education Data Office Hours, if the early childhood program is outside of the Local Educational Agency (LEA) providing special education services, it is appropriate to consider that early childhood program when determining the Program Setting.

Program Setting – Student Receives Services Only at LEA, Attends PreK Elsewhere

Program Setting Definition:

- A coded value representing the special education program setting in which the student is receiving or has received the majority of special education and related services according to the student's Individual Family Service Plan (IFSP), Individualized Education Program (IEP), or Individual Service Plan (ISP)

Special Education is included in the definition of 'Educational Instruction' as used in the Reporting Data for Students with Disabilities Documentation, Column G:

- Which LEAs (...) provide the majority of educational instruction, or if no educational instruction is provided, which LEAs (...) provide the majority of related special education services...

Therefore, it is appropriate to use Program Setting 201 – Regular Early Childhood Setting for students that receive Special Education services from one LEA, but they attend any other early childhood education program (e.g. Head Start).

CALPADS Special Education Data Office Hours

Source: <https://cde.app.box.com/s/uw4uzpdwh2uuivghzc66uzgpkuo9xl8b/file/1709584252612>

Educational Setting – Offer of FAPE



Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

----Select One----

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☒ Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

☐ Yes ☐ No

Will the student's Preschool Program Setting change within the IEP year?

☐ Yes ☐ No

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

----Select One----

|

----Select One----

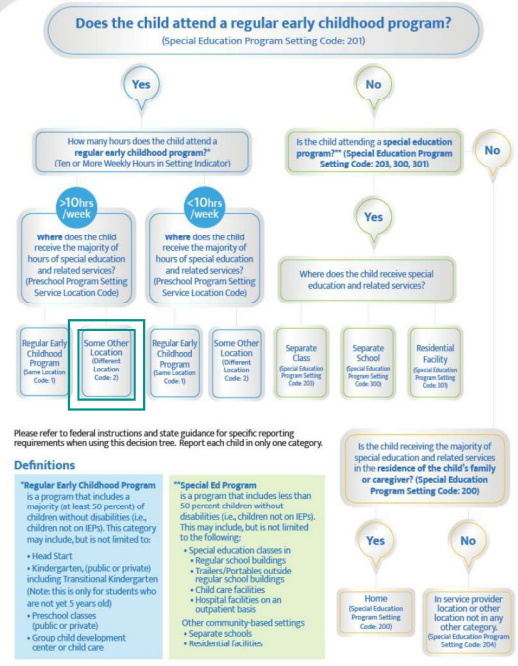
200 - Home
201 - Regular Early Childhood Program
203 - Separate Class
204 - Service Provider Location
300 - Separate School
301 - Residential Facility

Pause & Reflect #1



- Do you currently have a process/procedure within your LEA to determine if a student is attending:
 - an early childhood program?
 - 10 hours or more per week?
- Consider points to collect this information:
 - Upon referral/intake
 - Collection of developmental history data
 - During the assessment process
 - At the Individualized Education Program (IEP) meeting
 - Other ideas?
- Consider providing information on general education early childhood programs where the family could enroll

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #1

- Three-year-old student enrolled by parent/guardian in preschool program (greater than 10 hours per week) and attending the District's Speech and Language Center for Free and Appropriate Education (FAPE).

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

201 - Regular Early Childhood Program

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☒ Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

☒ Yes ☐ No

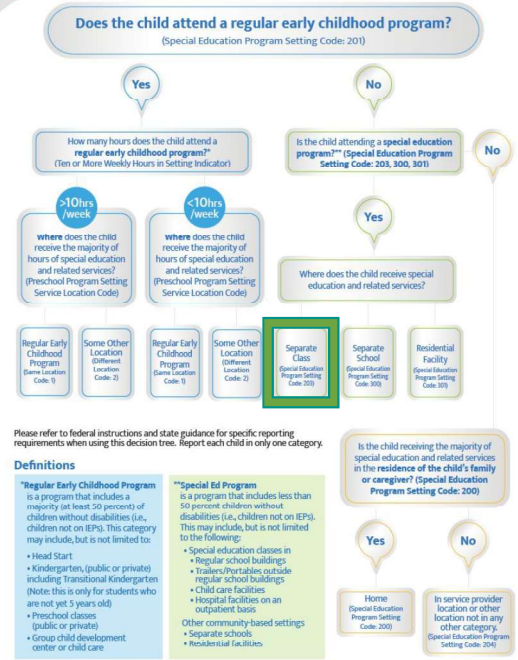
Will the student's Preschool Program Setting change within the IEP year?

☐ Yes ☒ No

Denominator

Note: these fields are only completed because the student attends a regular early childhood program.

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #2

- Three-year-old student attending a Mild/Moderate Special Day Class (SDC) classroom for FAPE.

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

203 - Separate Class

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☐ Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

☐ Yes ☐ No

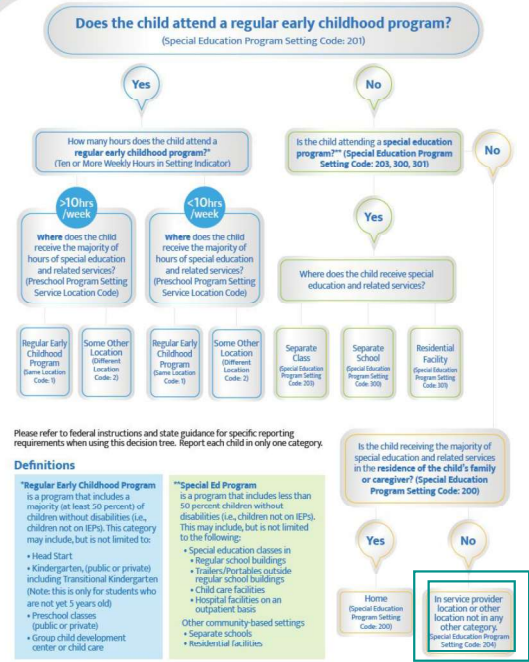
Will the student's Preschool Program Setting change within the IEP year?

☐ Yes ☒ No

Indicator 6b: Separate Setting

Note: these fields are not completed because the student does not attend a regular early childhood program.

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #3

- Four-year-old not enrolled in any program and attending District's Speech and Language Center for FAPE.

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

204 - Service Provider Location

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☐ Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

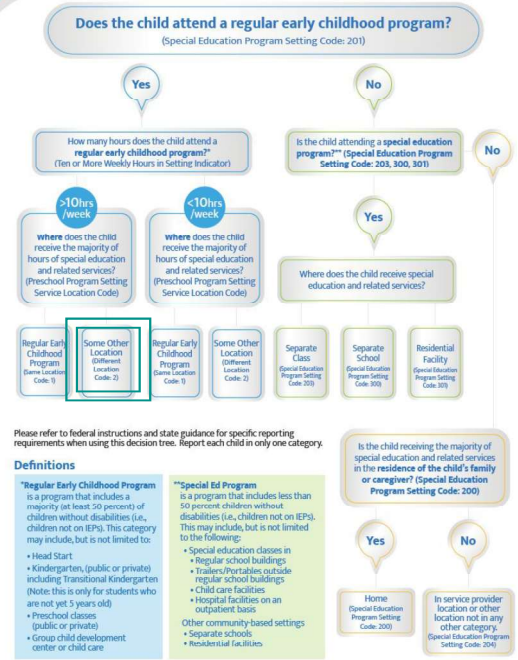
☐ Yes ☐ No

Will the student's Preschool Program Setting change within the IEP year?

☐ Yes ☒ No

Denominator

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #4

- Four-year-old attending Mild/Mod SDC Preschool Program in morning and Head Start Preschool (greater than 10 hours) in afternoon

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

201 - Regular Early Childhood Program

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☒ Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

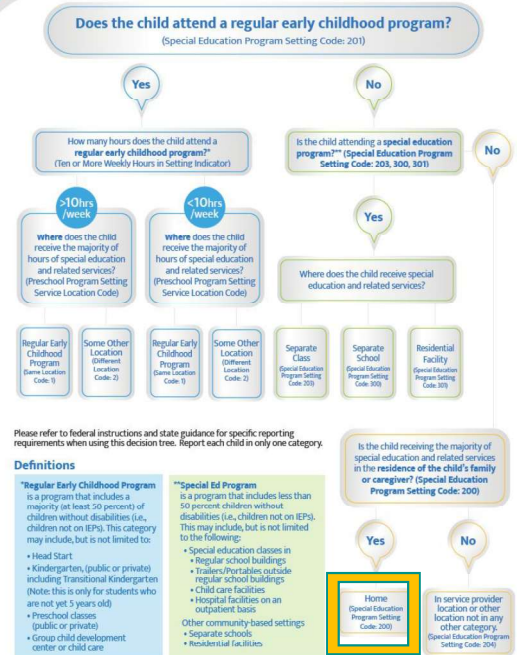
☒ Yes ☐ No

Will the student's Preschool Program Setting change within the IEP year?

☐ Yes ☒ No

Denominator

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #5
Three-year-old student receiving all special education and related services in the home based upon the Individualized Education Program (IEP).

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

200 - Home

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☐ Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

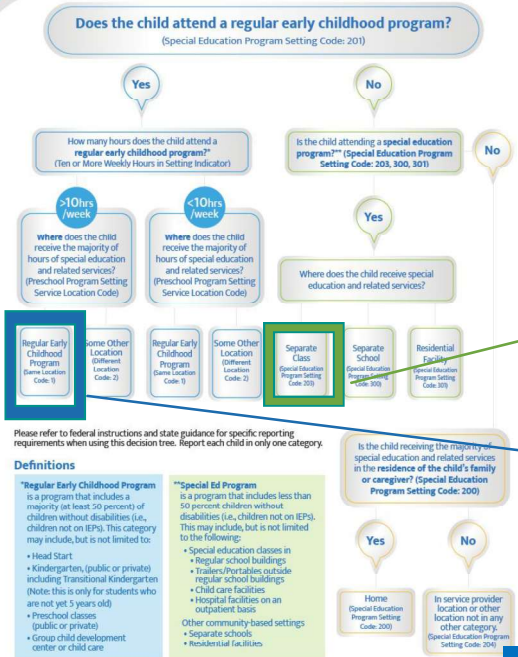
☐ Yes ☐ No

Will the student's Preschool Program Setting change within the IEP year?

☐ Yes ☒ No

Indicator 6c: Home

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #6

Four-year-old attending a separate special ed program for Preschool and transitioning to general education TK program (greater than 10 hours per week) in the fall. Student will be four years old for the duration of the IEP. Will receive majority of special education services in general education TK setting.

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

203 - Separate Class

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☐ Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

☐ Yes ☐ No

Will the student's Preschool Program Setting change within the IEP year?

☒ Yes ☐ No

Start Date

08/15/2023

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

201 - Regular Early Childhood Program

The location where the student receives the majority of their special education services the same as above:

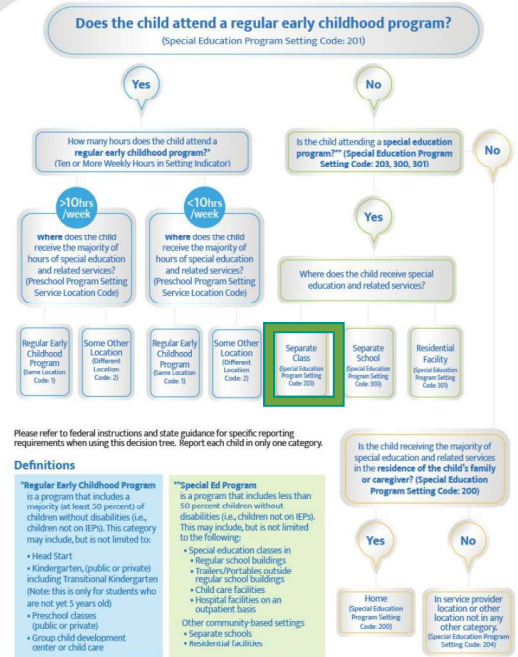
☒ Same as above ☐ Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

☒ Yes ☐ No

Indicator 6a: Regular Setting

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #7
Four-year-old attending Mild/Mod SDC Preschool Program and transitioning to general education TK program (greater than 10 hours per week) starting 8/15. Student will turn five years old on 9/15 and will receive the majority of special education services in the general education TK setting.

Indicator 6b: Separate Setting

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/NGn)

203 - Separate Class

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/NGn)

(Use locations where the student receives the majority of their special education services. Use name as above.)

18/15/2023

Program Setting (3-5 year-old Preschool and 4 year-old TK/NGn)

201 - Regular Early Childhood program

The location where the student receives the majority of their special education services the same as above:

Same as above ☐ Different from above ☒

Is the Regular Early Childhood Program ten hours per week or greater?

Yes ☒ No ☐

Program Setting (TK/NGn or greater, ages 3-22):

---Select One---

(Note: Percentage of time is required for those that will be 3 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

% of time student is outside the regular class & extracurricular & non academic activities

---Select One---

Will the student's Program Setting change within the IEP year? ☒ Will the student run 5 within the IEP year?

Yes ☒ No ☐

Start Date: 08/15/2023

Program Setting (TK/NGn or greater, ages 3-22, within the duration of this IEP):

400 - Regular (Elementary/ Public Day School)

% of time student is outside the regular class & extracurricular & non academic activities

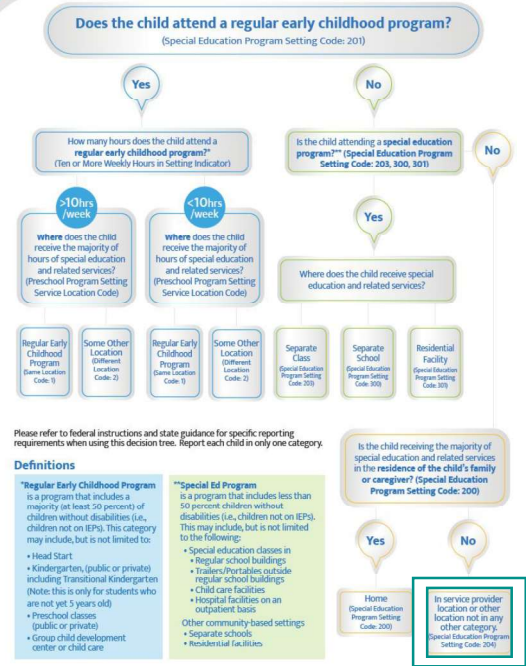
4

% of time student is in the regular class & extracurricular & non academic activities

96

Note: As this student turns 5 before Census Day, this won't impact Indicator 6, but will impact Indicator 5.

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Denominator

Example #8

Five-year-old not enrolled in any program and attending the Speech and Language Center for FAPE. Transitioning to general education Kindergarten in the fall with speech services.

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

204 - Service Provider Location

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☐ Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

☐ Yes ☐ No

Will the student's Preschool Program Setting change within the IEP year?

☐ Yes ☒ No

Program Setting (TK/Kgn or greater, ages 5-22):

400 - Regular Classroom/Public Day School

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

% of time student is outside the regular class & extracurricular & non academic activities

4

% of time student is in the regular class & extracurricular & non academic activities

96

Will the student's Program Setting change within the IEP year OR will the student turn 5 within the IEP year?

☒ Yes ☐ No

Start Date: 08/15/2023

Program Setting (TK/Kgn or greater, ages 5-22, within the duration of this IEP):

400 - Regular Classroom/Public Day School

% of time student is outside the regular class & extracurricular & non academic activities

4

% of time student is in the regular class & extracurricular & non academic activities

96

Note: As this student is 5, when they transition to kindergarten in the fall, it won't impact Indicator 6, but will impact Indicator 5.

Annual Performance Report



- It is important to recognize that the next Annual Performance Report (APR) is based on the Fall 1 data that is submitted to California Longitudinal Pupil Achievement Data System (CALPADS) that is already certified.
- Any changes made between now and Census Day 2025 will be in the subsequent APR.
- It will take time to see these changes reflected in the state level data, but they can be monitored through local sources.

Pause & Reflect #2



- Review the [Decision Tree](https://highqualityieps.net/uploads/blogs/files/1682358326_DecisionTreeForReportingECP_final.pdf). (available here: https://highqualityieps.net/uploads/blogs/files/1682358326_DecisionTreeForReportingECP_final.pdf)
- Make a list of the program offerings for preschoolers (ages three through five) and transitional kindergarteners (four year olds)
- For each type of program, determine as a group what the program setting would be for that program

Next Steps



- Using the notes from today's breakout sessions identifying the programs and how they should be coded based on the Decision Tree, review data from your Special Education Data System (SEDS)
- Based on the data your team identified of the LEA's preschool program settings, do those preschool program settings in your SEDS make sense in what you know about that program/service provider?
- If not, in the SEDS, review the IEP. Based on your team's review of the IEP, using the LRE decision tree, do you agree with the determination of the preschool program setting?
- With your team, identify any next steps to review the data.
- Include any data items to explore further, or any other areas your LEA might explore next.
- What supports and/or resources might you need to implement your action plan?



info@calecse.org



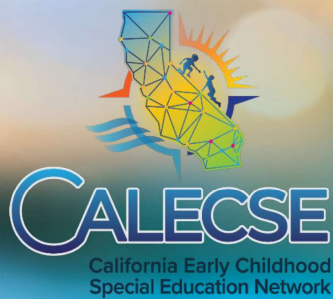
CALECSE

California Early Childhood
Special Education Network

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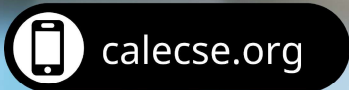
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After doing so, you will be entered into a raffle to win a free registration to **CalECSE's 4th Annual Symposium** to be held in Northern California October 20–21, 2026. Valued at over \$500.



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**Communities
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California Early Childhood
Special Education Network