

# **Increasing Inclusion Opportunities across CVUSD**

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May 10, 2023



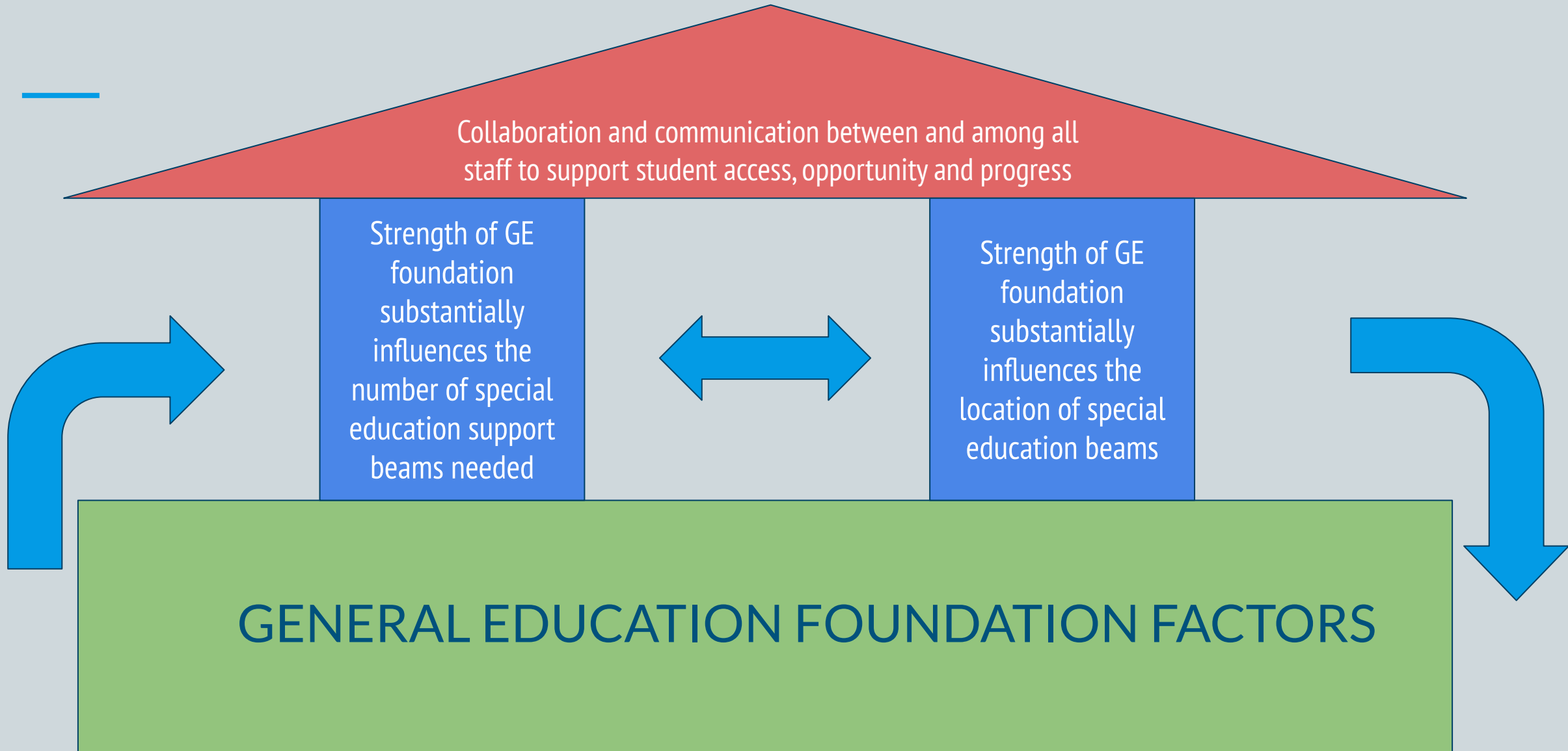
# What is Least Restrictive Environment (LRE)?

- Central tenet of IDEA federal regulations is to maximize the amount of time a student with a disability is educated with non-disabled peers
  - Students must have meaningful access to same age peers without disabilities, when appropriate
- LRE shall be discussed and considered at IEP meetings
- LRE is determined based upon general education foundation factors, IEP goals, special education service levels and a student's learning profile
- LRE is individualized and reflected on a student's IEP paperwork
- All staff are responsible for LRE

# What is Inclusion?



# Relationship between Inclusion and Least Restrictive Environment



# State Performance Plan (SPP) Indicator 5: LRE

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- Measures students with disabilities (SWD) access to education in the LRE
- Includes three measurements for LRE
  - 5a: 80% or more inside a general education setting
  - 5b: 40% or less inside a general education setting
  - 5c: 2.8% of students served in separate schools, residential facilities, or home hospital instruction (HHI) placement

# CVUSD LRE Data: Indicator 5a

- Measures the percent of SWDs in the general education setting for 80% or more of the school day.
- Includes students ages 6-22
- General setting “includes non-academic activities such as recess, lunch, passing periods, etc.”\*
- Calculated by:

$$\left( \frac{\text{\# of students with disabilities ages 6-22 served inside the regular class 80% or more of the day}}{\text{Total \# of students with disabilities ages 6-22 within the LEA}} \right) \times 100$$

- CVUSD has continued to make consistent progress



Indicator 5a		
LRE Rate: In the general education setting for 80% or more		
Year	Rate	Target
2020-2021**	49.52%	≥58%
2019-2020	46.10%	≥53.2%
2018-2019	43.23%	≥52.2%
2017-2018	41.49%	>51.2%
2016-2017	39.90%	>50.2%

\*\*20-21 last reported year: [Annual Performance Report](#)

# Indicator 5: LRE Data

## County/Local Districts Comparison

	Indicator 5A	Indicator 5B	Indicator 5C
<b>Neighboring Districts 20-21 LRE Data</b>	<b>LRE Rate: In GE ≥80% of school day (Target ≥58.0%)</b>	<b>LRE Rate: In GE ≤40% of school day (Target ≤19.50%)</b>	<b>LRE Rate: In separate schools, residential, HHI (Target ≤2.9%)</b>
Conejo USD	49.52%	12.62%	0.79%
Ventura USD	42.39%	21.51%	1.32%
Simi Valley USD	36.35%	18.0%	1.16%
Las Virgenes USD	42.95%	9.83%	1.46%
VCSELPA	46.88%	16.23%	2.99%

# SPP Indicator 6: Preschool LRE

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- Measures whether preschool students are educated within the LRE
- Includes two measurements for LRE
  - 6a: % of preschool age students with disabilities who receive the majority of special education and related services in the regular early childhood program
  - 6b: % of preschool age students with disabilities attending a separate special education class, separate school, or residential facility





# CVUSD Preschool LRE Data: Indicator 6a

- Measures the percent of preschool age students with disabilities receiving the majority of special education and related services in the regular early childhood program
- Includes students' ages 3-5 years old
- Calculated by:

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

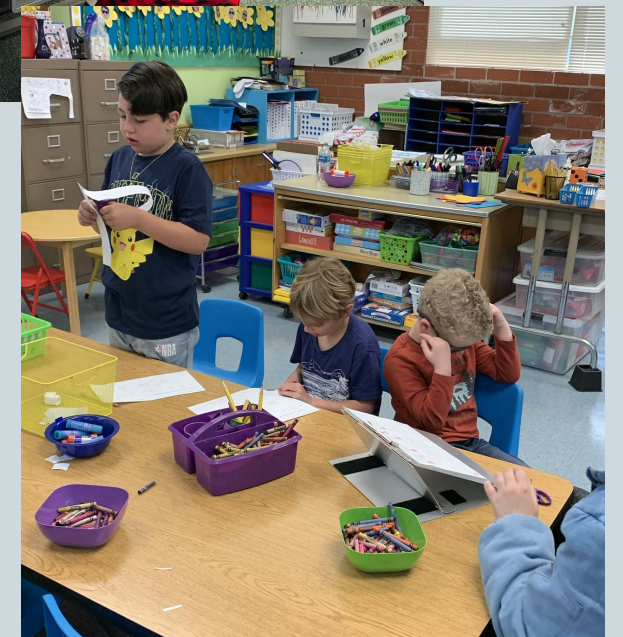
SPP Indicator 6a		
LRE Rate: % of preschool age students with disabilities attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program		
Year	Rate	Target
2020-2021**	18.1%	≥39.0%
2019-2020	34.4%	≥36.9%
2018-2019	48.15%	≥35.9%
2017-2018	28.02%	≥34.9%

\*\*20-21 last reported year: [Annual Performance Report](#)

# Inclusion Opportunities and Actions

## ELEMENTARY 2022-2023

- Longstanding inclusion practices at Madrona Elementary
  - TK/K has co-taught morning from opening of school until recess for opening, SEL, calendar, and morning center rotations in addition to specialists and activities.
  - Grades 1-5 students continue to experience co-teaching for SEL, science, social studies, specialists and other activities
- Aspen Language and Learning Program
  - Co-taught K class with TK and K students
  - Will expand for 23/24 school year to K and 1st grade
- Elementary general education class composition and staffing ratios include seats for students also in specialized programs
  - All students are a part of a general education class
- School-wide assemblies and programs



# Inclusion Opportunities and Actions

## MIDDLE SCHOOL 2022-2023

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- New role of Middle School Deans of Student Services
  - Weekly meetings with a focus on professional development in supporting students with disabilities and best practices in providing access to inclusive opportunities
- All middle school principals participated in a Learning Walk at TOHS and TOSAs have provided support to sites in implementing them
- LRE meetings with middle school principals, Director of Special Education, and Director of Middle School Education
- Co-taught Classes

2020-21	2021-22	2022-23
11	17	23

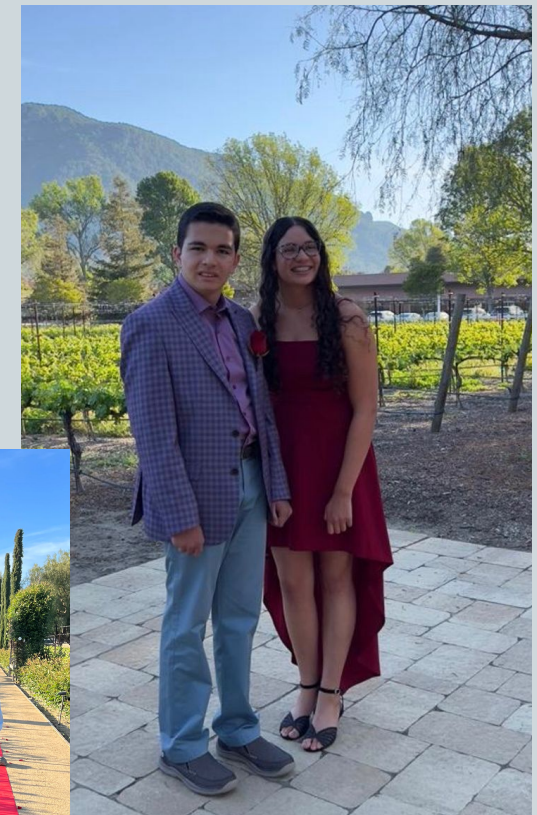
- Unified Sports
- Outdoor School



# Inclusion Opportunities and Actions

## HIGH SCHOOL 2022-2023

- Co-taught Classes
- Unified Sports
- Sparkles
- VIP Enchanted Ball
- School Site Council representation
- Youth Leadership Forum representation
- Community Based Outings and Field Trips
  - Local Restaurants
  - Library
  - Sky Zone
  - Underwood Farms
  - Bowling
- SWDs intentionally supported in access to clubs, sports, schoolwide rallies, in leadership (ASG, ASB, All Inclusion Mentors (AIM), Peer Mentors), elective courses and CTE courses



# Inclusion Opportunities and Actions

Conejo Oaks Academy (Post Secondary) 2022-2023

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- Monthly Collaboration with Transition Coordinator
- Microbusinesses
  - Coffee Cart
  - Boutiques
- Community Based Outings
  - Local Restaurants
  - Thousand Oaks Community Garden
  - The Oaks Mall
  - The Thousand Oaks Library
- Job Sites
  - Conejo Closet
  - Cisco's Restaurant
  - Be Me Preschool



# Inclusion Opportunities and Actions

Across Grade Spans 2022-2023

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- Weekly leadership meetings
- Ongoing professional learning and support provided to principals at regular intervals in principal meetings
- Ongoing professional learning and support provided to co-teachers
- Provided all principals with an overview of the process for UDL Learning Walks
- Co-Teaching FAQs developed
- Zooming in-Zooming Out professional development series
- CVUSD Co-Teaching Handbook
- Strategic Plan for Inclusion



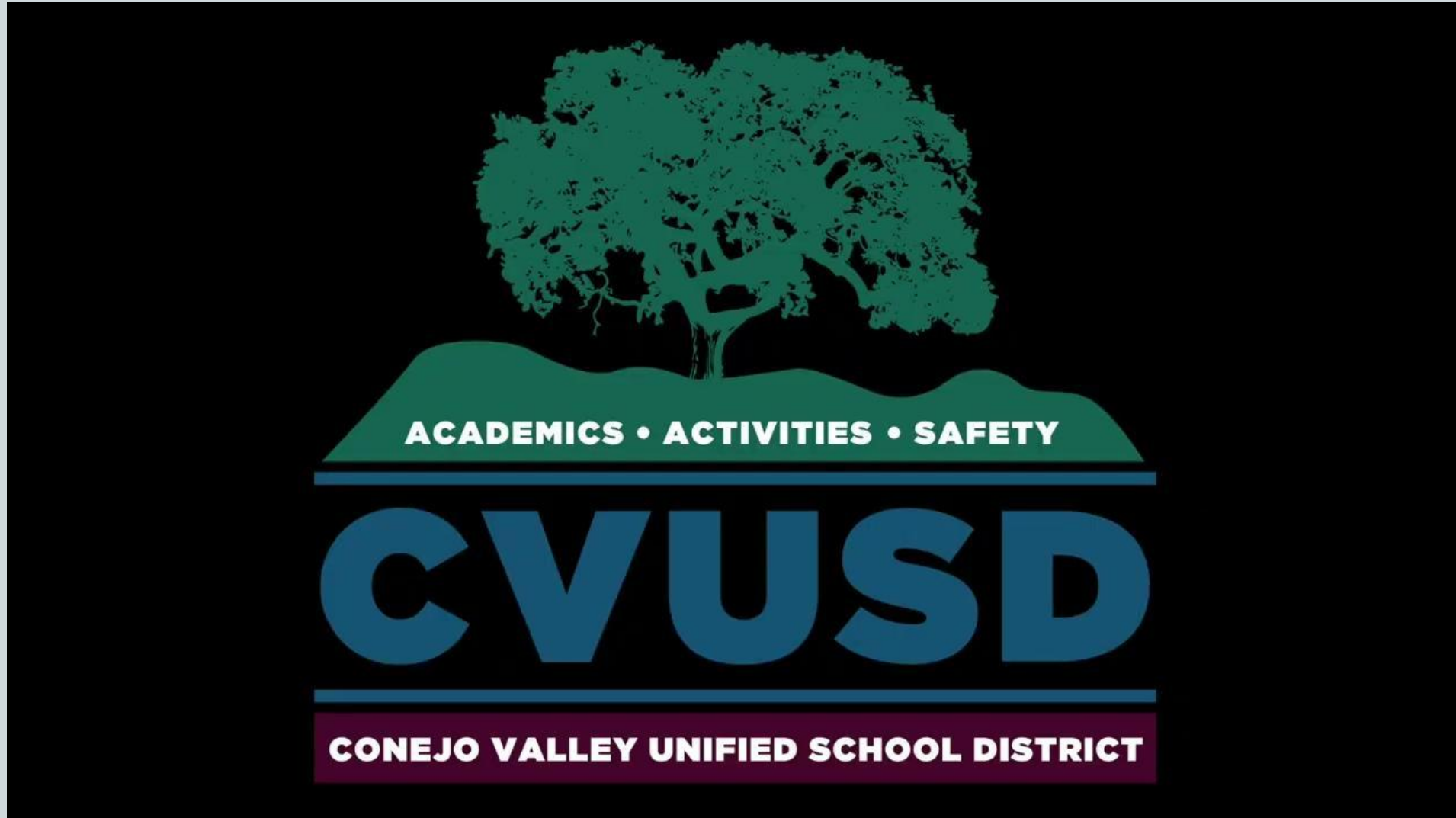






# CVUSD Inclusion Highlights

Across Grade Spans 2022-2023



# Action Items for Increased Inclusion

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- Regular review of LRE data
  - Focused training with preschool education staff
  - General education TK/Kindergarten teachers involved in transition IEP meetings
  - Restructuring of Be Me preschool:
    - Transition three Be Me preschool classes to Sycamore Canyon School (inclusion opportunities with TK classrooms)
    - Three Be Me classes will remain at the University site (inclusion opportunities with Wonder Preschool during outdoor play)
    - Analyze the success of moving 3 preschool classes in the Spring of 2024 to make decisions about the remaining Be Me classes for the 24-25 school year
  - Pilot of Circle of Friends

# Action Items for Increased Inclusion

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- Professional learning opportunities
- Continual expansion of co-teaching classes
- Systems and metric updates
- All students in specialized programs are included in a general education class
- Reserve general education seats for students in specialized programs to access general education classes
- Universal Design for Learning (UDL)
- Inclusion TOSAs
- Continue to ensure that SPSAs include how each site is addressing inclusion and LRE
- Parent trainings
- Roll out of Co-Teaching Handbook
- Roll out of Strategic Plan for Inclusion

# Appreciation

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We want to acknowledge and appreciate our families, teachers, related service providers, para educators, and administrators in their efforts and ongoing work in support of students' unique needs with continual consideration of the least restrictive environment and commitment to providing inclusive opportunities for all students across CVUSD.



“The world needs all types of minds.”

— Temple Grandin

