

Improving Compliance & Enhancing Achievement

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Special Education: Improving Compliance & Enhancing Achievement – Background

California Department of Education (CDE) oversees the state's public school system to ensure educational law and regulations are enforced, support school districts with maintaining accountability, and monitor educational programs needed for improved student achievement.

In 2022, for all districts throughout the state, the CDE released a compliance monitoring system designed to identify areas for improvement in compliance, disproportionality and/or performance.

Findings for Burbank Unified School District (BUSD)

- **Not** significantly disproportionate in any area
 - Students with disabilities (SWD) for suspension by duration, setting, and race or ethnicity for discipline
 - Students with disabilities by race or ethnicity by placement
 - Students with disabilities by race or ethnicity overall
 - Students with disabilities by race or ethnicity within a specific disability category

Special Education: Improving Compliance & Enhancing Achievement – Background

Findings for Burbank Unified School District (BUSD) - continued

- Performance indicators need improvement with:
 - Participation and performance in English Language Arts and Math statewide assessments
 - Students with disabilities who are served within the regular class 80% or more of the day
 - Students ages 3 through 5, enrolled in a preschool program
 - attending a regular early childhood program and receiving the majority of their special education and related services in the regular early childhood program
 - Attending a separate school or residential facility

- Compliance indicator needs improvement with:
 - Timeliness in holding individual education plan (IEP) meetings and assessment meetings within compliance timeline

2022-2023 Targeted Review Data for Students with Disabilities

Statewide Assessment

2022 School Year - **Overall BUSD Data**

- 14,331 students attended in BUSD
- 6,863 took the state assessment (Grades 3-8 and Grade 11)

English Language Arts (ELA)

- 17.8 points above standard

Math

- 19.1 points below standard

2022–2023 Targeted Review Data for Students with Disabilities

13 subgroups were reported during the 2022 school year

- 1 subgroup is Students with Disabilities
- Total 1,794 students or 12.5% of population (Preschool through Transition age)

ELA

- Per California dashboard, BUSD had 1,008 students who were included in the participation rate denominator
 - **908** students were tested
- Students with disabilities scored in the very low range with an average of -73.1 from the standard
 - Participation rate goal is 95%+
 - BUSD had a **90% participation rate for students with disabilities in ELA**
 - Loss penalty of 45 points due to participation rate being below 95%

Math

- Per California dashboard, BUSD had 1,009 students who were included in the participation rate denominator
 - **903** students were tested
- Students with disabilities scored in the very low range with an average of -114.2 from the standard
 - BUSD had an **89% participation rate for students with disabilities in Math**
 - Loss penalty of 51 points due to participation rate being below 95%

2022–2023 Targeted Review Data for Students with Disabilities

What happened?

BUSD Students with Disabilities subgroup is revealed to have a very high rate of chronic absenteeism, per the Chronic Absenteeism Indicator on the California Dashboard's Status Placement Report.

- **28.7%** of students with disabilities were chronically absent
 - **380** students in **kindergarten through grade 8** who were absent 10% or more of instructional days

Action Plan: Low Participation rate along with high chronic absenteeism led to low scores in ELA and Math

- School site administrators to review data
- Identify the students and determine why they did not participate as required by the state
- Positive Behavior Interventions and Supports (PBIS) are already being implemented
- Site administrators will discuss data with case managers and general education teachers
- Train staff on the accommodations available to students with disabilities, including providing reminders that accommodations must be listed in the students' individualized education plan (IEP)

Least Restrictive Environment (LRE)

What is LRE?

- Least restrictive environment (LRE) means students who receive special education services should be in the same classroom as their general education peers as much as possible
- LRE is a principle that guides a student's education program
- The LRE for each student may look different based on the student's unique educational needs as defined in their IEP

Least Restrictive Environment (LRE)

Performance Indicators

Regular Class 80% or More

- Target was more than or equal to 60%
- BUSD has **52.68%** of our students in the regular class 80% or more during the school day

Students ages 3 through 5 in Regular Class

- Target was more than or equal to 41%
- BUSD has **39.45%** of our students in a regular class

Students ages 3 through 5 in a Separate School

- Target was less than 31%
- BUSD has **51.38% placed in a separate school**

Least Restrictive Environment (LRE)

What happened?

Looking at *Regular Class 80% or More*, the District was off by just 7.32%. When looking at *Students ages 3 through 5 in Regular Class*, the District was only off by .55%. These appear to be the result of calculation errors in students' individualized education plans (IEPs).

Students ages 3 through 5 in a Separate School will be addressed through further exploration by special education leadership.

Action Plan: Staff training and oversight of IEP documentation completed

- Case managers have received training on how to calculate the percentage a student is inside/outside of the regular classroom
- A calculator tool was created and provided to all special education staff to accurately calculate time percentages
- Special education providers for students ages 3 through 5 will be retrained on identifying time in/out of the “regular classroom” (State refers to general education as “regular class/room”)
- Special education providers for students ages 3 through 5 may need retraining on CDE’s definition of a “Separate School”

Timelines

Compliance Indicator

Timeliness in holding meetings

- Late Individualized Education Plans (IEPs)/Initial Assessment

Action Plan: Retrain staff and implement monitoring procedures

- Special education staff have been re-trained regarding legal compliance timelines
- Several reminders throughout the school year will be provided
- Special education leadership staff will monitor the IEP system
- Leadership will communicate with the case managers and school site administrators regarding out of compliance

Action Plan Summary

1. **Action Plan: Low Participation rate along with high chronic absenteeism led to low scores in ELA and Math**
2. **Action Plan: Staff training and oversight of IEP documentation completed**
3. **Action Plan: Retrain staff and implement monitoring procedures**