BUCKEYE UNION ELEMENTARY SCHOOL DISTRICT 11/18/26

Special Education Program Review

Program performance, compliance oversight and accountability

SCOPE

What this review covers

These outcome, compliance, dispute and staffing measures are how the District evaluates program effectiveness.

Program overview

Students served, funding and staffing

Student outcomes

State comparisons, trends and areas to improve

Compliance and quality

How we verify services are delivered

Disputes and costs

OAH activity and legal expenditures

Staffing

Capacity and recent improvements

PROGRAM OVERVIEW

Who we serve, 2026-27 (Census Day - Oct. 7, 2026)

656 In-District
+62 In County Programs/Services

Total Served - 718

17.0%

of enrollment (718 of 4,223), compared with 14.8% statewide

District serves Pre-k to 8 students.

*Source: CALPADS Census Day Enrollment | 3

PROGRAM OVERVIEW

Students with disabilities by primary disability, 2026-27

Primary disability	Students	Share
Specific learning disability (SLD)	249	34.7%
Speech or language impairment (SLI)	189	26.3%
Other health impairment (OHI)	106	14.8%
Autism (AUT)	131	18.2%
Emotional disability (ED)	15	2.1%
Hard of hearing (HH)	11	1.5%
All other disabilities (each fewer than 11)	14	1.9%
Total	**718**	**100%**

718

students with disabilities on Fall 1 2026 Census Day, including Valley View and BUMI

61.0%

have a specific learning disability or a speech or language impairment (438 of 718)

Source: CALPADS Fall 1 certified, unduplicated count (reports 16.12 prior year and 16.17) | 4

PROGRAM OVERVIEW

Special education funding, 2025-26

$8.4M

General Fund contribution beyond state and federal special education revenue

- Every California district contributes General Fund dollars to special education, because dedicated state and federal funding does not cover the cost of mandated services.

STUDENT OUTCOMES

How we compared statewide, 2025

Source: CDE School Age Intensive Determinations data elements, 2025 assessments

CDE indicator	BUESD	State rank	Reading
ELA achievement	39.1%	10	Top decile
Math achievement	34.0%	10	Top decile
Chronic absenteeism	10.9%	10	Top decile
In regular class less than 40%	7.7%	8	Above average
In regular class 80% or more	65.1%	5	Near state average
Suspension rate	5.5%	4	Slightly below average*

Rank is the District's statewide decile, where 10 is the strongest.

***The suspension rate for students with disabilities fell from 5.5% to 3.6% in 2026 and is estimated to be at the 6th decile. Statewide, the suspension rate for students with disabilities was 4.8% in 2026.**

STUDENT OUTCOMES

CDE targeted determination, 2025-26 (Based on ‘24-’25 data)

Source: CDE Targeted Determination Data Elements (2025 data), via CalTAN

Data element	BUESD	Target	Target met
ELA performance (Dashboard)	Yellow	Yellow or higher	Yes
Math performance (Dashboard)	Yellow	Yellow or higher	Yes
Suspension (Dashboard)	Orange	Yellow or higher	No*
In regular class 80% or more	65.1%	67% or more	No
In regular class less than 40%	7.7%	13.5% or less	Yes
Separate schools	0.3%	2.6% or less	Yes
Preschool separate class	20.3%	25% or less	Yes
Preschool home setting	3.1%	3.5% or less	Yes
Parent involvement	100%	97% or more	Yes
Child find (District initiated)	17.5%	8.43% or more	Yes

8 of 10 targets met. Determination: Targeted, Level 2 (performance elements).

***The suspension rate for students with disabilities fell from 5.5% in ‘24-’25 to 3.6% in ‘25-’26** | 7

STUDENT OUTCOMES

2026 results in context

Students with disabilities	2024	2025	2026	2026 state %ile
ELA proficiency	29.8%	39.1%	30.1%	89th
Math proficiency	28.5%	34.0%	26.8%	88th
Science proficiency	19.7%	24.5%	29.1%	94th
Suspension rate (lower is better)	3.9%	5.5%	3.6%	57th*
Chronic absenteeism (lower is better)	15.0%	10.9%	8.4%	93rd*

*Estimated vs. TK-8 schools statewide, CDE 2026 Dashboard files. Sources: CA School Dashboard, DataQuest, CAASPP | 8

COMPLIANCE AND QUALITY ASSURANCE

How we verify that services are delivered

Question	How we check	Frequency
Are IEP services delivered?	CDE random sample - District with SELPA support review service logs against IEP minutes	Annual
Are records accurate?	CDE random sample - IEP document by District with SELPA support	Annual
Are timelines met?	CDE random sample - IEP document review by District with SELPA support	Annual
Are corrective actions completed?	Any CDE corrective actions must be completed and submitted to CDE.	3 Corrective Action in 2025-2026.
Do problems recur?	While errors are identified, the rate of errors is typically below the State threshold for corrective action.	Any errors are used to inform individual and dept. trainings.

Status of 2025-26 CDE corrective actions: One late annual review led to non-compliant finding. Timeline met rate was 99.1%. CDE required make-up of 4 service sessions. CDE required PWN include parent contact for support understanding procedural safeguards and PWN itself.

DISPUTE RESOLUTION

Resolving concerns early

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
IEP team	**Special education administrator joins**	**SELPA facilitated IEP**	**Alternative dispute resolution**	**OAH filing and mediation**

Most concerns are resolved at steps 1 to 4 and never reach OAH.

A settlement is not a finding of fault. Compromise agreements settle a dispute; they are not a ruling that the District failed to provide FAPE.

OAH ACTIVITY

Office of Administrative Hearings (OAH) filings by year

School year	Filings	Settled	Dismissed	Hearing	Withdrew
2022-23	0	0	0	0	0
2023-24	1	1	0	0	0
2024-25	3	3	0	0	0
2025-26	7	5	1	0	1
2026-27 to date	2 (1-Re-filed; 1-District initiated)	1	0	0	0

LEGAL EXPENDITURES

District OAH Related Legal Costs

Category	2025-26	2026-27 (Jul-Sep)
District counsel in OAH due process matters	$110,091	$58,148
Non-OAH related matters	$49,604	$9,552
Subtotal: district counsel (rows above)	**$159,695**	**$67,700**
Parent attorney fees in settlements (Fees attached to settlement yr.)	$62,000	$5,000
Total (subtotal + parent fees)	**$221,695**	**$72,700**

2025-26 total equals **0.34%** of District expenditures ($65M).

Source: F3 invoices for District representation, services July 2025 to September 2026 | 12

STAFFING AND RECENT IMPROVEMENTS

Building capacity in a tight labor market

1.6

FTE still vacant, after hiring a new full-time teacher

4

teacher residents sponsored as a pipeline for future hires

+1

program specialist added for 2026-27

Challenges: few candidates, resignations to higher-paying nearby districts, and maternity leaves in a younger workforce.