

CAC Annual Board  
Recommendations:  
*A Status Update*

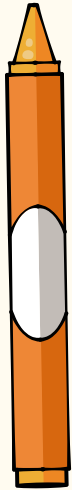
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February 10, 2021

# “All Means All:” Building a Culture of Inclusivity

- Manager’s Meeting: T-Shirts and Messaging
- School site participation with our “All Means All” Campaign
- Theme for Education Celebration (2019)
- Inclusion Resolution (2019)
- Expanded CCT Program (5 elementary sites and 11 early education (CDC and Head Start sites)
- On-going Inter-departmental planning
- More elective choices at the elementary and secondary levels
- More inclusive practices in every school site
- Connection with outside agencies and groups
- More energy around ability awareness and acceptance

# LBUSD Special Education Data: LRE Snapshot



SWD: 9386

**Other**

9.0%

**Related Services**

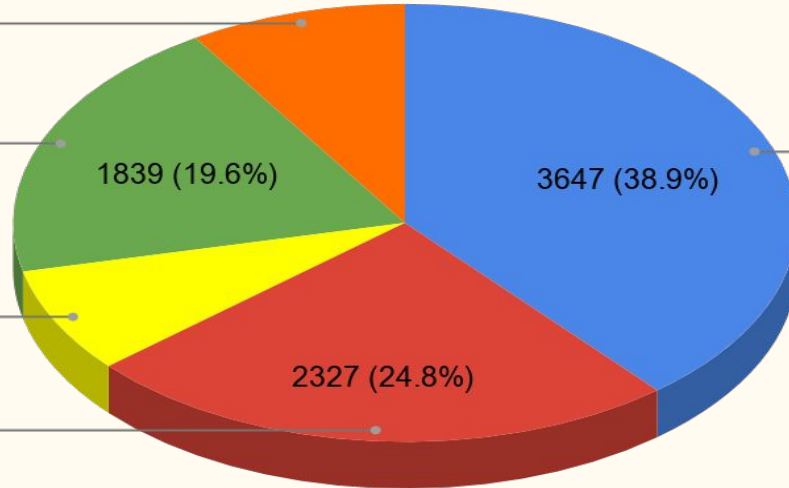
19.6%

**MS**

7.8%

**MM**

24.8%



**RSP**

38.9%

1839 (19.6%)

3647 (38.9%)

2327 (24.8%)

# LBUSD Graduation Rates

<b>2018-2019</b>	<b>Students w/ Disabilities</b>	<b>All Students</b>
<b>HS Diploma</b>	482	5136
<b>All Students</b>	689	5872
<b>Rate</b>	70%	87%

<b>2019-2020</b>	<b>Students w/ Disabilities</b>	<b>All Students</b>
<b>HS Diploma</b>	436	5124
<b>All Students</b>	629	5732
<b>Rate</b>	69%	89%

# LBUSD SpED Diploma vs. Certificate of Completion

	<b>2018-2019</b>	<b>2019-2020</b>
<b>Diploma</b>	482	436
<b>Certification</b>	62	71
<b>Total</b>	<b>544</b>	<b>507</b>

# LBUSD SpED in a High School Pathway

	<b>2018-2019</b>	<b>2019-2020</b>
<b>All SpEd Students (Grades 9-12)</b>	1260	1941
<b>SpEd Students in Pathway (Grades 9-12)</b>	1123	1837
<b>SpEd Students Not in a Pathway (Grades 9-12)</b>	130	104
<b>Rate of Pathway Participation</b>	89%	95%

# LBUSD Comprehensive Coordinated Early Intervention Services (CCEIS) Plan - Sig Dis

- LBUSD has developed a districtwide plan to identify and address the factors contributing to the significant disproportionality of African American students identified as emotionally disturbed (ED).
- A cultural lens has been applied throughout four phases to ensure equitable educational opportunities for all students:
  - *Phase I: Getting Started*
  - *Phase II: Data Discovery and Root Cause*
  - *Phase III: Planning for Improvement*
  - *Phase IV: Implementing, Evaluating and Sustaining*
- LBUSD's plan is currently being reviewed by the California Department of Education. More information will be made available in the next month.

## Recommendation #1 (Written as presented)

Consider placement as part of the IEP process when a school's attributes can make a difference in a child's ability to be educated in the least restrictive environment.



# Recommendation #1 Status

- In progress
- Ongoing training with IEP teams about making recommendations that reflect the least restrictive environment
- *\*Ongoing monthly principals' and counselors' meetings to discuss recommendations that reflect the least restrictive environment*
- *\*OSSS staff is messaging with principals and counselors that the name of the problem does not really matter, the school should be able to accommodate diverse learners. There are students that need a specific program that is not offered at every school site (e.g., DHH, etc). Limited amount of space at sites limits the programs from being offered at all sites. Discuss SOC options to help parents choose the appropriate program*
- *\*Continued training with teams to address a true continuum of service....that begins with general education.*

## Recommendation #2

Allow students in SDC to remain at their school of choice if their placement changes from SDC to General Education. Every effort should be made to ensure that change of placement does not mean change of school. Plan for and expect SDC students to mainstream and transition to General Education.

# Recommendation #2 Status

- In progress
- Engagement in a district wide conversation about school enrollment and student needs
- Encouragement of planning and enrollment conversations at the earliest possible point when a student is ready to fully join general education
- *\*Elementary is still a work in progress. Most elementary classes are completely filled, which makes it difficult to mainstream and transition SDC students to GE at their current school. (Teacher contract - student to teacher ratio). More conversations around inclusivity are taking place...*
- *\*First year, LBUSD middle schools have planned for extra spots for electives and core content classes*
- *\*Next year, high schools will offer additional electives and core content classes*

## Recommendation #3

Adopt a paradigm shift in regards to standardized assessments because the current use of test scores is a systemic barrier to inclusive education. Standardized tests and IQ tests should not determine placement.

# Recommendation #3 Status

- In progress
- Cognitive level does not determine placement
- IEP teams need continued coaching around offering placement in LRE
- Many families do want traditional testing measures, but some do not. There needs to be “something for everyone” in our practice.
- *\*A task force consisting of psychologists is meeting to review all assessments to ensure they are not discriminatory*
- *\*Standardized testing is only one form of testing used to determine placement*

## Recommendation#4

Support teacher training and planning for inclusion. Allow proper training for ALL teachers and dedicated planning time for SDC teachers and General Education teachers to collaborate.

# Recommendation#4 Status

- In progress plus
- Overall messaging around teacher collaboration
- Promoting the use of teacher partnerships through using our general and special education experts on every campus
- *\*Emerson and Lincoln continue as models of co-teaching*
- *\*Collaborative Co-Teaching (RSP Teacher and GE Teacher) at 5 elementary schools and the 6 CDC and 5 HS preschool programs*
- *\*Planning time still a work in progress*

# Collaborative Co-Teaching (CCT) Classrooms

- General Education Classroom
- Two teachers- Collaborative Team Teaching
- Flexible Learning Structures
- High Expectations
- Positive Behavior Support
- Curricular Adaptations
- Specialized Academic Instruction (SAI)/Education Specialist Teacher

Co-teaching is defined as two teachers working together with groups of students and sharing the *planning, organization, delivery, and assessment* of instruction and physical space.

(Friend & Cook, 2003; Villa, Thousand, & Nevin, 2013)



# Co-teaching and Distance Learning: *Teacher Voices*

Our students feel comfortable taking risks with each other in our class. They see us interact and make mistakes and know it is okay for them to take risks, too.

So many benefits! All of our students are getting individual or small group instruction--daily! We also are able to troubleshoot technical issues with more ease as a team, which in turn helps our students have a more smooth and fluid day.

A HUGE success has been, because both teachers have the SAME teaching values and pedagogy, the classroom community has been effortless to create and sustain. THIS MATTERS SO MUCH, especially in our reality (Distance Learning) right now.

Our teaching styles are very similar, yet very different! And, our students get to experience and learning in different ways. They get to experience different modes of instruction. This really helps with engagement during Distance Learning.

## Recommendation #5

Rethink the way we do IEP meetings in the district. Create district-wide guidelines that support relationship building between families and school teams.

# Recommendation #5 Status

- In progress
- We need more information to be able to fully consider and implement this recommendation
- Focus group for parent input to formulate our next steps - Volunteers?
- *\*In the change of principal workshops (new or transitioning principal) relationship building with parents is addressed*
- *\*In the process of training IEP teams (school teams) on Strength-based vs. deficit-based language in reports and IEP meetings (On-going)*

## Next Steps:

- Continued training on inclusive practices for all district staff
- Conversation around equity in district practices such as school of choice
- District wide focus on the flow and experience of IEP meeting
- Continued development of our Collaborative Co-Teaching model
  - (Older video) <https://youtu.be/e1XbCEWB2zs>

