



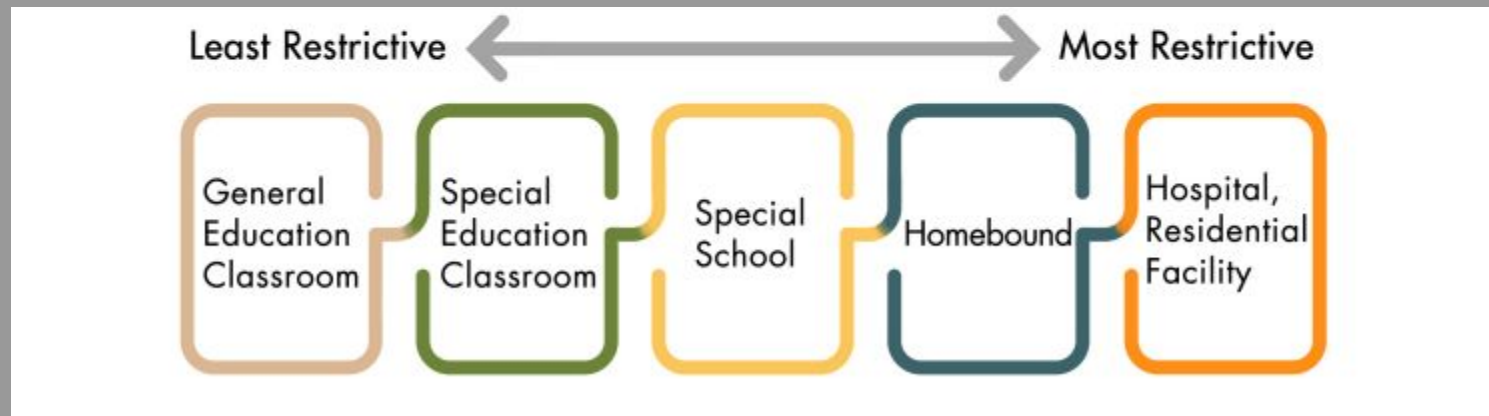
LEAST RESTRICTIVE ENVIRONMENT

February 15, 2022



What is Least Restrictive Environment?

The least restrictive environment (LRE) is a requirement of federal law (IDEA) that “to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled.”* The IEP team considers a continuum of services in developing the student’s program.



*IDEA Sec 300.114 LRE Requirements

Federal & State Accountability

- United States Department of Education-(IDEA)-Federal
 - Office of Special Education Programs (OSEP) monitors every States' implementation of IDEA
 - All States are required to develop and submit a State Performance Plan (SPP)
 - The Indicators are determined by OSEP and related to IDEA compliance and student performance
- California Department of Education (CDE)-State
 - Required to set annual targets for each indicator
 - 14 Indicators are measured at the local level
 - Progress towards the annual targets are reported through the Annual Performance Report (APR)
 - Prepares a state-level APR and a local-level APR
 - Data is pulled from CALPADS two times per year
 - October (first Wednesday) and June 30
- Focus on Indicator 5: Least Restrictive Environment (LRE)

SPP Indicator 5: LRE

- 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: % of students served in separate schools, residential facilities, or home hospital instruction (HHI) placement
- CDE last published APR report was for 19/20 school year
 - LRE data obtained for 19/20 APR included data pulled from the 18/19 school year

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 within the last 4 years

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

** CVUSD's 19/20 [Annual Progress Report](#)

CVUSD LRE Data: Indicator 5b

- Measures the percent of SWDs inside the general education setting 40% or less of their school day.
- Includes students ages 6-22
- General setting “includes non-academic activities such as recess, lunch, passing periods, etc.”*
- Calculated by:

$$\left(\frac{\text{\# of students with disabilities ages 6-22 served inside the regular class less than 40% of the day}}{\text{Total \# of students with disabilities ages 6-22 within the LEA}} \right) \times 100$$

- CVUSD has met the annual targets within the last 4 years

Indicator 5b LRE Rate: In the general education setting for 40% or less of the day		
Year	Rate	Target
2019-2020**	11.80%	≤20.6%
2018-2019	16.78%	≤21.6%
2017-2018	16.42%	<22.6%
2016-2017	15.76%	<23.6%

** CVUSD's 19/20 [Annual Progress Report](#)

CVUSD LRE Data: Indicator 5c

- Measures the percent of students served in a public or non-public separate schools, residential facility, or homebound/hospital placement.
- Includes students ages 6-22
- Calculated by:

$$\left(\frac{\text{\# of students with disabilities ages 6-22 in separate facility\# placements}}{\text{Total \# of students with disabilities ages 6-22 within the LEA}} \right) \times 100$$

- CVUSD has met the annual target each year and showed improvements over the last 5 years.

Indicator 5c LRE Rate: % of SWDs in separate schools, residential facility, or homebound/hospital placement		
Year	Rate	CVUSD Target
2019-2020**	1.30%	≤3.6%
2018-2019	1.98%	≤3.8%
2017-2018	2.90%	≤4.0%
2016-2017	3.66%	<4.2%

** CVUSD's 19/20 [Annual Progress Report](#)

Indicator 5: LRE Data: County/Local Districts Comparison

	Indicator 5A	Indicator 5B	Indicator 5C
Neighboring Districts 19-20 LRE Data	LRE Rate: In GE ≥80% of school day (Target ≥53.2%)	LRE Rate: In GE ≤40% of school day (Target ≤20.6%)	LRE Rate: In separate schools, residential, HHI (Target ≤3.6%)
Conejo USD	46.10%	11.80%	1.30%
Ventura USD	42.60%	19.90%	2.10%
Simi Valley USD	36.10%	17.50%	1.90%
Las Virgenes USD	42.50%	7.80%	1.70%
VCSELPA	45.30%	15.69%	3.30%

SPP Indicator 6: Preschool LRE

- 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
2019-2020**	34.4%	≥36.9%
2018-2019	48.15%	≥35.9%
2017-2018	28.02%	≥34.9%
2016-2017	33.69%	≥33.9%

** [CVUSD's 19/20 Annual Progress Report](#)

CVUSD LRE Data: Indicator 6b

- Measures the percent of preschool age students attending a separate special education class, separate school, or residential facility
- Includes students ages 3-5 years old
- Calculated by:

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

Indicator 6b		
Preschool LRE Rate: % of preschool students attending separate special education class, separate school, or residential facility		
Year	Rate	Target
2019-2020**	23.0%	<30.4%
2018-2019	47.09%	<31.4%
2017-2018	58.79%	<32.4%
2016-2017	57.22%	<33.4

** [CVUSD's 19/20 Annual Progress Report](#)

Continuous Improvement (Preschool)

- Ongoing discussions and review of LRE data with preschool special education teachers and providers
- Provide training on how to calculate and document the percent students are served in the general education setting on IEPs
- Mainstreaming opportunities with students in CVUSD's Wonder preschool program on a weekly basis
- Ongoing discussions with CVUSD Director of Preschool to expand inclusive opportunities with students attending Be Me Preschool and Wonder Preschool.
- Ongoing training with preschool education staff on the continuum of services and understanding the LRE for preschool age students
- Ongoing discussions regarding program structures to allow for general education opportunities
- For the 22/23 school year, we plan to reserve seats in CVUSD's Wonder preschool so that preschool students with disabilities can attend a regular early childhood program and receive the majority of special education and related services on the same campus
- General education Kindergarten teachers involved in transition IEP meetings

Continuous Improvement (TK - Post Secondary)

- Continue ongoing LRE team discussions with Instructional Directors & Special Education Leadership
- Provide LRE data to principals for review and discussion at their sites periodically throughout the year
- Provide training on how to calculate and document the percent students are served in the general education setting on IEPs
- Update yearly secondary charts that reflect the total minutes of a school day and class periods
- Review master schedules and identified strategies to increase placement of students with an IEP into general education classes with site administrators
- Maintain and expand co-teaching classes and mainstreaming into general education classes
- Continue to offer staff to attend co-teaching trainings hosted by district leadership or VCOE
- Reserve general education seats for students in specialized programs in the elementary level to access general education classes
- Collaborate with elementary administrators on expanding on co-teaching/inclusive opportunities
- Continue to implement Universal Design for Learning (UDL) to meet the needs of all students
- Inclusion Specialist-Teacher on Special Assignment (TOSA) dedicated to support teachers/sites with improving overall inclusive opportunities primarily at school sites with specialized programs
- Use MTSS interventions to help identify students who are struggling and to intervene quickly
- Continue to ensure that SPSAs include how each site is addressing inclusion and LRE

Appreciation

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

