

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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**Department Name:** Special Education Services

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### **Department Purpose**

*What does the department do?*

The special education department provides services to students with disabilities who have an IEP in the least restrictive environment.

### **Department Services**

*What is a general list of services that your department provides?*

The special education department provides services to students with disabilities who have an IEP in the least restrictive environment.

### **Total Department Budget**

*What is your department's total budget?*

The total department budget is 70000000.

Note:

Special education is driven by compliance mandates and education code.

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**Prior Year Reflection**

*This section of the department plan reviews the intent of prior department plans and the successes/challenges encountered while implementing the planned actions. This portion of the plan summarizes key learnings that inform the planning for the current year.*

**Prior Year Intended Outcomes**

*What did your department plan set out to achieve during the prior year?*

Five Areas of Focus

Continue to build strong school / parent relationships  
Strengthen the IEP process to make sure procedural requirements are followed  
Improve the learning and student outcomes  
Strengthen the partnership with general education educators  
Continue to implement the 5-year plan to address the priorities

**Prior Year Achievement**

*Did the department achieve what it had outlined? How do you know?*

We addressed the objectives of our goals throughout the year, but we recognize that these areas require continuous improvement so we are recommitting to them this year. We have evidence of activities, meetings, and professional development that address these goals.

**Prior Year Successes, Challenges, and Learnings**

*What successes, challenges, and learnings should be highlighted from the prior year?*

Growing as a department in the use of data to make decisions evidenced through the change of placement process, data tracking processes, staffing processes, continuous improvement efforts, internal file review processes, etc. Our new CAC format is more welcoming and the round table discussion added value. Re-establishing consistent policies and practices after the distance learning disruption has been a challenge. The allegation of learning loss due to COVID has increased all District's liability. However, our success is that we have maintained the same levels of litigation as pre-covid unlike many districts that have seen an increase in litigation due to this liability.

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**Current Year Priorities**

*This section of the department plan provides a summary of the identified needs that are prioritized for informing the department plan's actions for the current year.*

**Data and Information Used for Plan Development**

*What data did you consider when developing this plan?*

Graduation Rates, LRE rates, State Indicators, IEP Compliance, state compliance complaints, Office of Civil Rights complaints, & OAH filings, input from parents from the roundtable discussion.

**Stakeholder Engagement/Input**

*What stakeholder engagement or information was used to inform this plan?*

Coordinator input. Community Advisory Committee. Teacher input during "Job-a-Like" meetings. There was a group of educators to discuss the root cases analysis that were included in this plan. Principal surveys regarding LRE and MTSS.

**Key Data Findings/Information for This Plan**

*Based on data analysis and stakeholder information, what key data findings are considered in the development of this plan?*

The team agrees the priorities will continue to be the IEP processes, service delivery, student achievement, staffing needs, student needs & compliance.

**Current Plan Priorities**

*Based on the key data findings, what needs emerged from your Department's root cause analysis, and which of these needs are given priority for this planning cycle?*

Students need to be placed in the Least Restrictive Environment. The IEP process needs to be strengthened. The district needs to retain valuable special education human resources.

Increased training of teachers and administrators on student placement to maximize the access to non-disabled peers.

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**Current Year Planned Actions and Metrics**

*This section of the department plan provides a summary of the planned actions that address the identified priorities based on data analysis and stakeholder input. Metrics associated with monitoring and/or evaluating the effectiveness of the planned actions are summarized in this section.*

*What action could you take to address the identified needs of your department?*

*What would you be able to monitor throughout the year (quarterly or more than twice per year) to know that your actions are creating a change?*

**Theory Of Action**

<b>If we...</b>	Public relations and communication campaign. Identification of parents having questions about IEP placements and concerns. Identify early warning signs indicating possibly disagreement. Begin using facilitated IEPs.
<b>then...</b>	Parents will use the ADR process or a facilitated IEP rather than due process which will reduce the amount of money the district pays in settlements. By understanding parent concerns and early warning signs we can build systems to prevent disagreements
<b>which will...</b>	Alternative Dispute Resolution
<b>If we...</b>	Special education will participate in all district wide committees including MTSS, Strategic Plan, Pincipal meetings, and other district wide committees.
<b>then...</b>	Meeting with all departments will ensure that all issues with special education that touch each department can be considered and addressed in all initiatives and plans.
<b>which will...</b>	Collaboration across departments
<b>If we...</b>	Continue to work with HR to develop incentives to attract talent to PUSD. Continue to provide needed

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	support and training to our current employees.
<b>then...</b>	The district will retain high quality teachers and staff which will reduce staffing issues and reduce the need for onboarding and training.
<b>which will...</b>	Employee Recruitment and Retention
<b>If we...</b>	Train instructional coaches on sped EL reclassification process
<b>then...</b>	Parents will be able to find the answers to their questions and this will reduce the amount of questions by parents to school sites, case managers and the special education office.
<b>which will...</b>	English Learner Reclassification Training
<b>If we...</b>	Sped EL reclassification rate was 5% in 2020-2021. Special education will increase the percent of EL sped students reclassification rate to 8%.
<b>then...</b>	Administrators will be able to support special education teachers and staff.
<b>which will...</b>	English Learner SpEd EL Reclassification Progress
<b>If we...</b>	Parents will receive a monthly newsletter on current special education topics.
<b>then...</b>	Case carriers and site administrators will be made aware of the amount of out of date IEPs, act on that data, and the number of out of compliance IEPs will be reduced.
<b>which will...</b>	Increase parent communication
<b>If we...</b>	Administrators will receive training by the special education department on Principal meeting days.

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	Special Education Department is sending 5 school site admins to the ACSA Academy.
<b>then...</b>	Students with disabilities will be able to spend more time with non disabled peers which will result with improved academic and social outcomes.
<b>which will...</b>	Increased Administrator Knowledge
<b>If we...</b>	Case load providers will receive monthly updates on how many IEPs on their case loads are out of date.
<b>then...</b>	All students with reading difficulties will have access to a appropriate literacy curriculum.
<b>which will...</b>	Reduce the number of late IEPs
<b>If we...</b>	The district will increase the amount of time students with disabilities are with non disabled peers.
<b>then...</b>	
<b>which will...</b>	Students with disabilities will have increased access to general education peers
<b>If we...</b>	Special education will continue to support Dyslexia appropriate curriculum for K-5. This fall, Special education will roll out a Dyslexia appropriate curriculum for secondary.
<b>then...</b>	
<b>which will...</b>	TK-12 Literacy plan - Special Education Support

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**Priority 1: Alternative Dispute Resolution**

[Action 1]

Public relations and communication campaign.  
Identification of parents having questions about IEP placements and concerns. Identify early warning signs indicating possibly disagreement.  
Begin using facilitated IEPs.

Metrics

- a. The special education department will monitor the number of ADR complains that are resolved each semester. Monitoring LetsTalk. We are monitoring the types of disagreements. Following settlements to make sure they are fully implemented.

**Priority 2: Collaboration across departments**

[Action 1]

Special education will participate in all district wide committees including MTSS, Strategic Plan, Pincipal meetings, and other district wide committees.

Metrics

- a. Attendance and participation at meetings and the developed monitoring tools within each committee.

**Priority 3: Employee Recruitment and Retention**

[Action 1]

Continue to work with HR to develop incentives to attract talent to PUSD.  
Continue to provide needed support and training to our current employees.

Metrics

- a. Reduction in the number of vacant positions.

**Priority 4: English Learner Reclassification Training**

[Action 1]

Train instructional coaches on sped EL reclassification process



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Metrics

- a. SpEd will monitor which coaches have been trained in special education EL reclassification.

**Priority 5: English Learner SpEd EL Reclassification Progress**

[Action 1]

Sped EL reclassification rate was 5% in 2020-2021. Special education will increase the percent of EL sped students reclassification rate to 8%.

Metrics

- a. SpEd will calculate what percent of EL SPED students reclassify for the 2022-2023 school year to determine if goal has been met.

**Priority 6: Increase parent communication**

[Action 1]

Parents will receive a montly newsletter on current special education topics.

Metrics

- a. Administration will monitor the newsletters to ensure that they are being sent to parents in a timely and consistent manner.

**Priority 7: Increased Administrator Knowledge**

[Action 1]

Admistrators will receive training by the special education department on Principal meeting days. Special Education Department is sending 5 school site admins to the ACSA Academy.

Metrics

- a. The department will determine the type and number of trainings that are delivered to site admistrators

**Priority 8: Reduce the number of late IEPs**

[Action 1]

Case load providers will receive monthly updates on how many IEPs on their case loads are out of date.

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Metrics

- a. Coordinator will use SEIS to monitor the decrease in out of date IEPs.  
Continue to support the site leadership with our compliance folder.

**Priority 9: Students with disabilities will have increased access to general education peers**

[Action 1]

The district will increase the amount of time students with disabilities are with non disabled peers.

Metrics

- a. The district will monitor the LRE for students with disabilities for 2022-2023 and compare with prior years.

**Priority 10: TK-12 Literacy plan - Special Education Support**

[Action 1]

Special education will continue to support Dyslexia appropriate curriculum for K-5. This fall, Special education will roll out a Dyslexia appropriate curriculum for secondary.

Metrics

- a. Secondary Sp Ed Language Arts teachers will be provided training in the secondary curriculum. K-5 teachers will be provided a refresher training for the curriculum.