Performance Indicator Review

State Performance Plan Indicator Improvement Process 2017-2018

California Department of Education

Local Educational Agency

Pasadena Unified School District

Special Education Local Plan Area

Pasadena SELPA

Planning Team Participants and Position

Name	Title/Position
Dr. Elizabeth Blanco	Chief of Specialized Instructional Services & Pasadena SELPA Director
Wennifer Beard	Coordinator I, Special Education Department
Alyson Beecher	Coordinator III, Special Education Department
Marlene Benites	CAC Board Member
Carla Boykin	Teacher on Special Assignment II, Academic Services
Grant Thomas Crary	Teacher on Special Assignment II, Special Education Department
Hoori Chalian	Coordinator III, Special Education Department
Karla Coleman	Senior Administrative Assistant, Special Education Department
Stephanie Cosey	Teacher on Special Assignment II, Special Education Department
Anna DeAnda	Data Analyst, Special Education Department
Adam DeVore	Coordinator III, Special Education Department
Joni Enriquez	Coordinator III, Special Education Department
Katrina Gomez	Coordinator I, Special Education Department
Vivian Huang	Coordinator I, Special Education Department
Helen Hill	Director, Curriculum, Instruction & Professional Development
Sally Iverson	Teacher on Special Assignment II, Special Education Department
Zella Knight	CAC Board Member
Judy Mckinley	CAC Board Member
Brandi Nerio	Coordinator I, Special Education Department
Diana Nestico Arnold	Teacher on Special Assignment II, Special Education Department
Julianne Reynoso	Assistant Superintendent, Elementary Instruction
Matt Roper	Teacher on Special Assignment II, Special Education Department
Juan Ruelas	Director, Language Assessment and Development Department
Eric Sahakian	Assistant Superintendent, School Support Services Division
Arnold Saldivar	Coordinator III, Language Assessment and Development Department
Dr. Marisa Sarian	Assistant Superintendent, Secondary Instruction
Dr. Xilian Stammer	Director, Student Support Programs Department
Dr. Olga Vanessa Torres	Coordinator, Child Welfare Attendance and Safety
Erik Trejo	Teacher on Special Assignment II, Special Education Department
Clara Valdez	Teacher on Special Assignment II, Special Education Department

Dates of Planning Team Meetings

October 23, 2017
November 1, 2017
November 6, 2017
November 14, 2017
November 27, 2017 (CAC Meeting at Large Survey Parents)
December 1, 2017
December 4, 2017
December 7, 2017
January 10, 2018
January 22, 2018   (CAC Meeting at Large)
January 29, 2018   (DELAC Parent Briefing)

Pasadena Unified School District
2016-17 Performance Indicator Review (PIR)

ABSTRACT

Purpose: To develop an Improvement Plan responding to the concerns outlined in the California Department of Education's (CDEs) notification of Special Education Performance Indicator Review (PIR) for 2017-18. The Pasadena Unified School District's plan to be submitted by **January 31, 2018** will outline the self-assessment and root cause analysis process and the identified strategies to improve the performance indicator outcomes defined by the CDE.

Background: As part of its Special Education compliance and monitoring, the CDE reviews data from prior years in order to determine each Local Educational Agency's (LEA's) performance on each of the State Performance Plan Indicators (SPPls). After reviewing data including California Special Education Management Information Systems (CASEMIS) data, fiscal data (e.g., maintenance of effort), and the annual budget, the CDE will conduct a PIR with those District's with one or more performance indicator values which did not meet the targets established statewide for data year 2015-16. The PIR for PUSD will focus on the following SPPls:

> SPPI 1: Graduation Four Year Rate
> SPPI 2: Dropout Four Year Rate
> SPPI 3: Statewide Assessments
> SPPI 5: Least Restrictive Environment
> SPPI 14: Post-School Outcomes

Improvement Plan Components:

Section A: District Profile
Section B: District Goals and Priorities
Section C: Background and History on Performance Indicators
Section D: Teaming Structures
Section E: SPP1 • Self-Assessment • Root Cause • Summary of Current Initiative • Identified Focus Area • Description of Planned Activities (Action Plan)
Section F: SPP2 • Self-Assessment • Root Cause • Summary of Current Initiative • Identified Focus Area • Description of Planned Activities (Action Plan)
Section G: SPP3 • Self-Assessment • Root Cause • Summary of Current Initiative • Identified Focus Area • Description of Planned Activities (Action Plan)
Section H: SPP5 • Self-Assessment • Root Cause • Summary of Current Initiative • Identified Focus Area • Description of Planned Activities (Action Plan)
Section I: SPP14 • Self-Assessment • Root Cause • Summary of Current Initiative • Identified Focus Area • Description of Planned Activities (Action Plan)
Section J: Description of Implementation Monitoring Strategy

DISTRICT PROFILE

The Pasadena Unified School District serves 16,959 K-12 students within the cities of Pasadena and Sierra Madre, and Altadena in Los Angeles County. The District currently operates 28 distinct school sites encompassing:
•   2 High Schools (grades 9-12)
•   2 Secondary Schools (6-12)
•   4 Middle schools (6-8)
•   18 Elementary/K-8 schools
•   2 Alternative Education Schools/Programs

In addition, PUSD operates Early Childhood Centers, Transitional Kindergarten Programs, an Adult School, District-wide Family Resource Center, Focus Point Academy, 4 Foster Youth Resource Centers, and 5 Healthy Start Family Centers.

In 2016-17, the largest racial/ethnic student group is Hispanic/Latino students at 61%, followed by White at 17%, African American at 12%, a combined Asian, Filipino and Pacific Islander population of 7%, and those of two or more races at 3%. In 2016-17, there were a total of 3,195 English learners in grades TK-12 and 303 foster youth (source: Aeries Student Information System, Norm Day 10/5/16). Unduplicated low-income students participating in free and reduced lunch program numbered 10,929 or 64.9% (source: CalPads 1/27/17) and 2,104 students served by Special Education (Aeries). Of the 16,917 TK-12th grade students enrolled in PUSD in 2016-17, 83.6% are included in at least one target subgroup. Table 1 summarizes the student enrollment counts and percentage of overlap among students within target group read by column, for example: Among PUSD's 10,287 low-income students, 25.6% of them (2,628 students) were also English learners.

Students are served by a workforce that totals approximately 2,000 full-time equivalent employees of whom 50% were certificated teachers, 45% classified staff, 4% pupil services, and 3% administrators. The ethnic/racial breakdown of the teaching force was approximately 7.8% Asian/Filipino/Pacific Islander, 14.3% African American, 16.6% Hispanic/Latino, 53.7% White and 4.2% two or more races or other (source: LCAP-PAC16/17).

A seven-member Board of Education and the Superintendent oversees seven District Divisions providing instructional leadership and core operational support: Academics, Special Education Local Plan Area (SELPA) & Special Education Services, School Support Services, Technology, Human Resources, Business, and Facilities. Targeted central support and interventions are provided by the Departments of Language Assessment Development (LADD), Special Education, Child Welfare Attendance and Safety, Health, Curriculum Instruction and Professional Development, Family and Community Engagement, Elementary and Secondary Education. Core staffing at school sites includes teachers, counselors, administrative and classified staff determined at ratios according to their student enrollment.

Pasadena Unified School District (PUSD) Student Groups

Table 1. Count and % of target group overlap among TK-12 grade PUSD students.
(table will be updated when 2017-18 CALPADS data is available)

Target Groups	Low Income	English Learner	Foster Youth	Special Ed	Hispanic	Black
Low Income	100% (10,287)	25.6% (2,628)	2.4% (250)	13.2% (1,359)	73.7% (7,579)	13.3% (1,366)
English Learner	82.3% (2,628)	100% (3,195)	1.9% (61)	19.4% (619)	88.7% (2,834)	0.3% (8)
Foster Youth	82.5% (250)	20.1% (61)	100% (303)	35.6% (108)	56.1% (170)	31.0% (94)
Special Ed	66.5% (1,359)	30.3% (619)	5.3% (108)	100% (2045)	61.1% (1,249)	17.0% (347)
Hispanic	73.9% (7,579)	27.6% (2,834)	1.7% (170)	12.2% (1,249)	100% (10,259)	-
Black	64.7% (1,366)	0.4% (8)	4.5% (94)	16.4% (347)	-	100% (2,111)
District-wide (16,917)	*60.8% (10,287)*	*18.9% (3,195)*	*1.8% (303)*	*12.1% (2,045)*	*60.6% (10,259)*	*12.5% (2,111)*

Source: Data reflect only active students as of 2016-17 Norm Day (October 5, 2016) and group membership/status as coded in Aeries SIS at the time.

DISTRICT GOALS AND PRIORITIES

DISTRICT VISION
We are the first choice in education for families and students who value academic excellence, innovation, and diversity in programs and students. We focus our resources, in partnership with our families, so that each child thrives.

DISTRICT MISSION
The dedicated professionals of Pasadena Unified School District provide a caring, engaging, challenging educational experience for every student, every day in partnership with our families and communities.

DISTRICT CORE BELIEFS
We are committed to
- Preparing our students today for the opportunities of tomorrow
- Providing a safe and supportive environment
- Cultivating individual abilities and talents
- Graduating our students ready for college and career success
- Enabling our students to be responsible and productive citizens
- Becoming the employer of choice

SPECIAL EDUCATION DEPARTMENT THEORY OF ACTION

The Department of Special Education Services will ensure access to the core curriculum through the provision of research-based, specifically designed instruction to meet the unique needs of students with special needs.

If we engage students receiving special education services in the rigorous common core based curriculum adopted by PUSD

AND we invest in the professional learning and coaching of teachers, leaders, and school staff to increase the knowledge and practice of educators working with students receiving special education services,

AND we enlist our parents as partners and engage families in their children's education,

AND we align instructional practices, and resources within Academics, Student Support, and Specialized Instructional Services to ensure a safe and supportive environment, and to cultivate individual talents for all students, within the PUSD community,

THEN every student who enrolls in our schools will graduate ready for college and/or career success, and will be responsible, productive citizens.

TEAMING STRUCTURES

The Chief of Specialized Instructional Services and Special Education Leadership Team acted as a design team for each PIR meeting. The large group decided to employ collaborative teaming structures to review and analyze performance within each indicators area. Teams were designed to represent a broad range of expertise and experience within each indicator subject. These teaming structures were fluid and ensured that multiple perspectives were represented and considered during the planning process. PUSD staff representing general education, special education, curriculum & instruction, school support services, English learners (EL), student support programs, and parents worked together to review research, data, analyze root causes, review current improvement efforts and recommend additional strategies and actions to support accelerated improvement for each performance indicator.

Performance Indicator	Performance Indicator Topic	Work Team Membership
1 & 2	Graduation Rate & Drop-Out Rate	Representatives; Special Education, Compliance and Data, Secondary, Middle, High School, Student Support Services, English learners, and Parents
3	Statewide Performance	Representatives; Special Education Compliance, Elementary, Middle, Secondary, Data and IT, Student Support Program, Curriculum and Instruction, English learners, Chart Schools Departments, Student Support Services, and Parents
5	Least Restrictive Environment	Representatives; Special Education, Pre-K, Elementary, Middle, High School, and Private Schools, and Parents
14	Post School % of Youth	Representatives; Special Education, Secondary, High School, Transition, Data and IT, and Parents
	Option to Self-Select	CAC Board Members

BACKGROUND AND HISTORY ON PERFORMANCE INDICATORS

State Performance Plan Indicator 1
Graduation Four Year Rate
*Percent of all exiting students with IEPs in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a **regular diploma***.
Source: CALPADS

Current Performance
Graduation Four Year Rate: According to the LEA's 2015–16 SPPI, the four-year graduation rate was **59.72%** and did not meet the state target rate of **67.5%**.

SPPI 1 - Graduation Rate		
Class of	All Students	With an IEP
2016	82.20%	65.30%
2015	81.50%	59.70%
2014	81.40%	53.20%
2013	82.80%	59.50%
2012	78.90%	54.20%

from Dataquest

SUMMARY OF ROOT CAUSES INTERFERING WITH PUSD'S ABILITY TO IMPROVE SPPI-1 GRADUATION

In partnership with PUSD, Hanover researchers conducted a study that investigated the correlations between graduating and attendance, behavior, academics at district middle and high schools. The Hanover 2017 report indicated that a primary root cause for not meeting the graduation rate target is student attendance in Grade 9. Students whose attendance rate is 1 percentage point higher than the average of 95.6 percent are 3.2 percentage points more likely to graduate.

Lower overall grade point average (GPAs) for students with IEPs is another root cause for not meeting this target. PUSD data demonstrated GPAs at Grade 9 compared to the GPAs at other grade levels is most predictive of a PUSD student's likelihood of graduation and dropout. A GPA that is 1 point higher than the mean of 2.5 is 22.8 percentage points more likely to graduate and 4.4 percentage points less likely to drop out (Hanover 2017).

The third root cause highlighted by Hanover (2017) is lower performance on the state assessments. Students with IEPs are not meeting the state targets in ELA and Math on state tests placing them more at risk than their PUSD peers for not meeting graduation requirements and increasing their likelihood to drop out.

The work team also noted a number of root causes were found to be contributing to the PUSD graduation rate. Accommodations and modifications need to be identified and implemented with fidelity as outlined in the students' Individualized Education Plan (IEP). Additionally, research-based intervention strategies for reading and math are not systematically employed and monitored.

Counseling services are differentiated for students with IEPs, leaving decisions to staff members without the same expertise. Students may not have information regarding alternative education programs. Many Special Education teachers are new to the profession and/or working on their credentials. PUSD also experiences high rates of special education teacher turnover making it difficult for schools to retain quality instructors for special education which may limit exposure to the curriculum.

SUMMARY OF CURRENT IMPROVEMENT STRATEGIES AT PUSD: SPPI-1 GRADUATION

The Local Control Accountability Plan (LCAP) has focused efforts on improving graduation rates such as additional staffing, interventions for English learners (EL), as well as some academic interventions. The base counseling ratios at PUSD are 400;1 with additional staffing as part of the LCAP.

Counselors are strongly encouraged to participate at IEP meetings and present the graduation check and contribute to the development of the student's transition plan. The District currently offers two schools with alternative graduation requirements. Typical students are made aware of alternative education opportunities and credit recovery options through counseling services. PUSD comprehensive schools require 220 units compared to alternative education requirements of 170. Students are able to gain credits through summer school and through a credit recovery program, "Twilight," which offers evening classes. A few students with IEPs have accessed theses alternative programs.

The Special Education Services leaders have developed collaborative cross departmental partnerships to address attendance, academic performance, and teacher quality:

- Student Support Services to address mental health needs and truancy issues
- Curriculum, Instruction, and Professional Development (CIPD) and Student Support Programs to investigate and implement interventions
- Language Assessment and Development Department (LADD) to increase services for English learners with IEPs
- Elementary and Secondary Division Assistant Superintendents to address access opportunity and safety nets for students are risk
- Human Resources Department (HR) to provide support to new instructors in an effort to recruit and retain high quality teachers and service providers

Description of Planned Strategies for SPPI #1 GRADUATION	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
-Implement an early warning system at transition grade 8 to 9. -Review results for students at Transition IEP -Design safety nets for students who have had chronic absences such as goals, counseling and behavior goals and/or plans, assign adult for check in and ensure case carrier monitoring. -Child Welfare Attendance and Safety (CWAS) led Behavior Response to Intervention (RtI) workshops and assessment, to include training on Tier II progress monitoring.	-Design Team for System -Chief of Specialized Instructional services, -Chief of IT -Two Assistant Superintendents -Data Analyst -Consultant -Data analyst merge and create reports -Train counselors and case-carriers -System Developed by central HS Coordinator & IT -Cases monitored HS site Coordinators & Case carriers -CWAS to provide Special Education coordinators with quarterly Truancy Performance Meters (TPM) identifying chronic absences by students, by schools.	-HS Coordinators will follow identified 9th grade students HS and complete accountability report for central HS Coordinator and Principal -Chief to monitor system-impact	-Grades -Transcripts -Attendance -CASEMIS -Graduation Rate	-Spring 2018 for matriculation grades
-Monitor HS attendance at grading periods -Hold IEPs for any student with a disability that shows Chronic absences -Develop attendance goals and/or other services -Conduct necessary assessments develop IEPs with supports such as Goals to address root cause (Students in Foster care with IEPs check frequently)	-System for regular reports to Special Ed Team -Create ticket system with IT for grading periods -System Developed by central HS Coordinator & IT -Cases monitored HS site Coordinators & Case carriers	-Review data reports, IEP and success rates for grades 9 & 10	-Quarterly Each HS grading period and prior to transition IEP -Compare graduation rates of 16/17 to graduation rate of 17/18.	-Spring 2018
-Monitor school attendance plans to ensure specific strategies for students with IEPs and foster youth	-Train Single Plan for Student Achievement (SPSA) review team	-CWAS	-Quarterly attendance reports	-Spring 2018
-Provide information about alternative credit recovery options delivered to parents, teachers, and students.	-Parents notified through the IEP process, District website, robocall, and mailed flyers	-Counselor Case Carrier	-Track the attendance and success of completion with passing for students with IEPs enrolled in alternative options	-Spring 2018

Description of Planned Strategies for SPPI #1 GRADUATION	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
-Counselors will provide case carrier with graduation checklist, on a yearly basis, prior to IEP.	-School site personnel will monitor Individual Transition Plan (ITP) to ensure compliance with graduation requirements.	-Case Carrier, Counselor and Principal	-Success will be measured by comparing graduation rates of current year to graduation rate of 2018-2019 school year.	-Spring 2018
-Student education on requirements for graduation/increased study skills support	-Special Education Case Carrier	-School Counselor and Case Carrier	-Success will be measured by comparing graduation rated of current year to graduation rates of current year to graduation rate of 2018-2019 school year.	-Spring 2018
-High school coordinators will run D/F reports at each grading period and will schedule IEPs for any special education student who is receiving a D/F.	-None	-District Program Coordinator III, HS Coordinator Is, and TOSA II for Secondary	-Success will be measured by students being on track for graduation	-Spring 2018
-Counselors will provide case carrier with graduation checklist, on a yearly basis, prior to IEP.	-School site personnel will monitor ITP to ensure compliance with graduation requirements.	-Case Carrier, Counselor and Principal	-Success will be measured by comparing graduation rates of current year to graduation rate of 2018-2019 school year.	-Spring 2018

State Performance Plan Indicator 2

Dropout 4-year rate
Percent of all students with IEPs in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.
Source: CASEMIS exit reasons

Current Performance
According to the LEA's 2015–16 SPPI, the percent of all students in grades nine and higher, and ungraded students thirteen and over, who exited special education by dropping out of its schools was **17.4%**, failing to meet the state target rate of **less than 13.72%**.

SPPI 2 - Dropout Rate		
Class of	All Students	With an IEP
2016	10.0%	17.1%
2015	8.6%	13.2%
2014	11.1%	16.5%
2013	9.2%	11.5%
2012	13.2%	16.4%

from Dataquest

SUMMARY OF ROOT CAUSES INTERFERING WITH PUSD'S ABILITY TO IMPROVE INDICATOR SPPI-2 -DROPOUT RATE

In 2017, the Hanover Research Company conducted a study that examined the relationship between dropping out of school and attendance, behavior, academics at district middle and high schools. The 2017 report concluded that students with higher attendance rates, less behavior incidents, and better academic performance are significantly less likely to drop out.

Based on this information, the 15/16 LCAP Performance Summary showed students with IEPs are at a greater risk for dropping out compared to typical peers:

District-wide Chronic Absentee rate 8.9% compared to students identified with IEPS at 14.4% and foster youth at 21%

District-wide Suspension rate was 5.1% compared to students identified with IEPS at 6.4%. and foster youth unavailable

District-wide 3rd grade literacy rate was 46.2% compared to students with IEPs at 21% and foster youth at 25%

Hanover (2017) also noted that more behavioral incidents increases the likelihood of dropping out. It was reported, Grade 6, students with more than one incident are 27.3 percentage points less likely to graduate than peers. In Grades 9-11, students with more than one incident are about 17.9 to 22.3 percentage points less likely to graduate. English learners (EL) students with behavior incidents are more likely to drop out than non-EL, and this relationship grows stronger in later grades.

The PIR sub-committee team found that students with IEPs have reported to leave school for other reasons related to socioeconomic situations such as to pursue employment to supplement their family's income and to resolve other health/personal problems.

The team identified a need for consistent early intervention programs and academic Response to Intervention (RtI) at the elementary level. Successful early intervention will increase academic achievement in the lower grades to allow students to enter in middle and high school with skills and knowledge to successfully meet, with appropriate accommodations, common core standards based IEP goals and to pass classes allowing them to attain credits for graduation.

SUMMARY OF CURRENT IMPROVEMENT STRATEGIES AT PUSD: SPPI-2 DROPOUT RATE

The District has embarked upon a District-wide attendance initiative and offers a mentor program at some sites. Behavior RtI is in place with varying levels of fidelity. Mental health services are offered to students with an IEP who qualify. Counselors have a system for graduation check. Special Education procedures include Transition IEPs at matriculation grades.

The Special Education Services leaders have developed collaborative cross departmental partnerships to address chronic absenteeism, behavioral challenges, and early intervention:

- Student Support Services to address attendance, behavioral supports, and health services
- Curriculum, Instruction, and Professional Development (CIPD) and Student Support Programs to discuss student engagement, current adoptions, and compliance related to the success of special populations
- Language Assessment and Development Department (LADD) to discuss interventions, training for coaches, and ways to increase reclassification
- Elementary and Secondary Division Assistant Superintendents to address access opportunity through the Student Study Team (SST) process drop prevention

Description of Planned Strategies for SPPI #2 DROPOUT RATE	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
-Evaluate the effectiveness of attendance incentive programs at middle schools for students with IEPs to keep students engaged to improve their attendance compared with typical peers (change if necessary)	-Rubric for assessment -Design team Site Staff, CWAS and Special Education leaders and parent leaders for input and support to sites	-In partnership with CWAS District HS Special Education Teachers on Special Assignment (TOSA) & HS Coordinator	-Attendance rates improved over three year trend baseline	-Spring 2018
-Monitor HS attendance at grading periods -Hold IEPs for any student with a disability that shows Chronic absences -Develop attendance goals and/or other services -Conduct necessary assessments develop IEPs with supports such as Goals to address root cause (Students in Foster care with IEPs check frequently)	-System for regular reports to Special Ed Team -Create ticket system with IT for grading periods	-System Developed by central HS Coordinator & IT -Cases monitored HS site Coordinators & Case carriers	-Review data reports, IEP and success rates for grades 9 & 10	-Quarterly Each HS grading period and prior to transition IEP
-Implement an early warning system at transition grade 8 to 9. -Review results for students at Transition IEP -Design safety nets such as goals, counseling and behavior goals and/or plans, assign adult for check in and ensure case carrier monitoring	-Design Team for System -Chief of Specialized Instructional services, -Chief of IT -Two Assistant Superintendents -Data Analyst -Consultant -Data analyst merge and create reports -Train counselors and case-carriers	-Training on System by central HS Coordinator & TOSA II -Cases/IEPS monitored HS site Coordinators & Special Education Case carriers	-HS Coordinators will follow identified 9th grade students HS and complete accountability report for central HS Coordinator and Principal -Chief to monitor system-impact	-Spring 2018 for matriculation grades

Description of Planned Strategies for SPPI #2 DROPOUT RATE	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
-Expansion of Trauma Informed Care Initiative	-Plan to ensure Special Education teachers, Aides, Related Service providers & central Special Education admin are a priority	-CWAS, PUSD Mental Health	-Staff sign- in sheets (training), Special Education Information System (SEIS) Reports	-Report created by June 30, 2018
-Train Special Education teachers and parents on-risk factors for dropouts	-Design Team- multiple stakeholders -Training plan beginning with middle and HS	-Special Education central Coordinators & TOSA II -Parent leaders help with parent training at meetings such as CAC	-Sign-In sheets (training)	-Plan by summer 2018 - Implement Fall2018
-Provide academic interventions to students with IEPS as they transition to high school in Grade 9. -At grade 9 transition meetings ensure services to address English proficiency for ELs with IEPs	-Assess what is in place at each HS -Agree upon & implement consistent Interventions for Tier ITPs for students with IEPs at Grade 9	-Assistant Superintendents HS principals	-Evidence of attendance	-Transition IEPs Spring of 2017-18 -Interventions summer or Fall2018

State Performance Plan Indicator 3

State Assessment Results
Participation and performance of children with IEPs on statewide assessments.
Source: CAASPP

Current Performance
According to the LEA's 2015–16 SPPI, the District's Statewide Assessment data is as follows:

SPPI 3 -Statewide Assessment				
Year	All Students		With an IEP	
	ELA	Math	ELA	Math
2016-17	42.6	33.2	14.8	12.1
2015-16	42.0	31.0	13.0	9.0
2014-15	(CAASPP System Problem)			

from Dataquest

English Language Arts Participation Rate:
The percentage of students with disabilities who participated in academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) was **94.57**%, and the target was **95%**.

ELA Achievement Rate:
The percentage of students with disabilities who achieved a score of 3 or 4 for ELA was **10.87** %, and the target was 13.9**%**.

Mathematics Participation Rate:
The LEA's percentage of students with disabilities who participated in academic achievement testing in math was **94.33**%, and the target was **95%**.

Mathematics Achievement Rate:
The percentage of students with disabilities who achieved a score of 3 or 4 for math was **8.03**%, and the target was **12.00%**.

SUMMARY OF ROOT CAUSES INTERFERING WITH PUSD'S ABILITY TO IMPROVE INDICATOR SPPI-3 STATE-WIDE ASSESSMENTS & ACADEMIC PERFORMANCE

The work team discussed the potential root causes for failing to meet participation rate in state testing in the area of ELA. They concluded the lack of training for case carriers in regards to testing window dates and communication was the root cause for this non-compliance. Test coordinators may not communicate with case carriers their responsibilities, the testing window and schedule, from April to June. Another root cause identified was inequitable access to technology (in prior years).

The team also investigated the root causes insufficient academic performance on state testing in English Language Art (ELA) and Math. There was strong agreement that lack of a Tier 3 reading approach impacted student performance in ELA. Many students with IEPs participate and respond to Tier 1 or Tier 2 instruction, a small percentage will not and may require Tier 3 multi-sensory approach as their specialized academic instruction. In a three-tiered model, a special education teacher provides the intervention, guided by data, individualized (Fuchs 2017). PUSD has not begun to implement the new Dyslexia guidelines from CDE 2016.

Special Education classrooms are required to provide access to the same curriculum materials as general education as well as supplemental materials, in some cases the supplemental materials are used to replace Core and students may be denied full access to National Common Core State Standards (CCSS) materials. As mentioned above in the past years there was inequitable access to technology to do practice tests on a regular basis (i.e., Chromebooks or computers), so students did not feel prepared to take the actual CAASPP.

Approximately 30% of students with IEPs are also designated as English Learners (EL). The team reviewed best practices for ELs with IEPs. Klinger and Artiles (2003) concluded that "it's imperative to monitor the quality of educational programs offered to linguistic minority students in general, bilingual, and special education, as well as the long-term consequences of placement decisions for these students". As part of monitoring programs that serve ELs, it is imperative to assess for eligibility for special education when there is a suspected disability when it is impacting their educational performance.

Through a review of IEPs, it was found that ELs with IEPs are not consistently receiving English Language Development (ELD) instructional opportunities as required by the EL Master Plan. There is a need to improve the understanding of the instructional purpose for linguistically appropriate goals.

PUSD is one of the top ten districts with the highest number of foster youth enrolled in LA County. Approximately 6% of the students with IEPs reside in foster care. Based on review of data regarding the underperformance of foster youth, the Council requested additional training for staff to better understand the special circumstance and experiences of foster youth, provide additional transportation including after school programs and extended year, prioritization of Personal Learning Plans (PLP), additional dedicated staff, and expansion of resource centers.

The District was very close to meeting the math target for students with IEPs this can be attributed to the adoption of the new math program. The District main root cause is this is new implementation year for these math materials and additional training and coaching are necessary. Teachers will continue to engage students with IEPs through technology and interim assessments in the area of Math.

Due to the National teacher shortage not all of the teachers at PUSD have clear credentials or subject matter competence. Not all teachers are eligible for Beginning Teacher Support Assessment Grant Program (BTSA) Induction. Teachers are invited to participate in BTSA training activities however this is voluntary and not mandatory. The table below show the data regarding credentials at PUSD.

Total # of Classroom Teachers with credentials	*Approximate # of Teachers mis-assigned	# SPED Teachers in Induction	# of Teachers Year 1 Induction	# of Teachers Year 2 Induction	TOTAL # of Teachers in Induction Program
816	Approx. 10-12	21	53	39	92

SUMMARY OF CURRENT IMPROVEMENT STRATEGIES AT PUSD: SPPI-3 STATE-WIDE ASSESSMENTS & ACADEMIC PERFORMANCE

PUSD has fully implemented the National Common Core State Standards (CCSS) in English Language Arts and Math. Student performance shows a gap for special populations on the State's new Performance Dashboard. PUSD has adopted new reading and math materials and is employing new strategies to increase student achievement for all students.

In 2016/17 the District implemented the balanced literacy approach to teaching reading and writing with the goal to help students go beyond simple acquisition of content and prepare them to be thinkers. Balanced Literacy includes both reading as well as writing instruction, within the elementary classroom. Small group instruction maybe used for individualizing instruction for students with IEPs and to work on individual goals for each student. Literacy Workstations provide a block of time for the teacher to work with small reading groups through structures such as guided reading or strategy groups. The Daily 5™ is a framework for structuring this block of literacy time so students develop lifelong habits of reading, writing, and working independently.

This same year, the new Math Programs *Ready Math & iReady, and Carnegie Learning & Mathia* were executed through a blended web-based platform. The *Ready Mathematics* program is grounded in research that supports a gradual release method to pace instruction and support achievement of the CCSS. Through conceptual understanding, reasoning, modeling, and discussion students learn the structure of mathematics and develop procedural fluency. The *i‑Ready* is a data based, computer-adaptive platform and provides individual placement assessments. Teachers address knowledge gaps on a one-one or small group basis. The *Carnegie & Manthia Learning High School Math Solution* integrates group instruction with independent practice in a written format and adaptive software. These blended learning approaches focus on collaboration and critical thinking skills as group and independently.

Goalbook a web-based IEP tool was piloted in 16/17 and implemented 17/18. Goalbook includes assessments, and can be helpful in IEP development and instruction aligned to CCSS. The platform provides embedded accommodations and modifications at individual student levels for mild/moderate and moderate to severe eligible students. In addition to Goalbook and the adopted materials, training on

a modified curriculum aligned to CCSS in ELA and Math has been provided to teachers who service students with moderate to severe eligibilities.

The current adoptions mentioned above address the needs of Tier 1 and 2 students. Recognizing that many of the students with IEPs may have dyslexia and other needs that require a Tier 3 interventions this year PUSD commissioned the Hanover Research company to review and report on strategies and best practices for identifying and serving students with dyslexia. The researchers also reported on progress monitoring and implementing interventions. Hanover (2018) made the following recommendations: 1. Starting in Pre-K or K, screen three times a year to evaluate phonological processing skills and phoneme awareness. 2. Create structure literacy interventions that incorporate explicit instruction, multi-sensory approaches, and diagnostic teaching methods. 3. Provide intensive 1:1 interventions delivered by teachers to students with dyslexia that do not respond to Tier 2 interventions.

Our data supports that many of the students with IEPs are also eligible for other services, 66.5% of the students eligible for Title I interventions, 30% are still acquiring English, and 5.3% reside in foster homes. It is imperative that the central office operate in a coherent fashion and combine efforts to improve student achievement. The PIR Focused Program Monitoring (FPM) process have been a catalyst for cross-departmental continuous improvement.

The Special Education Services and Language Assessment Development Departments are working collaboratively with colleagues from Curriculum and Instruction to train coaches on appropriate identification, reclassification, and instructional strategies for ELs. These instructional strategies are aligned to the new EL standards and focus on language acquisition, scaffolding techniques, and other proven methodology effective for developing English proficiency and closing the achievement gap for ELs.

The Assistant Superintendent of School Support Services leads the Foster Youth Council and together with parents of foster youth and the CAC a plan was developed to improve outcomes and social emotional well-being of PUSD's foster youth. Goal three of this plan calls for the district to prioritize completion of Personal Learning Plans (PLP). Opportunities to train IEP teams on the specialized needs of foster youth and best practices for supporting foster youth with IEPS will be scheduled.

The Director of Student Support Programs led the central office team through the FPM process with CDE's team of experts this year. This compliance review has broken down the silos and provided the opportunity to share best practices across the District and operate as a more coherent system. As a result, additional resources will be earmarked for interventions in 18/19.

Special Education Teachers support BTSA/Induction through staff development. The new Special Education teachers are invited to attend a bimonthly meeting led by mentors and other district personnel for professional development. Eligible teachers in the BTSA/Induction Program are assigned a mentor and complete and Individual Learning Plan (ILP), attend monthly meetings, and create online portfolios to meet competencies and clear their credent.

Description of Planned Strategies for SPPI #3 STATE-WIDE ASSESSMENTS & ACADEMIC PERFORMANCE	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
-Tier 3 Reading Program (AB 1369). Early Universal Screeners (reading and math)	-Early Universal Screeners -Professional development on analyzing and planning with data -Access to instructional coaches for training	-District leaders of CIPD, Special Education & TOSAs / Coordinators	-Universal Screeners will be identified, researched and selected for use; -Professional development through Smarter Balanced Digital Library regarding working with data; -Weekly coaches meetings	-Fall2018
-District wide intervention for core academics (RtI)	-Design Team- Parent outreach, teacher and admin training (general and special Education)	-Develop a system with Elementary and Secondary Assistant Superintendent	-Review student assessments data tracking on student assessments (i.e. iReady, SBAC, IRI, curriculum assessments)	-By summer 2018)

Description of Planned Strategies for SPPI #3 STATE-WIDE ASSESSMENTS & ACADEMIC PERFORMANCE	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
-Develop system for progress monitoring, reporting, and analysis -Consider Tier 2 students assessed monthly, Tier 3 students assessed weekly	-Early Universal Screeners Progress reports sent home with fidelity -Explore use of SBAC Interim assessments -Use of standardized assessments in Special Education for progress monitoring - Goalbook materials -Access to grade level materials -Access to EADMS for Special Education providers and leaders -Training for Special Education staff on iReady math	-District Office Staff (Curriculum Instruction and Professional Development (CIPD), Special Education); TOSAs - Coordinators	-Use Special Education leadership to access student achievement data -Engage in problems of practice protocols to develop continuous improvement strategies to be shared with teachers -Onboarding process for new teachers; how to access student reporting data	-summer 2018

Description of Planned Strategies for SPPI #3 STATE-WIDE ASSESSMENTS & ACADEMIC PERFORMANCE	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
-Development of IEP goals aligned to CCSS, grade level standards -Provide students with IEPs greater access to general education through lessons designed in an Universal Design for Learning (UDL) format	-Continued Use of Goalbook -Goalbook website - review resources and select information to include in coach's weekly -Continuous training for core curriculum (and connected to coaching) - UDL training for Special Education leadership & instructional coaches -Teacher access to Goalbook webinars UDL & PD on UDL & access to grade level material -S Ed teachers are trained at sites with general education peer	-Special Education leaders -School site admin; -Instructional Coaches -Teachers	Evaluations & feedback for: -Goalbook 17/18 -Training for core curriculum/IEPS at weekly coaches meeting -UDL training for Special Education leadership & instructional coaches -Parent feedback -Survey of classroom teachers -Monitor sampling of goals systematic process	-Spring 2018
-Ensure Special Education Teachers participate in some professional development of the BTSA Induction program regardless of their BTSA eligibility -Ensure all new teachers can demonstrate competency in the use of SEIS, Goalbook, and nonviolent Crisis Intervention (CPI)	-Syllabus of the courses offered for BTSA candidates	-Special Education Staff Development TOSA and District BTSA coordinator	-Feedback and evaluation documents from teachers -Quality of IEPs -Improvement of students on standardized tests	-Following each training beginning Fall2018-19 -On going at reporting periods -SBAC results Fall of 2018
-Provides Special Education Leadership Team with updates on requirements for serving ELs with IEPs	-SELPA and county updates presented at leadership meetings	-SELPA Director and Coordinators -LADD Director and Coordinator in collaboration with Special Education staff	-CASEMIS compliance -Increased growth for ELs with IEPs on SBAC	-SBAC results Fall2018

Description of Planned Strategies for SPPI #3 STATE-WIDE ASSESSMENTS & ACADEMIC PERFORMANCE	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
-Provide coaches and teachers with materials and training to address ELs with IEPs	-Time allotted on weekly coaches meetings	-LADD Director and Coordinator in collaboration with Special Education staff development TOSAs	-Student progress and success with linguistically appropriate goals	-SBAC results Fall2018 -Reclassificatio n rates for ELs with IEPs
-Provides Special Education Leadership Team with updates on requirements for serving foster youth with IEPs	-SELPA and county updates presented at leadership meetings	-SELPA Director and Coordinators -Assistant Superintendent, and Foster Youth Coordinator in collaboration with Special Education staff	-CASEMIS compliance -Increased growth for foster youth with IEPs on SBAC	-SBAC results Fall2018
-Provide coaches and teachers with materials and training to address foster youth with IEPs	-Time allotted on weekly coaches meetings	-Assistant Superintendent and Foster Youth Coordinator in collaboration with Special Education staff development TOSAs	-Student progress and success with student progress and success on academic, and social/emotional goals	-SBAC results Fall2018

Performance Indicator 5

Least Restrictive Environment (LRE)

Average amount of time students ages six through twenty-two receive their special education or services apart from their non-disabled peers

Source: CASEMIS

According to the LEA's 2015–16 SPPI, the average amount of time students aged six through twenty-two years receive special education or related services in settings apart from typical peers did not meet required target for one or more elements of the indicator.

SPPI 5 - LEAST RESTRICTIVE ENVIRONMENT			
	TARGET 2015-16	2015-16	2014-15
A. >80%	>49.2%	48.9%	49.2%
B. <40%	<24.6%	26.7%	25.7%
C. Separate Schools	<4.4%	6.3%	7.8%

from CDE Annual Performance Reports

Indicator 5a
The district's percentage of students who spent greater than 80 percent of their time inside the general education classroom was 48.9%, the target was **greater than 49.2%**.

Indicator 5b
The percentage of students who were inside the general education classroom less than 40 percent of the time was 26.65%. The target for this area was **less than 24.6%**.

Indicator 5c
The LEA's percentage of students with disabilities placed in separate schools was 6.26% which is above the state target of **less than 4.4%**.

SUMMARY OF ROOT CAUSES INTERFERING WITH PUSD'S ABILITY TO IMPROVE INDICATOR SPPI-5 LRE

The team revealed three root causes associated with serving students in the least restrictive environment.
1. Need for clear direction and understanding of the meaning of inclusive practices and training on research-based models
2. Need for General Education and Special Education teachers to implement Universal Design for Learning (UDL) when providing instruction
3. Need for additional training in the areas of cultural competence, supporting foster youth, and English learners (EL).

It was found that *Inclusive Practices/Inclusion* has different meanings to different stakeholders in PUSD. The Board has not adopted a formal policy on inclusive practices. The Special Education Services Department has provided limited guidance and direction to sites on ways to embrace inclusive practices. The inclusive schools network, Stetson & Associates (2018) describes inclusive practices as an integral characteristic of schools that achieve academic success. Stetson also noted it is beneficial to provide opportunities for teachers to examine their own cultural competence with individuals of a different race or culture.

The District has not had the resources to invest in training teachers on Universal Design for Learning (UDL). It has been reported by administrators that General Education teachers do not feel they have the skills to successfully teach some students with IEPs. The Center for Applied Special Technology (CAST) supports educators in understanding Universal Design for Learning (UDL) understanding and designing lessons to increase participation in the least restrictive environment for all students.

Although the LRE is discussed at IEP meetings, lack of experience and belief barriers may prevent IEP teams from designing IEPs to serve students in the LRE. The preschool rules and regulations of Title V makes it difficult to enroll Pre-K students with IEPs at the District's Pre-K Programs. Instructional assistants are often requested so students can access the general education classroom. There is not a systematic way to train and on-board the aides who serve in these positions.

There are high numbers of African American and Hispanic students qualifying for Special Education services at PUSD; 78% of the children served on IEPs are children of color. This proportion is far greater than the proportion of PUSD staff who share students' racial/ethnic background. The mismatch in culture between our students' demographics and the demographics of staff may explain the existence of belief barriers which may result in placement of students in more restrictive classroom environments. Limited opportunities for *Cultural Competency/Sensitivity training* and a comprehensive redesign of the district's Student Study Team (SST) procedures are intended to address this concern and it was agreed that there more training and accountability will further this work.

There is also a need to align the expectations for achievement and learning as outlined in new legislation for students identified as ELs and foster youth with IEPs. In order to meet the needs of ELs with special education services, PUSD will need to create a coherent system where special educators collaborate with general education to provide a continuum of services that meet the ELD and other academic needs of ELs with IEPs.

SUMMARY OF CURRENT IMPROVEMENT STRATEGIES AT PUSD: SPPI-5 LRE

The District has embarked on creating model schools for inclusive practices for several years at Sierra Madre Elementary, Altadena Elementary and Webster Elementary. An additional emphasis on these models occurred after the Special Education Task Force report in July, 2012. During the 2016-2017 school year a partnership was started with Cal State LA and Columbia University's Teachers College. Curriculum, Instruction and Professional Development (CIPD) and Special Education staff attended the Transforming School for Inclusion Institutes, to deepen their knowledge.

This year we have a strong desire to continue working in partnership with Charter College of Education Cal State LA (CCOE) and Columbia University Teachers College/Urban Education Leaders Collaborative to provide professional development for teachers and administrators. A grant was submitted to continue the work. Two of our Special Education Coordinators attended the Inclusive Schools Leadership Institute to learn more about Strengths Finder research, to apply this strategy to their own work in supporting co-teaching teams and other inclusive practices.

Currently, the SST serves as a problem solving, progress monitoring team whose members assist students, families, and teachers in seeking positive solutions for maximizing student potential once they have exhausted all School-wide (Tier One) and Selected (Tier Two) Supports. It provides an opportunity for school staff, family members, community agencies, and other important people in the life of the student to present their concerns, plan a positive course of action, assign responsibilities and monitor results. PUSD is currently implementing Beyond SST Online which allows for a more streamlined districtwide approach to support students intentionally as well as allowing for goals to be monitored in a timely manner. This process can be used to monitor attendance, academic, social/emotional, language acquisition, Foster youth, and much more. Beyond SST is a web-based SST, Intervention, 504 Plan, and referral management system. Implementation of SST Online will establish consistent pre-referral practices and accountability for ongoing monitoring of how students respond to intervention measures.

Description of Planned Strategies for SPPI #5 LRE	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success (LCAP target)	Due Date
-Academic Intervention (Academic RtI) and multi-tiered levels of academic and behavioral supports should be implemented district wide.	Need to provide teachers with refresher trainings in the areas of Academic RtI and Behavioral Intervention. New staff should receive training through new teacher orientation.	-School site administrators, General Education Teachers, Special Education Teachers	-Improved performance on Statewide Testing -Improved interim assessment scores in ELA and Math -Reduced referrals to Special Education	-Fall 2018
-Provide Students with Disabilities (SWD) with the maximum opportunity to participate in the general education environment (to access inclusive practices) with sufficient accommodations so they may have the opportunity to learn with their peers and access the general education curriculum. -Improve access to inclusion for special education students through high quality Pre-K-12 grade instruction.	-Balanced Literacy, UDL strategy training, Proactive behavioral management training -Inclusive Practices training	-School site administrators, General Education Teachers, Special Education Teachers	-Enrollment data in AERIES student information system and SEIS	-Spring 2018

Description of Planned Strategies for SPPI #5 LRE	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success (LCAP target)	Due Date
-Create/identify inclusion schools and train General Education teachers and principals with Universal Design Strategies to reach and teach SWD. -Provide high quality special education programs and services that build teacher, leader, and system capacity to implement and sustain practice that improve results for all students	-Goal Book training, UDL strategy training	-Special Education Teachers, Resource Specialists, Instructional Coaches	-Student achievement results on interim assessments	-Spring 2018
-Build capacity among principals and General Education teachers in roles/responsibilities of IEP team members. -Provide high quality special education programs and services that build teacher, leader, and system capacity to implement and sustain practices that improve results for all students.	-Principal training, school staff meetings	-Chief of Specialized Academic Services, Assistant Superintendent of Elementary and Secondary Schools	-SEIS -Goal Book	-Spring 2018
-Create a culture shift among General Education staff need to acknowledge that they are also able to provide Specialized Academic Instruction to SWD -Increased numbers of teachers who are highly trained and supported with adequate resources and materials.	-Goal Book training, UDL strategy training	-School Administrators	-Survey -Sign-in sheets from training	-Spring 2018

Description of Planned Strategies for SPPI #5 LRE	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success (LCAP target)	Due Date
-Ensuring access and inclusive practices	-General education training on accommodations and modifications, additional staff to support students in general education classes	-Academics Department and Special Education Department	-Compare percentage of time in general education for the 2017-2018 year to the 2018-2019 school year.	-June 30, 2018
-All teachers (general education and special education) have common core curriculum and instructional materials necessary	-All teachers need training on core curriculum and materials	-Academics Department and Special Education Department	-Ongoing student assessments, tracking data on student assessments (iReady, SBAC, IRI, curriculum assessments	-June 30, 2018
-Provide high quality professional development to build capacity for all staff in LRE -Create ways for combined planning time for General Education and Special Education teachers so a pre-teach can occur before the student is exposed to the content in the general education class	-Committee to examine Learning Centers and models of Team teaching	-Committee of Stakeholders -Special Education CIPD - Admin - Teachers	-Monitor Success models to scale	-By Winter of 2019

Performance Indicator 14

Post-School

Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,

B. enrolled in higher education or competitively employed,

C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment.

SPPI 14 - POST-SCHOOL OUTCOMES			
	TARGET 2015-16	2015-16	2014-15
Responders		31	49
A. Higher Education	54.3%	9.7%	0.0%
B. HE or Competitively Employed	74.4%	38.7%	34.7%
C. Any Post-Secondary Ed or Employed	83.0%	100.0%	34.7%

from CDE Annual Performance Reports

SUMMARY OF ROOT CAUSES INTERFERING WITH PUSD'S ABILITY TO IMPROVE INDICATOR SPPI-14 POST-SCHOOL

The District uses an old system to follow up with students after they graduate/exit special education services. The system requires one person to call each student and receive feedback on what they are doing after graduation/exit services. The Special Education Department does not coordinate with already established District procedures for contacting general education students about their postsecondary goals.

SUMMARY OF CURRENT IMPROVEMENT STRATEGIES AT PUSD: SPPI 14 POST-SCHOOL

Special Education leaders will be included in the District's system to follow up with students regarding their post-secondary outcomes. The District will distribute postcards to students before they graduate school that includes their address, cell phone number and personal email address. Workability staff and counselors will verify information collected with phone calls and emails to all students. Workability staff will continue to collect information and be given access to enter the information into SEIS.

Description of Planned Strategies for SPPI #14 POST-SCHOOL	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
-Create postcards for distribution before students leave school.	-Postcards, ink (to print), staff training on how and when to distribute	-Special Education clerical staff	-Increase in students who have been contacted	-June 30, 2018
-Use District established system to contact students about post-secondary goals (college, competitive integrated employment)	-Train TOSA II on systems, interact with District Testing Administrator	-Transition TOSA	-Increase in students who have been contacted	-June 30, 2018