Pasadena Unified School District
Board of Education
January 28, 2019

CAC Presentation
Dr. Elizabeth Blanco, CAO
Dr. Cherylin Lew, Director

PASADENA UNIFIED SCHOOL DISTRICT

Our Children Learning Today Leading Tomorrow 우리 아이들 오늘 배우고 내일 선도한다 我们的孩子 今天学习知识 明天主导未来
Մեր Զաւակները Կ'ուսանին Այսօր Կառաջնորդեն Վաղը Nuestros Niños estudiantes hoy mañana líderes
我们的孩子 今天学习知识 明天主导未来 Our Children Learning Today Leading Tomorrow 우리 아이들 오늘 배우고 내일 선도한다
Nuestros Niños estudiantes hoy mañana líderes Մեր Զաւակները Կ'ուսանին Այսօր Կառաջնորդեն Վաղը

Pasadena Unified Strategic Plan

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

Vision: We are the first choice in education for families and students who value academic excellences, innovation, and diversity in programs and students.

Special Education 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.

Educational Benefit

Present Levels of Academic Achievement & Functional Performance (PLAAFP)

Goals & Objectives

Services & Supports

Progress Monitoring

Assessment

Student and classroom data are used to determine present levels, identify needs, and develop goals and objectives.

- Assessments are completed for each area of suspected disability.
- Baseline data is established.
- Assessments identify the student's needs.

Complete each area/domain as appropriate:

- Academic Achievement
- Cognitive
- Social/Emotional/Behavioral
- Communication
- Visual, Hearing, Motor, Health
- Daily Living/Adaptive Skills
- Vocational
- Describes individual strengths and interests in relation to participation and progress in the general curriculum.
- Describes areas either not assessed or not a concern.
- Includes information about programs, accommodations, and/or interventions that have been successful in the past

Identify Needs

Describes all areas of need identified in assessments and present levels.

- Identifies needs based on the student's disability.
- Describes all needs identified through assessments.
- Includes special factors and ELD if student if English Learner.

Well-developed goals should provide:

- Baseline
- Attained by when?
- Who does what?
- Given under what conditions?
- Measured by? (Level of mastery)
- Goals/objectives are linguistically appropriate
- Post-goals in the areas of education, employment, and when appropriate, independent living.
- Goals are written to address all needs.

Support access to the general education classroom/curriculum and progress toward IEP goals and objectives.

- Services are designed to support participation and the progress in the general education classroom and/or curriculum.
- Services support goals/objectives.
- Services support independence.

Measure and report progress toward IEP goals at least as often as general education students receive progress reports (May need more frequent progress monitoring).

- Include formal and informal assessments.
- Measurements are consistent.
- Reported to student and family.
- Based on progress, IEP goals may be adjusted.

STANDARDS
The grade level standard is the learning target for all students.

1. Identify the age appropriate, grade-level standard
2. Determine the intent of the standard
3. Describe what the standard entails and what the student must know and be able to do
4. Chunk the standard into core skills required of the student

INSTRUCTION
"In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as, instructional supports for learning based on the principles of Universal Design for Learning (UDL) which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression" (Applications to Students with Disabilities, Common Core State Standards).

4

California State Priorities (LCAP) and IDEA Indicators

Federal IDEA Indicators

Graduation

Drop Out Rate

Assessment

Suspension/Expulsion

Least Restrictive Environment

Preschool Assessment

Parent Input

Disproportionality

60-day timeline

Transition

Post-School Outcomes

California Eight Priorities

Basic Services
Implementation of State Standards

Parent Involvement

Pupil Achievement

Pupil Engagement

School Climate

Course Access

Other Pupil Outcomes
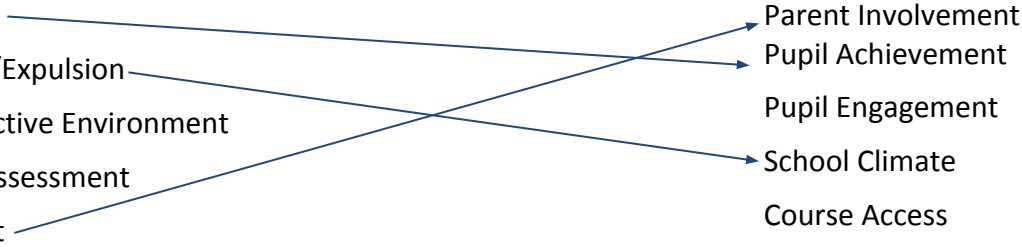
State Indicators in the California Dashboard

Chronic Absenteeism

Suspension Rate
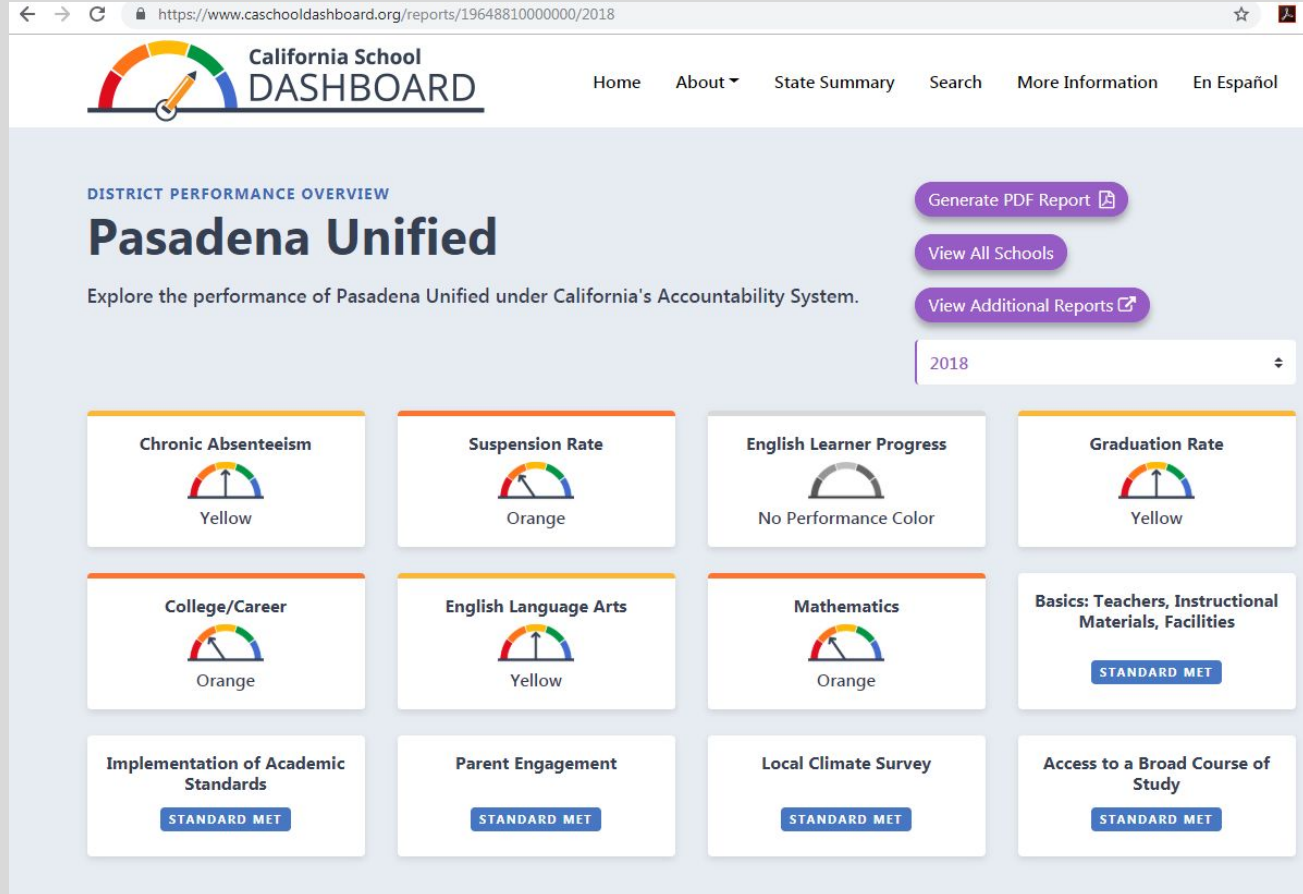
English Learner Progress

Graduation Rate

College/Career Readiness

Academics: English Language Arts/Mathematics

California Dashboard Performance Levels

California School Dashboard www.caschooldashboard.org

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Orange	Yellow	Orange	Yellow	Orange
English Learners	Orange	Orange	Red	Red	Red	Red
Foster Youth	Yellow	Red	Red	Yellow	Orange	Red
Homeless	Red	Red	Yellow	Orange	Orange	Yellow
Socioeconomically Disadvantaged	Orange	Orange	Yellow	Orange	Orange	Orange
Students with Disabilities	Orange	Red	Yellow	Yellow	Red	Orange
African American	Orange	Red	Green	Orange	Orange	Orange
American Indian or Alaska Native	Green	Green	None	None	None	None
Asian	Blue	Blue	Orange	Green	Blue	Blue
Filipino	Blue	Yellow	None	None	Green	Green
Hispanic	Orange	Orange	Orange	Orange	Orange	Orange
Native Hawaiian or Pacific Islander	None	Blue	None	None	None	None
White	Yellow	Yellow	Orange	Green	Green	Green
Two or More Races	Yellow	Orange	Yellow	Blue	Blue	Green

Special Education State Compliance Reports

California Department of Education uses the following Compliance and Monitoring tools:

Annual Performance Report (APR) (see handout)

Data Identified Non-Compliance (DINC)
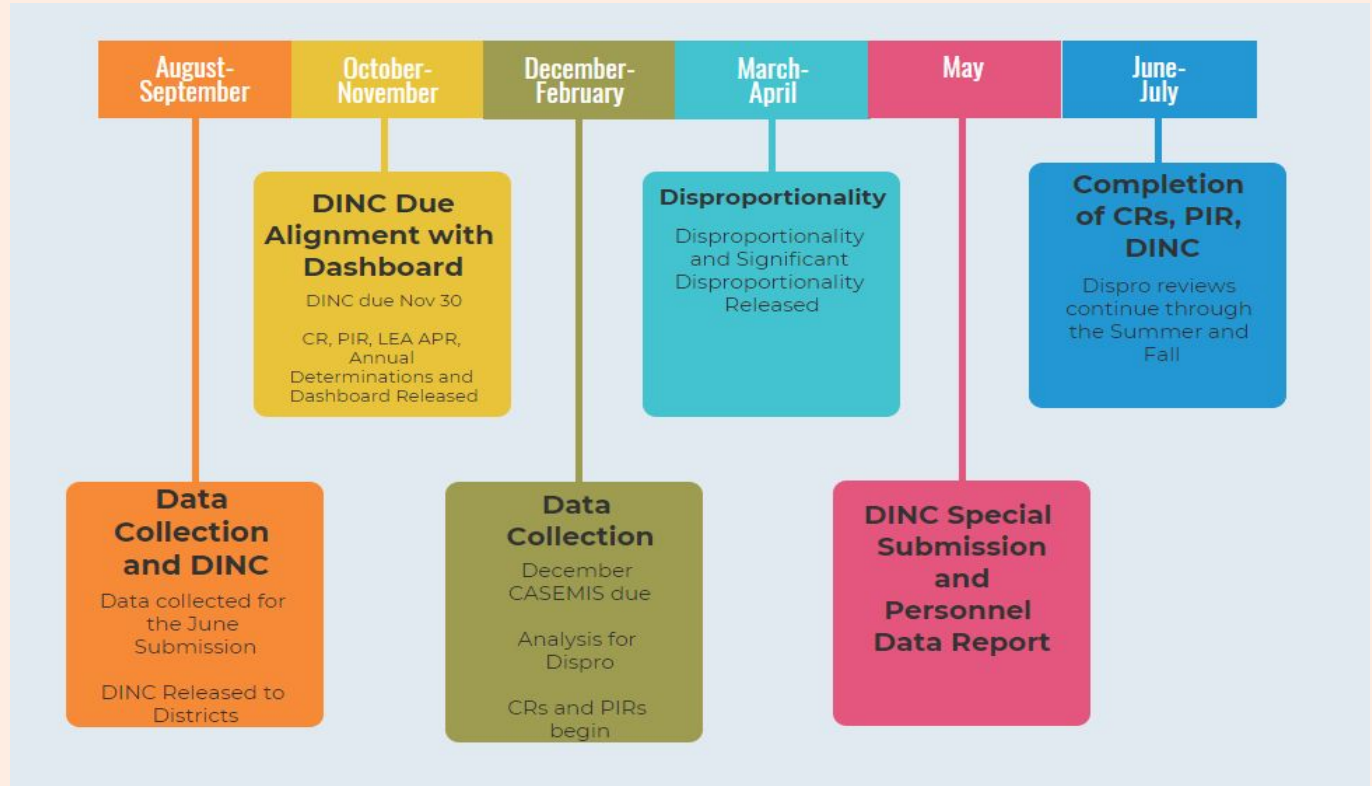Performance Indicator Review (PIR)
Comprehensive Review (CR)
Disproportionality (Dispro)
Significant Disproportionality (Sig Disp)

Aligning the Monitoring

August-September	October-November	December-February	March-April	May	June-July
Data Collection and DINC — Data collected for the June Submission. DINC Released to Districts	**DINC Due Alignment with Dashboard** — DINC due Nov 30. CR, PIR, LEA APR, Annual Determinations and Dashboard Released	**Data Collection** — December CASEMIS due. Analysis for Dispro. CRs and PIRs begin	**Disproportionality** — Disproportionality and Significant Disproportionality Released	**DINC Special Submission and Personnel Data Report**	**Completion of CRs, PIR, DINC** — Dispro reviews continue through the Summer and Fall

Data Identified Non-Compliance Review = DINC
Comprehensive Review = CR
LEA = Local Education Agency
APR = Annual Performance Review
PIR = Program Indicator Review

11

Annual Performance Report (APR) Information

Graduation Rate

	Graduation Rate	**Target**
2016-17	65.29%	>74.84%
2017-18	73.29%	>90.0%
2018-19		>90.0%

Drop Out Rate

	Dropout Rate	Target
2016-17	15.71%	<12.72%
2017-18	4.78%	<11.72%
2018-19		<11.72%

Percentage of Students Expelled or Suspended 10+ days

	Suspension/Expulsion Rate	Target
2016-17	0.53%	2.30%
2017-18	1.13%	<2.76%
2018-19		<2.76%

Our Children • Learning Today • Leading Tomorrow

Statewide Assessment Achievement Rates

	ELA % of students at Level 3 or 4	Target	MATH % of students at Level 3 or 4	Target
2016-17	14.74%	>13.90%	12.25%	>11.60%
2017-18	15.76%	>14.9%	13.85%	>12.6%
2018-19		>14.9%		>12.6%

Our Children • Learning Today • Leading Tomorrow

PUSD Selection for Compliance Programs

2017:

- ❏ Data Identified Non-Compliance (DINC)
- ❏ Performance Indicator Review
- ❏ Disproportionality

2018:

- ❏ Data Identified Non-Compliance (DINC)
- ❏ Performance Indicator Review
- ❏ Significant Disproportionality
- ❏ Comprehensive Review

Our Children • Learning Today • Leading Tomorrow

Data Identified Non-compliance Review (DINC)

Data Identified Non-compliance Review Indicators

- ❖ Evaluation within 60 days of consent
- ❖ IEP in place by students' 3rd birthday
- ❖ Elements of secondary transition included in IEP by time the student is 16 y/o
- ❖ Timely annual IEP
- ❖ Timely triennial IEP

CASEMIS – December Data

	2016	**2017**	**2018**
SWD Eligible	2741	2501	2697
Overdue Annuals	11	32	Not certified
Overdue Triennials	4	27	Not certified

Our Children • Learning Today • Leading Tomorrow

Performance Indicator Review

Performance Indicator Review Indicators

- ❏ Graduation Four Year Rate

- ❏ Dropout Four Year Rate

- ❏ Statewide Assessments

- ❏ Suspension and Expulsion

- ❏ Least Restrictive Environment

- ❏ Parent Involvement

- ❏ Post-school Outcomes

Performance Indicator Review

PIR Action Implementation & Quarterly Check-In
Fall 2018 - Actions

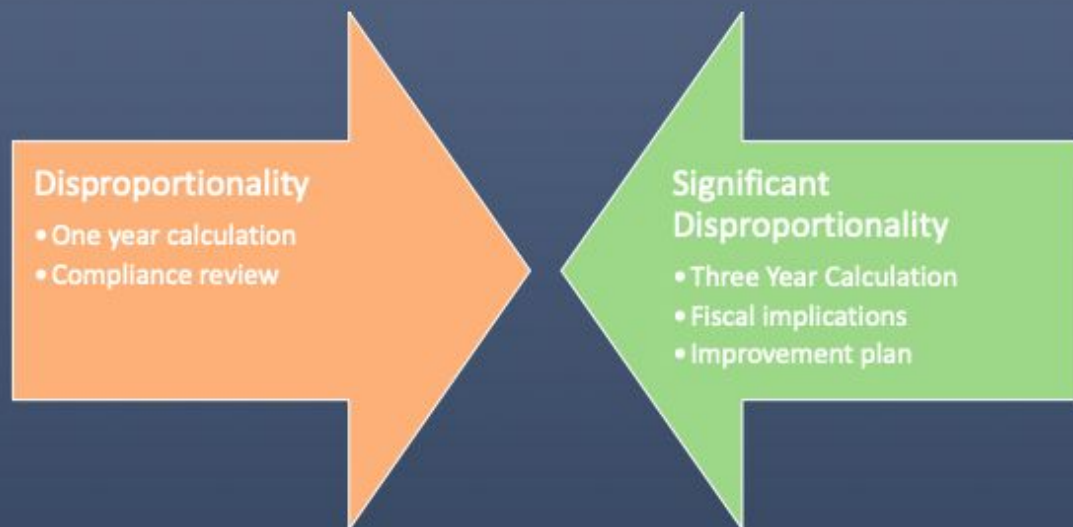| PIR Action Item	Status Update
Build capacity in teachers and administrators in roles/responsibilities of IEP team members	Training provided at job-alike meetings for teachers and principals
Provide updates to Special Ed Leadership on strategies to best support FY	Triage meetings continue with added participation of LACOE, DCFS, & DMH
Plan training for SPED teachers and parents on risk factors for drop outs	CWAS conducted training for High School Special Ed Teachers on October 1, 2018.
Implement Tier 3 Reading Program (AB 1369) w/ early universal screeners	District is piloting SPIRE reading program (based on principles of Orton Gillingham). NCES & Hamilton ES are pilot sites.
Provide coaches and teachers with training to support English learners and FY w/ IEPs	VCCALPS training was provided at Coaches Weekly. Ongoing VCCALPS job-embedded training at school sites.
Ensure Sped teachers are included in BTSA Induction Program	BTSA held its first meeting on September 26, 2018.

Disproportionality and Significant Disproportionality

Purpose of Disproportionality Review

To identify disproportionate representations by race, ethnicity, placement and disability categories of students with disabilities. The review also addresses correction related to noncompliant practices, procedures, and policies.

Disproportionality

Disproportionality
- One year calculation
- Compliance review

Significant Disproportionality
- Three Year Calculation
- Fiscal implications
- Improvement plan

Disproportionality Becomes the Early Warning System to Significant Disproportionality

Disproportionality Year 1

- Root Cause

Disproportionality Year 2

- Change Practices

Significant Disproportionality

- Fiscal Consequence

State Performance Plan Technical Assistance Program

The overall purpose of the project is to provide a system of technical assistance for Districts working to address performance and compliance problems relating to disproportionality and significant disproportionality.
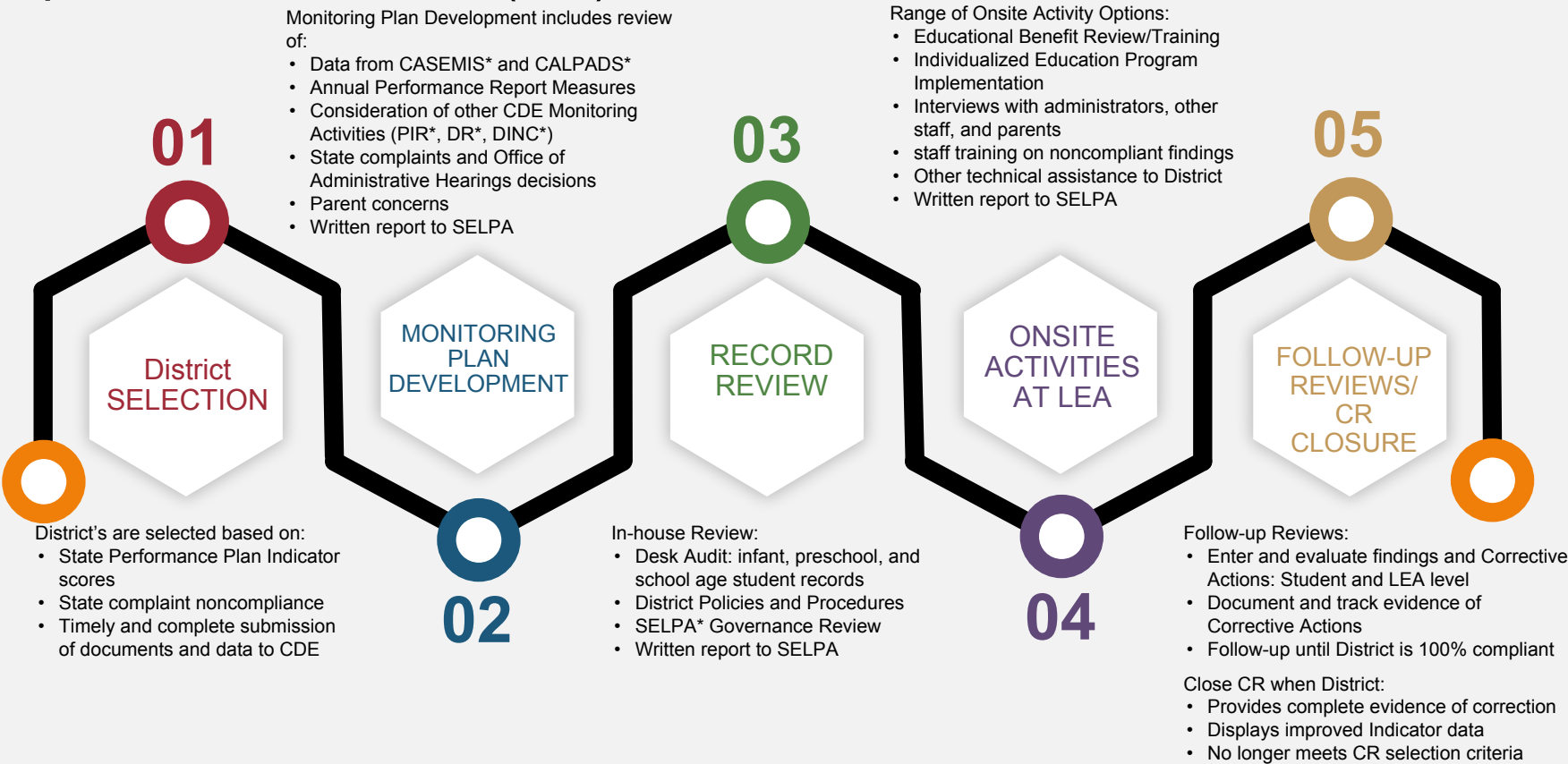
https://spptap.org/

Comprehensive Review

Purpose of Comprehensive Review

- To examine the policies, procedures, and practices of the low performing school districts as measured by their performance on State Performance Plan Indicators (Indicators) and other non-indicator measures.

- To gain information related to the school district's performance on the Indicators.

- To work with a school district and its special education staff to improve performance and results for students with disabilities.

California Department of Education (CDE)
Special Education Division

Comprehensive Review (CR)

01 District SELECTION

District's are selected based on:
- State Performance Plan Indicator scores
- State complaint noncompliance
- Timely and complete submission of documents and data to CDE

02 MONITORING PLAN DEVELOPMENT

Monitoring Plan Development includes review of:
- Data from CASEMIS* and CALPADS*
- Annual Performance Report Measures
- Consideration of other CDE Monitoring Activities (PIR*, DR*, DINC*)
- State complaints and Office of Administrative Hearings decisions
- Parent concerns
- Written report to SELPA

03 RECORD REVIEW

In-house Review:
- Desk Audit: infant, preschool, and school age student records
- District Policies and Procedures
- SELPA* Governance Review
- Written report to SELPA

04 ONSITE ACTIVITIES AT LEA

Range of Onsite Activity Options:
- Educational Benefit Review/Training
- Individualized Education Program Implementation
- Interviews with administrators, other staff, and parents
- staff training on noncompliant findings
- Other technical assistance to District
- Written report to SELPA

05 FOLLOW-UP REVIEWS/ CR CLOSURE

Follow-up Reviews:
- Enter and evaluate findings and Corrective Actions: Student and LEA level
- Document and track evidence of Corrective Actions
- Follow-up until District is 100% compliant

Close CR when District:
- Provides complete evidence of correction
- Displays improved Indicator data
- No longer meets CR selection criteria

*California Special Education Management System (CASEMIS), California Longitudinal Pupil Achievement Data System (CALPADS), Performance Indicator Review (PIR), Disproportionality Review (DR), Data Identified Noncompliance (DINC), Special Education Local Plan Area (SELPA)
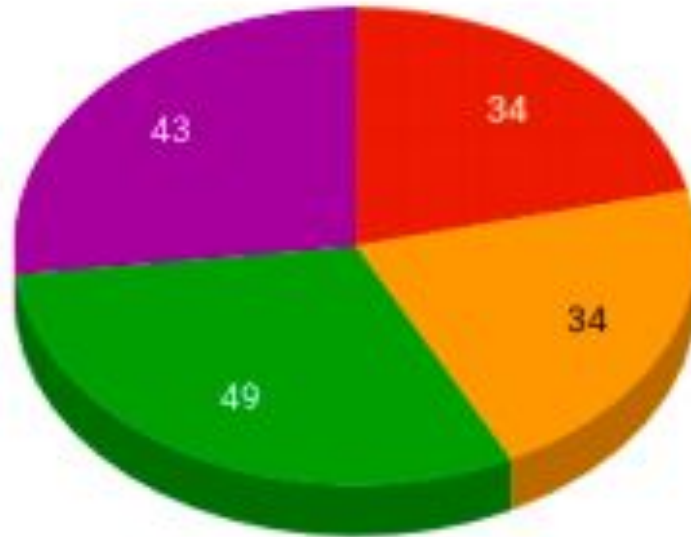
Pasadena Unified School District
Students with Disabilities
Legal Trends

CDE Complaints & OAH Filings

	CDE Corrective Actions	OAH Filings
2016-17	73	49
2017-18	20	43
2018-19	N<11	29 (to date)

Number of OAH Cases - 4 Year Trend

2014-2015 · 2015-2016 · 2016-2017 · 2017-2018

OAH Cost Analysis - 4 Year Trend
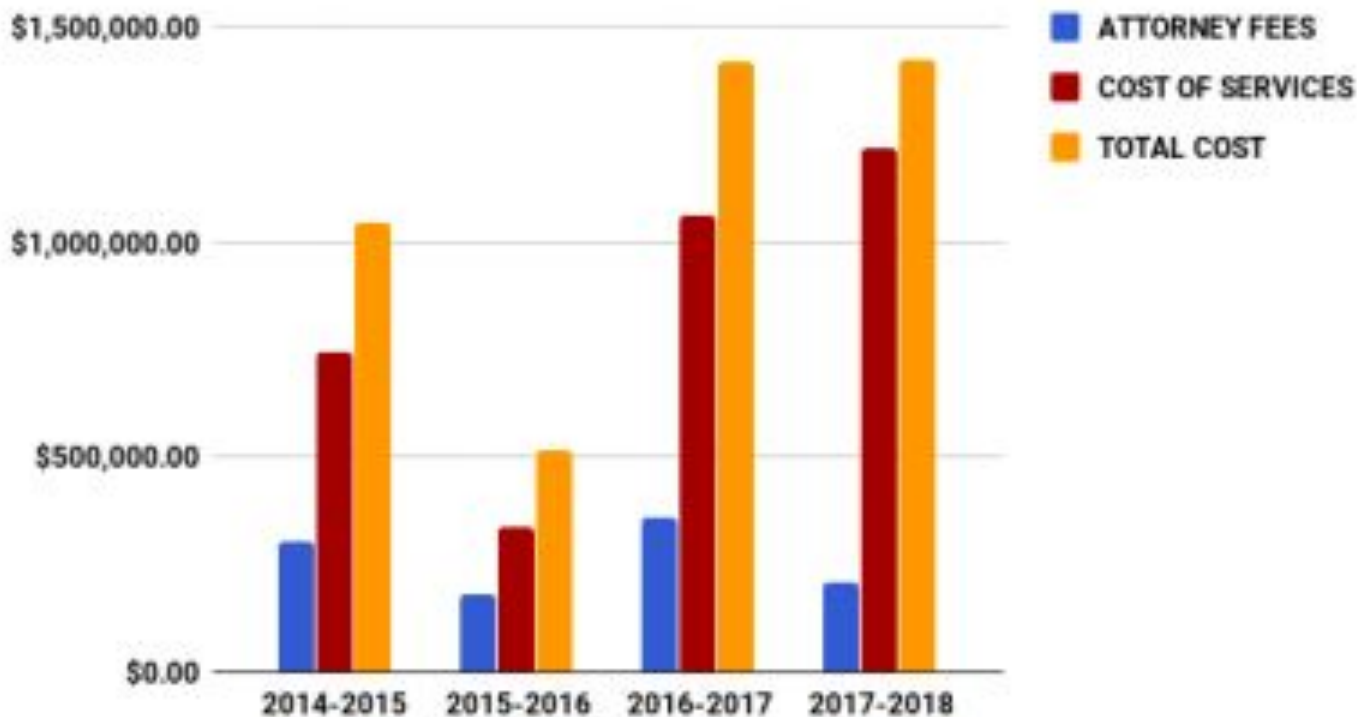
YEAR	ATTORNEY FEES	COST OF SERVICES	TOTAL COST
2014-2015	$302,925.00	$743,634.19	$1,046,559.19
2015-2016	$180,980.00	$334,569.50	$515,549.50
2016-2017	$356,595.00	$1,062,174.80	$1,418,769.80
2017-2018	$206,200.00	$1,216,016.10	$1,422,216.10

YEAR	# OF CASES
2014-2015	34
2015-2016	34
2016-2017	49
2017-2018	43

Unsigned IEP's

	Unsigned IEP's (SEIS Data)
November 2016	142
January 2018	175
January 2019	155

Our Children • Learning Today • Leading Tomorrow

Alternative Dispute Resolution

PUSD and Alternative Dispute Resolution

- ★ The California Department of Ed selected PUSD for a grant in 2015

- ★ To reduce tension between parents and the District

- ★ To prevent future conflict by repairing relationships

PUSD and Alternative Dispute Resolution

In 2016, the special education team offered trainings in <u>Educational Benefit</u>

<u>I</u>n 2017, the special education team offered trainings in I<u>EP Facilitation and on the legal requirements for creating defensible IEP's that provide educational for our students</u>

In 2018, the team went to training on how to conduct ADR sessions and began inviting parents to ADR meetings

Why ADR?

Process for resolving unsigned IEPs or disagreements between the district and the parents.

Much less costly to the district and to parents than going through due process.

Faster for both the district and parents.

Gives the district an opportunity to rebuild trust.

What is ADR

ADR is a listening forum with a skilled Neutral Facilitator to:

- Ensure communication is heard
- Support a conversation from the heart
- Foster the possibility of a resolution
- Repair relationship
- Open communication moving forward

What is ADR ?

ADR is a no-attorney, confidential and completely voluntary forum.

If there are areas in which IEP members do not agree, parents and staff may find using an ADR process to resolve concerns very helpful

General Process for ADR

1. A concern, issue, or complaint is brought to the attention of the PUSD Special Education Department

2. ADR lead contacts family to schedule meeting after a referral has been made

3. The neutral facilitator, staff and the family participate in a ADR conference

4. During the ADR conferences, the parties work together to develop a mutually agreed upon agreements

5. When an agreement is met, a formal agreement is developed in writing

6. If an agreement is reached that involves additional resources it will need to be approved by the PUSD Board of Education

7. If approved by the Board of Education, the Special Education Department will implement the agreement

8. ADR lead provides follow-up with office staff and school site team members

What does this look like for the school site and families?

❏ Anyone can make a referral

❏ Lead Team Member works with staff
  ❏ Investigate
  ❏ contact participants, explain process
  ❏ schedule and attend

❏ Prep call - from one of the team members

❏ If Agreement is made - each case is individual
  ❏ IEP team may need to convene an IEP meeting.
  ❏ A contract might need to be initiated.
  ❏ Outside services may be provided.

How to Make a Referral

★ Contact your site Administrator, Program Coordinator, Special Education Teacher or Teacher on Special Assignment to ask about ADR.

★ One of our ADR leads will help you with the next steps to resolve your concerns

Contacts: Sally Iverson & Stephanie Cosey

iverson.sally@pusd.us

cosey.stephanie@pusd.us

ADR data to date

Since July 2018, 18 cases have been brought to ADR.

➢ 18 students complaints have been resolved
➢ 0 cases have been unresolved that have moved to CDE Complaints or OAH filings

Professional Development

Professional Development for Teachers

- Balanced Literacy (new teachers & secondary)
- Special Education Information System
- Crisis Prevention Institute
- GoalBook
- Kaufman Test of Educational Achievement, 3rd Edition

Professional Development for Teachers

- California Special Education Management Information System
- IEP Practices and Goals
- Diagnostic Center Trainings
  - Cognitive Behavioral Techniques for Educators
  - Introduction to ADHD
  - How to Make School-Based Interventions Work

Professional Development for Administrators, Counselors, & TOSAs

- SEIS for Administrators
- IEP Facilitation
- IEP Auditing and Evaluation
- Sped 101
- Prior Written Notice
- Child Find and Absenteeism
- Section 504

New Curriculum

- Unique Learning Systems
- Equals Math Curriculums
- Edmark Reading
- iSpire (Orton Gillingham Based Program Pilot at Norma Coombs, McKinley, and Hamilton)

Our Children • Learning Today • Leading Tomorrow

Questions & Comments