2018–19 Performance Indicator Review
SELPA PIR Improvement Plan
Review Checklist

LEA Name: Pasadena Unified School District	SELPA NAME: Pasadena SELPA	Date Reviewed: 7/30/19

Please review the documents submitted by the LEA to ensure completeness, as stated below:
Check any unmet indicators for the LEA

	1	2	3	4	5	6	8	14	Child Find
State Performance Plan Indicator	☐	☐	☒	☒	☒	☐	☐	☐	☐

Did the LEA complete the required PIR Local Educational Agency Identification form? ☒ Yes ☐ No

Did the LEA include all the required planning team members? ☒ Yes ☐ No

Did the LEA include a schedule of meetings? ☒ Yes ☐ No

Did the LEA identify the data examined to determine root causes? ☒ Yes ☐ No

For each indicator that the PIR Improvement Plan is required to address:

Did the plan include root causes that led to the LEA's failure to meet the target? ☒ Yes ☐ No

Did the plan include overall strategies to address the root cause(s)? ☒ Yes ☐ No

Did the plan include specific activities to implement the strategies? ☒ Yes ☐ No

Did the plan include resources needed to support the strategies and activities? ☒ Yes ☐ No

Did the plan include the title(s) and role(s) of the person(s) responsible for carrying out activities? ☒ Yes ☐ No

Did the plan include methods and standards used to measure success? ☒ Yes ☐ No

Did the plan include dates by which activities will be initiated? ☒ Yes ☐ No

Was the Improvement Plan complete? ☒ Yes ☐ No

SELPA Representative Name: Cherylin Lew

SELPA Representative Signature: _cll_

Performance Indicator Review (PIR)

Local Educational Agency (LEA) Identification 2018–19

This Form is to be completed by ALL LEAs that are required to complete a PIR Plan. Save and submit with other PIR documents.

LEA name:

Pasadena Unified School District

CDS code:

19 64881 0000000

SELPA name:

Pasadena SELPA

Program Administrator:

Dr. Cherylin Lew

Phone number:

(626) 396-3600 ext. 88600

Email:

lew.cherylin@pusd.us

Possible Performance Indicators LEA PIR Plan Needs to Address:

Click on the Indicator subtitle to go to the PIR form for that Indicator.

INDICATOR 1
Graduation 4 Year Rate (2018 Fall Dashboard)

INDICATOR 2
Dropout 4 Year Rate (Annual Performance Report 2017–18)

INDICATOR 3
Statewide Assessments: Achievement–Mathematics (2018 Fall Dashboard)

Statewide Assessments: Achievement–English Language Arts (2018 Fall Dashboard)

Statewide Assessments: Participation–Mathematics (Annual Performance Report 2017–18)

Statewide Assessments: Participation–English Language Arts (Annual Performance Report 2017–18)

INDICATOR 4A
Suspension and Expulsion

INDICATOR 5
Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 6:
Preschool Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 8
Parent Involvement (Annual Performance Report 2017–18)

INDICATOR 14
Post-School Outcomes (Annual Performance Report 2017–18)

CHILD FIND
LEA PIR Letter

Welcome to the Performance Indicator Review:

The PIR Plan will consist of this document (the LEA Identification document) and documents for each indicator and Child Find element in which the LEA has not met the performance level or target, as indicated in the 2017–18 California School Dashboard (Dashboard), the 2017–18 Local Level Annual Performance Report (APR), and the LEA Performance Indicator Review (PIR) letter. Each indicator has its own document. Guidance for PIR is available in a separate document. Also, there is a list of Consultants by region, if there are questions regarding the PIR.

Performance Indicators

Use the LEA PIR Letter to find out which indicators LEA needs to address for PIR, based on the status on the California School Dashboard for Indicators 1, 3 (achievement), and 4 or Annual Performance Report (APR) for Indicators 2, 3 (participation), 5, 6, 8, 14, or the LEA PIR Letter for Child Find. Put an 'X' in the box below for each indicator that the LEA must address in the PIR Plan.

1	2	3	4A	5	6	8	14	Child Find
		X	X	X				

PIR Team Members

For each member of the PIR Team, list his/her name, LEA title, and the PIR Team Role s/he fulfills (General Education Administrator, Special Education Administrator, SELPA Representative, General Education Teachers, Special Education Teachers, or Other).

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
Karen Anderson	Coordinator, Arts & Enrichment (GATE)	General Education Administrator
Monique Baca-Geary	Coordinator I, Special Education Dept.	Special Education Administrator
Elizabeth Blanco	Chief Academic Officer	General Education Administrator
Nathaniel Bradley	Parent	Other
Merle Bugarin	Principal	General Education Administrator
Hoori Chalian	Coordinator III Special Ed Dept.	Special Education Administrator
Stephanie Cosey	TOSA II Special Education Dept.	Special Education Teacher, United Teachers of Pasadena
Thomas Grant Crary	TOSA II, Special Education Dept.	Special Education Teacher
Adam DeVore	Coordinator III	Special Education Administrator

	Special Education Dept.	
Joni Enriquez	Coordinator III Special Education Dept.	Special Education Administrator
Jenny Fong	Board Certified Behavior Analyst Special Education Dept.	Special Education Staff
Lawton Gray	Principal	General Education Administrator
Vivian Huang	Coordinator I Special Education Dept.	Special Education Administrator
Sally Iverson	TOSA II Special Education Dept.	Special Education Teacher
Kim Jones	Parent	Other
Cherylin Lew	Director Special Education Dept.	SELPA Representative, Special Education Administrator
Natasha Mahone	Parent	Other - African American Parent Council LCAP Parent Advisory Committee
Shannon Malone	Principal	General Education Administrator
Judy McKinley	Community Member, Retired Instructional Aide	Community Advisory Committee
Jamie Munro	TOSA II Special Education Dept.	Special Education Teacher
Brandi Nerio	Coordinator I Special Education Dept.	Special Education Administrator
Franchesca Ocasio	Foster Youth Liaison Child Welfare Attendance & Safety Dept.	Other
Elizabeth Palomares	Community Liaison Specialist, Office of Family & Community Engagement	Other
Matthew Roper	TOSA II Special Education Dept.	Special Education Teacher
Eric Sahakian	Assistant Superintendent Student Support Services	General Education Administrator
Arnold Rene Saldivar	Coordinator III Language Assessment & Development Dept.	General Education Administrator
Erik Trejo	TOSA II Special Education Dept.	Special Education Teacher
Olga Vanessa Torres	Coordinator I Child Welfare Attendance & Safety Dept.	General Education Administrator
Clara Valdez	TOSA II Special Education Dept.	Special Education Teacher

If the LEA has additional team members, add rows, as needed.

Completed and Pending PIR Team Meeting Dates

List all of the dates the PIR Team has met or plans to meet and the purpose of each meeting.

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
March 29, 2019	Analysis	November 2019	Implementation, Monitoring
		March 2020	Implementation, Monitoring
June 7, 2019	Analysis, Planning	May 2020	Implementation, Monitoring
June 12, 2019	Analysis, Planning		

Data Source Checklist

Identify which data sources were reviewed in developing the Local Education Agency's Performance Indicator Review Root Cause Analysis and Improvement Plan for each Indicator. Place an X under the Indicator number for each data source that was reviewed for that Indicator. Mark all that apply.

Data Sources	Indicators								
	1	2	3	4A	5	6	8	14	CF*
California School Dashboard Graduation Rate – Students with Disabilities									
California School Dashboard Suspension Rate – Students with Disabilities				X					
California School Dashboard ELA CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Math CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Student Group Report			X						
California School Dashboard School Five-by-Five Placement			X						
California School Dashboard Chronic Absenteeism									
California School Dashboard College/Career Indicator Reports & Data									
Test Operations Management System (TOMS) Accommodations									
Annual Performance Report (APR) Measures – ELA CAASPP Participation Rate			X						
Annual Performance Report (APR) Measures –			X						

Math CAASPP Participation Rate									
Annual Performance Report (APR) Measures – Drop Out Rate									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Greater than 80% of the Day					X				
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Less than 40% of the Day					X				
Annual Performance Report (APR) Measures – Percent of Students in Separate Schools					X				
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Regular Pre-K Programs									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Separate Pre-K Programs									
Annual Performance Report (APR) Measures – Parents reporting that LEA facilitated parent involvement									
Annual Performance Report (APR) Measures – Post Graduate Survey Data									
Dashboard Alternate School Status Data									
DataQuest, English Language Proficiency Assessments for California (ELPAC)									
DataQuest, LEA Public School Enrollment Over Time									
Student Information System (SIS)			X	X	X				
Interim or Other Assessments			X						
Student Transcripts									
SEIS, Student IEPs and/or Transition Plans			X		X				
Student Course Enrollment Data									
Student Records									
Service Logs and/or Pull out Schedules									
Other School Plans, such as WASC, Tech Plan, etc.									
Parent Concerns (Parent surveys, CAC, PTIC, FEC)			X	X	X				
Interview/ Focus Group Data – Parents/ Guardians									
Interview/ Focus Group Data – Staff			X	X	X				
Interview/ Focus Group Data – Students			X	X	X				

Interview/ Focus Group Data –Administration			X	X	X				
Review of Procedures			X	X	X				
Interview County Programs, Non-Public Schools, etc.									
Attendance Records									
Interview Counselor(s)			X	X	X				
School Climate Information, discipline data, BIP				X	X				
Other: Please list other data reviewed									
Other: Please list other data reviewed									
Other: Please list other data reviewed									

*Child Find

If the LEA has *additional meeting dates, add rows, as needed.*

After completing this LEA Identification document, save this document with all other PIR documents. Complete the PIR Plan for each Indicator for which the target was not met. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators have been addressed and added to the PIR Plan, the LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, all of the forms for each indicator and Child Find and the LEA Identification document to California Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

Prepared by California Department of Education March 2019

Pasadena Unified School District

Performance Indicator Review 2018–19
State Performance Plan Indicator 3
Statewide Assessments
Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 3 Assessment.

Indicator 3: Statewide Assessments is a four-part indicator on the Local Level Annual Performance Report (APR) that measures the participation rate and achievement level of all students with disabilities in the areas of both English language arts (ELA) and mathematics (math) as it pertains to the requirements of the California Assessment of Student Performance and Progress (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CALPADS) from the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be used. Any LEA with a percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics will participate in the PIR.

For achievement on the statewide assessments in English language arts and math, the 2018 Fall Dashboard Release (Dashboard) in English Language Arts (3-8) and Mathematics (3-8) will be used instead of the achievement rates reported on the APR. Any LEA with a performance level of Red or Orange for English language arts or mathematics for students with disabilities, as listed on the Student Groups Five-by-Five Report will participate in the PIR and be required to develop a PIR Improvement Plan for that indicator.

Current Performance
According to California School Dashboard Fall 2018 and Annual Performance Report 2017–18
Indicator 3: Assessment

ACHIEVEMENT

Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for English Language Arts (3-8 and 11) and Mathematics (Grades 3-8 and 11) for students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report in English language arts assessment for students with disabilities.

English Language Arts (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in English language arts on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for English Language Arts

The Five-by-Five English Language Arts Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*

2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*

3. *Choose "5x5 English Language Arts Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.*

    For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

    For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
    a. *If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

    On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. *Select "View Detailed Data," in the top right-hand corner.*

5. *On the vertical axis of this chart, find Students with Disabilities to answer the following questions:*

What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities?

> **Red**

What is the Status Level (e.g. *Very High, Low, etc.)* for English Language Arts (3-8 and 11) for Students with Disabilities?

> **Very Low**

What is the Change Level (e.g. *Increased, Declined, etc.)* for English Language Arts (3-8 and 11) for Students with Disabilities?

> **Maintained**

What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) Students with Disabilities)?

> **-102.8**

What is the Change – Difference (e.g. + *or* – *average # of points*) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + *or* - # *of points*)?

.3

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in English Language Arts, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for English Language Arts Achievement. If English Language Arts Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

English Language Arts Achievement

Status Level	Change Level	Both
X	NA	NA

Mathematics (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in Mathematics on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for Mathematics

The Five-by-Five Mathematics Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*

2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*

3. *Choose "5x5 Mathematics Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.*

   For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

   For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
   a. *If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

   On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. *Select "View Detailed Data," in the top right-hand corner.*

5. *On the vertical axis of this chart, find Students with Disabilities to answer the following questions:*

What is the student performance color for Mathematics (3-8 and 11) for Students with Disabilities?

Orange

What is the Status Level (e.g. *Very High, Low, etc.*) for Mathematics (3-8 and 11) for Students with Disabilities?

Very Low

What is the Change Level (e.g. *Increased, Declined, etc.*) for Mathematics (3-8 and 11) for Students with Disabilities?

Increased

What is the Current Status -- Average distance from Standard (e.g. *+ or – average # of points*) for Students with Disabilities in Mathematics (3-8 and 11)?

-129.6

What is the Change – Difference between current status and prior status Students with Disabilities (e.g. + or - # *of points*) for Mathematics (3-8 and 11)?

4.4

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in Mathematics, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for Mathematics Achievement. If Mathematics Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

Mathematics Achievement

Status Level	Change Level	Both
X	NA	NA

PARTICIPATION

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the questions below. The Participation Target for students with disabilities in both English Language Arts (ELA) and Math is 95 percent. Indicate the LEA percentage for both English Language Arts and Math.

English Language Arts (Participation)

The following questions will focus on participation arts on statewide assessments in English Language Arts and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in English Language Arts assessment?

91.4%

Participation Target

>95%

Was the participation target met in English Language Arts? (*Answer 'Yes' or 'No.*)

No

Mathematics (Participation)

The following questions will focus on participation arts on statewide assessments in Mathematics and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in Mathematics?

90.74

Participation Target

>95%

Was the participation target met in Mathematics? (*Answer 'Yes' or 'No.*)

No

Focus Elements for Root Cause Analysis and PIR Planning

Using the information from above, complete the chart.

Which of the areas will the PIR Team's Root Cause Analysis and Improvement Plan address for Indicator 3: Assessment?

(Put an 'X' in the appropriate box to indicate which area LEAs will need to address for Indicator 3.)

	English Language Arts	Mathematics
Achievement (Dashboard)	X	X
Participation (APR)	X	X

Current Improvement Strategies

What current improvement strategies are in place that relate to Indicator 3 participation rate in statewide assessments (APR)?

School sites offer incentives to students to encourage good attendance during the testing window. In addition, schools plan and implement school spirit/encouragement activities to motivate students to do their best and persevere during the testing window. Some also offer special breakfasts to encourage students to arrive at school on time. The special education department initiated a communication plan to conduct outreach to site administrators and testing coordinators in an effort to reinforce the importance of participating in statewide assessments. School sites offer multiple make-up opportunities for students whose absences prevented them from participating on initial testing days. In addition, case carriers have contacted parents of absent students to determine when students would return and to ensure that make-up sessions are scheduled for them. Staff contacted all home hospital students to confirm testing participation.

What current improvement strategies that relate to Indicator 3 achievement (Dashboard):

PUSD is in year 3 of its implementation of a Balanced Literacy approach to teaching reading and writing including small group instruction 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 year, the district piloted an intensive reading intervention program, SPIRE, to serve struggling readers' and non-readers' needs. Through this program, students work through systematic, sequentially structured 10-step lessons to ensure mastery of concepts in the five critical areas of reading.

Similarly, the district is in its 3rd year of implementing Ready Math & iReady, and Carnegie Learning & MATHia 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 *iReady* 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 & MATHia 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.

For the past two years, special education case carriers have been using Goalbook's web based IEP tool. 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/severe eligible students.

Check the box(es) to indicate whether these current strategies support improvement in English Language Arts, Math or both and whether they support improvement in participation, achievement or both.

(Put an 'X' in the appropriate box to indicate which areas are being addressed by current improvement strategies,)

	English Language Arts	Mathematics
Participation (APR)	X	X
Achievement (Dashboard)	X	X

How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 3?

Both general education students and special education students are included in all site-based incentive programs related to improved on time attendance during the testing window, participate in motivational activities and programs, and are offered all make-up sessions.

Both general education students and special education students participate in Balanced Literacy lessons and math lessons utilizing the curriculum resources named above. Goalbook is used districtwide as a tool to develop sound IEPs for all special education students. All teachers who participated in the SPIRE pilot were special education teachers and used the reading intervention program with their special education students.

Root Cause(s)

Why was the target not met?

Achievement – English Language Arts and Mathematics (3-8 and 11)

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year's PIR Plan, enter 'N/A' into the blanks.

Root Cause 1:

Universal Design for Learning is not practiced consistently throughout the district. The District has not invested sufficient resources to invest in training teachers in Universal Design for Learning (UDL).

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both **X**

Root Cause 2:

Feedback from focus group participants and related stakeholders overwhelmingly identified a need for additional training in the areas of cultural sensitivity, addressing conscious and unconscious biases, and supporting foster youth and English learners.

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both **X**

Root Cause 3:

There is a need to grow Tier 3 interventions to scale across the district.

This root cause addresses (Check all that apply): English Language Arts **X** Math ☐ Both ☐

If the LEA has additional root causes for Achievement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Participation – English Language Arts and Mathematics (3-8 and 11)

Fill in the information below for the Root Cause Analysis on Participation, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

Approximately 9% of disabled students are either Foster Youth or homeless. Consistent effective communication with guardians and Educational Rights Holders is more difficult when students are experiencing higher rates of transiency and change in living situation.

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both **X**

Root Cause 2:

Struggling learners can experience a great deal of frustration and can lack the intrinsic motivation to persevere during assessments. It has been reported that many students avoided all opportunities to make up missed assessments despite school site's due diligence to offer multiple make-up sessions.

This root cause addresses (Check all that apply): English Language Arts **X** Math ☐ Both ☐

Root Cause 3:

Some teachers, parents and students may not understand the purpose and benefits of participating in testing. Based on data reviewed, some teachers/case carriers have a higher concentration of parent requests for testing waivers.

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both **X**

If the LEA has additional root causes for Participation, copy and paste the box and subtitle above, then change the number to indication the number of root causes.

Action Plan for Improving Schoolwide Assessment for Students with Disabilities

ACHIEVEMENT – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

Copy each root cause into the charts below that addresses the LEA's achievement rate for students with disabilities on the statewide assessments in English Language Arts and Mathematics. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English language arts, math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

Universal Design for Learning is not practiced consistently throughout the district. The District has not invested sufficient resources to invest in training teachers in Universal Design for Learning (UDL).

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
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. PUSD will have a team of staff members participate in CAST Universal Design for Learning Implementation Academy in Winter/Spring 2020.	Both	Goal Book training UDL training Staff time	Assistant Superintendent of Instructional Services, J. Reynoso and designee(s) Director of Special Education, C. Lew, and designee(s) Special education teachers, resource specialists, general education teachers, instructional coaches, site administrators	Participation in 2-day CAST UDL Implementation Academy Increased percentage of students with disabilities in a regular class more than 80% of time (at least 51.2%). Teacher Workshop exit surveys	Winter/Spring 2020; ongoing

Root Cause 2:

Feedback from focus group participants and related stakeholders overwhelmingly identified a need for additional training in the areas of cultural sensitivity, addressing conscious and unconscious biases, and supporting foster youth and English learners.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Provide high quality professional development to build capacity for all staff to serve diverse students' needs in the least restrictive environment.	Both	Professional Development modules to build capacity related to cultural sensitivity and addressing conscious and unconscious biases Staff time	Assistant Superintendent, School Support Services, E.Sahakian, and designee(s) Director of Special Education, C.Lew, and designee(s) Special education teachers, resource specialists, general education teachers, instructional coaches, site administrators	California Healthy Kids Survey	Spring 2020; ongoing

Root Cause 3:

There is a need to grow Tier 3 interventions to scale across the district.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Implementation of Tier 3 reading program (AB 1369) and Early Universal Screeners Dyslexia Task Force to design and plan roll-out of Tier 3 reading program	ELA	Early Universal Screeners Professional development on analyzing and planning with data	Director of Special Education, C.Lew, and designee(s) Director of Curriculum, Instruction & Professional Development, H.	Universal screeners will be identified, researched, and selected for use Weekly coaches meetings	Spring 2020; ongoing

		Access to instructional coaches for training Staff time	Hill, and designee(s)		

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

PARTICIPATION – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA's participation rate for students with disabilities on the statewide assessments in English Language Arts and Math. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English Language Arts, Math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

Approximately 9% of disabled students are either Foster Youth or homeless. Consistent effective communication with guardians and Educational Rights Holders is more difficult when students are experiencing higher rates of transiency and change in living situation.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
PUSD's foster youth/group home liaison will ensure that students in foster care receive access to educational programs and academic resources, services, and extracurricular and enrichment activities available to all students, full and partial credits for coursework taken, and meaningful opportunities to meet state student academic achievement standards.	Both	Staff time	Assistant Superintendent, School Support Services, E. Sahakian, and designee(s)	Improved assessment rate of students with disabilities including students in foster care and/or those who are homeless (at least 95%)	Spring 2020; ongoing

Root Cause 2:

Struggling learners can experience a great deal of frustration and can lack the intrinsic motivation to persevere during assessments. It has been reported that many students avoided all opportunities to make up missed assessments despite school site's due diligence to offer multiple make-up sessions.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Implementation of Tier 3 reading program (AB 1369) and Early Universal Screeners	ELA	Early Universal Screeners	Director of Special Education, C.Lew, and designee(s)	Universal screeners will be identified, researched, and	Spring 2020; ongoing

| Dyslexia Task Force to design and plan roll-out of Tier 3 reading program | | Professional development on analyzing and planning with data

Access to instructional coaches for training

Staff time | Director of Curriculum, Instruction & Professional Development, H. Hill, and designee(s) | selected for use

Weekly coaches meetings | |

Root Cause 3:

Some teachers, parents and students may not understand the benefits and purpose of participation in testing. Based on data reviewed, some classes/case carriers have a higher concentration of parent requests for testing waivers.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Provide training for staff and messaging materials for parents regarding the state assessment system, it's purpose and benefits and parents' rights related to state assessment participation.	Both	Staff time	Assistant Superintendent of Instructional Services, J. Reynoso and designee(s) Director of Special Education, C.Lew, and designee(s)	Improved assessment rate of students with disabilities (at least 95%)	Spring 2020; ongoing

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 3: Assessment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

Prepared by California Department of Education March 2019

Pasadena Unified School District

Performance Indicator Review 2018–19
State Performance Plan Indicator 4A
Suspension and Expulsion
Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 4A Suspension and Expulsion. For SPPI 1, 3 (achievement), and 4A, the performance level will be found on the 2018 Fall California School Dashboard (Dashboard). Any LEA with a performance level of Red or Orange for Suspension Rate (SPPI 4A) for Students with Disabilities, as listed on the Student Groups Five-by-Five Report for the appropriate measure will participate in the PIR and be required to develop a PIR Improvement Plan for that Indicator.

Current Performance According to California School Dashboard Fall 2018
Indicator 4A: Suspension and Expulsion

Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for Suspension Rate (K-12) for students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report on Suspension for students with disabilities.

Directions to Access the Five-by-Five Report on Suspension

The Five-by-Five Suspension Rate Placement Report (Grades K-12) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*

2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*

3. *Choose "5x5 Suspension Rate Placement Report (Grades K-12)" by clicking the radio button and click the Submit button.*

   For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

1

For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
   a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five
      Report for student groups:

   On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right
   hand corner.

4. *Select "View Detailed Data," in the top right-hand corner.*

5. *On the vertical axis of this chart, find Students with Disabilities to answer the following questions:*

What is the student performance color for Suspension Rate (K-12) for Students with Disabilities?

> Red

What is the Status Level Disabilities (e.g. Very High, Low, etc.) for Suspension Rate (K-12) for Students with?

> Very High

What is the Change Level (e.g. Increased, Declined Significantly, etc.) for Suspension Rate (9-12) for Students with Disabilities?

> Increased
> Significantly

What is the Current Status – 2017–18 Suspension Rate percentage for Students with Disabilities?

> 11.2

What is the difference (e.g. + or - %) between 2017–18 Suspension Rate and 2016–17 Suspension Rate for Students with Disabilities?

> 2.4

What is the Percent of Change (e.g. + or - %) of Suspension Rate (K-12) for Students with Disabilities?

> 27.3

In addressing the root cause(s) for the suspension rate for students with disabilities, what area(s) from the Five-by-Five Report need to be included?

Put an 'X' in the appropriate box to indicate which area LEA will need to address for Suspension Rate.

2

Status Level	Change Level	Points
		X

What current improvement strategies that relate to Indicator 4A: Suspension Rate are in place?

Child Welfare, Attendance and Safety (CWAS) Department in partnership with the Instructional Services Department has spearheaded a multi-year initiative to promote the development of Trauma Informed Staff/Schools/District (sensitivity training to address all students and also specific to foster youth). Trauma Informed Care efforts continue for the 2019-2020 academic year with sustainability of efforts via training from TIC partners to include Young & Healthy, USC School of Social Work and PUSD. Efforts to train classified staff including campus security officers are underway.

CWAS has also provided extensive training for implementing Positive Behavior Interventions and Supports (PBIS) at all schools in PUSD. Despite the provision of training and support, districtwide implementation remains inconsistent.

Alternative to Suspensions (ATS) is a program operated by the CWAS Department, to provide an alternative classroom setting for students that have been suspended for violating EC 48900. Students may be referred to ATS for 2-3 days for suspendable acts that do not mandate a recommendation for expulsion. ATS is only offered to students in grades 6-12. Students are under the supervision of a credentialed teacher and a student advocate who provide a supportive working environment. ATS students will also be exposed to life skills presentations on various topics and participate in group activities that promote making better choices. Students who successfully complete the program will receive credit for attending school and ATS will be reflected on their attendance and discipline record.

PUSD is implementing the Restore, Empower, Promote (R.E.P.) initiative to focus on a fair, collective process that promotes nurturing, growth, and communal empathy in and out of the classroom. The program currently serves students at one 6-12 High School and two comprehensive middle school campuses. R.E.P. provides students with skill sets and tools that may help them resolve conflict, self-manage and self-monitor behaviors, communicate effectively, and bring awareness and accountability. R.E.P. is a comprehensive approach to resolving social and emotional issues by bringing together all stakeholders by utilizing Restorative Practices and Positive Behavior Interventions in Multi-Tier Systems of Support.

Ten foster youth advocates were identified and trained in TIC/PBIS strategies during spring 2019. These advocates at 10 PUSD school sites having the largest concentration of foster youth students will act as the point person for new foster youth enrollees ultimately creating an easier transition and expedited access to support resources.

How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 4A: Suspension and Expulsion?

Students with disabilities are included in both Restorative Justice and PBIS initiatives and are eligible to receive services through CWAS and PUSD Mental Health. Furthermore, all students, including those with disabilities benefit from instruction provided in a responsive setting. Trauma informed care training has been provided to general education and special education staff at school sites.

3

Root Cause(s)

Why was the target not met?

List the root cause(s) that the PIR Team has identified for the LEA's suspension rate for students with disabilities.

Root Cause 1:

There is inconsistent implementation of high quality interventions that support behavior and learning, including a well-articulated Multi Tiered System of Support (MTSS), Positive Behavior Intervention and Supports (PBIS) through a cultural lens and progressive discipline strategies across the district.

Root Cause 2:

Students are served by a workforce that totals approximately 2,072 full-time equivalent employees of whom 44.4% were certificated teachers, 48.8%% classified staff, 3.09% pupil services, and 3.7% administrators. The ethnic/racial breakdown of the teaching force was approximately 9.6% Asian/Filipino/Pacific Islander, 11/3% African American, 32.07% Hispanic/Latino, 44.24% White and .43% two or more races or other (source: CDE DataQuest, 2017-18). Feedback from focus group participants and related stakeholders overwhelmingly identified a need for additional training in the areas of cultural competence and addressing conscious and unconscious biases.

Root Cause 3:

There can be limited communication and engagement with parents, including foster parents and group home staff, regarding support for struggling students.

If the LEA has additional root causes, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Indicator 4A

Action Plan for Improving Suspension and Expulsion for Students with Disabilities

Copy each root cause into the charts below that addresses the LEA's suspension rate for students with disabilities into the charts below. For each root cause, fill in the following:

- *Planned strategies and activities*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc., as needed.

Root Cause 1:

There is inconsistent implementation of high quality interventions that support behavior and learning, including a well-articulated Multi Tiered System of Support (MTSS), Positive Behavior Intervention and Supports (PBIS) through a cultural lens and progressive discipline strategies across the district

Planned Strategies/Activities	Resources Required	Person(s)/ Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Provide follow-up professional development and additional support resources to school sites who are experiencing difficulty with consistent comprehensive implementation of MTSS and PBIS as outlined below: 2019-20 marks year two of MTSS training with 10 pilot sites each participating with a team of 4-5 staff including administrators, counselors, and general and special education teachers. This will include support for implementation of Tier I school-wide strategies with formal assessments to	Staff time	Assistant Superintendent of School Support Services, E. Sahakian and designee(s)	Reduction in rate of suspension at all district schools Results from Tiered Fidelity Inventory (TFI) Formal refresher Behavior RtI/PBIS training in early fall semester with monthly support meetings at each site	Spring 2020

5

include Tiered Fidelity Inventory (TFI). PBIS/Behavior RtI efforts will continue with tailored training and support provided to each school site PBIS team consisting of 4-5 staff members.				

Root Cause 2:

Students are served by a workforce that totals approximately 2,072 full-time equivalent employees of whom 44.4% were certificated teachers, 48.8%% classified staff, 3.09% pupil services, and 3.7% administrators. The ethnic/racial breakdown of the teaching force was approximately 9.6% Asian/Filipino/Pacific Islander, 11/3% African American, 32.07% Hispanic/Latino, 44.24% White and .43% two or more races or other (source: CDE DataQuest, 2017-18). Feedback from focus group participants and related stakeholders overwhelmingly identified a need for additional training in the areas of cultural competence and addressing conscious and unconscious biases.

Planned Strategies/Activities	Resources Required	Person(s)/ Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Provide comprehensive professional development for all staff to build capacity related to cultural sensitivity and addressing conscious and unconscious biases	Staff time	Assistant Superintendent Instruction, J. Reynoso, and designee(s) Assistant Superintendent, School Support Services, E. Sahakian, and designee(s)	Teacher workshop exit surveys California Healthy Kids Survey results	Spring 2020; ongoing

Root Cause 3:

There can be limited communication and engagement with parents, including foster parents and group home staff, regarding support for struggling students.

Planned Strategies/Activities	Resources	Person(s)/ Title(s)	Methods/Standards to Measure	Due

6

Indicator 4A

	Required	Responsible	Success	Date
PUSD Foster Youth/Group Home liaison will ensure that students in foster care have the necessary support to access educational programs and academic resources. Each school shall designate a foster youth support lead that will serve to monitor FY progress. PUSD will hire a full-time counselor designated for foster youth support primarily for 10th-12th grade students. This counselor shall create, maintain and communicate Individual Success Plans for 10th-12th grade foster youth students leading up to graduation.	Staff time	Assistant Superintendent, School Support Services, E. Sahakian, and designee(s)	California Healthy Kids Survey results will indicate increased sense of connectedness and communication between student/family and school/district	Spring 2020; ongoing

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 4A: Suspensions, save this document with any other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

Prepared by California Department of Education March 2019

LEA name:

Pasadena Unified School District

Performance Indicator Review 2018–19
State Performance Plan Indicator 5
Least Restrictive Environment
Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 5 Least Restrictive Environment (LRE). For SPPI 5, that certain performance value will be the SPPI's statewide target percentage listed on the 2017–18 Local Level Annual Performance Report Measure (APR). Any LEA with a percentage that does not meet the statewide target for SPPI 5 will participate in the PIR.

This indicator measures least restrictive environment (LRE) by calculating the average amount of time students ages six through twenty-two receive their special education or related services in settings apart from their nondisabled peers. The California Department of Education (CDE) receives data from the December 2017 California Special Education Management Information System (CASEMIS) submission.

This is a three part test which:

A. Measures the percentage of students who are in a regular class more than 80 percent of their day (>80%);
B. Measures the percentage of students who are in a regular class less than 40 percent of their day (<40%);
C. Measures the percentage of students in separate schools, residential facilities, or homebound/hospital placement.

Current Performance According to California School Dashboard Fall 2018
Indicator 5: Least Restrictive Environment

Indicator 5A: Percent of Students in a Regular Class More than 80 Percent

Using the data from the local education agency's (LEA's) 2017–18 Local Level Annual Performance Report (APR), answer the questions below regarding Indicator 5A: students with disabilities who are in a regular class more than 80 percent.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the percent of students with disabilities who are in a regular class more than 80 percent (Rate)?

48.1

What is the target percentage for students with disabilities in a regular class more than 80 percent (Target)?

>51.2

Was the target met for Indicator 5A: students with disabilities in a regular class more than 80 percent? (Answer 'Yes' or 'No')

No

Indicator 5B: Percent of Students in a Regular Class Less than 40 Percent

Using the data from the LEA's 2017–18 APR, answer the following questions regarding Indicator 5B: students with disabilities receiving services who are in a regular class less than 40 percent of the time.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the percent of students with disabilities who are in a regular class less than 40 percent (Rate)?

23.8

What is the target percentage for students with disabilities in a regular class less than 40 percent (Target)?

<22.6

Was the target met for Indicator 5B: students with disabilities in a regular class less than 40 percent? (Answer 'Yes' or 'No')

No

Indicator 5C: Percent of Students in Separate Schools, Residential Facilities, or Homebound/Hospital Placement

2

Using the data from the LEA's 2017–18 APR, answer the following questions regarding Indicator 5C: Percent of Students in Separate Schools, Residential Facilities, or Homebound/Hospital Placement.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the percent of students with disabilities who are in a separate school, residential facility, or homebound/hospital placement (Rate)?

> 6.0

What is the target percentage for students with disabilities in a separate school, residential facility, or homebound/hospital placement (Target)?

> <4.0

Was the target met for Indicator 5C: students with disabilities in a separate school, residential facility, or homebound/hospital placement? (Answer 'Yes' or 'No')

> No

Focus Elements for Root Cause Analysis and PIR Planning

Which areas will the LEA need to address in the Root Cause Analysis and Improvement Plan?
Using the information from above, check the appropriate box(es) corresponding to the elements of Indicator 5: Least Restrictive Environment that will be included in the LEA's PIR Plan, based on the data found in the 2017–18 Local Level Annual Performance Report (APR).

Put an 'X' in the appropriate box(es) to indicate the area(s) the LEA will need to address for Indicator 5.

Element of Least Restrictive Environment that Needs to Be Addressed	Included in LEA's PIR Plan?
A. The failure to meet the target for students receiving services who are in a regular class **greater than 80 percent.**	X
B. The failure to meet the target for students receiving services who are a regular class **less than 40 percent.**	X
C. The failure to meet the target for students in separate schools, residential facilities, or homebound/hospital placement.	X

What current improvement strategies that relate to Least Restrictive Environment are in place?

Least Restrictive Environment (LRE) is discussed at IEP meetings, however, lack of experience and belief barriers may prevent IEP teams from designing IEPs to serve students in the LRE.

The district has previously embarked on creating model schools for inclusive practices for several years at Sierra Madre Elementary, Altadena Elementary, and Webster Elementary. Two years ago, some special education and general education leaders participated in Transforming Schools for Inclusion Institutes provided through Cal State LA and Columbia University's Teachers College. Last year, two special education administrators attended the Inclusive Schools Leadership Institute to learn more about Strengths Finder research, apply this strategy to their own work in supporting co-teaching teams and other inclusive practices.

This year, the district has expanded its therapeutic classroom offerings to include an elementary therapeutic class at a comprehensive elementary school, another at a middle school and a third classroom at a comprehensive high school. School teams must present student cases during biweekly triage meetings to ensure that all appropriate interventions and progressive supports have been provided to the student before any changes in placement to a more restrictive setting are considered.

The district has instituted a Short Term Residential Therapeutic Program triage team that meets weekly to review new intakes. Representatives from PUSD Child Welfare Attendance and Safety (CWAS), Department of Mental Health (DMH), Department of Children and Family Services (DCFS), Los Angeles County Office of Education (LACOE), a school psychologist, school principals, Educationally Related Mental Health Service (ERMHS) providers and Educational Liaisons from each STRTP review each student's profile and IEP to ensure a most appropriate interim placement is made in a comparable setting as indicated on their incoming IEP.

What elements of Least Restrictive Environment do the current improvement strategies address?

5. A The failure to meet the target for students receiving services who are in a regular class **greater than 80 percent.**
5. B The failure to meet the target for students receiving services who are a regular class **less than 40 percent.**
5.C The failure to meet the target for students in separate schools, residential facilities, or homebound/hospital placement.

4

Root Cause(s)

Why was the target not met?

Indicator 5A: Least Restrictive Environment - Percentage in Regular Classroom More than 80 Percent

Fill in the information below for the Root Cause Analysis for students with disabilities who are in a regular classrooms for less than 80 percent, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

There is a need for clear understanding of the meaning of inclusive practices and training on research-based models. It has been found that *Inclusive Practices/Inclusion* has different meanings to different stakeholders in PUSD. The District has not adopted a formal policy on inclusive practices. The Special Education Department has provided some 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.

Root Cause 2:

The District has not invested sufficient resources to invest in training teachers in 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. There is a need for a more robust pre-referral system of supports and interventions.

Root Cause 3:

Feedback from focus group participants and related stakeholders overwhelmingly identified a need for additional training in the areas of cultural sensitivity, addressing conscious and unconscious biases, and supporting foster youth and English learners through stronger parental engagement.

If the LEA has additional root causes for Indicator 5A: Students with Disabilities in a Regular Classroom less than 80 percent, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Indicator 5B: Least Restrictive Environment - Percentage in Regular Classroom Less than 40 Percent

Fill in the information below for the Root Cause Analysis for students with disabilities being in a regular classroom for less than 40 percent, based on the data from the 2017–18 District Level Special Education Annual Performance Report Measure (2017–18 APR).

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

5

Root Cause 1:

There is a need for clear understanding of the meaning of inclusive practices and training on research-based models. It has been found that *Inclusive Practices/Inclusion* has different meanings to different stakeholders in PUSD. The District has not adopted a formal policy on inclusive practices. The Special Education Department has provided some 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.

Root Cause 2:

The District has not invested sufficient resources to invest in training teachers in 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. There is a need for a more robust pre-referral system of supports and interventions.

Root Cause 3:

Feedback from focus group participants and related stakeholders overwhelmingly identified a need for additional training in the areas of cultural sensitivity, addressing conscious and unconscious biases, and supporting foster youth and English learners through stronger parental engagement.

If the LEA has additional root causes for Indicator 5B: Students with Disabilities in a Regular Classroom less than 40 percent, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Indicator 5C: Percentage in Separate Schools, Residential Facilities, or Homebound/Hospital Placement

Fill in the information below for the Root Cause Analysis for students with disabilities enrolled in separate schools, residential facilities or homebound/hospital placement, based on the data from the 2017–18 District Level Special Education Annual Performance Report Measure (2017–18 APR).

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

There is a significant concentration of Short Term Residential Therapeutic Programs (STRTP) within the district's boundaries. Altogether, there are over 209 STRTP beds within PUSD. These facilities serve students with the most intense needs (previously, these were level 14 group homes).

Root Cause 2:

Indicator 5

Data analysis revealed that in 2017-18, Black/African-American students who made up 12.2% of Districtwide enrollment accounted for 16% of students with disabilities and nearly 27% of students in separate settings. Additional opportunities for cultural sensitivity training are needed to mitigate potential effects of implicit and explicit biases resulting in the disproportional placement of students of color in separate settings.

Root Cause 3:

There is inconsistent implementation of PBIS strategies and trauma informed practices throughout the district.

If the LEA has additional root causes for Indicator 5C: Students with Disabilities in separate schools, residential facilities or homebound/hospital placement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

7

Action Plan for Improving Least Restrictive Environment for Students with Disabilities

Indicator 5A: Percentage of Students in a Regular Class more than 80 percent

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report (APR) to address the percentage of students with disabilities who are not in a regular classroom more than 80 percent.

Copy each root cause into the charts below that addresses the LEA's percent of students with disabilities who are not in a regular class more than 80 percent. For each root cause, fill in the following:

- *Planned strategies and activities*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

There is a need for clear direction and understanding of the meaning of inclusive practices and training on research-based models. It has been found that *Inclusive Practices/Inclusion* has different meanings to different stakeholders in PUSD. The District has not adopted a formal policy on inclusive practices. The Special Education Department has provided some 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.

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Create/Identify inclusion schools and train general education teachers and principals with Universal Design strategies to reach and teach students with disabilities. Provide training on inclusive practices to general education teachers and administrators at all schools to help foster inclusive climates/culture across the district.	UDL strategy training Staff time	Chief Academic Officer, E. Blanco and designee(s) Assistant Superintendent of Instructional Services, J. Reynoso and designee(s) Director of Special Education, C. Lew, and designee(s) Special education teachers, resource specialists, general education teachers, instructional coaches, site administrators	Increased percentage of students with disabilities in a regular class more than 80% of time. (at least 51.2%) California Healthy Kids Survey results Teacher workshop exit surveys	Spring 2020

Root Cause 2:

The District has invested sufficient resources to invest in training teachers in 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. There is a need for more robust pre-referral system of supports and interventions.

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
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. PUSD will have a team of staff members participate in CAST Universal Design for	Goal Book training UDL training Staff time	Assistant Superintendent of Instructional Services, J. Reynoso and designee(s) Director of Special Education, C. Lew, and designee(s) Special education teachers,	Participation in 2-day CAST UDL Implementation Academy Increased percentage of students with disabilities in a regular class more than 80% of time (at least 51.2%).	Spring 2020; ongoing

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Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Learning Implementation Academy in Winter/Spring 2020.		resource specialists, general education teachers, instructional coaches, site administrators	Teacher workshop exit surveys	

Root Cause 3:

Feedback from focus group participants and related stakeholders overwhelmingly identified a need for additional training in the areas of cultural sensitivity, addressing conscious and unconscious biases, and supporting foster youth and English learners through stronger parental engagement.

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Provide high quality professional development to build capacity for all staff to serve diverse students' needs in the least restrictive environment.	Professional Development modules to build capacity related to cultural sensitivity and addressing conscious and unconscious biases Staff time	Assistant Superintendent, School Support Services, E. Sahakian, and designee(s) Assistant Superintendent of Instructional Services, J. Reynoso and designee(s) Director of Special Education, C.Lew, and designee(s) Special education teachers, resource specialists, general education teachers, instructional coaches, site administrators	Increased percentage of students with disabilities in a regular class more than 80% of time (at least 51.2%). Teacher workshop exit surveys	Spring 2020; ongoing

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Indicator 5B: Percentage of Students in a Regular Class less than 40 Percent

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report (APR) to address the percentage of students with disabilities who are in a regular classroom less than 40 percent.

Copy each root cause into the charts below that addresses the LEA's percentage of students with disabilities who are in a regular class less than 40 percent. For each root cause, fill in the following:

- *Planned strategies and activities*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

There is a need for clear direction and understanding of the meaning of inclusive practices and training on research-based models. It has been 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 Department has provided some 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.

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Create/Identify inclusion schools and train general education teachers and principals with Universal Design strategies to reach and teach students with disabilities. Provide training on inclusive practices to general education teachers and administrators	UDL strategy training Staff time	Assistant Superintendent of Instructional Services, J. Reynoso and designee(s) Director of Special Education, C. Lew, and designee(s)	Decreased percentage of students with disabilities in a regular class less than 40% of time (no more than 22.6%). Improved student achievement results on interim assessments	Spring 2020

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Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
at all schools to help foster inclusive climates/culture across the district.		Special education teachers, resource specialists, general education teachers, instructional coaches, site administrators	California Healthy Kids Survey results	

Root Cause 2:

The District has not had the resources to invest in training teachers in 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. There is a need for more robust pre-referral system of supports and interventions.

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
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. PUSD will have a team of 10 staff members participate in CAST Universal Design for Learning Implementation Academy in Winter/Spring 2020.	Goal Book training UDL training Staff time	Assistant Superintendent of Instructional Services, J. Reynoso and designee(s) Director of Special Education, C. Lew, and designee(s) Special education teachers, resource specialists, general education teachers, instructional coaches, site administrators	Decreased percentage of students with disabilities in a regular class less than 40% of time (no more than 22.6%). Improved student achievement results on interim assessments	Spring 2020; ongoing

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Root Cause 3:

Feedback from focus group participants and related stakeholders overwhelmingly identified a need for additional training in the areas of cultural competence, addressing conscious and unconscious biases, and supporting foster youth and English learners through stronger parental engagement.

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Provide high quality professional development to build capacity for all staff to serve diverse students' needs in the least restrictive environment.	Professional Development modules to build capacity related to cultural sensitivity and addressing conscious and unconscious biases Staff time	Assistant Superintendent, School Support Services, E.Sahakian, and designee(s) Director of Special Education, C. Lew, and designee(s) Special education teachers, resource specialists, general education teachers, instructional coaches, site administrators	Decreased percentage of students with disabilities in a regular class less than 40% of time (no more than 22.6%). California Healthy Kids Survey	Spring 2020; ongoing

Indicator 5C: Least Restrictive Environment - Percentage in Separate Schools, Residential Facilities, or Homebound/Hospital Placement

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report (APR) to address the percentage of students with disabilities are in separate schools, residential facilities, or homebound/hospital placement.

Copy each root cause into the charts below that addresses the LEA's percent of students with disabilities who are in separate schools, residential facilities, or homebound/hospital placement. For each root cause, fill in the following:

- *Planned strategies and activities*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

Nearly 32% of students currently enrolled in separate schools or residential facilities reside in Licensed Children's Institutes or with Foster Families. Currently, there are at least 209 beds at Short Term Residential Therapeutic Programs located within District boundaries. On average, PUSD triages 4-12 students a week for intake from STRTPs. Many of these new intakes are students who current placement is a separate school per their IEP.

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Strengthen District therapeutic services such that students' needs can be met in-house at one of the district's comprehensive campuses rather than placement in a separate school.	Counseling and support staff Staff time	Assistant Superintendent, School Support Services, E. Sahakian, and designee(s) Director of Special Education, C. Lew, and designee(s)	Increased number of students transitioning back to PUSD schools through dual enrollment and ultimately full enrollment in comprehensive PUSD schools	Spring 2020; ongoing

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Root Cause 2:

Data analysis revealed that in 2017-18, Black/African-American students who made up 12.2% of Districtwide enrollment accounted for 16% of students with disabilities and nearly 27% of students in separate settings. Additional opportunities for Cultural Competency/Sensitivity training are needed to mitigate potential effects of implicit and explicit biases resulting in the disproportional placement of students of color in separate settings.

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Provide high quality professional development to build capacity for all staff to serve diverse students' needs in the least restrictive environment. School Support Services Division has embedded implicit bias training efforts as part of the scope of work for grant applications submitted during summer 2019.	Professional Development modules to build capacity related to Cultural Competence and addressing conscious and unconscious biases Staff time	Assistant Superintendent Instruction, J. Reynoso, and designee(s) Assistant Superintendent, School Support Services, E. Sahakian, and designee(s)	California Healthy Kids Survey results	Spring 2020; ongoing

Root Cause 3:

There is inconsistent implementation of PBIS strategies and trauma informed practices throughout the district.

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Provide implementation monitoring/accountability and ongoing support for all school sites. PBIS/Behavior RtI efforts will continue with tailored training and support provided to each school site PBIS team consisting of 4-5 staff members.	Staff time	Assistant Superintendent, School Support Services, E. Sahakian, and designee(s) Assistant Superintendent Instruction, J. Reynoso, and designee(s)	Reduction in number of placement changes of students to separate settings for the purpose of meeting social/emotional or behavioral/therapeutic needs Formal refresher Behavior RtI/PBIS training in early fall semester with monthly support meetings at each site	Spring 2020; ongoing

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If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 5: Least Restrictive Environment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

Prepared by California Department of Education March 2019