

2019/20 SELPA Special Education Plan Review Checklist		
LEA Name: Pasadena Unified School District	SELPA Name: Pasadena Unified SELPA	Date Reviewed: December 14, 2020

Please review the documents submitted by the LEA to ensure completeness. Check any unmet element(s) for the LEA.

<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 3c ELA	<input type="checkbox"/> 5a	<input type="checkbox"/> 6b	<input type="checkbox"/> 7b Age	<input type="checkbox"/> 9	<input type="checkbox"/> 13	<input type="checkbox"/> Child Find
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3c Math	<input type="checkbox"/> 5b	<input type="checkbox"/> 7a Increased	<input type="checkbox"/> 7c Increased	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 14a	<input type="checkbox"/> Chronic Absenteeism
<input checked="" type="checkbox"/> 3b ELA	<input checked="" type="checkbox"/> 4a	<input checked="" type="checkbox"/> 5c	<input type="checkbox"/> 7a Age	<input type="checkbox"/> 7c Age	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> 14b	<input type="checkbox"/> Disproportionality in Placement
<input checked="" type="checkbox"/> 3b Math	<input checked="" type="checkbox"/> Disproportionality in Discipline	<input type="checkbox"/> 6a	<input type="checkbox"/> 7b Increased	<input type="checkbox"/> 8	<input type="checkbox"/> 12	<input type="checkbox"/> 14c	<input type="checkbox"/> Significant Disproportionality (Element form and Completed Packet)

Did the LEA complete the required SEP 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 that includes at least one meeting in the fall, winter, and spring? ☒ Yes ☐ No

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

For each element that the Special Education 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 and/or activities to address the root cause(s)? ☒ 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 due? ☒ Yes ☐ No

Was the Special Education Plan complete? ☒ Yes ☐ No

SELPA Representative Name:

SELPA Representative Signature:

2019–2020 Special Education Plan

Local Educational Agency

Identification Form

Every Special Education Plan (SEP) must include this form.

I. LEA and SELPA Information

Complete the following chart:

Local Education Agency (LEA) Information	
LEA Name:	Pasadena Unified School District
CDS Code:	19 64881 0000000
LEA Representative Name:	Larry W. Brunson, Jr.
LEA Representative Title:	Interim Director, Special Education
LEA Representative Phone Number:	626.396.3600
LEA Representative Email:	Spo-brunsonl@pusd.us
Special Education Local Plan Area (SELPA)	
*2020–21 SELPA Name:	Pasadena Unified SELPA
SELPA Representative Name:	Marco Villegas
SELPA Representative Title:	Associate Superintendent, SELPA
SELPA Representative Phone Number:	626.396.3600
SELPA Representative Email:	Villegas.marco@pusd.us

II. 2019–20 SEP Elements

In order to determine the Elements to be addressed in the SEP, the LEA should refer to the LEA's *Notification of 2018–19 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2019–20 Special Education Monitoring Activities including Identification of Significant Disproportionality (Annual Determination Notification)*, emailed on January 31, 2020.

To confirm identification of the Elements that the LEA must include in its SEP, the California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements*

Requiring Review). The LEA must complete an Element Form for every Element in which the *Elements Requiring Review* list for the LEA shows “Yes” in the Review Required column.

The LEA must also complete the *Significant Disproportionality Comprehensive Coordinated Early Intervening Services* (CCEIS) plan and related forms if the LEA has been identified for Significant Disproportionality.

In the chart below, mark “Yes” or “NA” in the column “SEP 2019–20” to indicate whether the LEA must address the Element as part of the 2019–20 SEP or the Element is not applicable.

Element	SEP 2019–20
1: Graduation Rate	YES
2: Dropout Year Rate	YES
3b: English Language Arts Assessment Participation	YES
3b: Mathematics Assessment Participation	YES
3c: English Language Arts Assessment Achievement	YES
3c: Mathematics Assessment Achievement	YES
4a: Suspension Rate	YES
5a: Least Restrictive Environment—Regular class 80% or more	NA
5b: Least Restrictive Environment—Regular class less than 40%	NA
5c: Least Restrictive Environment—Separate School	YES
6a: Preschool Least Restrictive Environment—Receiving Special Education Services in Regular Program	NA
6b: Preschool Least Restrictive Environment—Separate class, School, or Residential Facility	NA
7a1: Preschool Skills—Positive Social-Emotional Skills, Substantially Increased*	NA
7a2: Preschool Skills—Positive Social-Emotional Skills, Functioning within Age Expectations*	NA
7b1: Preschool Skills—Acquisition and Use of Knowledge and Skills, Substantially Increased*	NA
7b2: Preschool Skills—Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations*	NA
7c1: Preschool Skills—Use of Appropriate Behaviors to Meet Their Needs: Substantially Increased*	NA
7c2: Preschool Skills—Use of Appropriate Behaviors to Meet Their Needs: Functioning within Age Expectations*	NA

Element	SEP 2019–20
8: Parent Involvement	NA
9: Disproportionate Representation	NA
10: Disproportionate Representation by Disability	YES
Disproportionality in Discipline	YES
Disproportionality in Placement	NA
11: Timely Eligibility Evaluation**	NA
12: Early Childhood Transition**	NA
13: Secondary Transition**	NA
14a: Post-School Outcomes–Higher Education	YES
14b: Post-School Outcomes–Higher Education or Competitively Employed	YES
14c: Post-School Outcomes–Any Education or Employment	NA
Child Find	NA
Chronic Absenteeism	NA
Significant Disproportionality	NA

* Element: 7 has six subparts, as listed in the above chart. If an LEA was selected for Preschool Review, it must address all subparts of Element: 7 in the SEP. The Element: 7 form is designed for that purpose.

** Elements: 11, 12, and 13 are not required to be addressed in the 2019–20 SEP due on December 15, 2020.

III. 2019–20 SEP Improvement Team

The LEA will form a SEP Improvement Team (SEP Team or Improvement Team). The SEP Team will be responsible for managing the entire process. This will include analyzing data, identifying appropriate root causes for which strategies/activities are identified, implementing the SEP, and monitoring success. The members of the SEP Team will meet into the fall of school year **2020–21** to develop the SEP. Throughout the 2020-21 school year, the SEP Team will continue to meet in order to implement each strategy/activity, observe and collect data during implementation, and review progress. The LEA will choose the members of this team, with suggested representation from:

- SELPA Representative
- Special Education Administrator
- General Education Administrator
- Special Education Teacher

- General Education Teacher

IV. List of 2019–2020 SEP Team Members

Complete the table below. For each SEP Team role, list the corresponding SEP Team member's name, LEA title or position, and email address. If the same person is fulfilling more than one role, explain the reason in the box below the table. Add rows to the chart for additional members, as necessary.

SEP Team Role	Name	Title or Position	Email Address
SELPA Representative	Marco Villegas	Associate Superintendent	Villegas.marco@pusd.us
Special Education Administrator	Larry Brunson	Interim Director, Special Education	Spo-brunsonl@pusd.us
General Education Administrator	John Maynard Eric Sahakian	Ass't Principal Ass't Sup., SSS	Maynard.john@pusd.us Sahakian.eric@pusd.us
Special Education Teacher	Kimberly Suarez Amy Froeschle	Special Education Teacher	Suarez.kimberly@pusd.us Froeschle.amy@pusd.us
General Education Teacher	Jodi Marchesso Arpine Khrlopyan	General Education Teacher	Marchesso.jodi@pusd.us Khrlopyan.arpine@pusd.us
Other: School Psychologist	Karina Reyes	School Psychologist	Reyes.karina@pusd.us

Explanation of Improvement Team Member Roles:

N/A

V. SEP Team Meetings

The SEP Team will meet into the fall of school year **2020–21** to develop the SEP and throughout the 2020–21 school year to implement and monitor the entire SEP. Each meeting may address multiple items, but each area the meeting addresses should be listed in the chart below. In the case of future meetings, list the areas the SEP Team plans to address. Documentation of these meetings, such as meeting agendas and notes, should be maintained for future reference. During the 2019–20 school year (if the planning started during the Spring of 2020) and the 2020–21 school year, the SEP Team shall meet to address the following:

- **Data Analysis**—Collecting and analyzing data to answer questions leading to identification of the factors that may impact outcomes for students with disabilities.
- **Root Cause Analysis**—Identifying the significant factors to be addressed in order to improve outcomes for students with disabilities.
- **Improvement Planning**—Selecting strategies/activities, with supporting resources, in order to impact outcomes for students with disabilities.
- **Planning the Implementation and Monitoring of the SEP**—Creating a plan to implement the strategies/activities and monitor implementation as it occurs.
- **Implementation**—Preparing for and implementing the SEP.
- **Monitoring**—Observing implementation, reviewing documentation, and collecting data to determine whether the strategies/activities were implemented with fidelity, whether the standards of success were met, and the reasons why or why not.
- **Review**—Reviewing the results of the plan to determine next steps, including any actions necessary to maintain any improvement observed for students with disabilities.

List of SEP Team Meetings and Strategies/Activities

List the planning and monitoring dates in the chart below. Include meetings that have already occurred and meetings that are planned for the future. At least one monitoring meeting must be conducted in the winter and spring quarters of the 2020–21 school year. The dates should be listed in chronological order. Every effort should be made to schedule future meetings realistically, taking into consideration

the academic calendar; however, it is understood that rescheduling may be required due to unforeseen circumstances in the new school year. Insert new rows for meetings dates, as necessary.

Dates (include month, day, and year)	Element(s) to Be Addressed During the Meeting	What areas will the meeting address?	Documentation Collected/ To Be Collected
Planning Meetings 2019–20 and Fall 2020			
10.27.2020	14 a and 14b	Analyzing the data collected; developing the root cause analysis	PUSD Graduation Data; Dashboard Data
11.02.2020	1, 2, and 3a,b and c	Analyzing the data collected; developing the root cause analysis	Dashboard Data; PUSD Assessment Data
11.10.2020	4a and 5c	Analyzing the data collected; developing the root cause analysis	PUSD Discipline Data; NPS placement data from SEIS
11.17.2020	10	Analyzing the data collected; developing the root cause analysis	PUSD Discipline Data; SEIS Data on Special Education Eligibility Rates
Implementation/Monitoring Fall 2020–21 (if applicable)			
N/A		We were having our planning meetings at this time.	

Dates (include month, day, and year)	Element(s) to Be Addressed During the Meeting	What areas will the meeting address?	Documentation Collected/ To Be Collected
Implementation/Monitoring Winter 2020–21			
02.01.2021	14 a and 14b	Analyzing the data collected; reviewing the root cause analysis	PUSD Graduation Data; Dashboard Data
03.01.2021	1, 2, and 3a,b and c	Analyzing the data collected; reviewing the root cause analysis	Dashboard Data; PUSD Assessment Data
04.01.2021	4a and 5c	Analyzing the data collected; reviewing the root cause analysis	PUSD Discipline Data; NPS placement data from SEIS
Implementation/Monitoring Spring 2021			
05.01.2021	10	Analyzing the data collected; reviewing the root cause analysis	PUSD Discipline Data; SEIS Data on Special Education Eligibility Rates
06.01.2021		Reviewing the overall SEP plan and evaluating the implementation plan	

The full SEP will consist of this document and, for each unmet Element, an *Element Form*. It will also include a *SEP Root Cause Analysis and Improvement Form* for

each identified root cause, *but only if* the LEA is not using the revised Element Forms in which the *Root Cause Analysis and Improvement* portions are now embedded. Combine all the forms into one PDF document. The sequence of the forms will be as follows:

- *LEA Identification Form*
- *SEP Element Form* for the first unmet Element
- *SEP Root Cause Analysis and Improvement Form* for each root cause applicable to the first unmet Element (if not using the revised Element Form with root cause embedded)
- *SEP Element Form* for the second unmet Element
- *SEP Root Cause Analysis and Improvement Form* for each root cause applicable to the second unmet Element (if not using the revised *Element Form* with root cause embedded).
- Repeat the above sequence for any remaining unmet SEP Elements.

Save the SEP PDF document with the following name: "<Name of LEA> <SELPA> 2019–2020 SEP–<Targeted or Intensive>."

The LEA will send the full SEP to the SELPA for their review. It is important to be aware of any deadlines set by the SELPA. After reviewing the LEA's 2019–20 SEP, the SELPA will complete the *2019–20 SELPA Review Checklist*. The SELPA will attach the *SELPA Review Checklist* at the front of the LEA's 2019–20 SEP as one PDF document and submit it to the CDE, Special Education Division, no later than December 15, 2020, as follows:

If the LEA was selected for Targeted Monitoring, the SELPA shall email the final PDF document to TargetedMonitoring@cde.ca.gov.

If the LEA was selected for Intensive Monitoring, the SELPA shall email the final PDF document to IntensiveMonitoring@cde.ca.gov.

Prepared by the California Department of Education, July 22, 2020.

VI. Local Educational Agency Name:

Pasadena Unified School District

2019–20 Special Education Plan

Element 1: Graduation Rate

Element 1: Graduation Rate corresponds to Graduation Rate as shown on the California School Dashboard (Dashboard) for students with disabilities. If the Local Educational Agency's (LEA's) 2019 Dashboard performance level for Graduation Rate for students with disabilities is red or orange, the LEA must address this Element in its Special Education Plan (SEP), for implementation beginning in the 2020–21 school year.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

I. Review of Dashboard Information/Data

The LEA's performance level for Graduation Rate on the Dashboard is a combination of Status Level and Change Level. In July 2019, the State Board of Education approved the implementation of a combined graduation rate, which reflects all students who: (1)

graduate in four years as part of the most current graduating class and (2) graduate in five years as part of the prior year graduating class. Beginning with the Fall 2019 Dashboard, the Graduation Rate on the Dashboard, for all comprehensive high schools, is based on the combined rate. [See the *California Department of Education's 2019 California School Dashboard Technical Guide: Final Version 2019–20 School Year, December 2019.*] The SEP Team's understanding of the Dashboard data and performance levels will be essential in the team's determination of root causes and corresponding strategies/activities to improve performance. The SEP Team may determine root causes applicable to the Status Level, Change Level, or both, depending on the LEA's Dashboard data.

Using data for the Student Group: Students with Disabilities on the 5x5 Graduation Rate Placement Report–Detailed Data from the LEA's 2019 Dashboard, complete the charts below.

Color	Status Level	Change Level	CURRENT STATUS: 2018–19 Graduation Rate	CHANGE: Difference between current rate and prior rate
Orange	Low	Declined	70.3%	-4.8%

Based on the above information, indicate the area(s) that the LEA intends to address:

Area to Address	Yes/No
Status Level	Yes
Change Level	Yes

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

Provided collaboration between middle and high school staff and families to prepare students for post-high school goals. Additional training and professional development to counselors to provide more support to students using a wrap around approach so

that students feel supported through the high school graduation requirements. Parent workshops to be provided to educate families on college and career requirements and how they can support their students in the school and home.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 1: Graduation Rate, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 1: Graduation Rate. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard	X
Ed-data.org—Cohort Graduation	
California Longitudinal Pupil Achievement Data System (CALPADS)	
Annual Performance Report (APR)	
Special Education Information System (e.g., SEIS, SIRAS, Welligent)	
UC/CSU eligibility/enrollment data	
Transition Plans	
Student Grades, Transcripts	
Guidance Counselor Information	
Other School Plans (e.g., Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan	
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance, Policies and Procedures)	
Parent Input Data	
Other (please state):	

VII.

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

No additional factors.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 1: Graduation Rate. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA's 2019–20 SEP if the root cause is still an issue based on analysis of the LEA's current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Students in Mild/Moderate Special Day Classes may not be on track for diploma due to lack of resources and not enough focus on curriculum and requirements needed to obtain a high school diploma. Students can get overwhelm and believe that dropping out of high school may be a better option for themselves.

Data Support and Background for Root Cause:

Please see above.

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement (List <i>at least one</i> Strategy/Activity for this root cause. Insert additional lines if necessary.)	
1.	More comprehensive development for special education teachers and more opportunities for collaboration between school counselors and special education teachers to ensure that students are on track for graduation.
2.	
3.	
4.	
5.	
Resources Required (Align numbers with Strategies/Activities for Improvement)	
1.	School counselors and special education teachers to provide bi-weekly grade checks to students. Counselors to visit students in class to discuss requirements and what supports are needed.
2.	
3.	
4.	
5.	
Title of Person(s) Responsible for Implementation (Align numbers with Strategies/Activities for Improvement)	
1.	School Counselors and Special Education Teachers with oversight from school site principals and administrators.
2.	
3.	
4.	
5.	
Start Date (Align numbers with Strategies/Activities for Improvement)	
1.	This will begin with the 2020-2021 school year.
2.	
3.	
4.	

5.	
Date of Completion	
(Align numbers with Strategies/Activities for Improvement)	
1.	The goal is to see improvement in the 2021-2022 school year.
2.	
3.	
4.	
5.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s)	
(Align numbers with Strategies/Activities for Improvement)	
1.	Students are expected to complete the high school graduation requirements at a higher rate than they are currently.
2.	
3.	
4.	
5.	
Methods of Measurement	
(Align numbers with Strategies/Activities for Improvement)	
1.	Review of data received from bi-weekly grade checks, input from individual student meetings with counselors and input from parent meetings and surveys.
2.	
3.	
4.	
5.	
Quantifiable Standards of Improvement	
(Align numbers with Strategies/Activities for Improvement)	
1.	We will see improvement when at least 10% of SDC students increase grades and meet the high school graduation requirements.
2.	
3.	
4.	
5.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

SEP Team Meeting Agendas, Notes and Action Plans

Notes of collaborative team meetings from school counselors and special education teachers.

Parent input surveys

Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.

Local Educational Agency Name:

Pasadena Unified School District

2019–20 Special Education Plan

Element 2: Dropout Rate

Element 2: Dropout Rate corresponds to State Performance Plan Indicator (SPPI) 2: Dropout Rate. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 2: Dropout Rate, as shown on the LEA’s Annual Performance Report (APR) and on the *2019–20 Targeted Review Selection Data* chart linked to the January 31, 2020, *Annual Determination Notification*.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

I. Review of APR Data

SPPI 2: Dropout Rate measures the percentage of all students in grades nine and higher, and ungraded students age fourteen and over, who exited special education by dropping out of school (including students age eighteen and over who self-withdrew and students who took the GED test).

Using the LEA’s APR data, complete the chart below.

LEA’s Dropout Rate	State Target
5.4%	4.0%

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

Provided collaboration between middle and high school staff and families to prepare students for post-high school goals. Additional training and professional development to counselors to provide more support to students using a wraparound approach so that students feel supported through the high school graduation requirements. Parent workshops to be provided to educate families on college and career requirements and how they can support their students in the school and home.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 2: Dropout Rate, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 2: Dropout Rate. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard—Chronic Absenteeism and/or Suspension for students with disabilities	X
Ed-data.org—Dropout Data	X
Annual Performance Report (APR)	X
Special Education Information System (e.g., SEIS, SIRAS, Welligent)	
Attendance Records	
Discipline Data, Behavior Intervention Plans, Manifestation Determinations	
Transition Plans	
Student Grades, Transcripts	
Guidance Counselor Information	
Other School Plans (e.g., Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan	
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)	

Data Sources	Check if Using
Parent Input Data	
Other (please state):	

VIII.

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities and are they working as intended?

No additional factors found.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 2: Dropout Rate. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA's 2019–20 SEP if the root cause is still an issue based on analysis of the LEA's current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Students in Mild/Moderate Special Day Classes may not be on track for diploma due to lack of resources and not enough focus on curriculum and requirements needed to obtain a high school diploma. Students can get overwhelmed and believe that dropping out of high school may be a better option for themselves.

Data Support and Background for Root Cause:

Please see above.



Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement List <i>at least one</i> Strategy/Activity for this root cause. Insert additional lines if necessary.	
1.	More comprehensive development for special education teachers and more opportunities for collaboration between school counselors and special education teachers to ensure that students are on track for graduation.
2.	
3.	
4.	
5.	
Resources Required (Align numbers with Strategies/Activities for Improvement.)	
1.	School counselors and special education teachers to provide bi-weekly grade checks to students. Counselors to visit students in class to discuss requirements and what supports are needed.
2.	
3.	
4.	
5.	
Title of Person(s) Responsible for Implementation (Align numbers with Strategies/Activities for Improvement.)	
1.	School Counselors and Special Education Teachers with oversight from school site principals and administrators.
2.	
3.	
4.	
5.	
Start Date (Align numbers with Strategies/Activities for Improvement.)	
1.	This will start with the 2020.2021 school year.
2.	

3.	
4.	
5.	
Date of Completion (Align numbers with Strategies/Activities for Improvement.)	
1.	The plan is to complete this in the 2021.2022 school year.
2.	
3.	
4.	
5.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
1.	Students are expected to complete the high school graduation requirements at a higher rate than they are currently.
2.	
3.	
4.	
5.	
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
1.	Review of data received from bi-weekly grade checks, input from individual student meetings with counselors and input from parent meetings and surveys.
2.	
3.	
4.	
5.	
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
1.	We will see improvement when at least 10% of SDC students increase grades and meet the high school graduation requirements.
2.	

3.	
4.	
5.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

SEP Team Meeting Agendas, Notes and Action Plans

Notes of collaborative team meetings from school counselors and special education teachers.

Parent input surveys

Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.

IX. Local Educational Agency Name:

Pasadena Unified

2019–20 Special Education Plan

Element 3b: English Language Arts Participation

Element 3b: English Language Arts (ELA) Participation, corresponds to State Performance Plan Indicator (SPPI) 3b: ELA Participation. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 3b: ELA Participation, as shown on the LEA's Annual Performance Report (APR) and on the *2019–20 Targeted Review Selection Data* chart linked to the January 31, 2020, *Annual Determination Notification*.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

I. Review of APR Data

SPPI 3b: ELA Participation has a target of 95 percent of students with disabilities participating in the ELA portion of the California Assessment of Student Performance and Progress (CAASPP) or the California Alternate Assessment (CAA), as shown on the APR.

Using the LEA's APR data, complete the chart below for Element 3b: ELA Participation.

What is the ELA Participation rate (Rate) of students with disabilities?

LEA's ELA Participation Rate	State Target
Overall: 92.6% Elem: 95.09% Middle: 92.48% High: 84.3%	95%

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

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 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.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 3b: ELA Participation, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The Data Source Checklist, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 3b: ELA Participation. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard	
California School Dashboard – Comparison to All Students or Other Student Groups	x
Annual Performance Report – ELA Participation Rate	X
Special Education Information Systems (e.g., SEIS, SIRAS, Welligent)	
Attendance Records, Discipline Data	
CAASPP Makeup Records	

Data Sources	Check if Using
California Longitudinal Pupil Achievement Data System (CALPADS)	
Test Operations Management System (TOMS) Records, Student Score Reports, Accommodations	
IEP Meeting Notes, Parent Opt-Out letters, Testing Accommodations	
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)	
Parent Input Data	
Other School Plans (e.g., Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan)	
Other (please state):	

X.

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below.

For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

No additional factors observed.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 3b: ELA Participation. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA's 2019–20 SEP if the root cause is still an issue based on analysis of the LEA's current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Data is highly varied from site to site; some sites have strong parent groups that oppose having special needs students take state tests. Several students in the

moderate/severe special education programs were not able to participate in the assessments because of the challenges of their unique disabilities.

Data Support and Background for Root Cause:

Please see above.

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement List <i>at least one</i> Strategy/Activity for this root cause. Insert additional lines if necessary.	
6.	Parent Education sessions offered through PUSD's Parent University. Workshops will be offered throughout the year to educate parents on the importance of test participation. Surveys will also be sent to gather the input and seek the participation of as many parents as possible.
7.	
8.	
9.	
10.	
Resources Required (Align numbers with Strategies/Activities for Improvement.)	
6.	Having district administrators from multiple divisions that can present these workshops in a collaborative manner.
7.	
8.	
9.	
10.	
Title of Person(s) Responsible for Implementation (Align numbers with Strategies/Activities for Improvement.)	
6.	Associate Superintendent, SELPA; Director, Special Education; Assistant Superintendent, Curriculum and Instruction and Professional Development; Assistant Superintendent, Student Support Services
7.	
8.	
9.	
10.	
Start Date (Align numbers with Strategies/Activities for Improvement.)	

6.	These strategies will be enforced beginning Spring, 2021 through Spring, 2022
7.	
8.	
9.	
10.	
Date of Completion (Align numbers with Strategies/Activities for Improvement.)	
6.	We have an anticipated completion date of Spring, 2022
7.	
8.	
9.	
10.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
6.	Parents will become more educated on the importance of participation of their students in state assessments and will not opt out of the assessment. They will learn how to use the data from the assessments to support their student in the home.
7.	
8.	
9.	
10.	
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
6.	Parent participation in Parent University and the results of the survey data will be carefully analyzed and will inform the Division of Special Education on how to address the families and their unique needs.
7.	
8.	

9.	
10.	
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
6.	The goal is to bring the ELA and Math participation from 92.6% to 97% in one school year as measured by parent participation in Parent University, survey results and school site intervention and coaching.
7.	
8.	
9.	
10.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

SEP Team Planning and Debriefing Collaborative Meetings
 Review of Parent University attendance rates and subsequent survey results
 Increased participation on ELA and Math state assessments

XI.

Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.

XII. Local Educational Agency Name:

Pasadena Unified School District

2019–20 Special Education Plan

Element 3b: Math Participation

Element 3b: Math Participation corresponds to State Performance Plan Indicator (SPPI) 3b: Math Participation. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 3b: Math Participation as shown on the LEA's Annual Performance Report (APR) and on the *2019–20 Targeted Review Selection Data* chart linked to the January 31, 2020, *Annual Determination Notification*.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

I. Review of APR Data

SPPI 3b: Math Participation has a target of 95 percent of students with disabilities participating in the Math portion of the California Assessment of Student Performance and Progress (CAASPP) or the California Alternate Assessment (CAA), as shown on the APR.

Using the LEA's APR data, fill out the chart below for Element 3b: Math Participation.

What is the Math Participation rate (Rate) of students with disabilities?

LEA's Math Participation Rate	State Target
90.74%	95%

XIII.

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

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 IBP tool. Goalbook includes assessments and can be helpful in IBP 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.

XIV.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 3b: Math Participation, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The Data Source Checklist, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 3b: Math Participation. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard – Math Participation	X
California School Dashboard – Comparison to All Students or Other Student Groups	X

Data Sources	Check if Using
APR – Math Participation Rate	X
Special Education Information Systems (e.g., SEIS, SIRAS, Welligent)	
Attendance Records, Discipline Data	
CAASPP Makeup Records	
California Longitudinal Pupil Achievement Data System (CALPADS)	
Test Operations Management System (TOMS) Records, Student Score Reports, Accommodations	
IEP Meeting Notes, Parent Opt-Out letters, Testing Accommodations	X
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)	
Parent Input Data	
Other School Plans, such as the Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan	
Other (please state):	

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

No additional factors other than the ones listed.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 3b: Math Participation. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA's 2019–20 SEP if the root cause is still an issue based on analysis of the LEA's current data.

Note: The boxes and charts below apply to one and only one root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Data is highly varied from site to site; some sites have strong parent groups that oppose having special needs students take state tests. Several students in the moderate/severe special education programs were not able to participate in the assessments because of the challenges of their unique disabilities.

Data Support and Background for Root Cause:

Please see above.

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement List <i>at least one</i> Strategy/Activity for this root cause. Insert additional lines if necessary.	
11.	Parent Education sessions offered through PUSD's Parent University. Workshops will be offered throughout the year to educate parents on the importance of test participation. Surveys will also be sent to gather the input and seek the participation of as many parents as possible.
12.	
13.	
14.	
15.	
Resources Required (Align numbers with Strategies/Activities for Improvement.)	
11.	Having district administrators from multiple divisions that can present these workshops in a collaborative manner.
12.	
13.	
14.	
15.	
Title of Person(s) Responsible for Implementation (Align numbers with Strategies/Activities for Improvement.)	
11.	Associate Superintendent, SELPA; Director, Special Education; Assistant Superintendent, Curriculum and Instruction and Professional Development; Assistant Superintendent, Student Support Services
12.	
13.	
14.	
15.	
Start Date (Align numbers with Strategies/Activities for Improvement.)	

11.	These strategies will be enforced beginning Spring, 2021 through Spring, 2022
12.	
13.	
14.	
15.	
Date of Completion (Align numbers with Strategies/Activities for Improvement.)	
11.	We have an anticipated completion date of Spring, 2022
12.	
13.	
14.	
15.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
11.	Parents will become more educated on the importance of participation of their students in state assessments and will not opt out of the assessment. They will learn how to use the data from the assessments to support their student in the home.
12.	
13.	
14.	
15.	
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
11.	Parent participation in Parent University and the results of the survey data will be carefully analyzed and will inform the Division of Special Education on how to address the families and their unique needs.
12.	
13.	
14.	

15.	
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
11.	The goal is to bring the ELA and Math participation from 92.6% to 97% in one school year as measured by parent participation in Parent University, survey results and school site intervention and coaching.
12.	
13.	
14.	
15.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

6. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
7. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
8. Evidence that the SEP Team has monitored the implementation of its plan.
9. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
10. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

SEP Team Planning and Debriefing Collaborative Meetings
 Review of Parent University attendance rates and subsequent survey results
 Increased participation on ELA and Math state assessments



Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019-20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.

XV. Local Educational Agency Name:

Pasadena Unified School District

2019–20 Special Education Plan

Element 3c: English Language Arts Achievement

Element 3c: English Language Arts (ELA) Achievement, corresponds to academic performance in ELA as shown on the California School Dashboard (Dashboard) for students with disabilities, and to State Performance Plan Indicator (SPPI) 3c: ELA Achievement as shown on the Annual Performance Report (APR). The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The Local Educational Agency (LEA) must address this Element in its 2019–20 SEP if the *Elements Requiring Review* list shows “Yes” for this Element in the Review Required column.

I. Review of Dashboard and APR Information/Data

The 2019 Dashboard method for calculating ELA Achievement differs from the method used for the SPPI 3c: ELA Achievement calculation on the APR. The Dashboard calculations reflect the Distance from Standard, which is the measurement of how many points, on average, students are from the lowest possible score for Standard Met. Each of those calculations differs from the SPPI 3c calculation method on the APR report. The APR calculation reflects the number of students with disabilities scoring at or above the standard divided by the total number of students with disabilities who received a valid score and for whom a proficiency level was assigned. Each method of calculation is used in determining whether the LEA is in the Targeted or the Intensive Review, and both are valid for understanding the LEA’s performance on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP) and the California Alternate Assessment (CAA).

A. Review of Dashboard Information/Data

The LEA’s performance level for ELA achievement on the Dashboard is a combination of Status Level and Change Level. The SEP Team’s understanding of the Dashboard data and performance levels will be essential in the team’s determination of root causes and corresponding strategies/activities. The SEP Team may determine root causes applicable to the Status Level, Change Level, or both depending on the LEA’s Dashboard data.

Using the data on the 5x5 English Language Arts Placement Report (Grades 3-8 and 11)–Detailed Data from the LEA’s 2019 California School Dashboard, complete the charts below with information for the student group: Students with Disabilities.

Color	Status Level	Change Level	CURRENT STATUS: Average distance from Standard	CHANGE: Difference between current status and prior status
Orange	Below Standard	Increased 7.6 points	89.3 points below standard	7.6 points increase

Based on the above information, indicate the area(s) the LEA intends to address.

Area to Address	Yes or No
Status Level	Yes
Change Level	Yes

B. Review of APR Data

Using the SSPI data from the LEA's APR, complete the chart below for 3c: ELA Achievement.

LEA's Rate	State Target
16.55%	>15.9%

Once the LEA has determined the LEA's performance level on the Dashboard and the APR in ELA Achievement, complete the chart below.

Accountability System	Performance Level to Meet Requirements	Did the LEA Meet the Performance Level?
Dashboard	Blue, Green or Yellow	Orange
APR	>15.9%	Yes

XVI.

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies relevant to this Element that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

PUSD is in year four 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.

XVII.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 3c: ELA Achievement, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist* below should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 3c: ELA Achievement. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard— ELA for Student with Disabilities	X
California School Dashboard— Comparison to All Students or Other Student Groups	X
Test Operations Management System (TOMS) Student Score Reports	

Data Sources	Check if Using
Test Operations Management System (TOMS) Accommodations	
Interim or Other Assessments	
Classroom-level Data— Student Grades, Assignment Grades	
Annual Performance Report (APR) – ELA Achievement, Participation Rate, Least Restrictive Environment (LRE)	X
Special Education Information System (e.g., SEIS, Welligent, SIRAS)	
Service Logs and/or Pull-Out Schedules	
Student Course Enrollment Data, Attendance Records, Schedules, and/or Transcripts	
California Longitudinal Pupil Achievement Data System (CALPADS)	
Empathy Interview/ Focus Group Data	
Observation of English class(es)	
Observation of Testing (CAASPP or Other Testing Environment)	
Professional Development Records	
Curriculum Guides, Lesson Plans, Syllabi	
Other School Plans (e.g., Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan)	
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)	
Parent Input Data	
Other (please state):	

XVIII.

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below.

For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

No additional factors other than the ones noted.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 3c: ELA Achievement. In the Data Support box, include an explanation of the data and any background information

needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA’s 2019–20 SEP if the root cause is still an issue based on analysis of the LEA’s current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

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). In addition, continued 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 students with disabilities, foster youth and English learners.

Data Support and Background for Root Cause:

Please see above.

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement <i>List at least one Strategy/Activity for this root cause. Insert additional lines if necessary.</i>	
16.	Collaborative fidelity checks between the divisions of special education and CIPD to ensure that all school sites are utilizing the UDL strategies with fidelity. Use of a fidelity checklist that will serve the purpose of identifying ongoing professional development opportunities for school site staff. Embedded within the professional development opportunities will be training on cultural sensitivity.
17.	
18.	
19.	
20.	
Resources Required <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
16.	Use of Teachers on Special Assignment (TOSAs) from special education and CIPD that can perform fidelity checks and report back to school site and district level administrators.
17.	
18.	
19.	
20.	
Title of Person(s) Responsible for Implementation <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
16.	Associate Superintendent, SELPA; Chief Academic Officer; Assistant Superintendents of CIPD and Instructional Services; Director of Special Education
17.	
18.	
19.	
20.	

Start Date (Align numbers with Strategies/Activities for Improvement.)	
16.	This has been ongoing since the 2018-2019 school year and will continue on through the 2020-2021 and 2021-2022 school years.
17.	
18.	
19.	
20.	
Date of Completion (Align numbers with Strategies/Activities for Improvement.)	
16.	The anticipated date of completion will be Spring, 2022.
17.	
18.	
19.	
20.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
16.	We expect to have students with disabilities go from 16.55% to 20% by the end of Spring, 2022.
17.	
18.	
19.	
20.	
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
16.	This will be measured by the results of individual school site fidelity checks as well as the feedback gathered by surveys that teachers and staff will complete in response to the professional development received.
17.	
18.	
19.	
20.	

Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
16.	The district anticipates at least 4% improvement by the end of Spring, 2022 as measured by fidelity checks and feedback from professional development surveys.
17.	
18.	
19.	
20.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

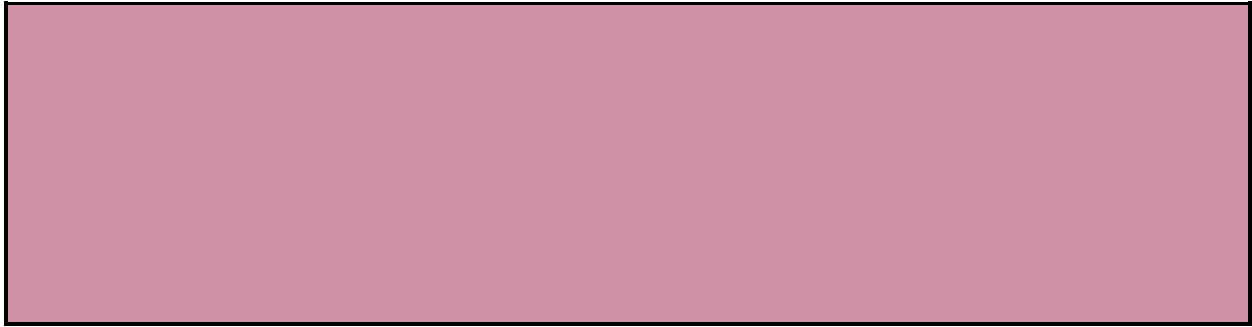
1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

SEP Team Planning and Debriefing Collaborative Meetings

Review of District Benchmark Data

Review of survey results from professional development activities provided to teachers and support staff



Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.

XIX. Local Educational Agency Name:

Pasadena Unified School District

2019–20 Special Education Plan

Element 3c: Math Achievement

Element 3c: Math Achievement corresponds to academic performance in Math as shown on the California School Dashboard (Dashboard) for students with disabilities, and to State Performance Plan Indicator (SPPI) 3c: Math Achievement as shown on the Annual Performance Report (APR). The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The Local Educational Agency (LEA) must address this Element in its 2019–20 SEP if the *Elements Requiring Review* list shows “Yes” for this Element in the Review Required column.

I. Review of Dashboard and APR Information/Data

The 2019 Dashboard method for calculating Math Achievement differs from the method used for the SPPI 3c: Math Achievement calculation on the APR. The Dashboard calculations reflect the Distance from Standard, which is the measurement of how many points, on average, students are from the lowest possible score for Standard Met. Each of those calculations differ from the SPPI 3c calculation method on the APR report. The APR calculation reflects the number of students with disabilities scoring at or above the standard, divided by the total number of students with disabilities who received a valid score and for whom a proficiency level was assigned. Each method of calculation is used in determining whether the LEA is in the Targeted or the Intensive Review, and both are valid for understanding the LEA’s performance on the Math portion of the California Assessment of Student Performance and Progress (CAASPP) and the California Alternate Assessment (CAA).

C.Review of Dashboard Information/Data

The LEA’s performance level for Math Achievement on the Dashboard is a combination of Status Level and Change Level. The SEP Team’s understanding of the Dashboard data and performance levels will be essential in the team’s determination of root causes and corresponding strategies/activities. The SEP Team may determine root causes applicable to their Status Level, Change Level, or both depending on the LEA’s Dashboard data.

Using the data on the 5x5 Mathematics Placement (Grades 3–8 and 11) Detailed Report from the LEA’s 2019 California School Dashboard, complete the charts below with information for the student group: Students with Disabilities.

Color	Status Level	Change Level	CURRENT STATUS: Average distance from Standard	CHANGE: Difference between current status and prior status
Red	Below Standard	Maintained	121.5 points below standard	Maintained 2 points

Based on the above information, indicate the area(s) the LEA intends to address.

Area to Address	Yes or No
Status Level	Yes
Change Level	Yes

D. Review of APR Data

Using the SPPI data from the LEA's APR, complete the chart below for 3c: Math Achievement.

LEA's Rate	State Target
12.81%	>13.6%

Once the LEA has determined the LEA's performance level on the Dashboard and the APR in Math Achievement, complete the chart below.

Accountability System	Performance Level to Meet Requirements	Did the LEA Meet or Exceed the Performance Level?
Dashboard	Blue, Green or Yellow	No
APR	>13.6%	No

XX.

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

Pasadena USD is in its 4th 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 011 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 three years, special education case carriers have been using Goalbook's web-based IBP tool. Goalbook includes assessments and can be helpful in IBP 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.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 3c: Math Achievement, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 3c: Math Achievement. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard—Math Achievement for students with disabilities	X

Data Sources	Check if Using
California School Dashboard – Comparison to All Students or other student groups	X
Test Operations Management System (TOMS) Student Score Reports	
Test Operations Management System (TOMS) Accommodations	
Interim or Other Assessments	
Classroom-level Data — Student Grades, Assignment Grades	
APR – Math Achievement, Participation Rate, Least Restrictive Environment (LRE)	X
Special Education Information System (e.g., SEIS, Welligent, SIRAS)	
Service and/or Pull-Out Schedules	
Student Course Enrollment Data Attendance Records, Schedules, and/or Transcripts	
California Longitudinal Pupil Achievement Data System (CALPADS)	
Empathy Interview/ Focus Group Data	
Observation of Math Class(es)	
Observation of Testing (CAASPP or Other Testing Environment)	
Professional Development Records	
Curriculum Guides, Lesson Plans, Syllabi	
Other School Plans (e.g., Local Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan)	
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Student Record Review)	
Parent Input Data	
Other (please state):	

XXI.

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

No additional factors other than the ones noted.

XXII.

XXIII. V. Root Cause Analysis and Improvement Form

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 3c: Math Achievement. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA's 2019–20 SEP if the root cause is still an issue based on analysis of the LEA's current data.

Note: The boxes and charts below apply to one and only one root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

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).

Data Support and Background for Root Cause:

Please see above.

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement List <i>at least one</i> Strategy/Activity for this root cause. Insert additional lines if necessary.	
21.	Providing a needs assessment to all school sites in PUSD so there is a clear understanding of what is needed at each individual school site.
22.	
23.	
24.	
25.	
Resources Required (Align numbers with Strategies/Activities for Improvement.)	
21.	Assigning TOSA from special education and CIPD to assess the needs and developing a catalog of professional development and fidelity checks to ensure that the professional development is effective and that student data is moving forward.
22.	
23.	
24.	
25.	
Title of Person(s) Responsible for Implementation (Align numbers with Strategies/Activities for Improvement.)	
21.	Associate Superintendent, SELPA; Chief Academic Officer; Assistant Superintendents of CIPD and Instructional Services; Director of Special Education
22.	
23.	
24.	
25.	
Start Date (Align numbers with Strategies/Activities for Improvement.)	
21.	This has been ongoing and will continue through Spring, 2022.

22.	
23.	
24.	
25.	
Date of Completion (Align numbers with Strategies/Activities for Improvement.)	
21.	The anticipated date of completion is Spring, 2022.
22.	
23.	
24.	
25.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
21.	We expect to have students with disabilities go from 12.81% to 16% by the end of Spring, 2022.
22.	
23.	
24.	
25.	
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
21.	This will be measured by the results of individual school site fidelity checks as well as the feedback gathered by surveys that teachers and staff will complete in response to the professional development received.
22.	
23.	
24.	
25.	
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	

21.	The district anticipates at least 4% improvement by the end of Spring, 2022 as measured by fidelity checks and feedback from professional development surveys.
22.	
23.	
24.	
25.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

SEP Team Planning and Debriefing Collaborative Meetings

Review of District Benchmark Data

Review of survey results from professional development activities provided to teachers and support staff

Review of results from school site fidelity checks

Copy and complete the above charts for each additional root cause.

XXIV. VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.

XXV. Local Educational Agency Name:

Pasadena USD

2019–20 Special Education Plan Element 4a: Suspension Rate

Element 4a: Suspension Rate corresponds to Suspension Rate as shown on the California School Dashboard (Dashboard) for students with disabilities. If the Local Educational Agency's (LEA's) 2019 Dashboard performance level for Suspension Rate for students with disabilities is red or orange, the LEA must address this Element in its Special Education Plan (SEP), for implementation in the 2020–21 school year.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

I. Review of Dashboard Information/Data

The LEA's performance level for Suspension Rate on the Dashboard is a combination of Status Level and Change Level. The SEP Team's understanding of the Dashboard data and performance levels are essential in the team's determination of root causes and corresponding strategies/activities to improve performance. The SEP Team may determine root causes applicable to the Status Level, Change Level, or both, depending on the LEA's Dashboard data.

Using data for the Student Group: Students with Disabilities on the 5x5 Suspension Rate Placement Report–Detailed Data from the LEA's 2019 Dashboard, complete the charts below.

Color	Status Level	Change Level	CURRENT STATUS: 2018–19 Suspension Rate	CHANGE: Difference between 2018–19 Suspension Rate and 2017–18 Suspension Rate
Orange	Very High	Declined	<i>Greater than 8.0% in Current Year</i>	DECLINE, however still

				listed in VERY HIGH category <i>by 0.3% to less than 2.0% from Prior Year</i>
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Based on the above information, indicate the area(s) the LEA intends to address.

Area to Address	Yes or No
Status Level	Yes
Change Level	Yes

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

Pasadena USD has been implementing Positive Behavior Interventions and Supports (PBIS) based on a cohort model that has introduced PBIS to small groups of schools each year. In addition, the district enforces Alternatives to Suspension as well as Trauma Informed Practices.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 4a: Suspension Rate, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 4a: Suspension Rate. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if using
California School Dashboard—Suspension Rate for Students with Disabilities	x
California School Dashboard—Comparison to All Students or Other Student Groups	x
Student Grade Reports, Transcripts, Schedules	
Restraint and Seclusion Data	
Suspension paperwork, Referrals	x
Special Education Information Systems (e.g., SEIS, SIRAS, Welligent)	
Behavior Intervention Plans, Behavior Goals	
Information from other behavior-oriented Systems, such as Positive Behavior Interventions and Supports, Restorative Practices	x
Attendance Records	x
Manifestation Determination Information	
Counseling Logs	
Empathy Interview/ Focus Group Data	
California Longitudinal Pupil Achievement Data System (CALPADS)	x
Ed-Data.org—Comparison of Suspension Rates	
Educational and/or Psychological Assessments	
Teacher Reports	
Other School Plans (Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan).	x
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)	
Parent Input Data	
Other (please state):	

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

No additional factors other than the ones noted.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 4a: Suspension Rate. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA's 2019–20 SEP if the root cause is still an issue based on analysis of the LEA's current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Inconsistent delivery of adopted behavioral interventions

Data Support and Background for Root Cause:

Suspension data of 2018-19; 2017-2018

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement List <i>at least one</i> Strategy/Activity for this root cause. Insert additional lines if necessary.	
1.	MTSS- academic/behavioral interventions
2.	Behavior RTI (response to intervention)
3.	Social-Emotional Learning
4.	Alternatives to Suspension
5.	Professional Development
Resources Required (Align numbers with Strategies/Activities for Improvement.)	
1.	Staff development opportunities
2.	Staff development opportunities
3.	SEL Curriculum
4.	Staff development opportunities
5.	Staff development opportunities
Title of Person(s) Responsible for Implementation (Align numbers with Strategies/Activities for Improvement.)	
1.	Student Services, CIPD, Special Education
2.	CWAS
3.	CWAS
4.	CWAS, Special Education
5.	Student Services, CIPD, Special Education
Start Date (Align numbers with Strategies/Activities for Improvement.)	
1.	On-going
2.	On-going
3.	On-going
4.	On-going
5.	On-going
Date of Completion (Align numbers with Strategies/Activities for Improvement.)	
1.	On-going
2.	On-going
3.	On-going
4.	On-going
5.	On-going

Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
1.	All PUSD schools to have an MTSS active implementation plan
2.	All PUSD schools to have a Behavior RTI active implementation plan
3.	K-8 implementation plan for SEL curriculum
4.	Increase use of alternatives to suspensions
5.	Increased participation rates for PD
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
1.	Fidelity checks
2.	Fidelity checks
3.	Fidelity checks
4.	Aeries coding for alternatives to suspension
5.	Fidelity checks
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
1.	Decreased suspensions for students with disabilities as measured by AERIES discipline data as a result of the professional development provided to school staff.
2.	
3.	
4.	
5.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).

3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

Professional Development participation rates.

Behavior RTI fidelity of implementation with TFI tool- Tiered Fidelity Inventory; and

Suspension and office referral data by school site.

Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.

XXVI. Local Educational Agency Name:

Pasadena Unified School District

2019–20 Special Education Plan

Element 5c: LRE–Separate Schools

Element 5c: Least Restrictive Environment (LRE)–Separate Schools corresponds to State Performance Plan Indicator (SPPI) 5c: LRE–Separate Schools. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 5b: LRE–Separate Schools, as shown on the LEA’s Annual Performance Report (APR) and on the *2019–20 Targeted Review Selection Data* chart linked to the January 31, 2020, *Annual Determination Notification*.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

I. Review of APR Data

SPPI 5 measures LRE by calculating the average amount of time students ages six through twenty-one receive their special education or related services in settings apart from their peers in general education settings.

This is a three-part test which:

- a. Measures the percentage of students who are in a regular class 80 percent or more of their day;
- b. Measures the percentage of students who are in a regular class less than 40 percent of their day;
- c. Measures the percentage of students in separate schools, residential facilities, or homebound/hospital placement.

This *Element Form* focuses only on the third part (5c), the percentage of students who are in separate schools, residential facilities, or homebound/hospital placement. Using the data from the LEA’s APR, fill out the chart below and answer the questions for LRE–Separate Schools:

LEA Rate for LRE–Separate Schools	State Target
4.7%	<3.8%

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

Least Restrictive Environment (LRE) is discussed at every IEP meeting, however, lack of experience and high teacher and support staff turnover may prevent IEP teams from designing IEPs to serve students in the LRE.

The district has developed and expanded its therapeutic classroom offerings to provide additional options for students before considering placement in a more restrictive placement such as a Non-Public School (NPS). The therapeutic program is now at all levels, elementary, middle and high. In addition, the district has expanded this option so that it is located at an additional middle school and two additional classrooms at the high school level. Schools teams are responsible for presenting student cases at the bi-weekly Behavioral Triage meetings to ensure that all appropriate interventions and progressive supports have been provided and implemented with fidelity to the student before any changes in placement to a more restrictive setting are considered.

This area was addressed in the 2018-2019 Performance Indicator Review (PIR) Plan and has produced continuous improvement in the number of students enrolled in NPS programs going from 83 students in 2017-2018 to 109 students in 2018-2019 down to 92 students during the 2019-2020 school year.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 5c: LRE–Separate Schools, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The

Data Source Checklist, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 5c: LRE—Separate Schools. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard	
California School Dashboard—Comparison to All Students or other student groups	
California Longitudinal Pupil Achievement Data System (CALPADS)	X
Annual Performance Report (APR)	
Special Education Information System (e.g., SEIS, SIRAS, Welligent)	X
Service Logs and/or Pull out Schedules	
IEP Placement Decisions and Notes, and Pertinent Assessments and Evaluations	X
Transition Plans	
Guidance Counselor Information	
Discipline Information	
Student Course Enrollment Data	
Policies and Procedures	X
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)	
Parent Input Data	
Other School Plans, such as the Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan	
Other (please state):	

XXVII.

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

Current change of placement procedures are being evaluated to give IEP teams guidance when considering a more restrictive placement.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 5c: LRE—Separate Schools. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA's 2019–20 SEP if the root cause is still an issue based on analysis of the LEA's current data. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

1. There is a significant concentration of Short Term Residential Therapeutic Programs (STRTP) within the District's boundaries. There are over 209 STRTP beds in PUSD, which were level 14 group homes.
2. Data analysis shows that African Americans make up 12.2% of District wide enrollment counted for 16% of student with disabilities and 27% of students in separate settings. There is a need to address conscious and unconscious bias as it relates to the high number of students of color in separate settings.
3. Inconsistent application of PBIS strategies and trauma informed practices throughout the District.

Data Support and Background for Root Cause:

Please see above.

Phase 1: Improvement Strategy Development

Strategies/Activities for Improvement

List *at least one* Strategy/Activity for this root cause. Insert additional lines if necessary.)

- 1. Weekly STRTP meetings to review placement**
- 2. Biweekly Behavioral triage meetings to ensure PBIS strategies are applied before students are placed.**
- 3. Teacher support/training on PBIS**

Resources Required

(Align numbers with Strategies/Activities for Improvement.)

- 1. Support from various representatives from CWAS, DCFS, LACOE, ERMHS, DMH, school psychologist, principals, and special education teachers**
- 2. Training and procedures on how to use behavioral triage.**
- 3. A team committed to reviewal of IEPs and supports for student prior to being placed with recommendations.**

Title of Person(s) Responsible for Implementation

(Align numbers with Strategies/Activities for Improvement.)

- 1. CWAS, DCFS, LACOE, ERMHS, DMH, foster liaisons, district staff including school psychologist, principals, and special education teachers.**
- 2. Dr. Ricardo Peinado and Sally Iverson (school psychologist and special education coordinator)**
- 3. Dr. Peinado, Sally Iverson and principals' oversight**

Start Date

(Align numbers with Strategies/Activities for Improvement.)

- 1. Ongoing weekly for 2020-2021**
- 2. In progress for 2020-2021**
- 3. Ongoing and in progress biweekly**

Date of Completion

(Align numbers with Strategies/Activities for Improvement.)

- 1. Ongoing weekly for 2020-2021**
- 2. Ongoing biweekly for 2020-2021**
- 3. Ongoing biweekly for 2020-2021**

Phase 2: Monitoring of Improvement

Expected Outcome(s)

(Align numbers with Strategies/Activities for Improvement.)

- 1. Oversight of foster youth placement to sure educational benefit is happening.**
- 2. Reduction in student moved into a more restrictive environment without exhausting all supports/accommodations.**
- 3. Understanding of the use of behavioral interventions supports to support student in LRE.**

Methods of Measurement

(Align numbers with Strategies/Activities for Improvement.)

- 1. Data tracked on foster youth.**
- 2. Data tracked on students moved that come through behavioral triage.**
- 3. Comprehensive review of IEPs for the needed behavioral supports**

Quantifiable Standards of Improvement

(Align numbers with Strategies/Activities for Improvement.)

- 1. SEIS and internal data to track student placement.**
- 2. District data as well as SEIS data**
- 3. SEIS data and IEPs**

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

1. Weekly agendas for STRTP student and district data tracking
2. Training on behavioral triage to school sites and District staff and training date and sign in sheets
3. Comprehensive review of IEPS to ensure proper supports are used prior to placement.
4. Training for staff and sign in sheets about use of interventions needs prior to ensure LRE.

Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.
XXVIII. Local Educational Agency Name:

Pasadena Unified School District

2019–20 Special Education Plan Element: Disproportionality in Discipline
Element: Disproportionality in Discipline uses the LEA's 2018–19 California Longitudinal Pupil Achievement Data System (CALPADS) data to determine if the Local Educational Agency (LEA) exceeds the risk ratio (or alternate risk ratio) threshold for Disproportionality in Discipline. Specifically, this Element addresses disproportionality by race/ethnicity in five categories of discipline, as follows:

- For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of 10 days or fewer;
- For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of more than 10 days;
- For children with disabilities ages 3 through 21, in-school suspensions of 10 days or fewer;
- For children with disabilities ages 3 through 21, in-school suspensions of more than 10 days; and
- For children with disabilities ages 3 through 21, disciplinary removals in total, including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.

If the LEA exceeded the risk ratio threshold (3.00) for any of the categories above with regard to any one or more of seven specific racial or ethnic groups, then the LEA must address Element: Disproportionality in Discipline in the LEA's 2019–20 Special Education Plan (SEP) for implementation in the 2020–21 school year.

Information regarding the LEA's performance and data for this Element may be found in the notification of disproportionality sent by the California Department of Education (CDE) to the LEA on August 14, 2019. As a result of these calculations and preliminary determinations, LEAs were required to complete a Disproportionality Self-Study Review of policies and procedures, as well as evaluate a sample of student records. For the 2019–20 school year, these reviews and evaluations have been completed. The LEA must include this Element in its SEP even if the Disproportionality Self-Study Review revealed no findings of noncompliance.

- XXIX. Please note that a new Disproportionality Self-Study Review will commence in approximately mid-August 2020 for LEAs identified as disproportionate based on the 2019–20 CALPADS data.

I. Review of Disproportionality Data

Use the 2018–19 Disproportionality Data, previously sent to the LEA on August 14, 2019, to complete the chart below. List each racial or ethnic group for which the LEA has been identified as disproportionate and the corresponding Risk Ratio Rate and the specific discipline category (e.g., students who identify as White, 3.07, ≤10 days in-school suspension; student who identify as African American, 3.43, >10 days out-of-school suspension).

Race or Ethnicity	Risk Ratio Rate	Disability Category
American Indian	NC	Autism
Asian	1.07	Autism
African American	1.16	Autism
Hispanic	0.58	Autism
Multiple Ethnicities	3.05	Autism
Pacific Islander	NC	Autism
White	1.36	Autism
American Indian	NC	Emotional Disturbance
Asian	NC	Emotional Disturbance
African American	2.84	Emotional Disturbance
Hispanic	0.66	Emotional Disturbance
Multiple Ethnicities	NC	Emotional Disturbance
Pacific Islander	NC	Emotional Disturbance
White	0.96	Emotional Disturbance
American Indian	NC	Intellectual Disabilities
Asian	NC	Intellectual Disabilities
African American	1.32	Intellectual Disabilities
Hispanic	1.27	Intellectual Disabilities
Multiple Ethnicities	NC	Intellectual Disabilities
Pacific Islander	NC	Intellectual Disabilities

White	0.58	Intellectual Disabilities
American Indian	NC	Other Health Impairments
Asian	NC	Other Health Impairments
African American	2.43	Other Health Impairments
Hispanic	0.72	Other Health Impairments
Multiple Ethnicities	0.96	Other Health Impairments
Pacific Islander	NC	Other Health Impairments
White	1.03	Other Health Impairments
American Indian	NC	Specific Learning Disability
Asian	0.26	Specific Learning Disability
African American	1.34	Specific Learning Disability
Hispanic	1.52	Specific Learning Disability
Multiple Ethnicities	1.09	Specific Learning Disability
Pacific Islander	NC	Specific Learning Disability
White	0.49	Specific Learning Disability
American Indian	NC	Speech or Language Impairment
Asian	1.14	Speech or Language Impairment
African American	0.60	Speech or Language Impairment
Hispanic	1.18	Speech or Language Impairment
Multiple Ethnicities	1.31	Speech or Language Impairment
Pacific Islander	NC	Speech or Language Impairment
White	0.92	Speech or Language Impairment

Note: Add new rows, as necessary.

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured?

Decrease in incident of suspensions

III. Data and Analysis

The LEA should examine formal and informal data to identify the potential causes leading to the identification of disproportionality for this Element. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element: Disproportionality in Discipline. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard	X
California School Dashboard—Comparison to All Students or other student groups	X
Discipline, Suspension and Expulsion Paperwork, Referrals, Manifestation Determinations	X
Special Education Information System (e.g., SEIS, SIRAS, Welligent)	X
Behavior Intervention Plans, Behavior Goals	
Information from Other Behavior-oriented Systems, such as Positive Behavior Interventions and Supports, Restorative Practices	
Attendance Records, Discipline Data	
Counseling Logs	
Empathy Interview/ Focus Group Data	
California Longitudinal Pupil Achievement Data System (CALPADS)	X
Ed-Data.org—Comparison of suspension and expulsion rates	
Grades, Assignments	

Data Sources	Check if Using
Educational, Psychological Assessments	
Teacher Reports – current or prior years	
Other School Plans such as the Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan	
Policies and Procedures	
Compliance Review Data (*Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)	
Parent Input Data	
Other (please state):	

***The LEA shall use findings from the 2018–19 Disproportionality Self-Study in the Root Cause Analysis. However, it is also possible that such analysis may reveal that the findings do not have a relationship to the root cause(s).**

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities and are they working as intended?

Alternatives to suspension; Prescribed Interventions as adopted by policy include- PBIS (Positive Behavior Interventions and Supports), Behavior RTI (Response To Intervention), Trauma Informed Care practices.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to this Element. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Systems supports and sustainability of implementation of adopted practices and policies for intervention has been surface level. A cultural shift needs to take place that allows schools to dig deeper into systems of sustainability and fidelity. Retention of staff also plays a part in the prevention of going below surface level professional development and implementation. More intensive, specific training for general education teachers is needed for implementation of Behavior Intervention Plans.

Data Support and Background for Root Cause:

Please see above.

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement List <i>at least one</i> Strategy/Activity for this root cause. Insert additional lines if necessary.	
26.	Implementation of PBIS efforts at all Pasadena USD schools.
27.	Professional Development-"The Black Parent Empowerment Program"
28.	
29.	
30.	
Resources Required (Align numbers with Strategies/Activities for Improvement.)	
26.	Resources aligned to the PUSD Student Wellness and Support Services Department
27.	Collaboration with the district's African American Parent Advisory Council (AAPAC)
28.	
29.	
30.	
Title of Person(s) Responsible for Implementation (Align numbers with Strategies/Activities for Improvement.)	
26.	Eric Sahakian, Ed.D- Student Wellness; PBIS leads at each school site
27.	Helen Hill, CIPD
28.	
29.	
30.	
Start Date (Align numbers with Strategies/Activities for Improvement.)	
26.	Efforts on-going
27.	Efforts on-going
28.	
29.	
30.	
Date of Completion (Align numbers with Strategies/Activities for Improvement.)	

26.	On-going professional development, implementation and evaluation of fidelity.
27.	On-going professional development
28.	
29.	
30.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
26.	Increased alternatives to suspension
27.	Increased resources and outreach to students and families
28.	
29.	
30.	
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
26.	Increase implementation of Behavior RTI/PBIS site specific teams;
27.	African American student and parent engagement/participation
28.	
29.	
30.	
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
26.	We will see improvement through the use of PBIS with fidelity using fidelity checks.
27.	We will see improvement with a decrease in discipline for our African American students.
28.	
29.	
30.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

Professional Development participation rates.

Behavior RTI fidelity of implementation with TFI tool- Tiered Fidelity Inventory; and
Suspension and office referral data by school site.

Copy and complete the above charts for each additional root cause.

XXX. VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.

XXXI. Local Educational Agency Name:

Pasadena Unified School District

2019–20 Special Education Plan

Element 10: Disproportionate Representation of Students with Disabilities by Race or Ethnicity by Disability

Element 10: Disproportionate Representation of Students with Disabilities by Race or Ethnicity by Disability corresponds to State Performance Plan Indicator (SPPI) 10: Disproportionate Representation of Students with Disabilities by Race or Ethnicity by Disability. If the Local Educational Agency's (LEA's) 2018–19 California Longitudinal Pupil Achievement Data System (CALPADS) data calculation exceeds the risk ratio (or alternate risk ratio) threshold for SPPI 10, then the LEA must address Element 10 in the LEA's Special Education Plan (SEP) for implementation in the 2020–21 school year.

Information regarding the LEA's performance and data for this Element may be found in the notification of disproportionality sent by the California Department of Education (CDE) to the LEA on August 14, 2019. As a result of these calculations and preliminary determinations, LEAs were required to complete a Disproportionality Self-Study Review of policies and procedures, as well as evaluate a sample of student records. For the 2019–20 school year, these reviews and evaluations have been completed. The LEA must include this Element in its SEP even if the Disproportionality Self-Study Review revealed no findings of noncompliance.

XXXII. Please note that a new Disproportionality Self-Study Review will commence in approximately mid-August 2020 for LEAs identified as disproportionate based on the 2019–20 CALPADS data.

I. Review of Disproportionality Data

Use the LEA's 2018–19 Disproportionality Data, previously sent to the LEA on August 14, 2020, to complete the chart below. List each racial or ethnic group for which the LEA has been identified as disproportionate, along with the Risk Ratio Rate and specific disability category (e.g., students who identify as White, 3.47, Emotional Disturbance; students who identify as African American, 3.39, Autism).

Race or Ethnicity	Risk Ratio Rate	Disability Category
American Indian	NC	Autism
Asian	1.07	Autism
African American	1.16	Autism
Hispanic	0.58	Autism
Multiple Ethnicities	3.05	Autism
Pacific Islander	NC	Autism
White	1.36	Autism
American Indian	NC	Emotional Disturbance
Asian	NC	Emotional Disturbance
African American	2.84	Emotional Disturbance
Hispanic	0.66	Emotional Disturbance
Multiple Ethnicities	NC	Emotional Disturbance
Pacific Islander	NC	Emotional Disturbance
White	0.96	Emotional Disturbance
American Indian	NC	Intellectual Disabilities
Asian	NC	Intellectual Disabilities
African American	1.32	Intellectual Disabilities
Hispanic	1.27	Intellectual Disabilities
Multiple Ethnicities	NC	Intellectual Disabilities
Pacific Islander	NC	Intellectual Disabilities
White	0.58	Intellectual Disabilities
American Indian	NC	Other Health Impairments
Asian	NC	Other Health Impairments
African American	2.43	Other Health Impairments
Hispanic	0.72	Other Health Impairments
Multiple Ethnicities	0.96	Other Health Impairments

Pacific Islander	NC	Other Health Impairments
White	1.03	Other Health Impairments
American Indian	NC	Specific Learning Disability
Asian	0.26	Specific Learning Disability
African American	1.34	Specific Learning Disability
Hispanic	1.52	Specific Learning Disability
Multiple Ethnicities	1.09	Specific Learning Disability
Pacific Islander	NC	Specific Learning Disability
White	0.49	Specific Learning Disability
American Indian	NC	Speech or Language Impairment
Asian	1.14	Speech or Language Impairment
African American	0.60	Speech or Language Impairment
Hispanic	1.18	Speech or Language Impairment
Multiple Ethnicities	1.31	Speech or Language Impairment
Pacific Islander	NC	Speech or Language Impairment
White	0.92	Speech or Language Impairment

Note: Add new rows as necessary.

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured?

The District has explored the possibility of training school psychologists in the Strengths of Patterns and Weaknesses. In addition, several focus groups have been formed to assess disproportionality in the district and how it can be addressed.

III. Data and Analysis

The LEA should examine formal and informal data to identify the potential causes leading to the identification of disproportionality for this Element. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for this Element. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard—Chronic Absenteeism, Suspension or Graduation Rate for Students with Disabilities	
California School Dashboard—Comparison to All Students or Other Student Groups	
Classroom-level Data—Student Grades, Assignment Grades	
Annual Performance Report (APR)	
Special Education Information System (e.g., SEIS, SIRAS, Welligent), Student IEPs	X
Service Logs and/or Pull out Schedules	
Transition Plans	
Student Course Enrollment Data, Transcripts, Courses of Study	X
Attendance Records, Discipline Data, BIPs	
Empathy Interview/ Focus Group Data	
Curriculum Guides, Lesson Plans, Syllabi	
Other School Plans, such as the Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC)	

LEA's implementation of Response to Intervention, Universal Design for Learning, Multi-tiered System of Supports	
Policies and Procedures	
Compliance Review Data (Student Record Review, SELPA Governance Review, Policies and Procedures Review)	
Parent Input Data	
Other (please state):	

***The LEA shall use the findings from the 2018–19 Disproportionality Self-Study in the Root Cause Analysis. However, it is also possible that such analysis may reveal the findings do not have a relationship to the root cause(s).**

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities and are they working as intended?

No additional factors noted at this time.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to this Element. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Because PUSD has a large transient community to include foster youth and group home students, the district often receives students that already have certain special education eligibilities. This coupled with our own practices of making students eligible for special education makes our numbers disproportionate.

Data Support and Background for Root Cause:

Please see above.

Phase 1: Improvement Strategy Development

Strategies/Activities for Improvement

List *at least one* Strategy/Activity for this root cause. Insert additional lines if necessary.)

- | | |
|----|---|
| 1. | Training school psychologists on alternate assessment measures (ie using patterns of strengths and weaknesses). |
| 2. | Reviewing the consistency of the SST process at all PUSD schools and ensuring that it is uniformed across PUSD. |
| 3. | Consistent assessment reporting strategies when it comes to assessments for students with emotional disturbances. |
| 4. | |
| 5. | |

Resources Required

(Align numbers with Strategies/Activities for Improvement.)

- | | |
|----|---|
| 1. | Professional development catalog developed specifically for school psychologists. |
| 2. | Collaboration with Student Support Services to review SST data and assess its effectiveness and fidelity across the district. |
| 3. | Self-reviews and district-initiated reviews of student files and assessment data. |
| 4. | |
| 5. | |

Title of Person(s) Responsible for Implementation

(Align numbers with Strategies/Activities for Improvement.)

- | | |
|----|--|
| 1. | Coordinator, Special Education overseeing school psychologists and Director, Special Education |
| 2. | Assistant Superintendent, Student Support Services |
| 3. | Associate Superintendent, SELPA; Director and Coordinators of Special Education |
| 4. | |
| 5. | |

Start Date	
(Align numbers with Strategies/Activities for Improvement.)	
1.	This is to begin Spring, 2021
2.	This is to begin Spring, 2021
3.	This is to begin Spring, 2021
4.	
5.	
Date of Completion	
(Align numbers with Strategies/Activities for Improvement.)	
1.	The anticipated date of completion is Spring, 2022.
2.	The anticipated date of completion is Spring, 2022.
3.	The anticipated date of completion is Spring, 2022.
4.	
5.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s)	
(Align numbers with Strategies/Activities for Improvement.)	
1.	The expected outcome is that the district is not overly identifying students with disabilities during the assessment process.
2.	The expected outcome is that the SST process is improved so that students are receiving every intervention possible prior to a referral for special education assessment.
3.	The expected outcome is that the district will have a uniformed method for assessing students with a suspected eligibility of emotional disturbance.
4.	
5.	
Methods of Measurement	
(Align numbers with Strategies/Activities for Improvement.)	
1.	Self-review; district initiated reviews; fidelity checks

2.	Self-review; district initiated reviews; fidelity checks
3.	Self-review; district initiated reviews; fidelity checks
4.	
5.	
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
1.	To have an overall decrease in the number of students identified for special education, specifically those with a suspected eligibility of emotional disturbance.
2.	To have an overall decrease in the number of students identified for special education, specifically those with a suspected eligibility of emotional disturbance.
3.	To have an overall decrease in the number of students identified for special education, specifically those with a suspected eligibility of emotional disturbance.
4.	
5.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

Review of SST data
Self review data analysis
District initiated review data analysis

Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.

XXXIII. Local Educational Agency Name:

Pasadena Unified School District

2019–20 Special Education Plan Element 14a: Post-School Outcomes— Higher Education

Element 14a: Post-School Outcomes—Higher Education corresponds to State Performance Plan Indicator (SPPI) 14a. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 14a: Post-School Outcomes—Higher Education, as shown on the LEA’s Annual Performance Report (APR) and on the *2019–20 Targeted Review Selection Data* chart linked to the January 31, 2020, *Annual Determination Notification*.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

I. Review of APR Data

SPPI 14 measures post-school outcomes of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and within one year of leaving high school were: a) enrolled in higher education, b) enrolled in higher education or competitively employed, or c) enrolled in any higher education or in some other postsecondary education or training program or competitively employed or in some other employment.

SPPI 14: Post-School Outcomes accordingly is divided into three subparts (or categories) as follows:

- a. Higher Education
- b. Higher Education or Competitively Employed
- c. Any Post-Secondary Education or Employment

SPPI 14 is a cumulative count. All students in category “a” are also in category “b,” and all students in category “b” are in category “c.” This *Element Form* focuses only on the first category (14a), responders that are enrolled in higher education.

Using the LEA’s APR data, fill out the chart below for Element 14a: Post-School Outcomes–Higher Education.

LEA Rate	State Target
20.73%	2018-19 54.3%

XXXIV.

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

Strategies:
 Senior portfolio and defense
 Annual College Fair
 Participation in College and Career Pathways
 Participation in Dual Enrollment at John Muir
 Enrollment in John Muir Early College Magnet

In order to identify appropriate root causes for the LEA’s performance in relation to Element 14a: Post-School Outcomes–Higher Education, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA’s 2019–20 SEP for Element 14a: Post-School Outcomes–Higher Education. Analyze the selected data sources to find connections/relationships between the data and the LEA’s performance.

Data Sources	Check if Using
California School Dashboard	X
Ed-data.org—Cohort Graduation	X

California Longitudinal Pupil Achievement Data System (CALPADS)	
Annual Performance Report (APR)	X
Special Education Information System (e.g., SEIS, Welligent, SIRAS)	
UC/CSU eligibility/enrollment Data	
Transition Plans	
Student Grades, Transcripts	
Guidance Counselor Information	
Other School Plans (e.g., Local Control Accountability Plan (LCAP) Western Association of Schools and Colleges (WASC), Technology Plan)	
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)	
Student Summary of Performance Documents	
Parent Survey Data	
Courses of Study, Course Enrollment, Prerequisite Enrollment	
Other (please state)	

XXXV.

III. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities and are they working as intended?

No additional factors noted at this time.

IV. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 14a: Post-School Outcomes–Higher Education. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring. If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA's 2019–20 SEP if the root cause is still an issue based on analysis of the LEA's current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Students are not meeting the A-G requirements for college because of the lack of resources provided to them and their families from district personnel. There are also inconsistencies of support based on the school site. A more uniformed approach is needed to see lasting, sustainable change.

Data Support and Background for Root Cause:

Please see above.

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement List <i>at least one</i> Strategy/Activity for this root cause. Insert additional lines if necessary.	
1.	Develop student focus group that will meet with counselors monthly to discuss A-G and high school graduation requirements and what supports are needed for them to succeed.
2.	
3.	
4.	
5.	
Resources Required (Align numbers with Strategies/Activities for Improvement.)	
1.	School counselors and school psychologists working in collaboration to support students.
2.	
3.	
4.	
5.	
Title of Person(s) Responsible for Implementation (Align numbers with Strategies/Activities for Improvement.)	
1.	Associate Superintendent, SELPA; Director and Coordinators of Special Education; School Psychologists and School Counselors
2.	
3.	
4.	
5.	
Start Date (Align numbers with Strategies/Activities for Improvement.)	
1.	Spring, 2021
2.	
3.	
4.	
5.	
Date of Completion (Align numbers with Strategies/Activities for Improvement.)	

1.	The anticipated date of completion is Spring, 2022.
2.	
3.	
4.	
5.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
1.	We expected to have a ten percent increase in students seeking higher education opportunities.
2.	
3.	
4.	
5.	
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
1.	This will be measured by AERIES data, CALPADS data and notes from school counselors.
2.	
3.	
4.	
5.	
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
1.	Pasadena USD plans to increase student higher education opportunities by 10 percent as measured by counselor notes, AERIES and CALPADS data.
2.	
3.	
4.	
5.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before and after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

Review of counselor notes

Review of CALPADS and AERIES data

Copy and complete the above charts for each additional root cause.

V. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.

XXXVI. Local Educational Agency Name:

Pasadena Unified School District

2019–20 Special Education Plan

Element 14b: Post-School Outcomes–Higher Education or Competitively Employed

Element 14b: Post-School Outcomes–Higher Education or Competitively Employed corresponds to State Performance Plan Indicator (SPPI) 14b. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 14b: Post-School Outcomes–Higher Education or Competitively Employed, as shown on the LEA's Annual Performance Report (APR) and on the *2019–20 Targeted Review Selection Data* chart linked to the January 31, 2020, *Annual Determination Notification*.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “small.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

I. Review of APR Data

SPPI 14 measures post-school outcomes of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and within one year of leaving high school were: a) enrolled in higher education, b) enrolled in higher education or competitively employed, or c) enrolled in any higher education or in some other postsecondary education or training program or competitively employed or in some other employment.

SPPI 14: Post-School Outcomes accordingly is divided into three subparts (or categories) as follows:

- a. Higher Education
- b. Higher Education or Competitively Employed
- c. Any Post-Secondary Education or Employment

SPPI 14 is a cumulative count. All students in category “a” are also in category “b,” and all students in category “b” are in category “c.” This *Element Form* focuses only on the first category (14b), responders that are enrolled in higher education or competitively employed.

Using the LEA's APR data, complete the chart below for Element 14b: Post-School Outcomes–Higher Education or Competitively Employed.

LEA Rate	State Target
Enrolled in Community College: 8.7%	Overall State Target: >74.4%
Enrolled in a Non-Workability Employment Program: .7%	
Enrolled in Adult Training Program: 5.8%	
Military Enlistment: 1.4%	
Incarcerated: 1.4%	
Competitively Employed: 21%	
Not Competitively Employed: 2.9%	
Other: 7.2%	
Not able to contact: 47.8%	
Refused to Answer: 2.9%	

XXXVII.

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

Workability I opportunities for students in the district's adult transition program as well as partnerships with businesses willing to provide employment opportunities to students with special education eligibilities.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 14b: Post-School Outcomes–Higher Education or Competitively Employed, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should

guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 14b: Post-School Outcomes—Higher Education or Competitively Employed. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard	X
Ed-data.org—Cohort Graduation	
California Longitudinal Pupil Achievement Data System (CALPADS)	
Annual Performance Report (APR)	
Special Education Information System (e.g., SEIS, SIRAS, Welligent)	X
UC/CSU eligibility/enrollment Data	
Transition Plans	X
Student Grades, Transcripts, Summary of Performance	X
Guidance Counselor Information	
Other School Plans (e.g., Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan)	
Policies and Procedures	
Compliance Review Data (*Student Record Review, SELPA Governance Review)	
Parent Input Data	
Other (please state):	

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address the Element for students with disabilities and are they working as intended?

No additional factors at this time.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 14b: Post-School Outcomes—Higher

Education or Competitively Employed. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA’s 2019–20 SEP if the root cause is still an issue based on analysis of the LEA’s current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Phone numbers, emails and other important student information is often not correct in AERIES. This makes it challenging to follow up with students. Students also move around quite a bit once graduating from high school and phone numbers and emails change. PUSD also has a high population of foster youth and there is a lot of movement within that population.

Data Support and Background for Root Cause:

Please see above.

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement <i>List at least one Strategy/Activity for this root cause. Insert additional lines if necessary.</i>	
31.	Create a Google voice phone number for all students that will help us keep up with them.
32.	Identify a support person at the district office that can follow up with foster youth, homeless and group home students.
33.	Ask students to sign a release of information with PUSD and Pasadena City College so that we can exchange information with them.
34.	Using social media as a way to reach students and provide an incentive.
35.	Have students sign up on PUSD's social media platform.
Resources Required <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
31.	Collaboration with Instructional Technology division to set up Google voice accounts
32.	TOSAs from Student Support Services and Special Education that can follow up with students on a quarterly basis.
33.	Prior to graduation, school counselors can get releases of information signed so that information can be exchanged between PUSD and Pasadena City College.
34.	Student Support Services and Special Education can send updates to the district's social media platforms and give students a place where they can contact the district to provide information.
35.	Collaborate with the district's communication and superintendent office so that students can receive regular social media updates from PUSD.
Title of Person(s) Responsible for Implementation <i>(Align numbers with Strategies/Activities for Improvement.)</i>	

31.	Associate Superintendent, SELPA, Assistant Superintendent, Student Support Services, Director, Special Education, TOSAs from Student Support Services and Special Education, Instructional Technology staff, Communications office staff
32.	Associate Superintendent, SELPA, Assistant Superintendent, Student Support Services, Director, Special Education, TOSAs from Student Support Services and Special Education, Instructional Technology staff, Communications office staff
33.	Associate Superintendent, SELPA, Assistant Superintendent, Student Support Services, Director, Special Education, TOSAs from Student Support Services and Special Education, Instructional Technology staff, Communications office staff
34.	Associate Superintendent, SELPA, Assistant Superintendent, Student Support Services, Director, Special Education, TOSAs from Student Support Services and Special Education, Instructional Technology staff, Communications office staff
35.	Associate Superintendent, SELPA, Assistant Superintendent, Student Support Services, Director, Special Education, TOSAs from Student Support Services and Special Education, Instructional Technology staff, Communications office staff
Start Date (Align numbers with Strategies/Activities for Improvement.)	
31.	Spring, 2021
32.	Spring, 2021
33.	Spring, 2021
34.	Spring, 2021
35.	Spring, 2021

Date of Completion (Align numbers with Strategies/Activities for Improvement.)	
31.	We anticipate a completion date of Spring, 2022
32.	We anticipate a completion date of Spring, 2022
33.	We anticipate a completion date of Spring, 2022
34.	We anticipate a completion date of Spring, 2022
35.	We anticipate a completion date of Spring, 2022
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
31.	We expect a 10 percent increase in all areas of data as it pertains to the release of information for students post graduation.
32.	We expect a 10 percent increase in all areas of data as it pertains to the release of information for students post graduation.
33.	We expect a 10 percent increase in all areas of data as it pertains to the release of information for students post graduation.
34.	We expect a 10 percent increase in all areas of data as it pertains to the release of information for students post graduation.
35.	We expect a 10 percent increase in all areas of data as it pertains to the release of information for students post graduation.
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
31.	Survey results; interviews with agencies and organizations authorized by graduating students.
32.	Survey results; interviews with agencies and organizations authorized by graduating students.
33.	Survey results; interviews with agencies and organizations authorized by graduating students.
34.	Survey results; interviews with agencies and organizations authorized by graduating students.
35.	Survey results; interviews with agencies and organizations authorized by graduating students.

Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
31.	To increase data by 10 percent as measured by survey data, interviews with students and agencies as well as social media use.
32.	To increase data by 10 percent as measured by survey data, interviews with students and agencies as well as social media use.
33.	To increase data by 10 percent as measured by survey data, interviews with students and agencies as well as social media use.
34.	To increase data by 10 percent as measured by survey data, interviews with students and agencies as well as social media use.
35.	To increase data by 10 percent as measured by survey data, interviews with students and agencies as well as social media use.

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

6. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
7. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms)
8. Evidence that the SEP Team has monitored the implementation of its plan.
9. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
10. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

Review of student exit data

Follow up feedback from students post-graduation

Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.