

**PASADENA UNIFIED SCHOOL DISTRICT
DEPARTMENT PLAN
COVER SHEET 19-20**

Fill in the boxes below, feel free to expand to additional page:

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| DEPARTMENT | Special Education Services |
| DEPARTMENT STATEMENT OF PURPOSE <i>Insert statement describing what your Division does and its purpose</i> | The purpose of the Department of Special Education Services is to ensure schools (public, non-public, private and charter) are able to provide eligible students infant to 22 years of age with specialized academic instruction and related services to meet their unique learning needs through an Individual Education Program (IEP). A free and appropriate public education (FAPE) must be in compliance with the Individuals with Disabilities Act (IDEA) and delivered in the Least Restrictive Environment. This is at no cost to parents. Parents are recognized as partners in this process; students have specific rights and protections. |
| DEPARTMENT THEORY OF ACTION (TOA) <i>Your TOA provides a road map for what needs to happen and what Division needs to do to achieve desired outcome(s) for students. Can be an IF...AND...THEN statement.</i> | The Department of Special Education Services will ensure access to the core curriculum through the provision of research-based, specially designed instruction to meet the unique needs of students with special needs. IF we engage students receiving special education services in the rigorous common core based curriculum adopted by PUSD, AND we invest in the professional learning and coaching of teachers, leaders, and school staff to increase the knowledge and practice of educators working with students receiving special education services, AND we enlist our parents as partners and engage families in their children’s education, AND we align instructional practices, and resources within Academics, Student Support, and Specialized Instructional Services to ensure a safe and supportive environment, and to cultivate individual talents for all students, within the PUSD community, THEN every student who enrolls in our schools will graduate ready for college and/or career success, and will be responsible, productive citizens. |
| DEPARTMENT ORGANIZATIONAL CHART | <i>See attached 2019-20 Special Education Department Functional Organizational Chart</i> |

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| LIST OF SERVICES | Special Education Early Childhood Extended School Year Non Public Schools SpEd Program Evaluation Psychological Services Related Services (APE, OT, PT, Speech, Behavior, Counseling, etc.) Transitional Programs (age 18-22) Compliance and Legal Matters SELPA |
| DEPARTMENT BUDGET | \$59,122,011 |
| DEPARTMENT CONTACT | Dr. Cherylin Lew |
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The following is a template for Department staff to think about linking together who they serve, desired outcomes, services/strategies/actions they take, and how they know if desired outcomes are being achieved.

| 1. Department Goals (Outcomes) 2019-20 (B) <i>What outcomes do you want to see? For who?</i> <i>Are they aligned to Strategic, LCAP, other plans?</i> | Metrics (C) <i>How will you measure impact?</i> | Targets (D) <i>Include baseline level, if available</i> |
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| <ol style="list-style-type: none"> 1. <i>By June 2020, PUSD school sites will decrease suspensions and expulsions for students with disabilities by 0.2%.</i> 2. <i>By 2020, increase the percentage of students with disabilities to be placed in classrooms with non-disabled peers for more than 80% of their day to be at least 51% of students with disabilities.</i> 3. <i>2020 SBAC results will reflect an increase in sped student as measured by a decrease in distance from standard of 5 points in both ELA and Math.</i> | <p><i>Quarterly progress monitoring using the following data sources: CA Dashboard, CDE Annual Performance Measures, CALPADS, and SEIS.</i></p> | <p><i>PUSD is currently suspending 11.2% of SWD's.</i></p> <p><i>Percentage of SWDs who are in regular class 80% of their school day is 48.1%.</i></p> <p><i>Current status average distance from standard for ELA is -102.8, average distance from standard for Math is 129.6</i></p> |

| 2. Department Actions for 2019-20(E) <i>What will we do in 19-20 to achieve our goals and meet our targets?</i> | Will this take additional resources to do in 20-21? Yes/No |
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| <ul style="list-style-type: none"> ● Training on cultural competencies, socio-emotional learning, inclusive practices, and UDL. ● Collaborate with District departments (CWAS, CIPD, Academics, etc.) ● Support school sites in implementation of MTSS ● Form Inclusion Task Force ● Dyslexia Task Force | <p>Yes</p> |

