

LEA name:

Monseñor Oscar Romero Charter School

Performance Indicator Review 2018–19

State Performance Plan Indicator 3

Statewide Assessments

Root Cause Analysis and Action Plans

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

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

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

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

Current Performance

According to California School Dashboard Fall 2018 and Annual Performance Report 2017–18

Indicator 3: Assessment

ACHIEVEMENT

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

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

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

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

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

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

1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.
2. Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."
3. Choose "5x5 English Language Arts Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.

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

For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:

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

4. Select "View Detailed Data," in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

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

Orange

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

Very Low

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

Increased

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

-119.4

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

5.7

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

English Language Arts Achievement

Status Level	Change Level	Both
X		

Mathematics (3-8 and 11) (Achievement)

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

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

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

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

1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.
2. Select “View Additional Reports” in the upper right hand corner. This will bring you to a new screen, “School Dashboard Additional Reports and Data.”
3. Choose “5x5 Mathematics Placement Report (Grades 3-8 and 11)” by clicking the radio button and click the Submit button.

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

For multi-school districts, this new screen will be the “Schools Five-by-Five Placement.”

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:

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

4. Select “View Detailed Data,” in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

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

Red

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

Very Low

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

Maintained

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

-168.5

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

0.6

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

Mathematics Achievement

Status Level	Change Level	Both
X	X	

PARTICIPATION

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

English Language Arts (Participation)

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

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

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

98%

Participation Target

>95%

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

Yes

Mathematics (Participation)

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

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

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

93%

Participation Target

>95%

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

No

Focus Elements for Root Cause Analysis and PIR Planning

Using the information from above, complete the chart.

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

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

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

Current Improvement Strategies

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

- Effort/participation tracking cards used to incentivize focused participation on SBAC tests by all students
- Testing schedule spread over two weeks (and within each week) so that students are not overwhelmed by back-to-back testing days
- Started testing early and in smaller chunks of time with students who need extended time
- Extended testing period for students who need extended time

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

- Math intervention provided in the morning for low-achieving 6th grade math students
- Enrichment for high-achieving 7th grade math students (Accelerated cohort)

- Increased math intervention within the school day using ALEKS program at 6th and 8th grade
- Daily instruction on literacy skills for all students (grade 6-8) during morning Success For All (SFA) class period
- Targeted tutoring for 40 high-need (in ELA and Math) 7th graders through Family and Success coaching program
- Targeted tutoring for high-need (in ELA and Math) students at the 6th and 8th grade level (through “Hot List” intervention program)

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

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

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

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

All strategies listed above are provided for students regardless of disability.

Additionally, resource teachers provide targeted instruction to students with IEPs based on individual learning gaps in ELA and Math

Root Cause(s)

Why was the target not met?

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

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

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

Root Cause 1:

Socio-economic disadvantages in community.

97% of our students are socio-economically disadvantaged. Only 34% of adults (ie. over 25 years of age) in the neighborhood in which they reside have a high-school diploma and only 6.7% of

adults in the neighborhood have four-year college degrees. 23% of families in the neighborhood are single-parent families. The median household income is about \$26,000, one of the lowest in Los Angeles and in the nation.

Because of all of these factors, our students and families come to school with a great diversity of needs: financially, educationally, and socioemotionally.

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

Root Cause 2:

Need for Enhanced Academic Support from Parents/Family

Many of our families do not have the academic background to successfully provide support for our students at home. In Pico Union, about 34% of residents who are 25 and older have a high-school diploma and 6.7% of residents have a 4-year degree. The majority of our parents are foreign born, mostly from Central America (El Salvador and Guatemala), and did not have the privilege to complete school in their native country.

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

Root Cause 3:

High Number of Immigrant Families and English Learners

64.6% of residents in Pico Union are foreign born, mainly coming from El Salvador, Mexico, Guatemala, Honduras, and Nicaragua. Consequently, a large percentage of our student population are English Learners (29%).

In addition, 67.5% of our students who participate in our Special Education program are also English Learners. As a result, nearly a third of our students struggle with comprehending the language of the test. This makes it challenging for our students who are English Learners to perform at a high level in statewide assessments.

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

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

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

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

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

Root Cause 1:

Our participation rate in CAASPP Math was 91% for students with IEPs, with 41 or 45 students with IEPs completing the exam. 4 total students with IEPs did not complete the exam.

Student Refusal

2 of the 4 students who did not complete the exam because they refused to take it. The first student continuously refused to take an assessment that they were not confident about, despite insistent encouragement from staff and parent attempts to support.

The second student also adamantly refused to test, but we were unable to uncover the reason despite insistent encouragement from staff and parent attempts to support. A year later, we uncovered that the student only felt comfortable taking the exam when there were no students on campus because she was very easily distracted, and we were able to successfully have her test in the 2018-19 school year during a weekend administration.

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

Root Cause 2:

Student(s) Leaving the Country

The third student that did not test left the country during the testing window and did not return until the school year had ended.

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

Root Cause 3:

Student(s) with Medical Conditions

The fourth student that did not test had a serious medical condition and was being hospitalized during the entire testing window.

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

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

Action Plan for Improving Schoolwide Assessment for Students with Disabilities

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

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

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

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

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

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

Root Cause 1:

Socio-economic disadvantages in community.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Updated/differentiated curriculum in Math (and ELA)	We are adopting new math curriculum for the 2019-20 school year, and new ELA curriculum for the 2020-21 school year	funds to pay for curriculum at all grade levels	Executive Administrator, Coordinator of Instruction, Math Team, ELA Team, Resource Team	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will adopt new Math curriculum by July 1, 2019
Targeted intervention in ELA and Math	Provide intervention classes every day within the school day for students who are underperforming in ELA and Math	Reconfigured Matrix to include Enrichment: Math Support courses within school day. Providing summer training to Math Support teachers.	Executive Administrator, Coordinator of Instruction, Math Team, ELA Team, Resource Team	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement intervention courses during 2019-20 school year
Success for All	SFA places students in classes by reading level. Students read texts, both literature and informational, at	leveled texts (literature and informational)	SFA coordinator coordinator of instruction	Cycle tests - given at the end of each cycle teacher cycle record - a detailed record of cycle	Will implement during the 19-20 school year

	their level and complete tasks and activities that promote critical thinking. SFA is primarily a reading program, but we also use some of the SFA promoted strategies throughout other content classes (ex. roles, TPS, cooperative learning).	teacher's edition (details key elements of lesson, questioning sequence, discussion questions, etc.		scores for each student that is documented on Member Center	
Silent Sustained Reading (weekly in SFA)	ELA	Class sets of books for reading	Executive Administrator, Coordinator of Instruction, All teachers, SFA Coordinator	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement during the 19-20 school year
Advisory program: Socioemotional learning	All students in all Grade Levels	Summer planning time with Advisory Lead. Need funds for advisory programs and resources	Executive Administrator, Coordinator of Instruction, All teachers, Advisory Lead	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement during the 19-20 school year
Block Periods	All subject areas	Updated Bell Schedule with collaborative input from school site leadership	Executive Administrator, Coordinator of Instruction, All teachers	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement during the 19-20 school year
re-teach and pre-teaching of lessons (collaboration with teachers) with SPED teachers	Resource teachers do this for the Math, ELA, and math heavy part of science.	A shared lesson plan between the general education teacher and resource teacher. The Resource teacher will make their own materials to use with the students	Requires collaboration between General Education and Resource Teachers	Resource teachers use the same standards as the general education classroom we are doing the lesson for.	as needed
Increased PLC meeting time in Grade Level teams based on student performance data with an emphasis on students with ieps	Teachers will be able to meet in PLC groups in grade level teams to look at student data and work plan for instruction based on levels of performance.	Time during PD for teachers to meet	Executive Administrator, Coordinator of Instruction, All teachers	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement during the 19-20 school year
teacher mentors (long range, LP feedback, observation/coaching)	Experienced teachers will work with new teachers, or teachers who need more intense support, to ensure that lesson plans and delivery of lessons are as best as possible. Mentor teachers will provide feedback on lessons and will observe their mentees and provide feedback as appropriate.	Stipends for teachers	Executive Administrator Coordinator of Instruction	Weekly lesson plan feedback Formal observations teacher evaluations	will implement during the 19-20 school year

Root Cause 2:

Need for Enhanced Academic Support from Parents/Family

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Classes/Workshops for Parents (English language, Illuminate, transition to middle school)	Support parents with English Language acquisition, Gradebook access with Illuminate to support students in ELA, Math achievement	need to plan, calendar, and communicate parent workshops	Coordinator of Operations, Parent Coordinator	Parent Surveys, Parent Participation Rates	Will implement in 2019-20 school year
Parent ambassadors (support other parents, how to become advocates for their kids)	Parents mentor other parents in terms of academic supports for students in ELA, Math, etc	need to plan, calendar, and communicate parent ambassador trainings and expectations	Coordinator of Operations, Parent Coordinator	Parent Surveys, Parent Participation Rates	Will implement in 2019-20 school year
School to Home: computers for parents	Train parents on Technological proficiency, and how to help their students utilize technology to enhance performance in all subjects at home. Also provides laptops for high need families to use at home	Funds to buy computers for high-need families, funds to pay for presenters of School-to-Home workshops	Coordinator of Operations, Parent Coordinator	Parent Surveys, Parent Participation Rates	Will implement in 2019-20 school year

Root Cause 3:

High Number of Immigrant Families and English Learners

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
English Learner Snapshots	EL Snapshots consist of data sets to inform teachers of the EL's levels of performance. These data sets include ELPAC scores, initial assessment scores, interim assessment scores, ELA and Math grades, teacher comments, and student goals based on their domain performances in the ELPAC test.	ELPAC results, report cards, interim assessment scores	Executive Administrator, Coordinator of Instruction, ELD teacher, Instructional Aides	ELPAC Results, 5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement during the 19-20 school year
English Language Development Classes	ELD classes provided in the mornings for English Learners, especially newcomers	summer planning with ELD teacher	Executive Administrator, Coordinator of Instruction, ELD teacher, Instructional Aides	ELPAC Results, 5-week grade reports, Interim Assessment Scores, classroom	will implement during 2019-20 school year

				formative/summative assessment results, CAASPP results	
Updated English Language Development Curriculum	Curriculum for ELD students	funds for ELD curriculum	Executive Administrator, Coordinator of Instruction, ELD teacher	ELPAC Results, 5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	will implement during 2019-20 school year

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

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

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

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

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

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

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

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

Root Cause 1:

Student Refusal

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Test students during Saturdays/Saturday School	Both	Staff to communicate with parents/students and to test on weekend	Coordinator of Instruction, Testing Coordinator, Resource Team	TOMS student participation metrics	2019-20 school year

Root Cause 2:

Student(s) Leaving the Country

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Consistent communication with families to ensure that students take their tests before leaving the country.	both	Access to assessment window dates	Coordinator of Instruction, Office Staff, Testing Coordinator, Resource Team	TOMS student participation metrics	2019-20 school year

Root Cause 3:

Student(s) with Medical Conditions

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Consistent communication with families to ensure that students take their tests before planned medical absences. Also testing students with known medical conditions early in window	both	Access to assessment window dates	Coordinator of Instruction, Office Staff, Testing Coordinator, Resource Team	TOMS student participation metrics	2019-20 school year

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

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

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

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan,

which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

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