

LEA name:

Bert Corona 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 education agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan 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 Achievement (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CLPDS) for the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be met if the percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics is less than 5%.

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

Current Performance According to California School Dashboard Fall 2018 and 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 be answered using 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 Student Groups 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 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 Performance Reports and Data.”
3. Choose “5x5 English Language Arts Placement Report (Grades 3-8 and 11)” by clicking the radio button and the link.

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 students with disabilities.

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

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

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

Red

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

Very Low

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

Declined

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

-140

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)?

-6

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

English Language Arts Achievement

Status Level	Change Level	Both
		X

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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 Placement 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 set of questions. To access 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, "Student Group Five-by-Five Placement Report (Grades 3-8 and 11) Additional Reports and Data."
3. Choose "5x5 Mathematics Placement Report (Grades 3-8 and 11)" by clicking the radio button and clicking the "View Report" link.

For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report (Grades 3-8 and 11) Additional Reports and Data."

For multi-school districts, this new screen will be the "Schools Five-by-Five Placement Report (Grades 3-8 and 11) Additional Reports and Data."

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

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 Mathematics (3-8 and 11)?

-173.1

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

1.6

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

Mathematics Achievement

Status Level	Change Level	Both
X		

PARTICIPATION

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the question. The Participation Target for students with disabilities in both English Language Arts (ELA) and Math is 95 percent. Enter the actual 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 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 assessments?

N/A

Participation Target

>95%

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

Mathematics (Participation)

The following questions will focus on participation arts on statewide assessments in Mathematics and use data 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?

N/A

Participation Target

>95%

Was the participation target met in Mathematics? (Answer 'Yes' or '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?

(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)		

Current Improvement Strategies

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

N/A

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

- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistent monitoring to track learners progress towards meeting their IEP goals.
- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction and enrichment for learners specific reading level.
- Aleks & Prodigy Math, a computer-based program, is provided to learners. The program provides targeted instruction based on their math achievement. Teachers provide targeted instruction to focus on establishing the foundation to successful progress through the program. Enrichment is provided to learners in mathematics as well as additional periods of math instruction provided through electives. Learners, in these electives, are grouped by ability levels and receive targeted instruction.
- Achieve 3000, a computer-based program, is provided to learners. Targets learners based on their lexile level and provides texts and activities to foster comprehension and lexile growth.
- Learners, through after-school intervention programs, receive targeted Mathematics instruction through the computer-based intervention.

Check the box(es) to indicate whether these current strategies support improvement in English Language Arts 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		

Indicator 3

(APR)		
Achievement (Dashboard)	X	X

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

Students with disabilities participate in the various strategies with the support and monitoring of case carriers and the use of targeted instruction that is scaffolded and accommodated to meet the needs of learners with IEPs. In a differentiated instruction learners receive support through targeted interventions including Success for ALL, ALEKS, and Prodigy Math.

Success for All makes use of tools to help scaffold instruction for learners these include: thinking maps, visual organizers, clear roles and responsibilities, as well as meeting learners at their identified level of literacy. Achieve 3000 is a differentiated instruction which allows for learners to access articles at their lexile level and provides targeted instruction based on their needs. ALEKS and Prodigy Math provides students with special needs with an adaptive computer-based instructional program that allows learners to accelerate and remediate as needed. The students with special needs benefit from these computer-based instructional supports.

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 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:

In the community of Pacoima, CA, that most learners of Bert Corona Charter reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community is a challenging for families to support learners in mastering middle school level ELA and Mathematics. Bert Corona Charter is working to continue strengthening its parent outreach, training, and offerings to families and students to ensure

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

Root Cause 2:

Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% residents (46%) being foreign born. Of the students with IEPs, 56% are English Language Learners (42 of 75). Bert Corona Charter are EL learners and or RFEPs. For many the majority of learners in the community we speak Spanish as their primary language. This creates a challenge for families to support ELA development and growth. In reviewing elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to Bert Corona with significant deficiencies in ELA.

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

Root Cause 3:

In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange on Mathematics. Special Education Learners are arriving to Bert Corona with significant deficiencies in Math.

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 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 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:

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

Root Cause 2:

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

Root Cause 3:

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 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 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 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:

In the community of Pacoima, CA, that most learners of Bert Corona Charter reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community is challenging for families to support learners in mastering middle school level ELA and Mathematics. Bert Corona Charter will continue to work to continue strengthening its parent outreach, training, and offerings to families and students to ensure success.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Method/ Standard Measure
	Both -Support parents with English Language acquisition,	need to plan, calendar, and	Executive Administrator	Parent Surveys, Participation Rates

Classes/Workshops for Parents (English language, Illuminate, transition to middle school)	Gradebook access with Illuminate to support students in ELA, Math achievement	communicate parent workshops	Coordinator of Operations, Director of Special Education	
Parent ambassadors (support other parents, how to become advocates for their kids)	Both - 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	Executive Administrator Coordinator of Operations, Director of Special Education	Parent Surveys, Participation Rates
School to Home: computers for parents	Both- 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	Executive Administrator Coordinator of Operations, Director of Special Education	Parent Surveys, Participation Rates

Root Cause 2:

Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% residents (46%) being foreign born. Of the students with IEPs, 56% are English Language Learners (42 of 75). Bert Corona Charter are EL learners and or RFEPs. For many the majority of learners in the community we speak Spanish as their primary language. This creates a challenge for families to support ELA development and growth. In reviewing elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education L. Bert Corona with significant deficiencies in ELA.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Method/ Standard Measure
English Learner Snapshots	Both - EL Snapshots consist of data sets to inform teachers of the EL's levels of performance. These data sets include	ELPAC results, report cards, interim assessment scores	Executive Administrator, Coordinator of Instruction, ELD teacher, Instructional Aides	ELPAC Results, reports, Interim Assessment Scores, classroom formative/summative

	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.			assessment results
English Language Development Classes	Both- 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, reports, Interim Assessment Scores, classroom formative/summative assessment results
Updated English Language Development Curriculum	Both - Curriculum for ELD students	funds for ELD curriculum	Executive Administrator, Coordinator of Instruction, ELD teacher	ELPAC Results, reports, Interim Assessment Scores, classroom formative/summative assessment results

Root Cause 3:

In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange on Mathematics. Special Education Learners are arriving to Bert Corona with significant deficiencies in Math. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to Bert Corona with significant deficiencies in ELA.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Measurement
Review previous test scores and 5 x 5 data from feeder schools to better understand where students are when they come in	Both	Access to feeder schools' data	Executive Administrator Director of instruction	Data review meeting and sign-off

			Director of Special Education	
Adaption of new math curriculum	Math	Funds to purchase new math curriculum	Executive Administrator	New program purchase agreement
Professional Development on new math curriculum Ongoing progress monitoring Interim/benchmark assessments	Math	Time for PD funds for assessment tool	Executive Administrator Director of instruction Director of Special Education Director of operations	PD is planned on the calendar PD Agenda sign-in Data review meetings
Professional Development of Success for All reading program Ongoing progress monitoring Interim/benchmark assessments	ELA	Time for PD	Executive Administrator Director of instruction Director of Special Education	PD is planned on the calendar PD Agenda sign-in Data review meetings

			Director of operations	
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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 2019 Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA’s participation rate for students with disabilities 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:

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Method Standards Measure
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Root Cause 2:

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Meth Stand Measure

Root Cause 3:

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Meth Stand Measure

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of 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 completed, create an initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which 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, send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines. SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document to the Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

Prepared by California Department of Education March 2019