



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

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1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.C

March 13, 2019

Pamela Magee, Executive Director/Principal  
Palisades Charter High  
15777 Bowdoin Street  
Pacific Palisades, CA 90272-3523

Dear Executive Director/Principal Magee:

Subject: 2018–19 Performance Indicator Review Notification for Data  
Year 17/18

**Notification**

Based on data for students with disabilities, as reported in the California School Dashboard and the Local Level Annual Performance Report (Annual Performance Report or APR), the California Department of Education (CDE) has determined that Palisades Charter High will participate in the 2018–19 Performance Indicator Review (Performance Indicator Review or PIR) beginning in March, 2019.

**Selection Process**

The PIR, along with other CDE monitoring and enforcement processes concerning special education and related services for students with disabilities, is part of the CDE's overall system of supervision required under *Code of Federal Regulations*, Title 34, Section 300.600. The CDE has collected and reviewed data to determine the performance of each local educational agency (LEA) on each of the APR Indicators. In addition, the CDE uses data that is analyzed to determine and report LEA performance on Indicators included on the California School Dashboard.

The number of PIR participants increased from approximately 934 in the 2017–18 PIR to 1,503 in the 2018–19 PIR. That increase is due in part to the CDE's having expanded the criteria for selection to include all charter schools, regardless of their status as an LEA for purposes of special education, as participants for the 2018–19 PIR.

The LEAs, including all charter schools, selected for participation in PIR are those with one or more unmet Indicators applicable to PIR as calculated and reported on the California School Dashboard, or with one or more unmet Indicator targets applicable to PIR as calculated and reported on the Annual Performance Report. Each participating LEA must analyze its current practices and create a PIR Improvement Plan that includes activities to improve performance on those Indicators.

More specifically, the 2018–19 PIR will include each LEA having one or more 2018 California School Dashboard measures designated as “red” or “orange” for students with disabilities in the following Indicators:

(From the 2018 California School Dashboard)  
Indicator 1-Graduation Rate  
Indicator 3-Math/English Language Arts Achievement  
Indicator 4a-Overall Discipline/Suspension Rate

The PIR will also include each LEA with one or more unmet performance targets as reported on its 2017–18 Annual Performance Report for the following Indicators:

(From the 2017–18 Annual Performance Report)  
Indicator 2-Dropout Rate  
Indicator 8-Parent Involvement  
Indicator 3-Assessment Participation Rate  
Indicator 14-Post-school outcomes  
Indicator 5-Least Restrictive Environment

In addition, the PIR includes a Child Find component. Each LEA wherein the percentage of students with disabilities is less than 3.43 percent of the total student population will participate in the PIR and include Child Find in its PIR Improvement Plan.

The Palisades Charter High is required to complete a PIR Improvement Plan for the Indicators (including Child Find) noted in the chart below with a “Yes” in the selection column:

[See chart below.]

**FY 2018-19 Performance Indicator Review  
(Using SY 2017-18 Data)**

Indicator	Performance Indicator	17/18 Rate	Target	Target Met	17/18 Selection
1	Graduation Rate	GREEN			NO
2	Drop Out Rate	5.4%	≤ 11.72%	YES	NO
3b	ELA Participation	92.21%	> 95.0%	NO	YES
3b	Math Participation	93.51%	> 95.0%	NO	YES
3c	ELA Achievement	ORANGE			YES
3c	Math Achievement	RED			YES
4a	Overall Discipline	ORANGE			YES
5a	LRE Regular Class 80% or more	60.8%	≥ 51.2%	YES	NO
5b	LRE Regular Class 40% or less	2.5%	≤ 22.6%	YES	NO
5c	LRE Separate School	0.0%	≤ 4.0%	YES	NO
6a	Regular Class	NA	> 34.9%	NA	NA
6b	Separate Schools	NA	< 32.4%	NA	NA
8	Parent Involvement	100.0%	> 92.0%	YES	NO
14a	Higher Education	100.0%	> 53.3%	YES	NO
14b	Competitive Employment	100.0%	> 73.4%	YES	NO
14c	Any Education/Employment	100.0%	> 82.0%	YES	NO
<b>Total count</b>					<b>5</b>
Child Find	Percent of Special Education Students				17/18 Selection
	NC				NA

Note: In the above chart, the calculations for Graduation Rate, English Language Arts Achievement, Math Achievement, and Overall Discipline are from the 2018 California School Dashboard files. For the Child Find calculation, “Students with Disabilities” refers to the percent of students in the LEA identified as eligible for special education and related services. Statistical calculations were performed on LEAs (excluding outliers), and those found to be two standard deviations below the mean (i.e., found to be below 3.43%) are identified. “NA” indicates that there was no data for the LEA for that Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

**General Requirements**

*Performance Indicator Review Assurances Form*

The Special Education Local Plan Area (SELPA) must submit an Assurances Form specific to each participating LEA, completed and signed by both the LEA and the SELPA. The SELPA will submit all completed Assurances Forms to the CDE by email at: [PIR@cde.ca.gov](mailto:PIR@cde.ca.gov). The submission deadline to the CDE is **April 30, 2019**.

The SELPA may notify its respective LEAs of an earlier deadline by which each LEA must submit the completed and signed Assurances Form to the SELPA.

### *PIR Improvement Plan*

Each participating LEA will establish a planning team to develop a PIR Improvement Plan that will lead to the improvement of the LEA's performance on the unmet Indicators.

The LEA will submit its PIR Improvement Plan to the SELPA for review. The SELPA must review the plan to ensure that it contains the required components, including the required attachments, in accordance with a checklist that the CDE will provide to the SELPA.

The SELPA, *not* the LEA, will submit the PIR Improvement Plan to the CDE for approval. The SELPA will submit all PIR Improvement Plans, with the SELPA-completed checklist, to the CDE by email at: [PIR@cde.ca.gov](mailto:PIR@cde.ca.gov). The submission deadline to CDE is **July 30, 2019**.

Be aware that each LEA must submit its completed PIR Improvement Plan to the SELPA for review early enough for the SELPA to review it, potentially return it to the LEA for amendment, and finally submit it to the CDE by the July 30, 2019, deadline.

*Accordingly, the SELPA may notify its respective LEAs of an earlier deadline by which the LEA must submit its PIR Improvement Plan to the SELPA for review.*

### **Criteria for Evaluating Performance Indicator Review Improvement Plans**

The CDE will review each submitted PIR Improvement Plan for approval. The plan *must* include the following components:

1. A list of PIR planning team members that includes, *at the minimum*, representation from:
  - a. The SELPA
  - b. LEA special education administration
  - c. LEA general education administration
  - d. Site level participants representing *both* general education and special education.

Note: The list of PIR planning team members must also state the name, title, and role of each member of the planning team.

2. A list of PIR team meeting dates, including dates for data analysis, plan writing, plan implementation, and plan monitoring.
3. A list of data sources used in developing the PIR Improvement Plan.
4. A completed PIR LEA Identification form.

Note: Use of the PIR LEA Identification form is mandatory. The form, which also includes a data-source checklist, will cover components 1 through 3 above.

5. For each unmet Indicator, a summary of the issues/root causes that interfere with the performance of the LEA.
6. Overall strategies and specific activities to address each of the root causes.
7. Resources that will be used to implement the strategies and activities.
8. Title(s) and role(s) of person(s) responsible for carrying out activities.
9. Dates by which activities will be initiated and/or completed.
10. Methods and standards that will be used to measure success.

LEAs may submit their Local Control Accountability Plan as their PIR Improvement Plan if the Local Control Accountability Plan contains all of the required components of a PIR Improvement Plan, including attachments, as listed immediately above. For example, the planning team members or stakeholders must include, at a minimum, representation from the SELPA and from LEA special education administration, general education administration, and site level participants representing both general education and special education. The LEA must list those participants on the mandatory PIR LEA Identification form. The same applies for the list of team meeting dates and data sources. In addition, the LEA must provide notation and highlighting on the Local Control Accountability Plan that matches the pertinent Local Control Accountability Plan content to its specific required PIR Improvement Plan component.

PIR Improvement Plan submissions, including PIR Improvement Plans submitted within or as part of a Local Control Accountability Plan, that do not meet the above criteria must be amended.

The CDE will post the mandatory PIR forms to be used by the LEAs, including the Assurances Forms, as well as optional forms and other PIR information, at:

<https://cde.box.com/s/lq2iktrzlmdvmtdsmfdk0nfxuizjcw>

### **Local Governing Board Review**

The CDE has adjusted the PIR Improvement Plan development timeline to align generally with Local Control Accountability Plan timelines. This will give each LEA the option of presenting the PIR Improvement Plan to the local governing board for review, should it choose to do so, at the same time that the board reviews the Local Control Accountability Plan. The CDE suggests, but does not require, such a review.

### **Guidance for Developing a Performance Indicator Review Improvement Plan**

The purpose of the PIR Improvement Plan is to engage both general education and special education staff in an effort to build LEA capacity to improve the performance of students with disabilities and meet the statewide Indicator targets. Completion of a PIR Improvement Plan that includes all of the required components involves a multi-step process.

LEAs may use the steps below as guidance for developing an effective PIR Improvement Plan that contains all of the required components. Note that for purposes of consistency, this guidance also incorporates the mandatory components of a PIR Improvement Plan.

1. Establish a planning team (stakeholders) that, at the minimum consists of representation from:
  - a. The Special Education Local Plan Area (SELPA) (required)
  - b. LEA special education administration (required)
  - c. LEA general education administration (required)
  - d. Site level participants representing both general education and special education (required)

The PIR Improvement Plan must include a list stating the name, title, and role of each member of the planning team (required).

2. Develop a schedule of meetings, which collectively must include data analysis, plan writing, and plan implementation and plan monitoring. Remember that the PIR Improvement Plan must include a list of those dates. Some of the meeting dates, such as for monitoring, will necessarily include dates occurring after the plan is submitted to the CDE. (All required.)
3. Maintain a list of data sources used in developing the PIR Improvement Plan (required).

4. Enter the above information regarding planning team participants, meeting dates, and data sources onto the PIR LEA Identification form (required).
5. Analyze the LEA's performance on each of the unmet Indicators as noted on the FY 2018–19 Performance Indicator Review chart shown above. The information on that chart comes from the LEA's 2018 California School Dashboard report found at:

<https://www.caschooldashboard.org>

and from the LEA's 2017–18 Annual Performance Report.

6. Identify current LEA initiatives or plans aimed at improving the LEA's performance on each of the relevant Indicators, and discuss their effectiveness.
7. For each Indicator the LEA did not meet,
  - a. Identify root causes that interfere with the performance of the LEA on that Indicator (required). These may include such things as data collection and reporting issues, LEA policies and procedures, instructional practices, sufficiency of personnel, etc.

Remember that the California School Dashboard calculations differ from the Annual Performance Report calculations for the Indicators used in the PIR. This will affect the root cause analysis. The identified root causes must align appropriately with the California School Dashboard method for calculating and reporting on the unmet Indicator (i.e., Graduation Rate, Math/English Language Arts Achievement, Overall Discipline/Suspension rate), or with the Annual Performance Report method for calculating and reporting on the unmet Indicator, as applicable (required).

- b. Discuss and identify new strategies and activities to address the root causes. *Each* identified root cause *must* have corresponding identified strategies and activities (required). The LEA may wish to consult with experts, review existing models, and identify evidence based practices.
    - c. Identify resources (e.g., staff, training, curricula) that will be used to implement the strategies and activities (required).
    - d. Identify the title(s) and role(s) of the person(s) responsible for each strategy and activity (required).
    - e. Specify dates by which each activity will be initiated and/or completed (required).

- f. Identify methods and standards to be used to measure success for each strategy and activity (required).
- g. The LEA should seek to align the newly identified strategies with the LEA's Local Control Accountability Plan.

### **Role of the Special Education Local Plan Area**

As part of the local plan requirements, the SELPA must provide assurance it has in effect policies, procedures, and programs that meet state and federal requirements regarding performance goals and Indicators [California *Education Code (EC)* Section 56205(a)(14)]. In addition, the SELPA is responsible for having regionalized service agreements that include ongoing review of local plan programs conducted, procedures utilized, and mechanisms for correcting any identified problem [*EC Section 56195.7(c)(6)*]. In order to fulfill these requirements, the SELPA must:

- Collect all Assurances Forms signed and completed by the LEAs, sign and complete the SELPA portion of each form, and submit to the CDE no later than April 12, 2019, by email at [PIR@cde.ca.gov](mailto:PIR@cde.ca.gov)
- Play an active role in helping LEAs understand the calculation of the Indicators and the implications of not meeting the targets established for LEAs in California.
- Disseminate information about the requirements of the PIR and participate in the development of the PIR Improvement Plan.
- Assist LEAs to identify and correct noncompliant policies, procedures, and practices.
- Assist LEAs to identify, locate, and review data helpful in developing the LEA's PIR Improvement Plan.
- Assist LEAs to identify new strategies and activities that would contribute to each LEA's improvement.
- Commit resources to the PIR Improvement Plans of each LEA.
- Collect the PIR Improvement Plan, which must include the PIR LEA Identification form.
- Review the PIR Improvement Plan using the SELPA checklist. Return the PIR Improvement Plan to the LEA for amendment as necessary.



- Submit the SELPA-completed checklist and the LEA's completed PIR Improvement Plan to the CDE no later than July 30, 2019, by email at [PIR@cde.ca.gov](mailto:PIR@cde.ca.gov)

## **Performance Indicator Review Improvement Plan Implementation**

Given that PIR Improvement Plans may be designed for implementation at or before the beginning of the 2019–20 school year, the CDE encourages LEAs to begin implementation of the PIR Improvement Plans, as appropriate, prior to receiving CDE approval. The CDE's review of PIR Improvement Plans submissions received on or before the July 30, 2019, deadline will continue throughout the summer and potentially into the fall of 2019.

## **Summary of Dates and Required Documents**

### *April 30, 2019: Assurances Form*

SELPA's must submit the signed and completed Assurances Forms to the CDE on or before April 12, 2018. The SELPA may notify its respective LEAs of an earlier date by which each LEA must submit the LEA's completed and signed portion of the Assurances Form to the SELPA.

### *July 30, 2019: PIR Improvement Plan*

SELPA's must submit the PIR Improvement Plans to the CDE on or before July 30, 2019. The SELPA may notify its respective LEAs of an earlier date by which each LEA must submit the PIR Improvement Plan to the SELPA for review.

The PIR Improvement Plan must include, as an attachment, the following:

- PIR Improvement Plan LEA Identification form, completed by the LEA.

The SELPA submission of the PIR Improvement Plan to the CDE must include:

- Checklist of required components, including attachments, completed by the SELPA.

## **Other Information**

As stated above, the CDE will post the mandatory PIR forms to be used by the LEAs, as well as optional forms and other PIR information, at:

<https://cde.box.com/s/lg2iktrzlmdvmtdsmfdk0nfxuizjcw>

In the future, the CDE will create a second link to PIR forms and information at:

<https://www.cde.ca.gov/re/lc/>

If there are any questions, please contact Donna DeMartini, Administrator, Focused Monitoring and Technical Assistance Unit II by phone at 916-327-3696 or by email at [ddemartini@cde.ca.gov](mailto:ddemartini@cde.ca.gov).

Sincerely,

*Donna DeMartini*

Donna DeMartini, Administrator  
Focused Monitoring and Technical Assistance Unit II  
Special Education Division  
Teaching & Learning Support Branch  
California Department of Education

DD:vp

cc: Lisa Kendrick, Director, Los Angeles Unified Special Education  
Local Plan Area