Local Educational Agency Name:

Palisades Charter High School

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	Medium	Declined	90.1%	-3.1%

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?

This area was not addressed in 2018-19 PIR.

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)	X
UC/CSU eligibility/enrollment data	
Transition Plans	
Student Grades, Transcripts	X
Guidance Counselor Information	X
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):	

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?

Examine reporting procedures when students are hospitalized / privately placed as 3 students were in psychiatric facilities and should have been withdrawn. One student was placed in NPS but remained enrolled for ADA.

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 entering private placements are not checked out appropriately.

Data Support and Background for Root Cause:

> 3 of 8 students were in psychiatric hospitalization at the end of 18-19 school year but remained as active students.
>
> 1 of 8 was placed by PCHS in a non-public school and graduated on time but graduation was not reflected in SIS.

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.	Review withdraw procedures
2.	
3.	
4.	
5.	

Resources Required
(Align numbers with Strategies/Activities for Improvement)

1.	Internal staff
2.	
3.	
4.	
5.	

Title of Person(s) Responsible for Implementation
(Align numbers with Strategies/Activities for Improvement)

1.	Asst. Principal, Student Support
2.	Asst. Principal, Attendance & Admissions
3.	
4.	
5.	

Start Date
(Align numbers with Strategies/Activities for Improvement)

1.	12/1/2020
2.	
3.	
4.	
5.	

Date of Completion
(Align numbers with Strategies/Activities for Improvement)

1.	12/1/2021
2.	
3.	
4.	

5.	

Phase 2: Monitoring of Improvement	
Expected Outcome(s) **(Align numbers with Strategies/Activities for Improvement)**	
1.	**Grad. Rate Target met.**
2.	
3.	
4.	
5.	
Methods of Measurement **(Align numbers with Strategies/Activities for Improvement)**	
1.	**Grad Rate – CDE Dashboard**
2.	
3.	
4.	
5.	
Quantifiable Standards of Improvement **(Align numbers with Strategies/Activities for Improvement)**	
1.	**Grad Rate $\geq$ 93%**
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.

Monitoring withdrawals in SIS for accurate reporting. Maintain copies of completed withdrawal forms,

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.