

Local Educational Agency Name:

Palisades Charter High School

2019–20 Special Education Plan Element 3b: Math Participation

Element 3b: Math Participation corresponds to State Performance Plan Indicator (SPPI) 3b: Math Participation. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 3b: Math Participation as shown on the LEA’s Annual Performance Report (APR) and on the *2019–20 Targeted Review Selection Data* chart linked to the January 31, 2020, *Annual Determination Notification*.

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 APR Data

SPPI 3b: Math Participation has a target of 95 percent of students with disabilities participating in the Math portion of the California Assessment of Student Performance and Progress (CAASPP) or the California Alternate Assessment (CAA), as shown on the APR.

Using the LEA’s APR data, fill out the chart below for Element 3b: Math Participation.

What is the Math Participation rate (Rate) of students with disabilities?

LEA’s Math Participation Rate	State Target
94%	95%

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 addressed in the 2017-18 PIR for students with disabilities and assessment sessions were scheduled to ensure all SWD were assessed. The participation rate remains at 94% representing only 4 students not assessed. In reviewing attendance records, two of the four students were hospitalized for psychiatric issues, one student's parent opted out of assessment and one student was chronically absent.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 3b: Math Participation, 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 3b: Math Participation. 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 – Math Participation	X
California School Dashboard – Comparison to All Students or Other Student Groups	
APR – Math Participation Rate	X
Special Education Information Systems (e.g., SEIS, SIRAS, Welligent)	
Attendance Records, Discipline Data	X

Data Sources	Check if Using
CAASPP Makeup Records	
California Longitudinal Pupil Achievement Data System (CALPADS)	
Test Operations Management System (TOMS) Records, Student Score Reports, Accommodations	
IEP Meeting Notes, Parent Opt-Out letters, Testing Accommodations	
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)	
Parent Input Data	
Other School Plans, such as the Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan	
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 the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

There were 4 students who did not participate in Math Assessment due to absences resulting from hospitalization, chronic absenteeism (1) or parent opting out of testing as student had no prior high school experience. PCHS is reviewing it's policy on admissions and attendance to identify practices to withdraw students (with right to return) who are hospitalized or unable to attend school for ≥ 10 days.

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 3b: Math Participation. 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 (4) remain enrolled when unable to attend school due to physical or emotional issues..

Data Support and Background for Root Cause:

Student attendance data; CDE APR data

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement <i>List at least one Strategy/Activity for this root cause. Insert additional lines if necessary.</i>	
1.	Develop / revise attendance policy
2.	
3.	
4.	
5.	
Resources Required <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
1.	Administrative – existing resources.
2.	
3.	
4.	
5.	
Title of Person(s) Responsible for Implementation <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
1.	AP, Admissions & Attendance
2.	
3.	
4.	
5.	
Start Date <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
1.	12/1/2020
2.	
3.	
4.	
5.	
Date of Completion <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
1.	3/1/2021
2.	
3.	
4.	

5.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
1.	95% CAASPP Participation Rate
2.	
3.	
4.	
5.	
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
1.	CDE Dashboard – Mathematics Participation Rate
2.	
3.	
4.	
5.	
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
1.	Increase from 94% to 95% rate
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.

Schedule of CAASPP administration / Make up tests Attendance Policy
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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.