

Performance Indicator Review (PIR)

Local Educational Agency (LEA) Identification 2018–19

This Form is to be completed by ALL LEAs that are required to complete a PIR Plan. Save and submit with other PIR documents.

LEA name:

Pierce Joint Unified School District

CDS code:

06-61614-0000000

SELPA name:

Colusa County SELPA

Program Administrator:

Carol Geyer

Phone number:

530-476-2892

Email:

cgeyer@pierce.k12.ca.us

Possible Performance Indicators LEA PIR Plan Needs to Address:

Click on the Indicator subtitle to go to the PIR form for that Indicator.

INDICATOR 1

Graduation 4 Year Rate (2018 Fall Dashboard)

INDICATOR 2

Dropout 4 Year Rate (Annual Performance Report 2017–18)

INDICATOR 3

Statewide Assessments: Achievement–Mathematics (2018 Fall Dashboard)

Statewide Assessments: Achievement–English Language Arts (2018 Fall Dashboard)

Statewide Assessments: Participation–Mathematics (Annual Performance Report 2017–18)

Statewide Assessments: Participation–English Language Arts (Annual Performance Report 2017–18)

INDICATOR 4A

Suspension and Expulsion

INDICATOR 5

Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 6:

Preschool Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 8

Parent Involvement (Annual Performance Report 2017–18)

INDICATOR 14

Post-School Outcomes (Annual Performance Report 2017–18)

CHILD FIND

LEA PIR Letter

Welcome to the Performance Indicator Review:

The PIR Plan will consist of this document (the LEA Identification document) and documents for each indicator and Child Find element in which the LEA has not met the performance level or target, as indicated in the 2017–18 California School Dashboard (Dashboard), the 2017–18 Local Level Annual Performance Report (APR), and the LEA Performance Indicator Review (PIR) letter. Each indicator has its own document. Guidance for PIR is available in a separate document. Also, there is a list of Consultants by region, if there are questions regarding the PIR.

Performance Indicators

Use the LEA PIR Letter to find out which indicators LEA needs to address for PIR, based on the status on the California School Dashboard for Indicators 1, 3 (achievement), and 4 or Annual Performance Report (APR) for Indicators 2, 3 (participation), 5, 6, 8, 14, or the LEA PIR Letter for Child Find. Put an 'X' in the box below for each indicator that the LEA must address in the PIR Plan.

1	2	3	4A	5	6	8	14	Child Find
		X	X					

PIR Team Members

For each member of the PIR Team, list his/her name, LEA title, and the PIR Team Role s/he fulfills (General Education Administrator, Special Education Administrator, SELPA Representative, General Education Teachers, Special Education Teachers, or Other).

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
Carol Geyer	Superintendent	General Education Administrator
Jessica Geierman	Principal	General Education Administrator
Amy Hannon-Korynta	Teacher	General Education
Jessica Cervantes	Teacher	Special Education
Kevin Douglas	Behavior Specialist	SELPA Representative
Chuck Wayman	Director	SELPA Administrator

If the LEA has additional team members, add rows, as needed.

Completed and Pending PIR Team Meeting Dates

List all of the dates the PIR Team has met or plans to meet and the purpose of each meeting.

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
4/10/19	Analysis & Planning	4/24/19	Analysis & Planning

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
5/15/19	Analysis & Planning	7/26/19	Implementation Planning with site principals
September 2019	Monitoring	December 2019	Monitoring
March 2019	Monitoring		

Data Source Checklist

Identify which data sources were reviewed in developing the Local Education Agency's Performance Indicator Review Root Cause Analysis and Improvement Plan for each Indicator. Place an X under the Indicator number for each data source that was reviewed for that Indicator. Mark all that apply.

Data Sources

Indicators

	1	2	3	4A	5	6	8	14	CF*
California School Dashboard Graduation Rate – Students with Disabilities									
California School Dashboard Suspension Rate – Students with Disabilities				X					
California School Dashboard ELA CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Math CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Student Group Report			X	X					
California School Dashboard School Five-by-Five Placement			X	X					
California School Dashboard Chronic Absenteeism									
California School Dashboard College/Career Indicator Reports & Data									
Test Operations Management System (TOMS) Accommodations									
Annual Performance Report (APR) Measures – ELA CAASPP Participation Rate									
Annual Performance Report (APR) Measures – Math CAASPP Participation Rate									

	1	2	3	4A	5	6	8	14	CF*
Annual Performance Report (APR) Measures – Drop Out Rate									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Greater than 80% of the Day									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Less than 40% of the Day									
Annual Performance Report (APR) Measures – Percent of Students in Separate Schools									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Regular Pre-K Programs									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Separate Pre-K Programs									
Annual Performance Report (APR) Measures – Parents reporting that LEA facilitated parent involvement									
Annual Performance Report (APR) Measures – Post Graduate Survey Data									
Dashboard Alternate School Status Data									
DataQuest, English Language Proficiency Assessments for California (ELPAC)									
DataQuest, LEA Public School Enrollment Over Time									
Student Information System (SIS)				X					
Interim or Other Assessments			X						
Student Transcripts									
SEIS, Student IEPs and/or Transition Plans									
Student Course Enrollment Data									
Student Records									
Service Logs and/or Pull out Schedules									
Other School Plans, such as WASC, Tech Plan, etc.									
Parent Concerns (Parent surveys, CAC, PTIC, FEC)									
Interview/ Focus Group Data – Parents/ Guardians									
Interview/ Focus Group Data – Staff									
Interview/ Focus Group Data – Students									

	1	2	3	4A	5	6	8	14	CF*
Interview/ Focus Group Data –Administration									
Review of Procedures									
Interview County Programs, Non-Public Schools, etc.									
Attendance Records									
Interview Counselor(s)									
School Climate Information, discipline data, BIP				X					
Other: Please list other data reviewed									
Other: Please list other data reviewed									
Other: Please list other data reviewed									

*Child Find

If the LEA has *additional meeting dates*, add rows, as needed.

After completing this LEA Identification document, save this document with all other PIR documents. Complete the PIR Plan for each Indicator for which the target was not met. 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 have been addressed and added to the PIR Plan, the 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, all of the forms for each indicator and Child Find and the LEA Identification document to California Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

Prepared by California Department of Education March 2019

LEA name:

Pierce Joint Unified School District

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
Significantly

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

-106.8

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)?

16.2

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)?

-141

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)?

-2.5

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	

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?

98

Participation Target

>95%

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

Yes

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)		

Current Improvement Strategies

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

Not applicable

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

Ensuring that students with disabilities are getting their testing accommodations during state testing as listed on their IEPs, including the accommodation of small group setting if indicated with a 1:3 teacher to student ratio.

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)		
Achievement (Dashboard)	X	X

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

The above strategy is specifically for students with disabilities.

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:

Students are coming to school having experienced trauma in their home environment

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

Root Cause 2:

Students with learning difficulties need additional time and a variety of instructional methods to absorb content and store it in long-term memory

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

Root Cause 3:

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:

N/A

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

Root Cause 2:

N/A

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

Root Cause 3:

N/A

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:

Students are coming to school having experienced trauma in their home environment

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Provide trauma informed instructional strategies to district teachers in order for teachers to be able to establish an engaging, classroom environment where students' anxiety levels are lessened in order for students to be ready to learn academic content	Both	Expert trainer	Superintendent	Training held	August 2019

Root Cause 2:

Students with learning difficulties need additional time and a variety of instructional methods to absorb content and store it in long-term memory

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Continue implementation of Sunday reading program	ELA	Sunday material	Resource teacher		PIR committee monitoring Sept, Dec, March
Integrate math games into math instruction throughout the elementary school	Math	Mash Up Math resource book	1-5 grade teachers	All students are engaged in math games/puzzles and feeling successful	PIR committee monitoring Sept, Dec, March Decrease points below standard for students with disabilities in math
Math fact practice in a stress-free environment vs. an atmosphere of anxiety in a timed math fact testing situation	Math	Training for teachers on ways to test facts without pressure	Elementary Principal & lead teacher 1-5 grade teachers	Student tracking of facts will show continuous growth in knowing facts and being recognized at school assemblies	PIR committee monitoring Sept, Dec, March

Root Cause 3:

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date

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.

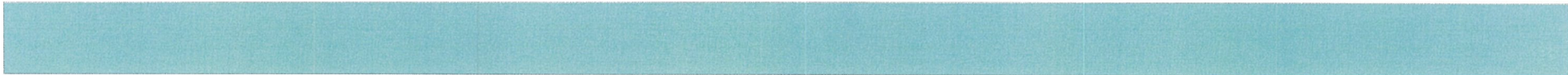
Root Cause 1:

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

Root Cause 2:

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

Root Cause 3:



Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

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.

Prepared by California Department of Education March 2019

LEA name:

Pierce Joint Unified School District

Performance Indicator Review 2018–19

State Performance Plan Indicator 4A

Suspension and Expulsion

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 4A Suspension and Expulsion. For SPPI 1, 3 (achievement), and 4A, the performance level will be found on the 2018 Fall California School Dashboard (Dashboard). Any LEA with a performance level of Red or Orange for Suspension Rate (SPPI 4A) for Students with Disabilities, as listed on the Student Groups Five-by-Five Report for the appropriate measure 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

Indicator 4A: Suspension and Expulsion

Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for Suspension Rate (K-12) for students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report on Suspension for students with disabilities.

Directions to Access the Five-by-Five Report on Suspension

The Five-by-Five Suspension Rate Placement Report (Grades K-12) 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 Suspension Rate Placement Report (Grades K-12)" 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 Suspension Rate (K-12) for Students with Disabilities?

Red

What is the Status Level Disabilities (e.g. Very High, Low, etc.) for Suspension Rate (K-12) for Students with?

Very High

What is the Change Level (e.g. Increased, Declined Significantly, etc.) for Suspension Rate (9-12) for Students with Disabilities?

Increased
Significantly

What is the Current Status – 2017–18 Suspension Rate percentage for Students with Disabilities?

6.9

What is the difference (e.g. + or - %) between 2017–18 Suspension Rate and 2016–17 Suspension Rate for Students with Disabilities?

6.1

What is the Percent of Change (e.g. + or - %) of Suspension Rate (K-12) for Students with Disabilities?

6.6

In addressing the root cause(s) for the suspension rate for students with disabilities, 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 Suspension Rate.

Status Level	Change Level	Both
		X

What current improvement strategies that relate to Indicator 4A: Suspension Rate are in place?

District developed and implemented a district-wide Discipline Guide, in lieu of its previous Discipline Matrix, that included alternatives to suspension. High school vice principal and Prevention/Intervention counselor attended training on the topic of alternatives to suspension. Conflict facilitation training took place at the middle school to train students as mediators for peer mediation issues.

How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 4A: Suspension and Expulsion?

All students, including Students with Disabilities, are given alternatives to suspension when appropriate for the offense.

Root Cause(s)

Why was the target not met?

List the root cause(s) that the PIR Team has identified for the LEA's suspension rate for students with disabilities.

Root Cause 1:

Suspensions are being given before students are given alternatives to suspension

Root Cause 2:



Root Cause 3:



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

Action Plan for Improving Suspension and Expulsion for Students with Disabilities

Copy each root cause into the charts below that addresses the LEA's suspension rate for students with disabilities into the charts below. For each root cause, fill in the following:

- Planned strategies and activities
- 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.

Root Cause 1:

Suspensions are being given before students are given alternatives to suspension.

Planned Strategies/Activities	Resources Required	Person(s)/ Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Utilize purchased online software system for students to utilize as part of their consequence for discipline in lieu of suspending the student in order to change behavior patterns	ISS 360	Don, Blake, Jessica/Site Administrators	Suspensions will decrease and number of students assigned to complete a lesson online will increase	May 29, 2020

Root Cause 2:



Planned Strategies/Activities	Resources Required	Person(s)/ Title(s) Responsible	Methods/Standards to Measure Success	Due Date

Root Cause 3:



Planned Strategies/Activities	Resources Required	Person(s)/ Title(s) Responsible	Methods/Standards to Measure Success	Due Date

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 4A: Suspensions, save this document with any 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.

Prepared by California Department of Education March 2019