2013–14 District Level Special Education Annual Performance Report Measure for NAPA COUNTY SCHOOLS School District

CDS Code	2810280	FMTA Region	II
District Name	NAPA COUNTY SCHOOLS	SELPA	2800 Napa County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
68.0%	84.08	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NAPA COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NAPA COUNTY SCHOOLS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	21	31	67.7%	72.7%	No
2. Functioning within age expectations	53	70	75.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	23	31	74.2%	70.0%	Yes
2. Functioning within age expectations	51	70	72.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	20	25	80.0%	75.0%	Yes
2. Functioning within age expectations	55	70	78.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NAPA COUNTY SCHOOLS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NAPA COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
79	*	63	*	96.9%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NAPA COUNTY SCHOOLS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NAPA VALLEY UNIFIED School District

CDS Code	2866266	FMTA Region	II
District Name	NAPA VALLEY UNIFIED	SELPA	2800 Napa County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
71.8%	87.46	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
14.65	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	2,175	0.09	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NAPA VALLEY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	13	NC	2.43%	No
Asian	0	100	NC		
African American	0	82	NC		
Hispanic	*	1,175	NC		
Multi-Ethnic	0	81	NC		
Pacific Islander	0	*	NC		
White	*	720	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,811	1,108	61.2%	>49.2%	Yes
B. <40%		305	16.8%	<24.6%	Yes
C. Separate Schools		52	2.9%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NAPA VALLEY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	294	216	73.5%	>39.8%	Yes
B. Separate		36	12.2%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	21	31	67.7%	72.7%	No
2. Functioning within age expectations	53	70	75.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	23	31	74.2%	70.0%	Yes
2. Functioning within age expectations	51	70	72.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	20	25	80.0%	75.0%	Yes
2. Functioning within age expectations	55	70	78.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,378	2,387	99.6%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NAPA VALLEY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
409	330	69	97.1%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NAPA VALLEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
79	*	63	*	96.9%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
458	376	82.1%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NAPA VALLEY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	26	17	65.4%	52.30%	Yes
B. Higher Ed or Competitively Employed		20	76.9%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		25	96.2%	81.0%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATIONAL ELEMENTARY School District

CDS Code	3768221	FMTA Region	II
District Name	NATIONAL ELEMENTARY	SELPA	3704 South County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	640	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATIONAL ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	44	NC		
African American	*	23	NC		
Hispanic	0	545	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	25	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	508	226	44.5%	>49.2%	No
B. <40%		151	29.7%	<24.6%	No
C. Separate Schools		11	2.2%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATIONAL ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	157	118	75.2%	>39.8%	Yes
B. Separate		35	22.3%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	115	184	62.5%	72.7%	No
2. Functioning within age expectations	166	294	56.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	113	184	61.4%	70.0%	No
2. Functioning within age expectations	166	294	56.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	102	160	63.8%	75.0%	No
2. Functioning within age expectations	178	294	60.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
869	869	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATIONAL ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
222	142	80	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATIONAL ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
232	*	198	31	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATIONAL ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATIONAL UNIVERSITY ACADEMY School District

CDS Code	0121491	FMTA Region	II
District Name	NATIONAL UNIVERSITY ACADEMY	SELPA	3911 Lodi Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
8.3%	10.42	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	--	100.0	NA
Math	NA	95%	NA	--	100.0	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	60	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NATIONAL UNIVERSITY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	21	NC		
Hispanic	0	32	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATIONAL UNIVERSITY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	39	87	44.8%	72.7%	No
2. Functioning within age expectations	80	144	55.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	45	93	48.4%	70.0%	No
2. Functioning within age expectations	74	144	51.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	46	83	55.4%	75.0%	No
2. Functioning within age expectations	82	144	56.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
14	14	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATIONAL UNIVERSITY ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NATIONAL UNIVERSITY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
118	*	108	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
15	14	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATIONAL UNIVERSITY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATOMAS UNIFIED School District

CDS Code	3475283	FMTA Region	IV
District Name	NATOMAS UNIFIED	SELPA	3401 Sacramento County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
70.1%	86.34	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
2.22	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,508	0.40	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATOMAS UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	16	NC	2.43%	No
Asian	0	140	NC		
African American	*	488	0.61		
Hispanic	*	456	NC		
Multi-Ethnic	0	98	NC		
Pacific Islander	0	14	NC		
White	*	296	0.68		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,187	603	50.8%	>49.2%	Yes
B. <40%		257	21.7%	<24.6%	Yes
C. Separate Schools		28	2.4%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATOMAS UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	170	77	45.3%	>39.8%	Yes
B. Separate		60	35.3%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	73	135	54.1%	72.7%	No
2. Functioning within age expectations	124	222	55.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	85	146	58.2%	70.0%	No
2. Functioning within age expectations	120	222	54.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	80	128	62.5%	75.0%	No
2. Functioning within age expectations	131	222	59.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,599	1,603	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATOMAS UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
291	227	63	99.6%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATOMAS UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
237	23	196	13	98.5%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
265	234	88.3%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NATOMAS UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEA COMMUNITY LEARNING CENTER School District

CDS Code	0119222	FMTA Region	IV
District Name	NEA COMMUNITY LEARNING CENTER	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
100.0%	--	N/A

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	65	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEA COMMUNITY LEARNING CENTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	*	13	NC		
Hispanic	0	13	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	27	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	54	48	88.9%	>49.2%	Yes
B. <40%		*	5.6%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEA COMMUNITY LEARNING CENTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
78	78	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEA COMMUNITY LEARNING CENTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEA COMMUNITY LEARNING CENTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEA COMMUNITY LEARNING CENTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEEDLES UNIFIED School District

CDS Code	3667801	FMTA Region	II
District Name	NEEDLES UNIFIED	SELPA	3601 Desert Mountain

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
33.3%	78.38	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
3.13	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	185	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEEDLES UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	31	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	41	NC		
Multi-Ethnic	0	11	NC		
Pacific Islander	0	0	NC		
White	0	100	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	139	49	35.3%	>49.2%	No
B. <40%		42	30.2%	<24.6%	No
C. Separate Schools		*	1.4%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEEDLES UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	27	14	51.9%	>39.8%	Yes
B. Separate		*	14.8%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	82	165	49.7%	72.7%	No
2. Functioning within age expectations	128	252	50.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	88	172	51.2%	70.0%	No
2. Functioning within age expectations	112	252	44.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	102	168	60.7%	75.0%	No
2. Functioning within age expectations	124	252	49.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
219	220	99.5%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEEDLES UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
49	47	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEEDLES UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
127	14	85	28	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
45	45	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEEDLES UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY ELEMENTARY School District

CDS Code	2966340	FMTA Region	IV
District Name	NEVADA CITY ELEMENTARY	SELPA	2900 Nevada County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	123	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	11	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	98	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	89	65	73.0%	>49.2%	Yes
B. <40%		16	18.0%	<24.6%	Yes
C. Separate Schools		*	4.5%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	16	13	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	17	NC	72.7%	NA
2. Functioning within age expectations	*	23	43.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	17	NC	70.0%	NA
2. Functioning within age expectations	11	23	47.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	75.0%	NA
2. Functioning within age expectations	15	23	65.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
123	126	97.6%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
22	15	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
32	*	26	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*		NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY SCHOOL OF THE ARTS School District

CDS Code	0114330	FMTA Region	IV
District Name	NEVADA CITY SCHOOL OF THE ARTS	SELPA	2900 Nevada County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	39	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY SCHOOL OF THE ARTS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	32	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	31	28	90.3%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY SCHOOL OF THE ARTS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	17	NC	72.7%	NA
2. Functioning within age expectations	*	23	43.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	17	NC	70.0%	NA
2. Functioning within age expectations	11	23	47.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	75.0%	NA
2. Functioning within age expectations	15	23	65.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
40	40	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY SCHOOL OF THE ARTS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
12	11	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY SCHOOL OF THE ARTS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
32	*	26	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA CITY SCHOOL OF THE ARTS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA COUNTY SCHOOLS School District

CDS Code	2910298	FMTA Region	IV
District Name	NEVADA COUNTY SCHOOLS	SELPA	2900 Nevada County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
39.6%	49.10	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
60.00	<15.72%	No

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	150	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	32	NC		
Hispanic	0	71	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	41	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	68	55	80.9%	>49.2%	Yes
B. <40%		*	1.5%	<24.6%	Yes
C. Separate Schools		12	17.6%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA COUNTY SCHOOLS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	17	NC	72.7%	NA
2. Functioning within age expectations	*	23	43.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	17	NC	70.0%	NA
2. Functioning within age expectations	11	23	47.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	75.0%	NA
2. Functioning within age expectations	15	23	65.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
210	212	99.1%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA COUNTY SCHOOLS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NEVADA COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
32	*	26	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
171	171	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA COUNTY SCHOOLS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	13	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		12	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA JOINT UNION HIGH School District

CDS Code	2966357	FMTA Region	IV
District Name	NEVADA JOINT UNION HIGH	SELPA	2900 Nevada County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
70.4%	88.68	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
13.79	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	96	95%	--	18.7	100.0	--
Math	99	95%	--	21.8	100.0	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	446	1.57	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA JOINT UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	*	27	NC		
Hispanic	*	43	NC		
Multi-Ethnic	0	15	NC		
Pacific Islander	0	*	NC		
White	*	343	1.46		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	385	134	34.8%	>49.2%	No
B. <40%		94	24.4%	<24.6%	Yes
C. Separate Schools		32	8.3%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA JOINT UNION HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
429	431	99.5%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA JOINT UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
25	14	11	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NEVADA JOINT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
266	262	98.5%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEVADA JOINT UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	56	23	41.1%	52.30%	No
B. Higher Ed or Competitively Employed		43	76.8%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		50	89.3%	81.0%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HAVEN UNIFIED School District

CDS Code	0161242	FMTA Region	IV
District Name	NEW HAVEN UNIFIED	SELPA	0115 Mission Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
56.1%	80.63	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
18.75	<15.72%	No

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
21	1,454	1.44	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HAVEN UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	Yes
Asian	*	333	0.60		
African American	*	243	4.12		
Hispanic	*	616	0.65		
Multi-Ethnic	0	65	NC		
Pacific Islander	0	25	NC		
White	*	169	2.96		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,129	606	53.7%	>49.2%	Yes
B. <40%		294	26.0%	<24.6%	No
C. Separate Schools		41	3.6%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HAVEN UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	146	69	47.3%	>39.8%	Yes
B. Separate		68	46.6%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	63	124	50.8%	72.7%	No
2. Functioning within age expectations	106	199	53.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	68	124	54.8%	70.0%	No
2. Functioning within age expectations	107	199	53.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	82	127	64.6%	75.0%	No
2. Functioning within age expectations	103	199	51.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,312	1,321	99.3%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HAVEN UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
240	192	48	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HAVEN UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
108	17	84	*	98.8%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
316	306	96.8%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HAVEN UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	16	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		11	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		16	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HOPE ELEMENTARY School District

CDS Code	3968619	FMTA Region	III
District Name	NEW HOPE ELEMENTARY	SELPA	3911 Lodi Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	29	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HOPE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	21	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	23	19	82.6%	>49.2%	Yes
B. <40%		*	13.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HOPE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	39	87	44.8%	72.7%	No
2. Functioning within age expectations	80	144	55.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	45	93	48.4%	70.0%	No
2. Functioning within age expectations	74	144	51.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	46	83	55.4%	75.0%	No
2. Functioning within age expectations	82	144	56.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
42	42	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HOPE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
13	11	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HOPE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
118	*	108	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW HOPE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW JERUSALEM ELEMENTARY School District

CDS Code	3968627	FMTA Region	III
District Name	NEW JERUSALEM ELEMENTARY	SELPA	3901 San Joaquin County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	383	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW JERUSALEM ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	16	NC		
African American	0	62	NC		
Hispanic	0	71	NC		
Multi-Ethnic	0	31	NC		
Pacific Islander	0	*	NC		
White	0	198	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	348	295	84.8%	>49.2%	Yes
B. <40%		25	7.2%	<24.6%	Yes
C. Separate Schools		*	2.3%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW JERUSALEM ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	17	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	111	177	62.7%	72.7%	No
2. Functioning within age expectations	181	297	60.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	115	184	62.5%	70.0%	No
2. Functioning within age expectations	174	297	58.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	93	133	69.9%	75.0%	No
2. Functioning within age expectations	208	297	70.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
483	486	99.4%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW JERUSALEM ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
41	30	*	93.8%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW JERUSALEM ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
185	18	153	13	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
136	116	85.3%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW JERUSALEM ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW WEST CHARTER MIDDLE SCHOOL School District

CDS Code	6120158	FMTA Region	I
District Name	NEW WEST CHARTER MIDDLE SCHOOL	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NEW WEST CHARTER MIDDLE SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW WEST CHARTER MIDDLE SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	171	261	65.5%	72.7%	No
2. Functioning within age expectations	273	424	64.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	163	243	67.1%	70.0%	No
2. Functioning within age expectations	268	424	63.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	162	231	70.1%	75.0%	No
2. Functioning within age expectations	306	424	72.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW WEST CHARTER MIDDLE SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW WEST CHARTER MIDDLE SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
281	33	217	30	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEW WEST CHARTER MIDDLE SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWARK UNIFIED School District

CDS Code	0161234	FMTA Region	IV
District Name	NEWARK UNIFIED	SELPA	0115 Mission Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
71.4%	89.30	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
29.03	<15.72%	No

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	756	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWARK UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	79	NC		
African American	*	97	NC		
Hispanic	0	408	NC		
Multi-Ethnic	0	11	NC		
Pacific Islander	0	20	NC		
White	0	140	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	601	255	42.4%	>49.2%	No
B. <40%		100	16.6%	<24.6%	Yes
C. Separate Schools		88	14.6%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWARK UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	78	25	32.1%	>39.8%	No
B. Separate		44	56.4%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	63	124	50.8%	72.7%	No
2. Functioning within age expectations	106	199	53.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	68	124	54.8%	70.0%	No
2. Functioning within age expectations	107	199	53.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	82	127	64.6%	75.0%	No
2. Functioning within age expectations	103	199	51.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
734	743	98.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWARK UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
143	106	37	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWARK UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
108	17	84	*	98.8%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
136	132	97.1%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWARK UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWCASTLE ELEMENTARY School District

CDS Code	3166852	FMTA Region	IV
District Name	NEWCASTLE ELEMENTARY	SELPA	3100 Placer County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	67	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWCASTLE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	56	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	50	42	84.0%	>49.2%	Yes
B. <40%		*	2.0%	<24.6%	Yes
C. Separate Schools		*	8.0%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWCASTLE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	71	112	63.4%	72.7%	No
2. Functioning within age expectations	201	271	74.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	72	104	69.2%	70.0%	No
2. Functioning within age expectations	212	271	78.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	72	91	79.1%	75.0%	Yes
2. Functioning within age expectations	216	271	79.7%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
69	71	97.2%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWCASTLE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
17	17	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWCASTLE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
173	21	144	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWCASTLE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWHALL School District

CDS Code	1964832	FMTA Region	I
District Name	NEWHALL	SELPA	1906 Santa Clarita Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	854	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWHALL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	56	NC		
African American	0	29	NC		
Hispanic	0	422	NC		
Multi-Ethnic	0	13	NC		
Pacific Islander	0	*	NC		
White	*	331	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	690	435	63.0%	>49.2%	Yes
B. <40%		209	30.3%	<24.6%	No
C. Separate Schools		*	0.4%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWHALL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	181	113	62.4%	>39.8%	Yes
B. Separate		64	35.4%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	72	98	73.5%	72.7%	Yes
2. Functioning within age expectations	159	216	73.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	63	86	73.3%	70.0%	Yes
2. Functioning within age expectations	166	216	76.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	64	90	71.1%	75.0%	No
2. Functioning within age expectations	160	216	74.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,016	1,018	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWHALL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
286	167	116	98.2%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWHALL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
157	23	127	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWHALL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWMAN-CROWS LANDING UNIFIED School District

CDS Code	5073601	FMTA Region	IV
District Name	NEWMAN-CROWS LANDING UNIFIED	SELPA	5001 Stanislaus County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
80.0%	91.39	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	395	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWMAN-CROWS LANDING UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	294	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	79	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	314	160	51.0%	>49.2%	Yes
B. <40%		77	24.5%	<24.6%	Yes
C. Separate Schools		13	4.1%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWMAN-CROWS LANDING UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	22	16	72.7%	>39.8%	Yes
B. Separate		*	22.7%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	96	178	53.9%	72.7%	No
2. Functioning within age expectations	142	259	54.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	92	184	50.0%	70.0%	No
2. Functioning within age expectations	135	259	52.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	99	165	60.0%	75.0%	No
2. Functioning within age expectations	144	259	55.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
384	385	99.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWMAN-CROWS LANDING UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
43	29	14	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWMAN-CROWS LANDING UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
170	30	122	18	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
62	58	93.5%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWMAN-CROWS LANDING UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		0	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWPORT-MESA UNIFIED School District

CDS Code	3066597	FMTA Region	I
District Name	NEWPORT-MESA UNIFIED	SELPA	3015 Newport-Mesa Unified

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
81.0%	93.91	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
10.13	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	2,496	0.12	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWPORT-MESA UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	108	NC		
African American	0	63	NC		
Hispanic	*	1,152	0.26		
Multi-Ethnic	0	23	NC		
Pacific Islander	0	19	NC		
White	0	1,124	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,076	1,163	56.0%	>49.2%	Yes
B. <40%		587	28.3%	<24.6%	No
C. Separate Schools		27	1.3%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWPORT-MESA UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	300	226	75.3%	>39.8%	Yes
B. Separate		25	8.3%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	23	37	62.2%	72.7%	No
2. Functioning within age expectations	44	67	65.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	20	32	62.5%	70.0%	No
2. Functioning within age expectations	45	67	67.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	17	26	65.4%	75.0%	No
2. Functioning within age expectations	51	67	76.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,566	2,578	99.5%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWPORT-MESA UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
536	415	120	99.8%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWPORT-MESA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
62	14	37	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
450	446	99.1%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NEWPORT-MESA UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	144	73	50.7%	52.30%	No
B. Higher Ed or Competitively Employed		102	70.8%	72.4%	No
C. Any Post-Secondary Ed or Employed		128	88.9%	81.0%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NICASIO School District

CDS Code	2165409	FMTA Region	II
District Name	NICASIO	SELPA	2100 Marin County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NICASIO School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NICASIO School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	57	82	69.5%	72.7%	No
2. Functioning within age expectations	111	165	67.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	61	84	72.6%	70.0%	Yes
2. Functioning within age expectations	108	165	65.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	51	75	68.0%	75.0%	No
2. Functioning within age expectations	111	165	67.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
12	12	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NICASIO School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NICASIO School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
115	18	85	11	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NICASIO School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORD COUNTRY SCHOOL School District

CDS Code	0110551	FMTA Region	III
District Name	NORD COUNTRY SCHOOL	SELPA	0400 Butte County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	13	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORD COUNTRY SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORD COUNTRY SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	64	99	64.6%	72.7%	No
2. Functioning within age expectations	88	149	59.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	60	89	67.4%	70.0%	No
2. Functioning within age expectations	88	149	59.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	63	84	75.0%	75.0%	No
2. Functioning within age expectations	100	149	67.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
15	15	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORD COUNTRY SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORD COUNTRY SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
107	15	86	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORD COUNTRY SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORRIS ELEMENTARY School District

CDS Code	1563693	FMTA Region	II
District Name	NORRIS ELEMENTARY	SELPA	1501 Kern County Consortium

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	267	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORRIS ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	16	NC		
African American	0	*	NC		
Hispanic	0	61	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	182	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	217	133	61.3%	>49.2%	Yes
B. <40%		48	22.1%	<24.6%	Yes
C. Separate Schools		*	1.4%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORRIS ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	51	42	82.4%	>39.8%	Yes
B. Separate		*	11.8%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	138	245	56.3%	72.7%	No
2. Functioning within age expectations	241	410	58.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	144	251	57.4%	70.0%	No
2. Functioning within age expectations	234	410	57.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	123	209	58.9%	75.0%	No
2. Functioning within age expectations	266	410	64.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
320	320	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORRIS ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
81	65	16	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORRIS ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
261	36	205	20	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORRIS ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COUNTY JOINT UNION ELEMENTARY School District

CDS Code	3567504	FMTA Region	I
District Name	NORTH COUNTY JOINT UNION ELEMENTARY	SELPA	3500 San Benito County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	102	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COUNTY JOINT UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	54	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	46	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	84	68	81.0%	>49.2%	Yes
B. <40%		*	7.1%	<24.6%	Yes
C. Separate Schools		*	3.6%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COUNTY JOINT UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	11	18	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	12	NC	70.0%	NA
2. Functioning within age expectations	*	18	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	13	NC	75.0%	NA
2. Functioning within age expectations	12	18	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
102	102	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COUNTY JOINT UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
30	29	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NORTH COUNTY JOINT UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
26	*	23	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COUNTY JOINT UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COUNTY REGIONAL OCCUPATIONAL CENTER/PROGRAM (ROC/P) School District

CDS Code	4376620	FMTA Region	IV
District Name	NORTH COUNTY REGIONAL OCCUPATIONAL CENTER/PROGRAM (ROC/P)	SELPA	4302 Santa Clara Area II

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NORTH COUNTY REGIONAL OCCUPATIONAL CENTER/PROGRAM (ROC/P) School District

NA	NA	NC	2.43%	NA

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COUNTY REGIONAL OCCUPATIONAL CENTER/PROGRAM (ROC/P) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	69	65.2%	72.7%	No
2. Functioning within age expectations	71	109	65.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	37	57	64.9%	70.0%	No
2. Functioning within age expectations	77	109	70.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	35	45	77.8%	75.0%	Yes
2. Functioning within age expectations	87	109	79.8%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NORTH COUNTY REGIONAL OCCUPATIONAL CENTER/PROGRAM (ROC/P) School District

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NORTH COUNTY REGIONAL OCCUPATIONAL CENTER/PROGRAM (ROC/P) School District

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
67	20	44	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NORTH COUNTY REGIONAL OCCUPATIONAL CENTER/PROGRAM (ROC/P) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COUNTY REGIONAL OCCUPATIONAL PROGRAM JOINT POWERS AGENCY (JPA) School District

CDS Code	4376612	FMTA Region	IV
District Name	NORTH COUNTY REGIONAL OCCUPATIONAL PROGRAM JOINT POWERS AGENCY (JPA)	SELPA	4302 Santa Clara Area II

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NORTH COUNTY REGIONAL OCCUPATIONAL PROGRAM JOINT POWERS AGENCY (JPA) School District

NA	NA	NC	2.43%	NA

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COUNTY REGIONAL OCCUPATIONAL PROGRAM JOINT POWERS AGENCY (JPA) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	69	65.2%	72.7%	No
2. Functioning within age expectations	71	109	65.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	37	57	64.9%	70.0%	No
2. Functioning within age expectations	77	109	70.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	35	45	77.8%	75.0%	Yes
2. Functioning within age expectations	87	109	79.8%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NORTH COUNTY REGIONAL OCCUPATIONAL PROGRAM JOINT POWERS AGENCY (JPA) School District

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NORTH COUNTY REGIONAL OCCUPATIONAL PROGRAM JOINT POWERS AGENCY (JPA) School District

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
67	20	44	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NORTH COUNTY REGIONAL OCCUPATIONAL PROGRAM JOINT POWERS AGENCY (JPA) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COW CREEK ELEMENTARY School District

CDS Code	4570078	FMTA Region	III
District Name	NORTH COW CREEK ELEMENTARY	SELPA	4500 Shasta County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	17	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COW CREEK ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	16	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	13	13	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COW CREEK ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	49	65.3%	72.7%	No
2. Functioning within age expectations	67	94	71.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	51	70.6%	70.0%	Yes
2. Functioning within age expectations	65	94	69.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	33	40	82.5%	75.0%	Yes
2. Functioning within age expectations	76	94	80.9%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
18	18	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COW CREEK ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COW CREEK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
97	16	68	13	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH COW CREEK ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH MONTEREY COUNTY UNIFIED School District

CDS Code	2773825	FMTA Region	III
District Name	NORTH MONTEREY COUNTY UNIFIED	SELPA	2700 Monterey County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
77.8%	80.41	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
8.70	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	433	0.92	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH MONTEREY COUNTY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	*	*	NC		
Hispanic	*	314	0.96		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	100	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	387	159	41.1%	>49.2%	No
B. <40%		92	23.8%	<24.6%	Yes
C. Separate Schools		12	3.1%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH MONTEREY COUNTY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	25	20	80.0%	>39.8%	Yes
B. Separate		*	4.0%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	68	118	57.6%	72.7%	No
2. Functioning within age expectations	83	160	51.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	76	120	63.3%	70.0%	No
2. Functioning within age expectations	82	160	51.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	76	115	66.1%	75.0%	No
2. Functioning within age expectations	88	160	55.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
470	470	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH MONTEREY COUNTY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
133	95	36	97.9%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NORTH MONTEREY COUNTY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
142	15	110	14	97.3%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
96	96	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH MONTEREY COUNTY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	22	*	27.3%	52.30%	No
B. Higher Ed or Competitively Employed		15	68.2%	72.4%	No
C. Any Post-Secondary Ed or Employed		22	100.0%	81.0%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH WOODS DISCOVERY School District

CDS Code	6117840	FMTA Region	III
District Name	NORTH WOODS DISCOVERY	SELPA	4500 Shasta County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	21	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH WOODS DISCOVERY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	16	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	17	16	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH WOODS DISCOVERY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	49	65.3%	72.7%	No
2. Functioning within age expectations	67	94	71.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	51	70.6%	70.0%	Yes
2. Functioning within age expectations	65	94	69.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	33	40	82.5%	75.0%	Yes
2. Functioning within age expectations	76	94	80.9%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
31	31	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH WOODS DISCOVERY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
18	16	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH WOODS DISCOVERY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
97	16	68	13	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTH WOODS DISCOVERY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTHERN HUMBOLDT UNION HIGH School District

CDS Code	1262687	FMTA Region	IV
District Name	NORTHERN HUMBOLDT UNION HIGH	SELPA	1200 Humboldt-Del Norte

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
63.3%	93.12	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
6.67	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	94	95%	--	27.6	100.0	--
Math	97	95%	--	42.6	100.0	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	299	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTHERN HUMBOLDT UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	29	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	22	NC		
Multi-Ethnic	0	16	NC		
Pacific Islander	0	*	NC		
White	0	222	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	296	196	66.2%	>49.2%	Yes
B. <40%		47	15.9%	<24.6%	Yes
C. Separate Schools		*	2.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTHERN HUMBOLDT UNION HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
317	317	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTHERN HUMBOLDT UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
15	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTHERN HUMBOLDT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
175	165	94.3%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTHERN HUMBOLDT UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTON SPACE AND AERONAUTICS ACADEMY School District

CDS Code	0115808	FMTA Region	II
District Name	NORTON SPACE AND AERONAUTICS ACADEMY	SELPA	3601 Desert Mountain

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTON SPACE AND AERONAUTICS ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTON SPACE AND AERONAUTICS ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	82	165	49.7%	72.7%	No
2. Functioning within age expectations	128	252	50.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	88	172	51.2%	70.0%	No
2. Functioning within age expectations	112	252	44.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	102	168	60.7%	75.0%	No
2. Functioning within age expectations	124	252	49.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTON SPACE AND AERONAUTICS ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTON SPACE AND AERONAUTICS ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
127	14	85	28	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORTON SPACE AND AERONAUTICS ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORWALK-LA MIRADA UNIFIED School District

CDS Code	1964840	FMTA Region	I
District Name	NORWALK-LA MIRADA UNIFIED	SELPA	1915 Norwalk-La Mirada/ABC

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
76.7%	92.24	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
2.33	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	2,623	0.34	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORWALK-LA MIRADA UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	92	NC		
African American	*	127	NC		
Hispanic	*	2,037	0.34		
Multi-Ethnic	0	37	NC		
Pacific Islander	0	11	NC		
White	*	311	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,149	1,240	57.7%	>49.2%	Yes
B. <40%		665	30.9%	<24.6%	No
C. Separate Schools		29	1.3%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORWALK-LA MIRADA UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	302	189	62.6%	>39.8%	Yes
B. Separate		35	11.6%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	30	67	44.8%	72.7%	No
2. Functioning within age expectations	63	113	55.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	30	65	46.2%	70.0%	No
2. Functioning within age expectations	66	113	58.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	47	72	65.3%	75.0%	No
2. Functioning within age expectations	65	113	57.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,015	2,041	98.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORWALK-LA MIRADA UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
509	428	81	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORWALK-LA MIRADA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
88	*	69	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
481	353	73.4%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NORWALK-LA MIRADA UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	101	44	43.6%	52.30%	No
B. Higher Ed or Competitively Employed		89	88.1%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		101	100.0%	81.0%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVA MERIDIAN ACADEMY - COLTON School District

CDS Code	0114017	FMTA Region	II
District Name	NOVA MERIDIAN ACADEMY - COLTON	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVA MERIDIAN ACADEMY - COLTON School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVA MERIDIAN ACADEMY - COLTON School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVA MERIDIAN ACADEMY - COLTON School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NOVA MERIDIAN ACADEMY - COLTON School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVA MERIDIAN ACADEMY - COLTON School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVATO UNIFIED School District

CDS Code	2165417	FMTA Region	II
District Name	NOVATO UNIFIED	SELPA	2100 Marin County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
82.1%	91.14	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
7.23	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,048	0.57	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVATO UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	*	NC	2.43%	No
Asian	0	32	NC		
African American	0	58	NC		
Hispanic	*	400	1.00		
Multi-Ethnic	0	56	NC		
Pacific Islander	0	0	NC		
White	*	497	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	844	553	65.5%	>49.2%	Yes
B. <40%		153	18.1%	<24.6%	Yes
C. Separate Schools		59	7.0%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVATO UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	124	97	78.2%	>39.8%	Yes
B. Separate		25	20.2%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	57	82	69.5%	72.7%	No
2. Functioning within age expectations	111	165	67.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	61	84	72.6%	70.0%	Yes
2. Functioning within age expectations	108	165	65.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	51	75	68.0%	75.0%	No
2. Functioning within age expectations	111	165	67.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,035	1,039	99.6%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVATO UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
232	181	51	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVATO UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
115	18	85	11	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
211	200	94.8%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NOVATO UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	14	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		13	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		14	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUESTRO ELEMENTARY School District

CDS Code	5171423	FMTA Region	IV
District Name	NUESTRO ELEMENTARY	SELPA	5100 Sutter County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	154	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUESTRO ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	28	NC		
Hispanic	0	27	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	89	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	14	11	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUESTRO ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	17	23	73.9%	72.7%	Yes
2. Functioning within age expectations	35	49	71.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	21	25	84.0%	70.0%	Yes
2. Functioning within age expectations	36	49	73.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	15	18	NC	75.0%	NA
2. Functioning within age expectations	39	49	79.6%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
31	31	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUESTRO ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUESTRO ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
55	11	40	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUESTRO ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUVIEW UNION ELEMENTARY School District

CDS Code	3367157	FMTA Region	II
District Name	NUVIEW UNION ELEMENTARY	SELPA	3301 Riverside County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
100.0%	100.00	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	173	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUVIEW UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	16	NC		
Hispanic	0	109	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	39	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	132	76	57.6%	>49.2%	Yes
B. <40%		31	23.5%	<24.6%	Yes
C. Separate Schools		*	3.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUVIEW UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	21	19	90.5%	>39.8%	Yes
B. Separate		*	9.5%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	237	445	53.3%	72.7%	No
2. Functioning within age expectations	424	738	57.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	255	450	56.7%	70.0%	No
2. Functioning within age expectations	417	738	56.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	243	406	59.9%	75.0%	No
2. Functioning within age expectations	464	738	62.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
234	234	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUVIEW UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
76	53	23	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
NUVIEW UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
416	42	337	31	98.5%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for NUVIEW UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE ELEMENTARY School District

CDS Code	4369625	FMTA Region	IV
District Name	OAK GROVE ELEMENTARY	SELPA	4311 Southeast Consortium

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,320	0.61	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	Yes
Asian	0	155	NC		
African American	*	79	2.53		
Hispanic	*	714	0.84		
Multi-Ethnic	0	51	NC		
Pacific Islander	0	*	NC		
White	0	309	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,084	471	43.5%	>49.2%	No
B. <40%		271	25.0%	<24.6%	No
C. Separate Schools		48	4.4%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	210	39	18.6%	>39.8%	No
B. Separate		165	78.6%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	125	236	53.0%	72.7%	No
2. Functioning within age expectations	191	355	53.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	138	235	58.7%	70.0%	No
2. Functioning within age expectations	187	355	52.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	134	214	62.6%	75.0%	No
2. Functioning within age expectations	218	355	61.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,394	1,396	99.9%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
280	195	85	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
256	62	177	15	99.4%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE UNION ELEMENTARY School District

CDS Code	4970839	FMTA Region	III
District Name	OAK GROVE UNION ELEMENTARY	SELPA	4900 Sonoma County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	73	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	18	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	50	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	63	42	66.7%	>49.2%	Yes
B. <40%		*	15.9%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	75	126	59.5%	72.7%	No
2. Functioning within age expectations	164	257	63.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	84	132	63.6%	70.0%	No
2. Functioning within age expectations	173	257	67.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	87	120	72.5%	75.0%	No
2. Functioning within age expectations	183	257	71.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
77	78	98.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
20	18	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OAK GROVE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
184	*	155	25	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
14	13	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK GROVE UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		0	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK PREPARATORY ACADEMY School District

CDS Code	0125591	FMTA Region	IV
District Name	OAK PARK PREPARATORY ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	*	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK PREPARATORY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	*	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	12	12	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK PREPARATORY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
20	20	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK PREPARATORY ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OAK PARK PREPARATORY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK PREPARATORY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK UNIFIED School District

CDS Code	5673874	FMTA Region	I
District Name	OAK PARK UNIFIED	SELPA	5600 Ventura County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
96.7%	95.90	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
2.94	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	416	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	24	NC		
African American	0	15	NC		
Hispanic	0	30	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	338	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	330	232	70.3%	>49.2%	Yes
B. <40%		*	3.0%	<24.6%	Yes
C. Separate Schools		*	0.9%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	28	22	78.6%	>39.8%	Yes
B. Separate		0	0.0%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	195	334	58.4%	72.7%	No
2. Functioning within age expectations	341	559	61.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	201	330	60.9%	70.0%	No
2. Functioning within age expectations	334	559	59.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	198	308	64.3%	75.0%	No
2. Functioning within age expectations	337	559	60.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
430	431	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
95	51	43	98.1%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
632	120	463	35	97.5%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
84	84	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK PARK UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK RUN ELEMENTARY School District

CDS Code	4570086	FMTA Region	III
District Name	OAK RUN ELEMENTARY	SELPA	4500 Shasta County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK RUN ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK RUN ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	49	65.3%	72.7%	No
2. Functioning within age expectations	67	94	71.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	51	70.6%	70.0%	Yes
2. Functioning within age expectations	65	94	69.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	33	40	82.5%	75.0%	Yes
2. Functioning within age expectations	76	94	80.9%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK RUN ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	0	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK RUN ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
97	16	68	13	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK RUN ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VALLEY UNION ELEMENTARY School District

CDS Code	5472017	FMTA Region	IV
District Name	OAK VALLEY UNION ELEMENTARY	SELPA	5400 Tulare County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	16	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VALLEY UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	14	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	12	11	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VALLEY UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	122	36.9%	72.7%	No
2. Functioning within age expectations	59	159	37.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	49	130	37.7%	70.0%	No
2. Functioning within age expectations	52	159	32.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	54	121	44.6%	75.0%	No
2. Functioning within age expectations	74	159	46.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
23	23	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VALLEY UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VALLEY UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
279	*	267	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VALLEY UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VIEW UNION ELEMENTARY School District

CDS Code	3968635	FMTA Region	III
District Name	OAK VIEW UNION ELEMENTARY	SELPA	3911 Lodi Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	48	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VIEW UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	19	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	26	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	36	24	66.7%	>49.2%	Yes
B. <40%		*	19.4%	<24.6%	Yes
C. Separate Schools		*	2.8%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VIEW UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	39	87	44.8%	72.7%	No
2. Functioning within age expectations	80	144	55.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	45	93	48.4%	70.0%	No
2. Functioning within age expectations	74	144	51.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	46	83	55.4%	75.0%	No
2. Functioning within age expectations	82	144	56.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
54	54	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VIEW UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
13	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VIEW UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
118	*	108	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAK VIEW UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKDALE JOINT UNIFIED School District

CDS Code	5075564	FMTA Region	IV
District Name	OAKDALE JOINT UNIFIED	SELPA	5001 Stanislaus County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
68.1%	88.91	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
8.06	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	805	0.87	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKDALE JOINT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	*	15	NC		
Hispanic	*	296	1.01		
Multi-Ethnic	0	19	NC		
Pacific Islander	0	*	NC		
White	*	464	0.65		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	615	255	41.5%	>49.2%	No
B. <40%		96	15.6%	<24.6%	Yes
C. Separate Schools		19	3.1%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKDALE JOINT UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	46	27	58.7%	>39.8%	Yes
B. Separate		*	8.7%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	96	178	53.9%	72.7%	No
2. Functioning within age expectations	142	259	54.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	92	184	50.0%	70.0%	No
2. Functioning within age expectations	135	259	52.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	99	165	60.0%	75.0%	No
2. Functioning within age expectations	144	259	55.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
793	793	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKDALE JOINT UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
129	88	41	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKDALE JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
170	30	122	18	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
146	146	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKDALE JOINT UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND MILITARY INSTITUTE School District

CDS Code	0130617	FMTA Region	IV
District Name	OAKLAND MILITARY INSTITUTE	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
83.3%	89.09	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	86	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND MILITARY INSTITUTE School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	46	NC		
Hispanic	0	29	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	55	55	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND MILITARY INSTITUTE School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
71	71	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND MILITARY INSTITUTE School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND MILITARY INSTITUTE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
21	19	90.5%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND MILITARY INSTITUTE School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND SCHOOL FOR THE ARTS School District

CDS Code	3030772	FMTA Region	IV
District Name	OAKLAND SCHOOL FOR THE ARTS	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
100.0%	89.61	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	51	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND SCHOOL FOR THE ARTS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	22	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	16	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	47	44	93.6%	>49.2%	Yes
B. <40%		*	2.1%	<24.6%	Yes
C. Separate Schools		*	2.1%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND SCHOOL FOR THE ARTS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
55	55	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND SCHOOL FOR THE ARTS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
11	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OAKLAND SCHOOL FOR THE ARTS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
28	28	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND SCHOOL FOR THE ARTS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNIFIED School District

CDS Code	0161259	FMTA Region	IV
District Name	OAKLAND UNIFIED	SELPA	0113 Oakland Unified

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
51.4%	58.96	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.48	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
35	5,720	0.61	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	24	NC	2.43%	No
Asian	0	453	NC		
African American	28	2,652	1.06		
Hispanic	*	1,927	0.26		
Multi-Ethnic	*	201	NC		
Pacific Islander	*	36	NC		
White	0	427	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	4,440	2,230	50.2%	>49.2%	Yes
B. <40%		1,544	34.8%	<24.6%	No
C. Separate Schools		237	5.3%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	735	412	56.1%	>39.8%	Yes
B. Separate		219	29.8%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	60	53.3%	72.7%	No
2. Functioning within age expectations	89	137	65.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	35	65	53.8%	70.0%	No
2. Functioning within age expectations	92	137	67.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	34	54	63.0%	75.0%	No
2. Functioning within age expectations	94	137	68.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
4,795	5,057	94.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	Yes	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
673	416	230	93.9%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
100	*	76	23	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
1,075	820	76.3%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	158	30	19.0%	52.30%	No
B. Higher Ed or Competitively Employed		31	19.6%	72.4%	No
C. Any Post-Secondary Ed or Employed		86	54.4%	81.0%	No

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNITY HIGH School District

CDS Code	0100065	FMTA Region	III
District Name	OAKLAND UNITY HIGH	SELPA	4951 Sonoma County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
75.0%	92.59	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	--	100.0	--
Math	100	95%	--	--	100.0	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNITY HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	22	20	90.9%	>49.2%	Yes
B. <40%		*	9.1%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNITY HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
18	18	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNITY HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNITY HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLAND UNITY HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLEY UNION ELEMENTARY School District

CDS Code	0761762	FMTA Region	II
District Name	OAKLEY UNION ELEMENTARY	SELPA	0701 Contra Costa

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	823	0.49	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLEY UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	29	NC		
African American	0	135	NC		
Hispanic	*	343	0.87		
Multi-Ethnic	0	19	NC		
Pacific Islander	0	*	NC		
White	*	288	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	664	196	29.5%	>49.2%	No
B. <40%		165	24.8%	<24.6%	No
C. Separate Schools		11	1.7%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLEY UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	117	44	37.6%	>39.8%	No
B. Separate		72	61.5%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	77	151	51.0%	72.7%	No
2. Functioning within age expectations	168	277	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	87	152	57.2%	70.0%	No
2. Functioning within age expectations	173	277	62.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	90	141	63.8%	75.0%	No
2. Functioning within age expectations	178	277	64.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
901	909	99.1%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLEY UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
156	72	83	98.6%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLEY UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
171	23	113	25	94.2%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OAKLEY UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OASIS CHARTER PUBLIC School District

CDS Code	6119663	FMTA Region	III
District Name	OASIS CHARTER PUBLIC	SELPA	4951 Sonoma County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	15	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OASIS CHARTER PUBLIC School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	12	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	13	13	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OASIS CHARTER PUBLIC School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
17	17	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OASIS CHARTER PUBLIC School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OASIS CHARTER PUBLIC School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OASIS CHARTER PUBLIC School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW School District

CDS Code	5672512	FMTA Region	I
District Name	OCEAN VIEW	SELPA	5600 Ventura County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	267	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	220	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	35	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	218	76	34.9%	>49.2%	No
B. <40%		59	27.1%	<24.6%	No
C. Separate Schools		*	4.1%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	57	26	45.6%	>39.8%	Yes
B. Separate		14	24.6%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	195	334	58.4%	72.7%	No
2. Functioning within age expectations	341	559	61.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	201	330	60.9%	70.0%	No
2. Functioning within age expectations	334	559	59.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	198	308	64.3%	75.0%	No
2. Functioning within age expectations	337	559	60.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
332	333	99.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
68	51	14	94.4%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
632	120	463	35	97.5%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW ELEMENTARY School District

CDS Code	3066613	FMTA Region	I
District Name	OCEAN VIEW ELEMENTARY	SELPA	3020 West Orange County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,069	0.19	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	78	NC		
African American	0	25	NC		
Hispanic	*	456	NC		
Multi-Ethnic	0	54	NC		
Pacific Islander	0	*	NC		
White	*	447	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	854	416	48.7%	>49.2%	No
B. <40%		227	26.6%	<24.6%	No
C. Separate Schools		*	0.7%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	243	33	13.6%	>39.8%	No
B. Separate		197	81.1%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	60	103	58.3%	72.7%	No
2. Functioning within age expectations	124	189	65.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	66	103	64.1%	70.0%	No
2. Functioning within age expectations	134	189	70.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	53	86	61.6%	75.0%	No
2. Functioning within age expectations	137	189	72.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,239	1,242	99.8%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
274	226	48	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
149	31	111	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEAN VIEW ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEANSIDE CITY UNIFIED School District

CDS Code	3773569	FMTA Region	II
District Name	OCEANSIDE CITY UNIFIED	SELPA	3702 North Coastal

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
67.5%	84.10	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.76	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
16	2,816	0.57	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEANSIDE CITY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	16	NC	2.43%	No
Asian	0	64	NC		
African American	*	203	NC		
Hispanic	*	1,563	0.58		
Multi-Ethnic	*	144	NC		
Pacific Islander	*	48	NC		
White	*	778	0.51		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,257	1,078	47.8%	>49.2%	No
B. <40%		606	26.8%	<24.6%	No
C. Separate Schools		35	1.6%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEANSIDE CITY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	329	104	31.6%	>39.8%	No
B. Separate		110	33.4%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	152	269	56.5%	72.7%	No
2. Functioning within age expectations	290	484	59.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	140	249	56.2%	70.0%	No
2. Functioning within age expectations	305	484	63.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	153	230	66.5%	75.0%	No
2. Functioning within age expectations	325	484	67.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,883	2,902	99.3%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEANSIDE CITY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
535	472	63	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEANSIDE CITY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
240	18	203	19	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
520	505	97.1%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OCEANSIDE CITY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	40	19	47.5%	52.30%	No
B. Higher Ed or Competitively Employed		29	72.5%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		36	90.0%	81.0%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'DONAVAN MIDDLE SCHOOL School District

CDS Code	0116533	FMTA Region	IV
District Name	O'DONAVAN MIDDLE SCHOOL	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	48	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'DONAVAN MIDDLE SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	12	NC		
Hispanic	0	35	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	#N/A	#N/A	#N/A	>49.2%	#N/A
B. <40%		#N/A	#N/A	<24.6%	#N/A
C. Separate Schools		#N/A	#N/A	<4.4%	#N/A

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'DONAVAN MIDDLE SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'DONAVAN MIDDLE SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
O'DONAVAN MIDDLE SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'DONAVAN MIDDLE SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ODYSSEY CHARTER School District

CDS Code	6116883	FMTA Region	I
District Name	ODYSSEY CHARTER	SELPA	1951 LACOE Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	56	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ODYSSEY CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	22	NC		
Hispanic	0	19	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	12	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	41	41	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ODYSSEY CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
52	52	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ODYSSEY CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ODYSSEY CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ODYSSEY CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'FARRELL COMMUNITY CHARTER SCHOOL School District

CDS Code	6061964	FMTA Region	II
District Name	O'FARRELL COMMUNITY CHARTER SCHOOL	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	128	4.69	2.43%	Yes

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'FARRELL COMMUNITY CHARTER SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	Yes
Asian	0	11	NC		
African American	*	46	4.35		
Hispanic	*	64	6.25		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	110	102	92.7%	>49.2%	Yes
B. <40%		*	2.7%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'FARRELL COMMUNITY CHARTER SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
132	133	99.2%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'FARRELL COMMUNITY CHARTER SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'FARRELL COMMUNITY CHARTER SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for O'FARRELL COMMUNITY CHARTER SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OJAI UNIFIED School District

CDS Code	5672520	FMTA Region	I
District Name	OJAI UNIFIED	SELPA	5600 Ventura County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
90.0%	85.19	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
17.02	<15.72%	No

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	495	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OJAI UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	174	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	298	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	421	158	37.5%	>49.2%	No
B. <40%		59	14.0%	<24.6%	Yes
C. Separate Schools		*	2.1%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OJAI UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	28	21	75.0%	>39.8%	Yes
B. Separate		*	17.9%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	195	334	58.4%	72.7%	No
2. Functioning within age expectations	341	559	61.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	201	330	60.9%	70.0%	No
2. Functioning within age expectations	334	559	59.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	198	308	64.3%	75.0%	No
2. Functioning within age expectations	337	559	60.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
538	540	99.6%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OJAI UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
118	80	38	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OJAI UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
632	120	463	35	97.5%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
109	109	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OJAI UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD ADOBE UNION School District

CDS Code	4970847	FMTA Region	III
District Name	OLD ADOBE UNION	SELPA	4900 Sonoma County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	258	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD ADOBE UNION School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	16	NC		
African American	0	*	NC		
Hispanic	0	107	NC		
Multi-Ethnic	0	12	NC		
Pacific Islander	0	0	NC		
White	0	117	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	198	124	62.6%	>49.2%	Yes
B. <40%		21	10.6%	<24.6%	Yes
C. Separate Schools		*	0.5%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD ADOBE UNION School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	64	60	93.8%	>39.8%	Yes
B. Separate		0	0.0%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	75	126	59.5%	72.7%	No
2. Functioning within age expectations	164	257	63.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	84	132	63.6%	70.0%	No
2. Functioning within age expectations	173	257	67.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	87	120	72.5%	75.0%	No
2. Functioning within age expectations	183	257	71.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
290	292	99.3%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD ADOBE UNION School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
85	57	28	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD ADOBE UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
184	*	155	25	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD ADOBE UNION School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD TOWN ACADEMY K-8 CHARTER School District

CDS Code	0123778	FMTA Region	IV
District Name	OLD TOWN ACADEMY K-8 CHARTER	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD TOWN ACADEMY K-8 CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	13	13	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD TOWN ACADEMY K-8 CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
15	15	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD TOWN ACADEMY K-8 CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OLD TOWN ACADEMY K-8 CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OLD TOWN ACADEMY K-8 CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ONTARIO-MONTCLAIR ELEMENTARY School District

CDS Code	3667819	FMTA Region	II
District Name	ONTARIO-MONTCLAIR ELEMENTARY	SELPA	3603 West End

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	2,632	0.38	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ONTARIO-MONTCLAIR ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	*	39	NC		
African American	*	131	NC		
Hispanic	*	2,231	0.31		
Multi-Ethnic	0	40	NC		
Pacific Islander	0	*	NC		
White	*	177	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,009	1,114	55.5%	>49.2%	Yes
B. <40%		594	29.6%	<24.6%	No
C. Separate Schools		35	1.7%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ONTARIO-MONTCLAIR ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	319	125	39.2%	>39.8%	No
B. Separate		186	58.3%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	132	205	64.4%	72.7%	No
2. Functioning within age expectations	282	409	68.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	135	201	67.2%	70.0%	No
2. Functioning within age expectations	288	409	70.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	132	190	69.5%	75.0%	No
2. Functioning within age expectations	296	409	72.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,551	2,743	93.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ONTARIO-MONTCLAIR ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
539	417	122	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ONTARIO-MONTCLAIR ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
233	24	194	15	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ONTARIO-MONTCLAIR ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING- CAPISTRANO School District

CDS Code	6120356	FMTA Region	I
District Name	OPPORTUNITIES FOR LEARNING- CAPISTRANO	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
0.0%	30.77	N/A

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	23	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING- CAPISTRANO School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	12	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING- CAPISTRANO School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	171	261	65.5%	72.7%	No
2. Functioning within age expectations	273	424	64.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	163	243	67.1%	70.0%	No
2. Functioning within age expectations	268	424	63.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	162	231	70.1%	75.0%	No
2. Functioning within age expectations	306	424	72.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING- CAPISTRANO School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING- CAPISTRANO School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
281	33	217	30	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
12	11	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING- CAPISTRANO School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER School District

CDS Code	1996479	FMTA Region	I
District Name	OPPORTUNITIES FOR LEARNING CHARTER	SELPA	1903 East San Gabriel Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
12.8%	26.46	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	197	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	*	NC		
African American	0	27	NC		
Hispanic	0	110	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	49	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	103	93	90.3%	>49.2%	Yes
B. <40%		*	5.8%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	105	189	55.6%	72.7%	No
2. Functioning within age expectations	203	332	61.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	113	185	61.1%	70.0%	No
2. Functioning within age expectations	206	332	62.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	107	177	60.5%	75.0%	No
2. Functioning within age expectations	209	332	63.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
150	159	94.3%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
295	46	216	33	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
153	134	87.6%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER II School District

CDS Code	0114397	FMTA Region	I
District Name	OPPORTUNITIES FOR LEARNING CHARTER II	SELPA	1903 East San Gabriel Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
8.6%	11.90	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	121	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPPORTUNITIES FOR LEARNING CHARTER II School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	0	NC		
African American	0	42	NC		
Hispanic	0	71	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	147	133	90.5%	>49.2%	Yes
B. <40%		*	4.1%	<24.6%	Yes
C. Separate Schools		*	0.7%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER II School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	105	189	55.6%	72.7%	No
2. Functioning within age expectations	203	332	61.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	113	185	61.1%	70.0%	No
2. Functioning within age expectations	206	332	62.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	107	177	60.5%	75.0%	No
2. Functioning within age expectations	209	332	63.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
269	274	98.2%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER II School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
14	11	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER II School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
295	46	216	33	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
228	198	86.8%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING CHARTER II School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING HIGH SCHOOL- HERMOSA BEACH School District

CDS Code	0120543	FMTA Region	I
District Name	OPPORTUNITIES FOR LEARNING HIGH SCHOOL- HERMOSA BEACH	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
17.9%	25.42	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPPORTUNITIES FOR LEARNING HIGH SCHOOL- HERMOSA BEACH School District

0	92	NC	2.43%	No

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	25	NC		
Hispanic	0	28	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	34	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	70	68	97.1%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		*	1.4%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING HIGH SCHOOL- HERMOSA BEACH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPPORTUNITIES FOR LEARNING HIGH SCHOOL- HERMOSA BEACH School District

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
124	127	97.6%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPPORTUNITIES FOR LEARNING HIGH SCHOOL- HERMOSA BEACH School District

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
103	71	68.9%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES FOR LEARNING HIGH SCHOOL- HERMOSA BEACH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES UNLIMITED CHARTER HIGH SCHOOL School District

CDS Code	0109918	FMTA Region	I
District Name	OPPORTUNITIES UNLIMITED CHARTER HIGH SCHOOL	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
100.0%	52.38	N/A

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	--	95%	--	--	100.0	--
Math	--	95%	--	--	100.0	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	16	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES UNLIMITED CHARTER HIGH SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	11	11	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES UNLIMITED CHARTER HIGH SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
16	17	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES UNLIMITED CHARTER HIGH SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPPORTUNITIES UNLIMITED CHARTER HIGH SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPPORTUNITIES UNLIMITED CHARTER HIGH SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIMIST CHARTER School District

CDS Code	0127522	FMTA Region	I
District Name	OPTIMIST CHARTER	SELPA	1951 LACOE Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	67	95%	--	--	100.0	--
Math	84	95%	--	--	100.0	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIMIST CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	19	18	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIMIST CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
48	48	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIMIST CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIMIST CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
33	33	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIMIST CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIONS FOR YOUTH CHARTER HIGH SCHOOL, HERMOSA BEACH School District

CDS Code	0120550	FMTA Region	I
District Name	OPTIONS FOR YOUTH CHARTER HIGH SCHOOL, HERMOSA BEACH	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
0.0%	17.83	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPTIONS FOR YOUTH CHARTER HIGH SCHOOL, HERMOSA BEACH School District

0	19	NC	2.43%	NA

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	13	13	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIONS FOR YOUTH CHARTER HIGH SCHOOL, HERMOSA BEACH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPTIONS FOR YOUTH CHARTER HIGH SCHOOL, HERMOSA BEACH School District

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
24	24	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPTIONS FOR YOUTH CHARTER HIGH SCHOOL, HERMOSA BEACH School District

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
20	18	90.0%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPTIONS FOR YOUTH CHARTER HIGH SCHOOL, HERMOSA BEACH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIONS FOR YOUTH-SAN BERNARDINO School District

CDS Code	0120568	FMTA Region	II
District Name	OPTIONS FOR YOUTH-SAN BERNARDINO	SELPA	1903 East San Gabriel Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
20.0%	13.58	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	37	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPTIONS FOR YOUTH-SAN BERNARDINO School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	28	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	16	16	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIONS FOR YOUTH-SAN BERNARDINO School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	105	189	55.6%	72.7%	No
2. Functioning within age expectations	203	332	61.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	113	185	61.1%	70.0%	No
2. Functioning within age expectations	206	332	62.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	107	177	60.5%	75.0%	No
2. Functioning within age expectations	209	332	63.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
21	21	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIONS FOR YOUTH-SAN BERNARDINO School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OPTIONS FOR YOUTH-SAN BERNARDINO School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
295	46	216	33	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
26	26	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OPTIONS FOR YOUTH-SAN BERNARDINO School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE CENTER School District

CDS Code	1062331	FMTA Region	III
District Name	ORANGE CENTER	SELPA	1001 Fresno County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	126	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE CENTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	58	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	46	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	30	15	50.0%	>49.2%	Yes
B. <40%		*	6.7%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE CENTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	76	147	51.7%	72.7%	No
2. Functioning within age expectations	123	230	53.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	70	150	46.7%	70.0%	No
2. Functioning within age expectations	115	230	50.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	131	57.3%	75.0%	No
2. Functioning within age expectations	129	230	56.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
43	44	97.7%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE CENTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
11	11	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE CENTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
186	*	175	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE CENTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE COUNTY SCHOOLS School District

CDS Code	3010306	FMTA Region	I
District Name	ORANGE COUNTY SCHOOLS	SELPA	3001 North Orange County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
68.6%	85.56	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	25	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
ORANGE COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	11	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE COUNTY SCHOOLS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	70	108	64.8%	72.7%	No
2. Functioning within age expectations	118	190	62.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	76	117	65.0%	70.0%	No
2. Functioning within age expectations	113	190	59.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	71	101	70.3%	75.0%	No
2. Functioning within age expectations	132	190	69.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
27	27	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE COUNTY SCHOOLS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
ORANGE COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
131	19	108	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
22	18	81.8%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE COUNTY SCHOOLS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	132	27	20.5%	52.30%	No
B. Higher Ed or Competitively Employed		55	41.7%	72.4%	No
C. Any Post-Secondary Ed or Employed		108	81.8%	81.0%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE COUNTY SCHOOLS School District

CDS Code	3010306	FMTA Region	I
District Name	ORANGE COUNTY SCHOOLS	SELPA	3002 South Orange County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
68.6%	85.56	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	25	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
ORANGE COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	11	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE COUNTY SCHOOLS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	43	53	81.1%	72.7%	Yes
2. Functioning within age expectations	125	148	84.5%	82.1%	Yes
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	48	57	84.2%	70.0%	Yes
2. Functioning within age expectations	124	148	83.8%	82.5%	Yes
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	50	57	87.7%	75.0%	Yes
2. Functioning within age expectations	127	148	85.8%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
27	27	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE COUNTY SCHOOLS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
84	*	67	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
22	18	81.8%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE COUNTY SCHOOLS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	132	27	20.5%	52.30%	No
B. Higher Ed or Competitively Employed		55	41.7%	72.4%	No
C. Any Post-Secondary Ed or Employed		108	81.8%	81.0%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE UNIFIED School District

CDS Code	3066621	FMTA Region	I
District Name	ORANGE UNIFIED	SELPA	3017 Orange Unified

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
85.1%	93.35	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
7.31	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	3,606	0.14	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	11	NC	2.43%	No
Asian	0	225	NC		
African American	0	101	NC		
Hispanic	*	2,005	0.15		
Multi-Ethnic	0	109	NC		
Pacific Islander	0	12	NC		
White	*	1,143	0.17		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,767	914	33.0%	>49.2%	No
B. <40%		1,011	36.5%	<24.6%	No
C. Separate Schools		141	5.1%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	443	55	12.4%	>39.8%	No
B. Separate		182	41.1%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	47	92	51.1%	72.7%	No
2. Functioning within age expectations	81	154	52.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	40	104	38.5%	70.0%	No
2. Functioning within age expectations	68	154	44.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	53	104	51.0%	75.0%	No
2. Functioning within age expectations	66	154	42.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,639	3,665	99.3%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
783	600	183	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
105	22	77	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
795	778	97.9%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORANGE UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	142	96	67.6%	52.30%	Yes
B. Higher Ed or Competitively Employed		114	80.3%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		142	100.0%	81.0%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCHARD ELEMENTARY School District

CDS Code	4369633	FMTA Region	IV
District Name	ORCHARD ELEMENTARY	SELPA	4311 Southeast Consortium

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	93	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCHARD ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	35	NC		
African American	0	*	NC		
Hispanic	0	36	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	67	32	47.8%	>49.2%	No
B. <40%		22	32.8%	<24.6%	No
C. Separate Schools		*	1.5%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCHARD ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	24	*	8.3%	>39.8%	No
B. Separate		*	41.7%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	125	236	53.0%	72.7%	No
2. Functioning within age expectations	191	355	53.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	138	235	58.7%	70.0%	No
2. Functioning within age expectations	187	355	52.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	134	214	62.6%	75.0%	No
2. Functioning within age expectations	218	355	61.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
125	125	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCHARD ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
46	39	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCHARD ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
256	62	177	15	99.4%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCHARD ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCUTT UNION ELEMENTARY School District

CDS Code	4269260	FMTA Region	I
District Name	ORCUTT UNION ELEMENTARY	SELPA	4200 Santa Barbara County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
100.0%	95.79	N/A

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	580	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCUTT UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	21	NC		
African American	0	16	NC		
Hispanic	0	223	NC		
Multi-Ethnic	0	19	NC		
Pacific Islander	0	*	NC		
White	0	294	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	412	290	70.4%	>49.2%	Yes
B. <40%		49	11.9%	<24.6%	Yes
C. Separate Schools		*	0.5%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCUTT UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	73	48	65.8%	>39.8%	Yes
B. Separate		*	13.7%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	123	180	68.3%	72.7%	No
2. Functioning within age expectations	188	297	63.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	122	177	68.9%	70.0%	No
2. Functioning within age expectations	186	297	62.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	115	155	74.2%	75.0%	No
2. Functioning within age expectations	210	297	70.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
626	626	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCUTT UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
138	110	28	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCUTT UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
215	38	171	*	98.8%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
19	19	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORCUTT UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORICK ELEMENTARY School District

CDS Code	1262968	FMTA Region	IV
District Name	ORICK ELEMENTARY	SELPA	1200 Humboldt-Del Norte

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORICK ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORICK ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	39	82.1%	72.7%	Yes
2. Functioning within age expectations	70	93	75.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	27	36	75.0%	70.0%	Yes
2. Functioning within age expectations	71	93	76.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	26	30	86.7%	75.0%	Yes
2. Functioning within age expectations	81	93	87.1%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORICK ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORICK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
72	0	69	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORICK ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORINDA UNION ELEMENTARY School District

CDS Code	0761770	FMTA Region	II
District Name	ORINDA UNION ELEMENTARY	SELPA	0701 Contra Costa

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	260	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORINDA UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	23	NC		
African American	0	*	NC		
Hispanic	0	23	NC		
Multi-Ethnic	0	15	NC		
Pacific Islander	0	0	NC		
White	0	190	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	216	186	86.1%	>49.2%	Yes
B. <40%		13	6.0%	<24.6%	Yes
C. Separate Schools		*	1.9%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORINDA UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	26	16	61.5%	>39.8%	Yes
B. Separate		*	38.5%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	77	151	51.0%	72.7%	No
2. Functioning within age expectations	168	277	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	87	152	57.2%	70.0%	No
2. Functioning within age expectations	173	277	62.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	90	141	63.8%	75.0%	No
2. Functioning within age expectations	178	277	64.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
291	293	99.3%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORINDA UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
81	58	22	98.3%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
ORINDA UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
171	23	113	25	94.2%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORINDA UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORLAND JOINT UNIFIED School District

CDS Code	1175481	FMTA Region	II
District Name	ORLAND JOINT UNIFIED	SELPA	1100 Glenn County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
72.2%	89.66	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
4.76	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	289	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORLAND JOINT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	*	147	NC		
Multi-Ethnic	0	14	NC		
Pacific Islander	0	0	NC		
White	0	119	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	236	128	54.2%	>49.2%	Yes
B. <40%		53	22.5%	<24.6%	Yes
C. Separate Schools		*	0.4%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORLAND JOINT UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	45	36	80.0%	>39.8%	Yes
B. Separate		*	2.2%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	20	22	90.9%	72.7%	Yes
2. Functioning within age expectations	24	34	70.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	12	15	NC	70.0%	NA
2. Functioning within age expectations	26	34	76.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	21	21	100.0%	75.0%	Yes
2. Functioning within age expectations	27	34	79.4%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
334	337	99.1%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORLAND JOINT UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
49	33	16	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
ORLAND JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
13	*	12	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
57	56	98.2%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORLAND JOINT UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	14	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		14	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORO GRANDE ELEMENTARY School District

CDS Code	3667827	FMTA Region	II
District Name	ORO GRANDE ELEMENTARY	SELPA	3601 Desert Mountain

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
100.0%	97.83	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	12	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORO GRANDE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORO GRANDE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	82	165	49.7%	72.7%	No
2. Functioning within age expectations	128	252	50.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	88	172	51.2%	70.0%	No
2. Functioning within age expectations	112	252	44.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	102	168	60.7%	75.0%	No
2. Functioning within age expectations	124	252	49.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORO GRANDE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORO GRANDE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
127	14	85	28	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for ORO GRANDE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE CITY ELEMENTARY School District

CDS Code	0461507	FMTA Region	III
District Name	OROVILLE CITY ELEMENTARY	SELPA	0400 Butte County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
16	531	3.01	2.43%	Yes

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE CITY ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	18	NC	2.43%	Yes
Asian	0	32	NC		
African American	*	31	6.45		
Hispanic	*	79	2.53		
Multi-Ethnic	*	29	NC		
Pacific Islander	0	*	NC		
White	11	340	3.24		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	397	197	49.6%	>49.2%	Yes
B. <40%		88	22.2%	<24.6%	Yes
C. Separate Schools		*	1.5%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE CITY ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	77	57	74.0%	>39.8%	Yes
B. Separate		14	18.2%	<34.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	64	99	64.6%	72.7%	No
2. Functioning within age expectations	88	149	59.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	60	89	67.4%	70.0%	No
2. Functioning within age expectations	88	149	59.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	63	84	75.0%	75.0%	No
2. Functioning within age expectations	100	149	67.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
603	603	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE CITY ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
119	95	24	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE CITY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
107	15	86	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE CITY ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE UNION HIGH School District

CDS Code	0461515	FMTA Region	III
District Name	OROVILLE UNION HIGH	SELPA	0400 Butte County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
70.0%	87.80	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
9.17	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	52	95%	--	45.8	100.0	--
Math	96	95%	--	27.2	100.0	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	380	2.37	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	24	NC	2.43%	No
Asian	*	31	NC		
African American	*	16	NC		
Hispanic	*	57	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	241	1.66		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	306	154	50.3%	>49.2%	Yes
B. <40%		50	16.3%	<24.6%	Yes
C. Separate Schools		19	6.2%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE UNION HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
367	367	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
18	16	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
245	244	99.6%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OROVILLE UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OUTSIDE CREEK ELEMENTARY School District

CDS Code	5472025	FMTA Region	IV
District Name	OUTSIDE CREEK ELEMENTARY	SELPA	5400 Tulare County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OUTSIDE CREEK ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OUTSIDE CREEK ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	122	36.9%	72.7%	No
2. Functioning within age expectations	59	159	37.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	49	130	37.7%	70.0%	No
2. Functioning within age expectations	52	159	32.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	54	121	44.6%	75.0%	No
2. Functioning within age expectations	74	159	46.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OUTSIDE CREEK ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OUTSIDE CREEK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
279	*	267	*	100.0%	100%	Yes

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OUTSIDE CREEK ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OWENS VALLEY UNIFIED School District

CDS Code	1463297	FMTA Region	II
District Name	OWENS VALLEY UNIFIED	SELPA	1400 Inyo County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	13	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OWENS VALLEY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	NA
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OWENS VALLEY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	11	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	11	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	11	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
12	12	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OWENS VALLEY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OWENS VALLEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
*	0	*	0	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OWENS VALLEY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY School District

CDS Code	0128579	FMTA Region	IV
District Name	OXFORD PREPARATORY ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OXFORD PREPARATORY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY - CHINO VALLEY School District

CDS Code	0121590	FMTA Region	IV
District Name	OXFORD PREPARATORY ACADEMY - CHINO VALLEY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OXFORD PREPARATORY ACADEMY - CHINO VALLEY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	81	78	96.3%	>49.2%	Yes
B. <40%		*	2.5%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY - CHINO VALLEY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
109	109	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY - CHINO VALLEY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OXFORD PREPARATORY ACADEMY - CHINO VALLEY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY - CHINO VALLEY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY - SOUTH ORANGE COUNTY School District

CDS Code	0124743	FMTA Region	IV
District Name	OXFORD PREPARATORY ACADEMY - SOUTH ORANGE COUNTY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OXFORD PREPARATORY ACADEMY - SOUTH ORANGE COUNTY School District

NA	NA	NC	2.43%	NA

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	49	45	91.8%	>49.2%	Yes
B. <40%		*	6.1%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXFORD PREPARATORY ACADEMY - SOUTH ORANGE COUNTY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>39.8%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OXFORD PREPARATORY ACADEMY - SOUTH ORANGE COUNTY School District

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
69	69	100.0%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OXFORD PREPARATORY ACADEMY - SOUTH ORANGE COUNTY School District

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
18	11	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for
OXFORD PREPARATORY ACADEMY - SOUTH ORANGE COUNTY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD School District

CDS Code	5672538	FMTA Region	I
District Name	OXNARD	SELPA	5600 Ventura County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<15.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NA	95%	NA	NA	NA	NA
Math	NA	95%	NA	NA	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	1,578	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.43%	No
Asian	0	28	NC		
African American	0	36	NC		
Hispanic	0	1,411	NC		
Multi-Ethnic	0	15	NC		
Pacific Islander	0	*	NC		
White	0	85	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,307	754	57.7%	>49.2%	Yes
B. <40%		360	27.5%	<24.6%	No
C. Separate Schools		43	3.3%	<4.4%	Yes

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	357	23	6.4%	>39.8%	No
B. Separate		246	68.9%	<34.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	195	334	58.4%	72.7%	No
2. Functioning within age expectations	341	559	61.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	201	330	60.9%	70.0%	No
2. Functioning within age expectations	334	559	59.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	198	308	64.3%	75.0%	No
2. Functioning within age expectations	337	559	60.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,981	1,989	99.6%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
404	270	115	93.4%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
632	120	463	35	97.5%	100%	No

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD UNION HIGH School District

CDS Code	5672546	FMTA Region	I
District Name	OXNARD UNION HIGH	SELPA	5600 Ventura County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
58.2%	81.44	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
13.59	<15.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	95	95%	Yes	18.4	100.0	No
Math	95	95%	Yes	20.5	100.0	No

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,882	0.43	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.43%	No
Asian	0	45	NC		
African American	0	63	NC		
Hispanic	*	1,372	0.58		
Multi-Ethnic	0	19	NC		
Pacific Islander	0	*	NC		
White	0	373	NC		

Data Source: June 2013 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,802	630	35.0%	>49.2%	No
B. <40%		477	26.5%	<24.6%	No
C. Separate Schools		88	4.9%	<4.4%	No

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD UNION HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>39.8%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2013 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,954	1,968	99.3%	>90%	Yes

Data Source: June 2014 CASEMIS Submission Items District of Accountability and Parent Input

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2013–14 District Level Special Education Annual Performance Report Measure for OXNARD UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	No	No	No	No	No	No	No
Emotional Disturbance	No	No	No	No	No	No	No
Intellectual Disability	No	No	No	No	No	No	No
Other Health Impairments	No	No	No	No	No	No	No
Specific Learning Disability	No	No	No	No	No	No	No
Speech/Language Impairment	No	No	No	No	No	No	No

Data Source: CALPADS and December 2013 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
113	77	35	98.7%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2014 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
1,168	1,164	99.7%	100%	No

Data Source: June 2014 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2013–14 District Level Special Education Annual Performance Report Measure for OXNARD UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	36	19	52.8%	52.30%	Yes
B. Higher Ed or Competitively Employed		23	63.9%	72.4%	No
C. Any Post-Secondary Ed or Employed		28	77.8%	81.0%	No

Data Source: June 2014 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.