

2014–15 District Level Special Education Annual Performance Report Measure for
HACIENDA LA PUENTE UNIFIED School District

| | | | |
|---------------|----------------------------|-------------|--------------------------------|
| CDS Code | 1973445 | FMTA Region | 1 |
| District Name | HACIENDA LA PUENTE UNIFIED | SELPA | 1905 Puente Hills Service 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 67.35 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 7.44% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| 12 | 2,170 | 0.55 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HACIENDA LA PUENTE 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 | NA | * | NC | 2.43% | No |
| Asian | NA | 93 | NC | | |
| African American | NA | 53 | NC | | |
| Hispanic | 11 | 1,874 | 0.59 | | |
| Multi-Ethnic | NA | 15 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 118 | NC | | |

Data Source: June 2014 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% | 1,682 | 902 | 53.6% | >49.2% | Yes |
| B. <40% | | 440 | 26.2% | <24.6% | No |
| C. Separate Schools | | 83 | 4.9% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HACIENDA LA PUENTE 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 | 154 | 71 | 46.1% | >32.9% | Yes |
| B. Separate | | 66 | 42.9% | <34.4% | No |

Data Source: December 2014 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 | 74 | 58.1% | 72.7% | No |
| 2. Functioning within age expectations | 67 | 115 | 58.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 39 | 72 | 54.2% | 70.0% | No |
| 2. Functioning within age expectations | 62 | 115 | 53.9% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 41 | 62 | 66.1% | 75.0% | No |
| 2. Functioning within age expectations | 81 | 115 | 70.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 2,221 | 2,224 | 99.9% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HACIENDA LA PUENTE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 277 | 218 | 57 | 99.1% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HACIENDA LA PUENTE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 53 | 13 | 34 | * | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 495 | 495 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HACIENDA LA PUENTE 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 | 130 | 0 | 0.0% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 0 | 0.0% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 0 | 0.0% | 81.0% | No |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAMILTON UNIFIED School District

| | | | |
|---------------|------------------|-------------|-------------------|
| CDS Code | 1176562 | FMTA Region | 2 |
| District Name | HAMILTON 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 100.00 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 93 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAMILTON 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 | NA | * | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 81 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 | 64 | 79.0% | >49.2% | Yes |
| B. <40% | | * | 2.5% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HAMILTON 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 | 11 | * | NC | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 18 | 22 | 81.8% | 72.7% | Yes |
| 2. Functioning within age expectations | 19 | 30 | 63.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 14 | 21 | 66.7% | 70.0% | No |
| 2. Functioning within age expectations | 17 | 30 | 56.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 13 | 16 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 23 | 30 | 76.7% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 105 | 105 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAMILTON 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | 13 | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HAMILTON 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 18 | * | 16 | NA | 0 | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 | 21 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HAMILTON 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HANFORD ELEMENTARY School District

| | | | |
|---------------|--------------------|-------------|-------------------|
| CDS Code | 1663917 | FMTA Region | 2 |
| District Name | HANFORD ELEMENTARY | SELPA | 1600 Kings 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 762 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HANFORD 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 | NA | * | NC | 2.43% | No |
| Asian | NA | 11 | NC | | |
| African American | NA | 47 | NC | | |
| Hispanic | * | 535 | NC | | |
| Multi-Ethnic | NA | 11 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 149 | NC | | |

Data Source: June 2014 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% | 603 | 449 | 74.5% | >49.2% | Yes |
| B. <40% | | 119 | 19.7% | <24.6% | Yes |
| C. Separate Schools | | 19 | 3.2% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HANFORD 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 | 83 | 42 | 50.6% | >32.9% | Yes |
| B. Separate | | 19 | 22.9% | <34.4% | Yes |

Data Source: December 2014 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 | 27 | 44 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 41 | 69 | 59.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 24 | 43 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 37 | 69 | 53.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 29 | 44 | 65.9% | 75.0% | No |
| 2. Functioning within age expectations | 40 | 69 | 58.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 789 | 791 | 99.7% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HANFORD 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 140 | 95 | 20 | 79.2% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HANFORD 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 42 | NA | 38 | NA | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HANFORD 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HANFORD JOINT UNION HIGH School District

| | | | |
|---------------|--------------------------|-------------|-------------------|
| CDS Code | 1663925 | FMTA Region | 2 |
| District Name | HANFORD JOINT UNION HIGH | SELPA | 1600 Kings 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 78.48 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 11.18% | <14.72% | 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 | 84 | 95% | -- | 12.2 | 100 | -- |
| Math | 97 | 95% | -- | 15.3 | 100 | -- |

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? |
|--|--|--|----------------|----------------------|
| * | 507 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HANFORD 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 | NA | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | * | 37 | NC | | |
| Hispanic | NA | 322 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 128 | NC | | |

Data Source: June 2014 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% | 434 | 184 | 42.4% | >49.2% | No |
| B. <40% | | 33 | 7.6% | <24.6% | Yes |
| C. Separate Schools | | 61 | 14.1% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HANFORD 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 27 | 44 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 41 | 69 | 59.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 24 | 43 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 37 | 69 | 53.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 29 | 44 | 65.9% | 75.0% | No |
| 2. Functioning within age expectations | 40 | 69 | 58.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 497 | 500 | 99.4% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HANFORD 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HANFORD 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 42 | NA | 38 | NA | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 323 | 323 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HANFORD 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 | 26 | * | 38.5% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 20 | 76.9% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 26 | 100.0% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY CAMP UNION ELEMENTARY School District

| | | | |
|---------------|-----------------------------|-------------|----------------------|
| CDS Code | 4770334 | FMTA Region | 4 |
| District Name | HAPPY CAMP UNION ELEMENTARY | SELPA | 4700 Siskiyou 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 27 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY CAMP 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 | NA | 11 | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 11 | NC | | |

Data Source: June 2014 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% | 21 | * | 33.3% | >49.2% | No |
| B. <40% | | * | 14.3% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY CAMP 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 | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | * | 11 | NC | 72.7% | NA |
| 2. Functioning within age expectations | * | 17 | NC | 82.1% | NA |
| Outcome B | | | | | |
| 1. Substantially Increased | * | 11 | NC | 70.0% | NA |
| 2. Functioning within age expectations | * | 17 | NC | 82.5% | NA |
| Outcome C | | | | | |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | * | 17 | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 23 | 23 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY CAMP 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY CAMP 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 15 | NA | 12 | * | * | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HAPPY CAMP 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY VALLEY ELEMENTARY School District

| | | | |
|---------------|-------------------------|-------------|------------------------------|
| CDS Code | 4469757 | FMTA Region | 3 |
| District Name | HAPPY VALLEY ELEMENTARY | SELPA | 4401 North Santa Cruz 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 13 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY VALLEY 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | * | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY VALLEY 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 30 | 76.7% | 72.7% | Yes |
| 2. Functioning within age expectations | 53 | 68 | 77.9% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 27 | 37 | 73.0% | 70.0% | Yes |
| 2. Functioning within age expectations | 49 | 68 | 72.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 27 | 35 | 77.1% | 75.0% | Yes |
| 2. Functioning within age expectations | 56 | 68 | 82.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 15 | 15 | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY VALLEY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY VALLEY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 30 | * | 22 | * | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HAPPY VALLEY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY VALLEY UNION ELEMENTARY School District

| | | | |
|---------------|-------------------------------|-------------|--------------------|
| CDS Code | 4570011 | FMTA Region | 3 |
| District Name | HAPPY VALLEY UNION 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 62 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY 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 | NA | * | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 39 | NC | | |

Data Source: June 2014 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 | 25 | 61.0% | >49.2% | Yes |
| B. <40% | | * | 7.3% | <24.6% | Yes |
| C. Separate Schools | | * | 4.9% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 37 | 62 | 59.7% | 72.7% | No |
| 2. Functioning within age expectations | 73 | 119 | 61.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 40 | 62 | 64.5% | 70.0% | No |
| 2. Functioning within age expectations | 74 | 119 | 62.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 38 | 56 | 67.9% | 75.0% | No |
| 2. Functioning within age expectations | 87 | 119 | 73.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 62 | 62 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 16 | 11 | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HAPPY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 99 | 16 | 61 | * | * | 95.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HAPPY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARBOR SPRINGS CHARTER School District

| | | | |
|---------------|------------------------|-------------|-----------------------|
| CDS Code | 0128421 | FMTA Region | 2 |
| District Name | HARBOR SPRINGS CHARTER | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARBOR SPRINGS 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 | * | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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% | 32 | 30 | 93.8% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HARBOR SPRINGS 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 | * | * | NC | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 275 | 484 | 56.8% | 72.7% | No |
| 2. Functioning within age expectations | 439 | 793 | 55.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 296 | 506 | 58.5% | 70.0% | No |
| 2. Functioning within age expectations | 443 | 793 | 55.9% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 274 | 430 | 63.7% | 75.0% | No |
| 2. Functioning within age expectations | 495 | 793 | 62.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 41 | 41 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARBOR SPRINGS 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HARBOR SPRINGS 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 408 | 44 | 323 | 14 | 23 | 98.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HARBOR SPRINGS 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARDY BROWN COLLEGE PREP School District

| | | | |
|---------------|--------------------------|-------------|-------------------------------|
| CDS Code | 0122317 | FMTA Region | 4 |
| District Name | HARDY BROWN COLLEGE PREP | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 30 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARDY BROWN COLLEGE PREP 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | 29 | NC | | |
| Hispanic | NA | NA | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | 18 | 17 | NC | >49.2% | NA |
| B. <40% | | * | NC | <24.6% | NA |
| C. Separate Schools | | 0 | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HARDY BROWN COLLEGE PREP 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 30 | 30 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARDY BROWN COLLEGE PREP 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HARDY BROWN COLLEGE PREP 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HARDY BROWN COLLEGE PREP 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARMONY UNION ELEMENTARY School District

| | | | |
|---------------|--------------------------|-------------|--------------------|
| CDS Code | 4970730 | FMTA Region | 3 |
| District Name | HARMONY 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 25 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARMONY 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | NA | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 19 | NC | | |

Data Source: June 2014 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% | 25 | 19 | 76.0% | >49.2% | Yes |
| B. <40% | | * | 16.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HARMONY 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 87 | 122 | 71.3% | 72.7% | No |
| 2. Functioning within age expectations | 199 | 271 | 73.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 79 | 122 | 64.8% | 70.0% | No |
| 2. Functioning within age expectations | 194 | 271 | 71.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 86 | 119 | 72.3% | 75.0% | No |
| 2. Functioning within age expectations | 202 | 271 | 74.5% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 34 | 34 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARMONY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HARMONY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 190 | 18 | 134 | * | 12 | 89.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HARMONY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARRIET TUBMAN VILLAGE CHARTER (0046) School District

| | | | |
|---------------|---------------------------------------|-------------|-------------------------------|
| CDS Code | 6040018 | FMTA Region | 4 |
| District Name | HARRIET TUBMAN VILLAGE CHARTER (0046) | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 44 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARRIET TUBMAN VILLAGE CHARTER (0046) 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | 15 | NC | | |
| Hispanic | NA | 21 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 | 31 | 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HARRIET TUBMAN VILLAGE CHARTER (0046) 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 45 | 45 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HARRIET TUBMAN VILLAGE CHARTER (0046) 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HARRIET TUBMAN VILLAGE CHARTER (0046) 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

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 2015 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HARRIET TUBMAN VILLAGE CHARTER (0046) 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HART-RANSOM UNION ELEMENTARY School District

| | | | |
|---------------|------------------------------|-------------|------------------------|
| CDS Code | 5071092 | FMTA Region | 4 |
| District Name | HART-RANSOM UNION ELEMENTARY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 121 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HART-RANSOM 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | * | * | NC | | |
| Hispanic | NA | 51 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 58 | NC | | |

Data Source: June 2014 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% | 93 | 81 | 87.1% | >49.2% | Yes |
| B. <40% | | * | 8.6% | <24.6% | Yes |
| C. Separate Schools | | * | 2.2% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HART-RANSOM 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 157 | 54.8% | 72.7% | No |
| 2. Functioning within age expectations | 153 | 259 | 59.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 88 | 155 | 56.8% | 70.0% | No |
| 2. Functioning within age expectations | 152 | 259 | 58.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 104 | 149 | 69.8% | 75.0% | No |
| 2. Functioning within age expectations | 164 | 259 | 63.3% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 120 | 120 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HART-RANSOM 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 26 | 26 | 0 | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HART-RANSOM 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 182 | 20 | 137 | 13 | * | 95.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HART-RANSOM 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAWTHORNE ELEMENTARY School District

| | | | |
|---------------|----------------------|-------------|--------------------------|
| CDS Code | 1964592 | FMTA Region | 1 |
| District Name | HAWTHORNE ELEMENTARY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 940 | 0.21 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAWTHORNE 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | 22 | NC | | |
| African American | * | 261 | NC | | |
| Hispanic | * | 622 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 26 | NC | | |

Data Source: June 2014 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% | 759 | 460 | 60.6% | >49.2% | Yes |
| B. <40% | | 252 | 33.2% | <24.6% | No |
| C. Separate Schools | | 16 | 2.1% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HAWTHORNE 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 | 161 | 154 | 95.7% | >32.9% | Yes |
| B. Separate | | * | 4.3% | <34.4% | Yes |

Data Source: December 2014 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 | 165 | 273 | 60.4% | 72.7% | No |
| 2. Functioning within age expectations | 258 | 433 | 59.6% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 157 | 256 | 61.3% | 70.0% | No |
| 2. Functioning within age expectations | 259 | 433 | 59.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 171 | 248 | 69.0% | 75.0% | No |
| 2. Functioning within age expectations | 284 | 433 | 65.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 988 | 988 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAWTHORNE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 216 | 154 | 62 | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HAWTHORNE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 243 | 22 | 197 | 11 | * | 95.2% | 100% | No |

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

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 2015 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HAWTHORNE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAYWARD UNIFIED School District

| | | | |
|---------------|-----------------|-------------|-------------------------|
| CDS Code | 0161192 | FMTA Region | 4 |
| District Name | HAYWARD UNIFIED | SELPA | 0111 Mid-Alameda 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 49.71 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 3.77% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 2,641 | 0.34 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAYWARD 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 | NA | 15 | NC | 2.43% | No |
| Asian | * | 229 | 0.87 | | |
| African American | * | 568 | 0.35 | | |
| Hispanic | * | 1,488 | 0.13 | | |
| Multi-Ethnic | * | 67 | NC | | |
| Pacific Islander | NA | 50 | NC | | |
| White | * | 224 | 0.89 | | |

Data Source: June 2014 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% | 2,113 | 1,159 | 54.9% | >49.2% | Yes |
| B. <40% | | 536 | 25.4% | <24.6% | No |
| C. Separate Schools | | 140 | 6.6% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HAYWARD 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 | 290 | 75 | 25.9% | >32.9% | No |
| B. Separate | | 87 | 30.0% | <34.4% | Yes |

Data Source: December 2014 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 | 42 | 93 | 45.2% | 72.7% | No |
| 2. Functioning within age expectations | 107 | 175 | 61.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 50 | 96 | 52.1% | 70.0% | No |
| 2. Functioning within age expectations | 100 | 175 | 57.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 50 | 84 | 59.5% | 75.0% | No |
| 2. Functioning within age expectations | 108 | 175 | 61.7% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 2,776 | 2,834 | 98.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HAYWARD 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Dispro | Not Dispro | Not Dispro | Not Dispro | Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 558 | 382 | 162 | 96.5% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HAYWARD 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 118 | 17 | 78 | 12 | * | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 563 | 546 | 97.0% | 100% | No |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HAYWARD 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEALDSBURG UNIFIED School District

| | | | |
|---------------|--------------------|-------------|--------------------|
| CDS Code | 4975390 | FMTA Region | 3 |
| District Name | HEALDSBURG UNIFIED | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 78.57 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 202 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEALDSBURG 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 | NA | * | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 113 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 83 | NC | | |

Data Source: June 2014 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% | 170 | 112 | 65.9% | >49.2% | Yes |
| B. <40% | | 11 | 6.5% | <24.6% | Yes |
| C. Separate Schools | | * | 4.1% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HEALDSBURG 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 | 29 | 15 | 51.7% | >32.9% | Yes |
| B. Separate | | * | 6.9% | <34.4% | Yes |

Data Source: December 2014 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 | 87 | 122 | 71.3% | 72.7% | No |
| 2. Functioning within age expectations | 199 | 271 | 73.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 79 | 122 | 64.8% | 70.0% | No |
| 2. Functioning within age expectations | 194 | 271 | 71.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 86 | 119 | 72.3% | 75.0% | No |
| 2. Functioning within age expectations | 202 | 271 | 74.5% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 196 | 196 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEALDSBURG 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | 28 | 16 | 93.3% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HEALDSBURG 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 190 | 18 | 134 | * | 12 | 89.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 51 | 51 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HEALDSBURG 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEALTH SCIENCE HIGH AND MIDDLE COLLEGE School District

| | | | |
|---------------|--|-------------|----------------------|
| CDS Code | 0114462 | FMTA Region | 2 |
| District Name | HEALTH SCIENCE HIGH AND MIDDLE COLLEGE | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 100.00 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | 97 | 95% | -- | 68 | 100 | -- |
| Math | 97 | 95% | -- | 76 | 100 | -- |

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 | 80 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEALTH SCIENCE HIGH AND MIDDLE COLLEGE 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% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 51 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 16 | NC | | |

Data Source: June 2014 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% | 80 | 80 | 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HEALTH SCIENCE HIGH AND MIDDLE COLLEGE 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 87 | 87 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEALTH SCIENCE HIGH AND MIDDLE COLLEGE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HEALTH SCIENCE HIGH AND MIDDLE COLLEGE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 49 | 49 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HEALTH SCIENCE HIGH AND MIDDLE COLLEGE 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 | | 12 | NC | 72.4% | NA |
| C. Any Post-Secondary Ed or Employed | | 13 | NC | 81.0% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEALTH SCIENCES MIDDLE
School District

| | | | |
|---------------|------------------------|-------------|----------------------|
| CDS Code | 0128066 | FMTA Region | 2 |
| District Name | HEALTH SCIENCES MIDDLE | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HEALTH SCIENCES MIDDLE
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 2014 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% | NA | NA | NC | >49.2% | NA |
| B. <40% | | NA | NC | <24.6% | NA |
| C. Separate Schools | | NA | NC | <4.4% | NA |

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEALTH SCIENCES MIDDLE
School District

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

- 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 79.0% | No |

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEALTH SCIENCES MIDDLE
School District

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 | NC | NC | >90% | NA |

Data Source: June 2015 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEALTH SCIENCES MIDDLE
School District

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 2015 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HEALTH SCIENCES MIDDLE
 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HEBER ELEMENTARY School District

| | | | |
|---------------|------------------|-------------|----------------------|
| CDS Code | 1363131 | FMTA Region | 2 |
| District Name | HEBER ELEMENTARY | SELPA | 1300 Imperial 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 115 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEBER 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 113 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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% | 88 | 51 | 58.0% | >49.2% | Yes |
| B. <40% | | 29 | 33.0% | <24.6% | No |
| C. Separate Schools | | * | 6.8% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HEBER 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 | 16 | 76.2% | >32.9% | Yes |
| B. Separate | | * | 23.8% | <34.4% | Yes |

Data Source: December 2014 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 | 31 | 63 | 49.2% | 72.7% | No |
| 2. Functioning within age expectations | 51 | 93 | 54.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 32 | 65 | 49.2% | 70.0% | No |
| 2. Functioning within age expectations | 44 | 93 | 47.3% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 28 | 52 | 53.8% | 75.0% | No |
| 2. Functioning within age expectations | 61 | 93 | 65.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 141 | 144 | 97.9% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEBER 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | 39 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HEBER 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 98 | * | 86 | * | * | 96.6% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HEBER 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HELENDALE ELEMENTARY School District

| | | | |
|---------------|----------------------|-------------|----------------------|
| CDS Code | 3667736 | FMTA Region | 2 |
| District Name | HELENDALE 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 42.86 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 121 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HELENDALE 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 | NA | * | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 34 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 77 | NC | | |

Data Source: June 2014 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% | 106 | 51 | 48.1% | >49.2% | No |
| B. <40% | | 22 | 20.8% | <24.6% | Yes |
| C. Separate Schools | | * | 5.7% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HELENDALE 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 144 | 145 | 99.3% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HELENDALE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 31 | 28 | * | 96.6% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HELENDALE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 11 | 11 | NC | 100% | NA |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HELENDALE 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 | | * | NC | 81.0% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEMET UNIFIED School District

| | | | |
|---------------|---------------|-------------|-----------------------|
| CDS Code | 3367082 | FMTA Region | 2 |
| District Name | HEMET UNIFIED | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 61.02 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 7.18% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| 33 | 3,537 | 0.93 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEMET 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 | * | 45 | NC | 2.43% | No |
| Asian | NA | 31 | NC | | |
| African American | * | 392 | 2.04 | | |
| Hispanic | * | 1,805 | 0.55 | | |
| Multi-Ethnic | * | 143 | 1.40 | | |
| Pacific Islander | NA | 14 | NC | | |
| White | 12 | 1,107 | 1.08 | | |

Data Source: June 2014 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% | 2,913 | 1,249 | 42.9% | >49.2% | No |
| B. <40% | | 1,067 | 36.6% | <24.6% | No |
| C. Separate Schools | | 64 | 2.2% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HEMET 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 | 204 | 90 | 44.1% | >32.9% | Yes |
| B. Separate | | 102 | 50.0% | <34.4% | No |

Data Source: December 2014 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 | 275 | 484 | 56.8% | 72.7% | No |
| 2. Functioning within age expectations | 439 | 793 | 55.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 296 | 506 | 58.5% | 70.0% | No |
| 2. Functioning within age expectations | 443 | 793 | 55.9% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 274 | 430 | 63.7% | 75.0% | No |
| 2. Functioning within age expectations | 495 | 793 | 62.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 3,258 | 3,281 | 99.3% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HEMET 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 493 | 326 | 165 | 99.4% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HEMET 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 408 | 44 | 323 | 14 | 23 | 98.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 785 | 784 | 99.9% | 100% | No |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HEMET 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 | 53 | 52.5% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 80 | 79.2% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 101 | 100.0% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HERMOSA BEACH CITY ELEMENTARY School District

| | | | |
|---------------|-------------------------------|-------------|--------------------------|
| CDS Code | 1964600 | FMTA Region | 1 |
| District Name | HERMOSA BEACH CITY ELEMENTARY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 167 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HERMOSA BEACH 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 | NA | * | NC | 2.43% | No |
| Asian | NA | 11 | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 26 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 115 | NC | | |

Data Source: June 2014 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% | 121 | 91 | 75.2% | >49.2% | Yes |
| B. <40% | | 14 | 11.6% | <24.6% | Yes |
| C. Separate Schools | | * | 1.7% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HERMOSA BEACH 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 | 21 | 14 | 66.7% | >32.9% | Yes |
| B. Separate | | 0 | 0.0% | <34.4% | Yes |

Data Source: December 2014 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 | 165 | 273 | 60.4% | 72.7% | No |
| 2. Functioning within age expectations | 258 | 433 | 59.6% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 157 | 256 | 61.3% | 70.0% | No |
| 2. Functioning within age expectations | 259 | 433 | 59.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 171 | 248 | 69.0% | 75.0% | No |
| 2. Functioning within age expectations | 284 | 433 | 65.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 170 | 171 | 99.4% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HERMOSA BEACH 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 35 | 29 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HERMOSA BEACH 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 243 | 22 | 197 | 11 | * | 95.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HERMOSA BEACH 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HESPERIA UNIFIED School District

| | | | |
|---------------|------------------|-------------|----------------------|
| CDS Code | 3675044 | FMTA Region | 2 |
| District Name | HESPERIA 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 81.32 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 2.01% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| 15 | 2,663 | 0.56 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HESPERIA 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 | NA | 15 | NC | 2.43% | Yes |
| Asian | * | 33 | NC | | |
| African American | * | 299 | 1.34 | | |
| Hispanic | * | 1,505 | 0.40 | | |
| Multi-Ethnic | * | 77 | 2.60 | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 731 | 0.27 | | |

Data Source: June 2014 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% | 2,188 | 816 | 37.3% | >49.2% | No |
| B. <40% | | 899 | 41.1% | <24.6% | No |
| C. Separate Schools | | 62 | 2.8% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HESPERIA 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 | 187 | 50 | 26.7% | >32.9% | No |
| B. Separate | | 73 | 39.0% | <34.4% | No |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 2,501 | 2,510 | 99.6% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HESPERIA 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 347 | 238 | 85 | 90.8% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HESPERIA 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 593 | 592 | 99.8% | 100% | No |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HESPERIA 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 | 145 | 56 | 38.6% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 128 | 88.3% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 144 | 99.3% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HICKMAN ELEMENTARY School District

| | | | |
|---------------|--------------------|-------------|------------------------|
| CDS Code | 5071100 | FMTA Region | 4 |
| District Name | HICKMAN ELEMENTARY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 120 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HICKMAN 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 | NA | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 22 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 82 | NC | | |

Data Source: June 2014 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% | 88 | 72 | 81.8% | >49.2% | Yes |
| B. <40% | | * | 10.2% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HICKMAN 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 157 | 54.8% | 72.7% | No |
| 2. Functioning within age expectations | 153 | 259 | 59.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 88 | 155 | 56.8% | 70.0% | No |
| 2. Functioning within age expectations | 152 | 259 | 58.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 104 | 149 | 69.8% | 75.0% | No |
| 2. Functioning within age expectations | 164 | 259 | 63.3% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 116 | 116 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HICKMAN 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 24 | 23 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HICKMAN 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 182 | 20 | 137 | 13 | * | 95.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HICKMAN 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH School District

| | | | |
|---------------|----------------|-------------|----------------------|
| CDS Code | 3731247 | FMTA Region | 2 |
| District Name | HIGH TECH HIGH | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 85.00 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | 100 | 95% | -- | 45.5 | 100 | -- |
| Math | 91 | 95% | -- | -- | 100 | -- |

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 | 79 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH 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% | No |
| Asian | NA | * | NC | | |
| African American | NA | 11 | NC | | |
| Hispanic | NA | 26 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 30 | NC | | |

Data Source: June 2014 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% | 72 | 72 | 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 62 | 62 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HIGH TECH 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HIGH TECH 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH EXPLORER School District

| | | | |
|---------------|-------------------------|-------------|----------------------|
| CDS Code | 6117683 | FMTA Region | 2 |
| District Name | HIGH TECH HIGH EXPLORER | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 45 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH EXPLORER 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 | * | NC | 2.43% | NA |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 19 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 19 | NC | | |

Data Source: June 2014 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% | 45 | 45 | 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH EXPLORER 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 51 | 51 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH EXPLORER 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 27 | * | 18 | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH EXPLORER 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HIGH TECH HIGH EXPLORER 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH INTERNATIONAL School District

| | | | |
|---------------|------------------------------|-------------|----------------------|
| CDS Code | 0106732 | FMTA Region | 2 |
| District Name | HIGH TECH HIGH INTERNATIONAL | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 72.22 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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% | -- | 50 | 100 | -- |
| Math | 100 | 95% | -- | 41.7 | 100 | -- |

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 | 60 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH INTERNATIONAL 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% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 24 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 26 | NC | | |

Data Source: June 2014 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 | 50 | 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH INTERNATIONAL 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 46 | 47 | 97.9% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH INTERNATIONAL 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH INTERNATIONAL 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 41 | 41 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HIGH TECH HIGH INTERNATIONAL 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MEDIA ARTS School District

| | | | |
|---------------|---------------------------|-------------|----------------------|
| CDS Code | 0108787 | FMTA Region | 2 |
| District Name | HIGH TECH HIGH MEDIA ARTS | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 84.21 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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% | -- | 50 | 100 | -- |
| Math | 100 | 95% | -- | 33.3 | 100 | -- |

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 | 62 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MEDIA 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | 12 | NC | | |
| Hispanic | NA | 20 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 29 | NC | | |

Data Source: June 2014 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% | 45 | 44 | 97.8% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | * | 2.2% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MEDIA 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 31 | 32 | 96.9% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MEDIA 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MEDIA 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 31 | 31 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HIGH TECH HIGH MEDIA 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MIDDLE School District

| | | | |
|---------------|-----------------------|-------------|----------------------|
| CDS Code | 0101204 | FMTA Region | 2 |
| District Name | HIGH TECH HIGH MIDDLE | 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 47 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MIDDLE 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% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 15 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 23 | NC | | |

Data Source: June 2014 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% | 32 | 32 | 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MIDDLE 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 34 | 34 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MIDDLE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MIDDLE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HIGH TECH HIGH MIDDLE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MIDDLE MEDIA ARTS School District

| | | | |
|---------------|----------------------------------|-------------|----------------------|
| CDS Code | 0107573 | FMTA Region | 2 |
| District Name | HIGH TECH HIGH MIDDLE MEDIA ARTS | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 43 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MIDDLE MEDIA 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 | NA | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 13 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 22 | NC | | |

Data Source: June 2014 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% | 43 | 43 | 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MIDDLE MEDIA 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 45 | 45 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MIDDLE MEDIA 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HIGH TECH HIGH MIDDLE MEDIA 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HIGH TECH HIGH MIDDLE MEDIA 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HILLSBOROUGH CITY ELEMENTARY School District

| | | | |
|---------------|------------------------------|-------------|-----------------------|
| CDS Code | 4168908 | FMTA Region | 2 |
| District Name | HILLSBOROUGH CITY ELEMENTARY | SELPA | 4100 San Mateo 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 186 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HILLSBOROUGH 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | 41 | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | 12 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 123 | NC | | |

Data Source: June 2014 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% | 158 | 125 | 79.1% | >49.2% | Yes |
| B. <40% | | 13 | 8.2% | <24.6% | Yes |
| C. Separate Schools | | * | 2.5% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HILLSBOROUGH 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 | 22 | 22 | 100.0% | >32.9% | Yes |
| B. Separate | | 0 | 0.0% | <34.4% | Yes |

Data Source: December 2014 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 | 102 | 202 | 50.5% | 72.7% | No |
| 2. Functioning within age expectations | 216 | 364 | 59.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 96 | 188 | 51.1% | 70.0% | No |
| 2. Functioning within age expectations | 221 | 364 | 60.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 125 | 198 | 63.1% | 75.0% | No |
| 2. Functioning within age expectations | 228 | 364 | 62.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 202 | 204 | 99.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HILLSBOROUGH 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 54 | 36 | 17 | 97.3% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HILLSBOROUGH 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 299 | 65 | 188 | 27 | * | 91.7% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HILLSBOROUGH 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HILMAR UNIFIED School District

| | | | |
|---------------|----------------|-------------|--------------------|
| CDS Code | 2465698 | FMTA Region | 4 |
| District Name | HILMAR UNIFIED | SELPA | 2400 Merced 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 85.00 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 293 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HILMAR 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 122 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 164 | NC | | |

Data Source: June 2014 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% | 235 | 129 | 54.9% | >49.2% | Yes |
| B. <40% | | 35 | 14.9% | <24.6% | Yes |
| C. Separate Schools | | * | 2.1% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HILMAR 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 | 11 | * | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 50 | 89 | 56.2% | 72.7% | No |
| 2. Functioning within age expectations | 70 | 125 | 56.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 48 | 92 | 52.2% | 70.0% | No |
| 2. Functioning within age expectations | 61 | 125 | 48.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 49 | 78 | 62.8% | 75.0% | No |
| 2. Functioning within age expectations | 75 | 125 | 60.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 266 | 275 | 96.7% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HILMAR 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 23 | * | 13 | 90.0% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HILMAR 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 130 | NA | 106 | * | 11 | 96.4% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 55 | 55 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HILMAR 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOLLISTER ELEMENTARY School District

| | | | |
|---------------|----------------------|-------------|------------------------|
| CDS Code | 3567470 | FMTA Region | 1 |
| District Name | HOLLISTER 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 699 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOLLISTER 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 | NA | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | 11 | NC | | |
| Hispanic | NA | 484 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 195 | NC | | |

Data Source: June 2014 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% | 587 | 284 | 48.4% | >49.2% | No |
| B. <40% | | 153 | 26.1% | <24.6% | No |
| C. Separate Schools | | 16 | 2.7% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HOLLISTER 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 | 93 | 16 | 17.2% | >32.9% | No |
| B. Separate | | 74 | 79.6% | <34.4% | No |

Data Source: December 2014 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 | 17 | 25 | 68.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | 20 | 25 | 80.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 11 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 21 | 25 | 84.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 744 | 786 | 94.7% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOLLISTER 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 209 | 176 | 27 | 96.7% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HOLLISTER 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 28 | * | 18 | * | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOLLISTER 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOLLISTER PREP School District

| | | | |
|---------------|----------------|-------------|-------------------------------|
| CDS Code | 0127688 | FMTA Region | 4 |
| District Name | HOLLISTER PREP | 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | -- |
| Math | NC | 95% | NA | NC | 100 | -- |

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 | 17 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOLLISTER PREP 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 | 13 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HOLLISTER PREP 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 19 | 20 | 95.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOLLISTER PREP 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOLLISTER PREP 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOLLISTER PREP 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOLTVILLE UNIFIED School District

| | | | |
|---------------|-------------------|-------------|----------------------|
| CDS Code | 1363149 | FMTA Region | 2 |
| District Name | HOLTVILLE UNIFIED | SELPA | 1300 Imperial 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 100.00 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 151 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOLTVILLE 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | 123 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 27 | NC | | |

Data Source: June 2014 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% | 126 | 78 | 61.9% | >49.2% | Yes |
| B. <40% | | 28 | 22.2% | <24.6% | Yes |
| C. Separate Schools | | * | 2.4% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HOLTVILLE 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 | 11 | * | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 31 | 63 | 49.2% | 72.7% | No |
| 2. Functioning within age expectations | 51 | 93 | 54.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 32 | 65 | 49.2% | 70.0% | No |
| 2. Functioning within age expectations | 44 | 93 | 47.3% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 28 | 52 | 53.8% | 75.0% | No |
| 2. Functioning within age expectations | 61 | 93 | 65.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 154 | 156 | 98.7% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOLTVILLE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | 16 | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOLTVILLE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 98 | * | 86 | * | * | 96.6% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOLTVILLE 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 | 12 | * | NC | 52.30% | NA |
| B. Higher Ed or Competitively Employed | | * | NC | 72.4% | NA |
| C. Any Post-Secondary Ed or Employed | | 11 | NC | 81.0% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOPE ACADEMY CHARTER School District

| | | | |
|---------------|----------------------|-------------|-------------------------------|
| CDS Code | 0124214 | FMTA Region | 4 |
| District Name | HOPE ACADEMY 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 50.00 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 66 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOPE ACADEMY 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 21 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 41 | NC | | |

Data Source: June 2014 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% | 59 | 58 | 98.3% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | * | 1.7% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HOPE ACADEMY 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 106 | 106 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOPE ACADEMY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOPE ACADEMY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 47 | 47 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOPE ACADEMY 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 | * | * | 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOPE ELEMENTARY School District

| | | | |
|---------------|-----------------|-------------|---------------------------|
| CDS Code | 4269211 | FMTA Region | 1 |
| District Name | HOPE 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 151 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 70 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 67 | NC | | |

Data Source: June 2014 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% | 112 | 73 | 65.2% | >49.2% | Yes |
| B. <40% | | * | 5.4% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
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 | 22 | 16 | 72.7% | >32.9% | Yes |
| B. Separate | | * | 18.2% | <34.4% | Yes |

Data Source: December 2014 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 | 161 | 68.9% | 72.7% | No |
| 2. Functioning within age expectations | 144 | 256 | 56.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 105 | 164 | 64.0% | 70.0% | No |
| 2. Functioning within age expectations | 132 | 256 | 51.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 104 | 143 | 72.7% | 75.0% | No |
| 2. Functioning within age expectations | 160 | 256 | 62.5% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 150 | 150 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 21 | 19 | * | 95.0% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 238 | 33 | 181 | * | 14 | 97.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOPE ELEMENTARY School District

| | | | |
|---------------|-----------------|-------------|--------------------|
| CDS Code | 5471944 | FMTA Region | 4 |
| District Name | HOPE 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 16 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | 11 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
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 | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 107 | 42.1% | 72.7% | No |
| 2. Functioning within age expectations | 50 | 143 | 35.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 50 | 120 | 41.7% | 70.0% | No |
| 2. Functioning within age expectations | 45 | 143 | 31.5% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 42 | 99 | 42.4% | 75.0% | No |
| 2. Functioning within age expectations | 66 | 143 | 46.2% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 14 | 14 | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 296 | * | 194 | * | 95 | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HORICON ELEMENTARY School District

| | | | |
|---------------|--------------------|-------------|--------------------|
| CDS Code | 4970763 | FMTA Region | 3 |
| District Name | HORICON 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 11 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HORICON 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HORICON 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 87 | 122 | 71.3% | 72.7% | No |
| 2. Functioning within age expectations | 199 | 271 | 73.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 79 | 122 | 64.8% | 70.0% | No |
| 2. Functioning within age expectations | 194 | 271 | 71.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 86 | 119 | 72.3% | 75.0% | No |
| 2. Functioning within age expectations | 202 | 271 | 74.5% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 13 | 13 | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HORICON 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HORICON 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 190 | 18 | 134 | * | 12 | 89.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HORICON 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HORIZON CHARTER School District

| | | | |
|---------------|-----------------|-------------|--------------------|
| CDS Code | 3130168 | FMTA Region | 4 |
| District Name | HORIZON CHARTER | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 34.62 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 12.50% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 219 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HORIZON 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% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 25 | NC | | |
| Multi-Ethnic | NA | 14 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 166 | NC | | |

Data Source: June 2014 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% | 160 | 150 | 93.8% | >49.2% | Yes |
| B. <40% | | * | 1.9% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HORIZON 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 | * | * | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 66 | 134 | 49.3% | 72.7% | No |
| 2. Functioning within age expectations | 152 | 245 | 62.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 66 | 123 | 53.7% | 70.0% | No |
| 2. Functioning within age expectations | 157 | 245 | 64.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 75 | 123 | 61.0% | 75.0% | No |
| 2. Functioning within age expectations | 152 | 245 | 62.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 199 | 201 | 99.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HORIZON 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | 12 | 0 | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HORIZON 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 148 | 16 | 116 | * | * | 97.5% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 85 | 85 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HORIZON 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 | * | * | 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HORN BROOK ELEMENTARY School District

| | | | |
|---------------|-----------------------|-------------|----------------------|
| CDS Code | 4770359 | FMTA Region | 4 |
| District Name | HORN BROOK ELEMENTARY | SELPA | 4700 Siskiyou 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HORN BROOK 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | NA | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HORN BROOK 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | * | 11 | NC | 72.7% | NA |
| 2. Functioning within age expectations | * | 17 | NC | 82.1% | NA |
| Outcome B | | | | | |
| 1. Substantially Increased | * | 11 | NC | 70.0% | NA |
| 2. Functioning within age expectations | * | 17 | NC | 82.5% | NA |
| Outcome C | | | | | |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | * | 17 | 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HORN BROOK 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HORN BROOK 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 15 | NA | 12 | * | * | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HORN BROOK 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOT SPRINGS ELEMENTARY School District

| | | | |
|---------------|------------------------|-------------|--------------------|
| CDS Code | 5471951 | FMTA Region | 4 |
| District Name | HOT SPRINGS 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOT SPRINGS 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HOT SPRINGS 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 107 | 42.1% | 72.7% | No |
| 2. Functioning within age expectations | 50 | 143 | 35.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 50 | 120 | 41.7% | 70.0% | No |
| 2. Functioning within age expectations | 45 | 143 | 31.5% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 42 | 99 | 42.4% | 75.0% | No |
| 2. Functioning within age expectations | 66 | 143 | 46.2% | 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOT SPRINGS 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HOT SPRINGS 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 296 | * | 194 | * | 95 | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOT SPRINGS 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOWARD GARDNER COMMUNITY CHARTER School District

| | | | |
|---------------|----------------------------------|-------------|-------------------------------|
| CDS Code | 0124321 | FMTA Region | 4 |
| District Name | HOWARD GARDNER COMMUNITY 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 46 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOWARD GARDNER COMMUNITY 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | 43 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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% | 29 | 26 | 89.7% | >49.2% | Yes |
| B. <40% | | * | 3.4% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HOWARD GARDNER COMMUNITY 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 | * | 0 | NC | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOWARD GARDNER COMMUNITY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HOWARD GARDNER COMMUNITY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOWARD GARDNER COMMUNITY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOWELL MOUNTAIN ELEMENTARY School District

| | | | |
|---------------|----------------------------|-------------|------------------|
| CDS Code | 2866258 | FMTA Region | 2 |
| District Name | HOWELL MOUNTAIN ELEMENTARY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 24 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOWELL MOUNTAIN 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 11 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 11 | NC | | |

Data Source: June 2014 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 | 13 | 59.1% | >49.2% | Yes |
| B. <40% | | * | 31.8% | <24.6% | No |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HOWELL MOUNTAIN 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 26 | 41 | 63.4% | 72.7% | No |
| 2. Functioning within age expectations | 52 | 85 | 61.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 26 | 37 | 70.3% | 70.0% | Yes |
| 2. Functioning within age expectations | 59 | 85 | 69.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 30 | 37 | 81.1% | 75.0% | Yes |
| 2. Functioning within age expectations | 59 | 85 | 69.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 23 | 23 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HOWELL MOUNTAIN 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOWELL MOUNTAIN 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 98 | * | 58 | * | * | 77.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HOWELL MOUNTAIN 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) School District

| | | | |
|---------------|--|-------------|----------------------|
| CDS Code | 0114678 | FMTA Region | 2 |
| District Name | HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 88.24 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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% | -- | 20 | 100 | -- |
| Math | 100 | 95% | -- | 31.2 | 100 | -- |

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 | 144 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) 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 | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 92 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 30 | NC | | |

Data Source: June 2014 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% | 145 | 145 | 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 148 | 148 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 16 | * | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

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 2015 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HTH STATEWIDE BENEFIT CHARTER(CHULA VISTA) 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) School District

| | | | |
|---------------|---|-------------|----------------------|
| CDS Code | 0114694 | FMTA Region | 2 |
| District Name | HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 100.00 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | 90 | 95% | -- | 55.6 | 100 | -- |
| Math | 97 | 95% | -- | 41.4 | 100 | -- |

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 | 175 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) 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% | No |
| Asian | NA | 12 | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 47 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 110 | NC | | |

Data Source: June 2014 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% | 170 | 170 | 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 183 | 47.0% | 72.7% | No |
| 2. Functioning within age expectations | 149 | 294 | 50.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 107 | 204 | 52.5% | 70.0% | No |
| 2. Functioning within age expectations | 141 | 294 | 48.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 97 | 175 | 55.4% | 75.0% | No |
| 2. Functioning within age expectations | 168 | 294 | 57.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 183 | 183 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | * | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 141 | 12 | 78 | 30 | 15 | 92.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 | 57 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HTH STATEWIDE BENEFIT CHARTER(SAN MARCOS) 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 | | 13 | NC | 72.4% | NA |
| C. Any Post-Secondary Ed or Employed | | 13 | NC | 81.0% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HUENEME ELEMENTARY School District

| | | | |
|---------------|--------------------|-------------|---------------------|
| CDS Code | 5672462 | FMTA Region | 1 |
| District Name | HUENEME ELEMENTARY | 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 996 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUENEME 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 | NA | * | NC | 2.43% | No |
| Asian | NA | 23 | NC | | |
| African American | NA | 12 | NC | | |
| Hispanic | NA | 854 | NC | | |
| Multi-Ethnic | NA | 30 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 72 | NC | | |

Data Source: June 2014 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% | 801 | 487 | 60.8% | >49.2% | Yes |
| B. <40% | | 155 | 19.4% | <24.6% | Yes |
| C. Separate Schools | | 31 | 3.9% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HUENEME 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 | 201 | 53 | 26.4% | >32.9% | No |
| B. Separate | | 62 | 30.8% | <34.4% | Yes |

Data Source: December 2014 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 | 241 | 362 | 66.6% | 72.7% | No |
| 2. Functioning within age expectations | 383 | 593 | 64.6% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 254 | 378 | 67.2% | 70.0% | No |
| 2. Functioning within age expectations | 361 | 593 | 60.9% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 240 | 336 | 71.4% | 75.0% | No |
| 2. Functioning within age expectations | 389 | 593 | 65.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 1,192 | 1,207 | 98.8% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUENEME 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 289 | 199 | 89 | 99.5% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HUENEME 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 594 | 98 | 434 | 12 | 20 | 93.5% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HUENEME 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUGHES-ELIZABETH LAKES UNION ELEMENTAR School District

| | | | |
|---------------|--|-------------|----------------------|
| CDS Code | 1964626 | FMTA Region | 1 |
| District Name | HUGHES-ELIZABETH LAKES UNION ELEMENTAR | SELPA | 1911 Antelope 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 35 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUGHES-ELIZABETH LAKES UNION ELEMENTAR 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 | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 26 | NC | | |

Data Source: June 2014 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% | 25 | 22 | 88.0% | >49.2% | Yes |
| B. <40% | | * | 12.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HUGHES-ELIZABETH LAKES UNION ELEMENTAR 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 89 | 145 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 173 | 263 | 65.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 96 | 154 | 62.3% | 70.0% | No |
| 2. Functioning within age expectations | 160 | 263 | 60.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 61 | 92 | 66.3% | 75.0% | No |
| 2. Functioning within age expectations | 205 | 263 | 77.9% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 34 | 34 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUGHES-ELIZABETH LAKES UNION ELEMENTAR 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HUGHES-ELIZABETH LAKES UNION ELEMENTAR 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 152 | 40 | 60 | 32 | 11 | 87.0% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HUGHES-ELIZABETH LAKES UNION ELEMENTAR 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUGHSON UNIFIED School District

| | | | |
|---------------|-----------------|-------------|------------------------|
| CDS Code | 5075549 | FMTA Region | 4 |
| District Name | HUGHSON 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 75.00 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 266 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUGHSON 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 133 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 120 | NC | | |

Data Source: June 2014 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% | 215 | 137 | 63.7% | >49.2% | Yes |
| B. <40% | | 24 | 11.2% | <24.6% | Yes |
| C. Separate Schools | | * | 3.7% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HUGHSON 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 | 15 | 11 | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 157 | 54.8% | 72.7% | No |
| 2. Functioning within age expectations | 153 | 259 | 59.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 88 | 155 | 56.8% | 70.0% | No |
| 2. Functioning within age expectations | 152 | 259 | 58.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 104 | 149 | 69.8% | 75.0% | No |
| 2. Functioning within age expectations | 164 | 259 | 63.3% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 268 | 269 | 99.6% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUGHSON 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 42 | 33 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HUGHSON 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 182 | 20 | 137 | 13 | * | 95.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 58 | 58 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HUGHSON 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 | | * | NC | 72.4% | NA |
| C. Any Post-Secondary Ed or Employed | | * | NC | 81.0% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUMBOLDT COUNTY SCHOOLS School District

| | | | |
|---------------|-------------------------|-------------|-------------------------|
| CDS Code | 1210124 | FMTA Region | 4 |
| District Name | HUMBOLDT COUNTY SCHOOLS | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 65.92 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 5.71 | 2.43% | Yes |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUMBOLDT 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 | * | NC | 2.43% | NA |
| Asian | * | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 20 | NC | | |

Data Source: June 2014 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 | | * | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HUMBOLDT 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 | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 19 | 27 | 70.4% | 72.7% | No |
| 2. Functioning within age expectations | 48 | 63 | 76.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 21 | 28 | 75.0% | 70.0% | Yes |
| 2. Functioning within age expectations | 48 | 63 | 76.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 18 | 24 | 75.0% | 75.0% | No |
| 2. Functioning within age expectations | 51 | 63 | 81.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 16 | 16 | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUMBOLDT 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 HUMBOLDT 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 71 | * | 55 | NA | * | 93.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HUMBOLDT 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 | * | * | 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUNTINGTON BEACH CITY ELEMENTARY School District

| | | | |
|---------------|----------------------------------|-------------|-------------------------|
| CDS Code | 3066530 | FMTA Region | 1 |
| District Name | HUNTINGTON BEACH CITY 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 989 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUNTINGTON BEACH 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 | NA | 16 | NC | 2.43% | No |
| Asian | NA | 65 | NC | | |
| African American | NA | 12 | NC | | |
| Hispanic | NA | 221 | NC | | |
| Multi-Ethnic | NA | 55 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 615 | NC | | |

Data Source: June 2014 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% | 695 | 486 | 69.9% | >49.2% | Yes |
| B. <40% | | 101 | 14.5% | <24.6% | Yes |
| C. Separate Schools | | 11 | 1.6% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HUNTINGTON BEACH 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 | 113 | 55 | 48.7% | >32.9% | Yes |
| B. Separate | | 50 | 44.2% | <34.4% | No |

Data Source: December 2014 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 | 118 | 63.6% | 72.7% | No |
| 2. Functioning within age expectations | 123 | 197 | 62.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 61 | 99 | 61.6% | 70.0% | No |
| 2. Functioning within age expectations | 134 | 197 | 68.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 50 | 92 | 54.3% | 75.0% | No |
| 2. Functioning within age expectations | 136 | 197 | 69.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 969 | 970 | 99.9% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUNTINGTON BEACH 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 190 | 157 | 30 | 98.1% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HUNTINGTON BEACH 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 182 | 47 | 129 | * | * | 99.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HUNTINGTON BEACH 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUNTINGTON BEACH UNION HIGH School District

| | | | |
|---------------|-----------------------------|-------------|-------------------------|
| CDS Code | 3066548 | FMTA Region | 1 |
| District Name | HUNTINGTON BEACH UNION HIGH | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 68.78 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 5.54% | <14.72% | 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 | 97 | 95% | -- | 24.2 | 100 | -- |
| Math | 97 | 95% | -- | 31.1 | 100 | -- |

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 | 1,881 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUNTINGTON BEACH 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 | NA | 26 | NC | 2.43% | No |
| Asian | NA | 221 | NC | | |
| African American | NA | 35 | NC | | |
| Hispanic | NA | 683 | NC | | |
| Multi-Ethnic | NA | 78 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 830 | NC | | |

Data Source: June 2014 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% | 1,668 | 611 | 36.6% | >49.2% | No |
| B. <40% | | 527 | 31.6% | <24.6% | No |
| C. Separate Schools | | 31 | 1.9% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HUNTINGTON BEACH 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 118 | 63.6% | 72.7% | No |
| 2. Functioning within age expectations | 123 | 197 | 62.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 61 | 99 | 61.6% | 70.0% | No |
| 2. Functioning within age expectations | 134 | 197 | 68.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 50 | 92 | 54.3% | 75.0% | No |
| 2. Functioning within age expectations | 136 | 197 | 69.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 1,720 | 1,726 | 99.7% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HUNTINGTON BEACH 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 45 | 30 | 14 | 96.8% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HUNTINGTON BEACH 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 182 | 47 | 129 | * | * | 99.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 1,205 | 1,205 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HUNTINGTON BEACH 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 | 183 | 114 | 62.3% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 155 | 84.7% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 182 | 99.5% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
HYDESVILLE ELEMENTARY School District

| | | | |
|---------------|-----------------------|-------------|-------------------------|
| CDS Code | 1262885 | FMTA Region | 4 |
| District Name | HYDESVILLE 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 23 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
HYDESVILLE 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 20 | NC | | |

Data Source: June 2014 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% | 15 | 12 | NC | >49.2% | NA |
| B. <40% | | * | NC | <24.6% | NA |
| C. Separate Schools | | 0 | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
HYDESVILLE 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 19 | 27 | 70.4% | 72.7% | No |
| 2. Functioning within age expectations | 48 | 63 | 76.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 21 | 28 | 75.0% | 70.0% | Yes |
| 2. Functioning within age expectations | 48 | 63 | 76.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 18 | 24 | 75.0% | 75.0% | No |
| 2. Functioning within age expectations | 51 | 63 | 81.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 23 | 23 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
HYDESVILLE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
HYDESVILLE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 71 | * | 55 | NA | * | 93.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 HYDESVILLE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
ICEF INGLEWOOD ELEMENTARY CHARTER ACADEMY School District

| | | | |
|---------------|---|-------------|--------------------------|
| CDS Code | 0120303 | FMTA Region | 1 |
| District Name | ICEF INGLEWOOD ELEMENTARY CHARTER ACADEMY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 25 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
ICEF INGLEWOOD ELEMENTARY CHARTER 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | 22 | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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 | * | NC | >49.2% | NA |
| B. <40% | | * | NC | <24.6% | NA |
| C. Separate Schools | | 0 | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ICEF INGLEWOOD ELEMENTARY CHARTER 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 165 | 273 | 60.4% | 72.7% | No |
| 2. Functioning within age expectations | 258 | 433 | 59.6% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 157 | 256 | 61.3% | 70.0% | No |
| 2. Functioning within age expectations | 259 | 433 | 59.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 171 | 248 | 69.0% | 75.0% | No |
| 2. Functioning within age expectations | 284 | 433 | 65.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 18 | 21 | 85.7% | >90% | No |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
ICEF INGLEWOOD ELEMENTARY CHARTER 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
ICEF INGLEWOOD ELEMENTARY CHARTER 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 243 | 22 | 197 | 11 | * | 95.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 ICEF INGLEWOOD ELEMENTARY CHARTER 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
ICEF INGLEWOOD MIDDLE CHARTER ACADEMY School District

| | | | |
|---------------|---------------------------------------|-------------|--------------------------|
| CDS Code | 0120311 | FMTA Region | 1 |
| District Name | ICEF INGLEWOOD MIDDLE CHARTER ACADEMY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 20 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
ICEF INGLEWOOD MIDDLE CHARTER 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 | 19 | NC | | |
| Hispanic | NA | NA | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 | 21 | 91.3% | >49.2% | Yes |
| B. <40% | | * | 8.7% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ICEF INGLEWOOD MIDDLE CHARTER 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 165 | 273 | 60.4% | 72.7% | No |
| 2. Functioning within age expectations | 258 | 433 | 59.6% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 157 | 256 | 61.3% | 70.0% | No |
| 2. Functioning within age expectations | 259 | 433 | 59.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 171 | 248 | 69.0% | 75.0% | No |
| 2. Functioning within age expectations | 284 | 433 | 65.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 27 | 27 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
ICEF INGLEWOOD MIDDLE CHARTER 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
ICEF INGLEWOOD MIDDLE CHARTER 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 243 | 22 | 197 | 11 | * | 95.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 ICEF INGLEWOOD MIDDLE CHARTER 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
IFTIN CHARTER School District

| | | | |
|---------------|---------------|-------------|-------------------------------|
| CDS Code | 0108548 | FMTA Region | 4 |
| District Name | IFTIN 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 26 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
IFTIN 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% | No |
| Asian | NA | * | NC | | |
| African American | NA | 23 | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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 | 20 | 66.7% | >49.2% | Yes |
| B. <40% | | * | 3.3% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
IFTIN 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 | * | * | NC | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 42 | 43 | 97.7% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
IFTIN 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | * | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
IFTIN 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 IFTIN 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
IGO, ONO, PLATINA UNION ELEMENTARY School District

| | | | |
|---------------|------------------------------------|-------------|--------------------|
| CDS Code | 4570029 | FMTA Region | 3 |
| District Name | IGO, ONO, PLATINA UNION 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 14 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
IGO, ONO, PLATINA 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
IGO, ONO, PLATINA 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 37 | 62 | 59.7% | 72.7% | No |
| 2. Functioning within age expectations | 73 | 119 | 61.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 40 | 62 | 64.5% | 70.0% | No |
| 2. Functioning within age expectations | 74 | 119 | 62.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 38 | 56 | 67.9% | 75.0% | No |
| 2. Functioning within age expectations | 87 | 119 | 73.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 12 | 12 | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
IGO, ONO, PLATINA 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
IGO, ONO, PLATINA 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 99 | 16 | 61 | * | * | 95.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 IGO, ONO, PLATINA 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
ILEAD LANCASTER CHARTER School District

| | | | |
|---------------|-------------------------|-------------|-------------------------------|
| CDS Code | 0125559 | FMTA Region | 4 |
| District Name | ILEAD LANCASTER 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 51 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
ILEAD LANCASTER 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 17 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 23 | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ILEAD LANCASTER 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 | * | * | NC | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 81 | 81 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
ILEAD LANCASTER 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
ILEAD LANCASTER 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 ILEAD LANCASTER 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
IMAGINE SCHOOLS, RIVERSIDE COUNTY School District

| | | | |
|---------------|-----------------------------------|-------------|-------------------------------|
| CDS Code | 0125385 | FMTA Region | 4 |
| District Name | IMAGINE SCHOOLS, RIVERSIDE 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
IMAGINE SCHOOLS, RIVERSIDE COUNTY 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 | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
IMAGINE SCHOOLS, RIVERSIDE 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 | * | 0 | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 12 | 12 | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
IMAGINE SCHOOLS, RIVERSIDE COUNTY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
IMAGINE SCHOOLS, RIVERSIDE COUNTY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 IMAGINE SCHOOLS, RIVERSIDE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
IMPERIAL COUNTY SCHOOLS School District

| | | | |
|---------------|-------------------------|-------------|----------------------|
| CDS Code | 1310132 | FMTA Region | 2 |
| District Name | IMPERIAL COUNTY SCHOOLS | SELPA | 1300 Imperial 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 77.12 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
IMPERIAL 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 | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | * | 0 | NC | >49.2% | NA |
| B. <40% | | * | NC | <24.6% | NA |
| C. Separate Schools | | 0 | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
IMPERIAL 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 | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 31 | 63 | 49.2% | 72.7% | No |
| 2. Functioning within age expectations | 51 | 93 | 54.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 32 | 65 | 49.2% | 70.0% | No |
| 2. Functioning within age expectations | 44 | 93 | 47.3% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 28 | 52 | 53.8% | 75.0% | No |
| 2. Functioning within age expectations | 61 | 93 | 65.6% | 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
IMPERIAL 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
IMPERIAL 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 98 | * | 86 | * | * | 96.6% | 100% | No |

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

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 2015 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 IMPERIAL 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 | 15 | * | NC | 52.30% | NA |
| B. Higher Ed or Competitively Employed | | * | NC | 72.4% | NA |
| C. Any Post-Secondary Ed or Employed | | 15 | NC | 81.0% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
IMPERIAL UNIFIED School District

| | | | |
|---------------|------------------|-------------|----------------------|
| CDS Code | 1363164 | FMTA Region | 2 |
| District Name | IMPERIAL UNIFIED | SELPA | 1300 Imperial 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 62.50 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 3.57% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 391 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
IMPERIAL 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 327 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 52 | NC | | |

Data Source: June 2014 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% | 337 | 85 | 25.2% | >49.2% | No |
| B. <40% | | 106 | 31.5% | <24.6% | No |
| C. Separate Schools | | * | 2.4% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
IMPERIAL 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 | 31 | 20 | 64.5% | >32.9% | Yes |
| B. Separate | | * | 29.0% | <34.4% | Yes |

Data Source: December 2014 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 | 31 | 63 | 49.2% | 72.7% | No |
| 2. Functioning within age expectations | 51 | 93 | 54.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 32 | 65 | 49.2% | 70.0% | No |
| 2. Functioning within age expectations | 44 | 93 | 47.3% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 28 | 52 | 53.8% | 75.0% | No |
| 2. Functioning within age expectations | 61 | 93 | 65.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 449 | 449 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
IMPERIAL 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 75 | 65 | * | 98.5% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 IMPERIAL 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 98 | * | 86 | * | * | 96.6% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 76 | 75 | 98.7% | 100% | No |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 IMPERIAL 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
INDIAN DIGGINGS ELEMENTARY School District

| | | | |
|---------------|----------------------------|-------------|-----------------------|
| CDS Code | 0961895 | FMTA Region | 4 |
| District Name | INDIAN DIGGINGS ELEMENTARY | SELPA | 0901 El Dorado 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
INDIAN DIGGINGS 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 | 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 | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
INDIAN DIGGINGS 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 24 | 44 | 54.5% | 72.7% | No |
| 2. Functioning within age expectations | 66 | 91 | 72.5% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 32 | 47 | 68.1% | 70.0% | No |
| 2. Functioning within age expectations | 63 | 91 | 69.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 22 | 39 | 56.4% | 75.0% | No |
| 2. Functioning within age expectations | 64 | 91 | 70.3% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| * | * | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
INDIAN DIGGINGS 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
INDIAN DIGGINGS 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 58 | * | 43 | NA | 12 | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 INDIAN DIGGINGS 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
INDIAN SPRINGS ELEMENTARY School District

| | | | |
|---------------|---------------------------|-------------|--------------------|
| CDS Code | 4570037 | FMTA Region | 3 |
| District Name | INDIAN SPRINGS 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
INDIAN SPRINGS 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 | NA | * | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
INDIAN SPRINGS 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 37 | 62 | 59.7% | 72.7% | No |
| 2. Functioning within age expectations | 73 | 119 | 61.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 40 | 62 | 64.5% | 70.0% | No |
| 2. Functioning within age expectations | 74 | 119 | 62.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 38 | 56 | 67.9% | 75.0% | No |
| 2. Functioning within age expectations | 87 | 119 | 73.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| * | * | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
INDIAN SPRINGS 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 INDIAN SPRINGS 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 99 | 16 | 61 | * | * | 95.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 INDIAN SPRINGS 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
INGLEWOOD UNIFIED School District

| | | | |
|---------------|-------------------|-------------|--------------------------|
| CDS Code | 1964634 | FMTA Region | 1 |
| District Name | INGLEWOOD UNIFIED | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 44.78 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 7.41% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 1,996 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
INGLEWOOD 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 | NA | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | 857 | NC | | |
| Hispanic | NA | 1,063 | NC | | |
| Multi-Ethnic | NA | 45 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 19 | NC | | |

Data Source: June 2014 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% | 1,608 | 812 | 50.5% | >49.2% | Yes |
| B. <40% | | 619 | 38.5% | <24.6% | No |
| C. Separate Schools | | 89 | 5.5% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
INGLEWOOD 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 | 219 | 166 | 75.8% | >32.9% | Yes |
| B. Separate | | 45 | 20.5% | <34.4% | Yes |

Data Source: December 2014 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 | 165 | 273 | 60.4% | 72.7% | No |
| 2. Functioning within age expectations | 258 | 433 | 59.6% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 157 | 256 | 61.3% | 70.0% | No |
| 2. Functioning within age expectations | 259 | 433 | 59.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 171 | 248 | 69.0% | 75.0% | No |
| 2. Functioning within age expectations | 284 | 433 | 65.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 2,055 | 2,074 | 99.1% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
INGLEWOOD 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 339 | 256 | 59 | 91.4% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
INGLEWOOD 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 243 | 22 | 197 | 11 | * | 95.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 343 | 341 | 99.4% | 100% | No |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 INGLEWOOD 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 | 21 | 11 | 52.4% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 15 | 71.4% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 21 | 100.0% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
INLAND LEADERS CHARTER School District

| | | | |
|---------------|------------------------|-------------|-------------------------------|
| CDS Code | 0114256 | FMTA Region | 4 |
| District Name | INLAND LEADERS 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 54 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
INLAND LEADERS 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 42 | NC | | |

Data Source: June 2014 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% | 52 | 47 | 90.4% | >49.2% | Yes |
| B. <40% | | * | 9.6% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
INLAND LEADERS 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 | * | * | NC | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 85 | 85 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
INLAND LEADERS 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 28 | 14 | 12 | 87.5% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
INLAND LEADERS 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 INLAND LEADERS 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
INNOVATIONS ACADEMY School District

| | | | |
|---------------|---------------------|-------------|-------------------------------|
| CDS Code | 0118083 | FMTA Region | 4 |
| District Name | INNOVATIONS 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 83 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
INNOVATIONS 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 | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 19 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 52 | NC | | |

Data Source: June 2014 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 | 64 | 95.5% | >49.2% | Yes |
| B. <40% | | * | 1.5% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
INNOVATIONS 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 75 | 75 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
INNOVATIONS 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 INNOVATIONS 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 INNOVATIONS 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
INYO COUNTY SCHOOLS School District

| | | | |
|---------------|---------------------|-------------|------------------|
| CDS Code | 1410140 | FMTA Region | 2 |
| District Name | INYO COUNTY SCHOOLS | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 15.79 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 31.37% | <14.72% | 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 | 100 | 95% | -- | -- | 100 | -- |
| Math | 100 | 95% | -- | -- | 100 | -- |

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 | 28 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
INYO 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 | * | NC | | |
| Hispanic | NA | 18 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | 60 | 59 | 98.3% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
INYO 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | * | 14 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 14 | 24 | 58.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 11 | 17 | NC | 70.0% | NA |
| 2. Functioning within age expectations | * | 24 | 41.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 11 | 12 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 16 | 24 | 66.7% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 124 | 124 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
INYO 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | 16 | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
INYO 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 20 | NA | 11 | * | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 99 | 99 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 INYO 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
IQ ACADEMY CALIFORNIA- LA School District

| | | | |
|---------------|---------------------------|-------------|------------------------------|
| CDS Code | 0120600 | FMTA Region | 1 |
| District Name | IQ ACADEMY CALIFORNIA- LA | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 16.67 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 69 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
IQ ACADEMY CALIFORNIA- LA 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | 13 | NC | | |
| Hispanic | NA | 18 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 34 | NC | | |

Data Source: June 2014 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 | 46 | 97.9% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
IQ ACADEMY CALIFORNIA- LA 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 218 | 57.3% | 72.7% | No |
| 2. Functioning within age expectations | 204 | 353 | 57.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 146 | 227 | 64.3% | 70.0% | No |
| 2. Functioning within age expectations | 189 | 353 | 53.5% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 142 | 217 | 65.4% | 75.0% | No |
| 2. Functioning within age expectations | 200 | 353 | 56.7% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 54 | 54 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
IQ ACADEMY CALIFORNIA- LA 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
IQ ACADEMY CALIFORNIA- LA 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 251 | 50 | 175 | 14 | * | 95.6% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 13 | 13 | NC | 100% | NA |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 IQ ACADEMY CALIFORNIA- LA 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
IRVINE UNIFIED School District

| | | | |
|---------------|----------------|-------------|---------------------|
| CDS Code | 3073650 | FMTA Region | 1 |
| District Name | IRVINE UNIFIED | SELPA | 3014 Irvine 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 83.83 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 3.41% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 3,006 | 0.23 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
IRVINE 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 | NA | 13 | NC | 2.43% | No |
| Asian | * | 824 | NC | | |
| African American | * | 147 | 2.04 | | |
| Hispanic | * | 514 | NC | | |
| Multi-Ethnic | NA | 236 | NC | | |
| Pacific Islander | NA | 15 | NC | | |
| White | * | 1,257 | 0.16 | | |

Data Source: June 2014 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% | 2,494 | 1,628 | 65.3% | >49.2% | Yes |
| B. <40% | | 371 | 14.9% | <24.6% | Yes |
| C. Separate Schools | | 34 | 1.4% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
IRVINE 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 | 358 | 339 | 94.7% | >32.9% | Yes |
| B. Separate | | 13 | 3.6% | <34.4% | Yes |

Data Source: December 2014 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 | 24 | 38 | 63.2% | 72.7% | No |
| 2. Functioning within age expectations | 80 | 107 | 74.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 30 | 45 | 66.7% | 70.0% | No |
| 2. Functioning within age expectations | 81 | 107 | 75.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 37 | 48 | 77.1% | 75.0% | Yes |
| 2. Functioning within age expectations | 81 | 107 | 75.7% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 3,331 | 3,345 | 99.6% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
IRVINE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 685 | 409 | 269 | 98.3% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 IRVINE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 94 | 12 | 73 | * | * | 94.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 509 | 509 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 IRVINE 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 | 80 | 55 | 68.8% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 66 | 82.5% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 71 | 88.8% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
ISLAND UNION ELEMENTARY School District

| | | | |
|---------------|-------------------------|-------------|-------------------|
| CDS Code | 1663933 | FMTA Region | 2 |
| District Name | ISLAND UNION ELEMENTARY | SELPA | 1600 Kings 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 39 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
ISLAND 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | 17 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 20 | NC | | |

Data Source: June 2014 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% | 34 | 33 | 97.1% | >49.2% | Yes |
| B. <40% | | * | 2.9% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ISLAND 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 27 | 44 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 41 | 69 | 59.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 24 | 43 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 37 | 69 | 53.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 29 | 44 | 65.9% | 75.0% | No |
| 2. Functioning within age expectations | 40 | 69 | 58.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 40 | 40 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
ISLAND 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
ISLAND 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 42 | NA | 38 | NA | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 ISLAND 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
ISLAND UNION ELEMENTARY School District

| | | | |
|---------------|-------------------------|-------------|-------------------|
| CDS Code | 6010466 | FMTA Region | 2 |
| District Name | ISLAND UNION ELEMENTARY | SELPA | 1600 Kings 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ISLAND 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 | 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 2014 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% | NA | NA | NC | >49.2% | NA |
| B. <40% | | NA | NC | <24.6% | NA |
| C. Separate Schools | | NA | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ISLAND 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 | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 27 | 44 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 41 | 69 | 59.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 24 | 43 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 37 | 69 | 53.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 29 | 44 | 65.9% | 75.0% | No |
| 2. Functioning within age expectations | 40 | 69 | 58.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| NA | NC | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
ISLAND 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
ISLAND 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 42 | NA | 38 | NA | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 ISLAND 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JACOBY CREEK ELEMENTARY School District

| | | | |
|---------------|-------------------------|-------------|-------------------------|
| CDS Code | 1262893 | FMTA Region | 4 |
| District Name | JACOBY CREEK 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 75 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JACOBY 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | 11 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 57 | NC | | |

Data Source: June 2014 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% | 51 | 43 | 84.3% | >49.2% | Yes |
| B. <40% | | * | 2.0% | <24.6% | Yes |
| C. Separate Schools | | * | 5.9% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JACOBY 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 19 | 27 | 70.4% | 72.7% | No |
| 2. Functioning within age expectations | 48 | 63 | 76.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 21 | 28 | 75.0% | 70.0% | Yes |
| 2. Functioning within age expectations | 48 | 63 | 76.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 18 | 24 | 75.0% | 75.0% | No |
| 2. Functioning within age expectations | 51 | 63 | 81.0% | 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 | 70 | 98.6% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JACOBY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 JACOBY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 71 | * | 55 | NA | * | 93.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JACOBY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JAMESTOWN ELEMENTARY School District

| | | | |
|---------------|----------------------|-------------|----------------------|
| CDS Code | 5572363 | FMTA Region | 3 |
| District Name | JAMESTOWN ELEMENTARY | SELPA | 5500 Tuolumne 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 88 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JAMESTOWN 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 20 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 60 | NC | | |

Data Source: June 2014 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 | 35 | 51.5% | >49.2% | Yes |
| B. <40% | | 17 | 25.0% | <24.6% | No |
| C. Separate Schools | | * | 1.5% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JAMESTOWN 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | * | 14 | NC | 72.7% | NA |
| 2. Functioning within age expectations | * | 22 | 45.5% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | * | 15 | NC | 70.0% | NA |
| 2. Functioning within age expectations | * | 22 | 40.9% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | 14 | 22 | 63.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 88 | 88 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JAMESTOWN 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JAMESTOWN 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 28 | * | 17 | * | * | 85.0% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 | 12 | NC | 100% | NA |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JAMESTOWN 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JAMUL-DULZURA UNION ELEMENTARY School District

| | | | |
|---------------|--------------------------------|-------------|------------------|
| CDS Code | 3768155 | FMTA Region | 2 |
| District Name | JAMUL-DULZURA UNION ELEMENTARY | SELPA | 3701 East 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 130 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JAMUL-DULZURA 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 | NA | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 57 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 62 | NC | | |

Data Source: June 2014 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 | 41 | 48.8% | >49.2% | No |
| B. <40% | | 11 | 13.1% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JAMUL-DULZURA 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 | 11 | * | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 145 | 56.6% | 72.7% | No |
| 2. Functioning within age expectations | 211 | 308 | 68.5% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 90 | 147 | 61.2% | 70.0% | No |
| 2. Functioning within age expectations | 205 | 308 | 66.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 91 | 143 | 63.6% | 75.0% | No |
| 2. Functioning within age expectations | 215 | 308 | 69.8% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 131 | 131 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JAMUL-DULZURA 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 36 | 16 | 20 | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JAMUL-DULZURA 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 277 | 13 | 211 | * | 35 | 95.0% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JAMUL-DULZURA 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 | * | * | 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JANESVILLE UNION ELEMENTARY School District

| | | | |
|---------------|-----------------------------|-------------|--------------------|
| CDS Code | 1864105 | FMTA Region | 4 |
| District Name | JANESVILLE UNION ELEMENTARY | SELPA | 1800 Lassen 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 35 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JANESVILLE 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 | NA | * | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 32 | NC | | |

Data Source: June 2014 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 | 26 | 83.9% | >49.2% | Yes |
| B. <40% | | * | 3.2% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JANESVILLE 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 16 | 21 | 76.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | 17 | 21 | 81.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | 19 | 21 | 90.5% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 40 | 40 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JANESVILLE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | * | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JANESVILLE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 13 | * | * | NA | * | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JANESVILLE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JARDIN DE LA INFANCIA School District

| | | | |
|---------------|-----------------------|-------------|--------------------|
| CDS Code | 0106880 | FMTA Region | 1 |
| District Name | JARDIN DE LA INFANCIA | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JARDIN DE LA INFANCIA 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 2014 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% | * | 0 | NC | >49.2% | NA |
| B. <40% | | * | NC | <24.6% | NA |
| C. Separate Schools | | 0 | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JARDIN DE LA INFANCIA 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JARDIN DE LA INFANCIA 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 JARDIN DE LA INFANCIA 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JARDIN DE LA INFANCIA 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON ELEMENTARY School District

| | | | |
|---------------|----------------------|-------------|------------------------|
| CDS Code | 3567488 | FMTA Region | 1 |
| District Name | JEFFERSON 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 17 | 25 | 68.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | 20 | 25 | 80.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 11 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 21 | 25 | 84.0% | 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 28 | * | 18 | * | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JEFFERSON 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON ELEMENTARY School District

| | | | |
|---------------|----------------------|-------------|-------------------------|
| CDS Code | 3968544 | FMTA Region | 3 |
| District Name | JEFFERSON 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 313 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 | NA | * | NC | 2.43% | No |
| Asian | NA | 35 | NC | | |
| African American | NA | 23 | NC | | |
| Hispanic | NA | 121 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 121 | NC | | |

Data Source: June 2014 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% | 244 | 168 | 68.9% | >49.2% | Yes |
| B. <40% | | 52 | 21.3% | <24.6% | Yes |
| C. Separate Schools | | * | 0.4% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 | 42 | * | 11.9% | >32.9% | No |
| B. Separate | | * | 14.3% | <34.4% | Yes |

Data Source: December 2014 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 | 119 | 195 | 61.0% | 72.7% | No |
| 2. Functioning within age expectations | 174 | 308 | 56.5% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 120 | 199 | 60.3% | 70.0% | No |
| 2. Functioning within age expectations | 176 | 308 | 57.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 109 | 148 | 73.6% | 75.0% | No |
| 2. Functioning within age expectations | 215 | 308 | 69.8% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 320 | 322 | 99.4% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | 48 | 31 | 88.9% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON ELEMENTARY School District

Calculation: $\text{Number of students assessed within 60 days} / (\text{students assessed} - \text{students delayed}) * 100$

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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 161 | 16 | 138 | * | * | 98.6% | 100% | No |

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $\text{Students On Time Eligible} / (\text{Children Referred} - \text{On Time Ineligible} - \text{Parental Consent Refused} - 90 \text{ days}) * 100$

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 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

Calculation: $\text{Students with "Yes" Responses in Goals 1 through 8} / \text{Number of Students 16 or older} * 100$

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

2014–15 District Level Special Education Annual Performance Report Measure for
 JEFFERSON 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON ELEMENTARY School District

| | | | |
|---------------|----------------------|-------------|-----------------------|
| CDS Code | 4168916 | FMTA Region | 2 |
| District Name | JEFFERSON ELEMENTARY | SELPA | 4100 San Mateo 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 552 | 0.54 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 | NA | * | NC | 2.43% | No |
| Asian | NA | 203 | NC | | |
| African American | * | 32 | NC | | |
| Hispanic | * | 248 | 0.81 | | |
| Multi-Ethnic | NA | 22 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 40 | NC | | |

Data Source: June 2014 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% | 455 | 231 | 50.8% | >49.2% | Yes |
| B. <40% | | 122 | 26.8% | <24.6% | No |
| C. Separate Schools | | 14 | 3.1% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 | 122 | 98 | 80.3% | >32.9% | Yes |
| B. Separate | | 12 | 9.8% | <34.4% | Yes |

Data Source: December 2014 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 | 102 | 202 | 50.5% | 72.7% | No |
| 2. Functioning within age expectations | 216 | 364 | 59.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 96 | 188 | 51.1% | 70.0% | No |
| 2. Functioning within age expectations | 221 | 364 | 60.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 125 | 198 | 63.1% | 75.0% | No |
| 2. Functioning within age expectations | 228 | 364 | 62.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 696 | 702 | 99.1% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 173 | 152 | 18 | 98.1% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 299 | 65 | 188 | 27 | * | 91.7% | 100% | No |

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

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 2015 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JEFFERSON 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON UNION HIGH School District

| | | | |
|---------------|----------------------|-------------|-----------------------|
| CDS Code | 4168924 | FMTA Region | 2 |
| District Name | JEFFERSON UNION HIGH | SELPA | 4100 San Mateo 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 71.19 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 9.26% | <14.72% | 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 | 17.5 | 100 | No |
| Math | 92 | 95% | No | 24.3 | 100 | -- |

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? |
|--|--|--|----------------|----------------------|
| * | 535 | 1.50 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 | NA | * | NC | 2.43% | Yes |
| Asian | * | 117 | NC | | |
| African American | * | 53 | 5.66 | | |
| Hispanic | * | 200 | 1.00 | | |
| Multi-Ethnic | NA | 46 | NC | | |
| Pacific Islander | NA | 11 | NC | | |
| White | * | 106 | 1.89 | | |

Data Source: June 2014 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% | 476 | 105 | 22.1% | >49.2% | No |
| B. <40% | | 156 | 32.8% | <24.6% | No |
| C. Separate Schools | | 48 | 10.1% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 102 | 202 | 50.5% | 72.7% | No |
| 2. Functioning within age expectations | 216 | 364 | 59.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 96 | 188 | 51.1% | 70.0% | No |
| 2. Functioning within age expectations | 221 | 364 | 60.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 125 | 198 | 63.1% | 75.0% | No |
| 2. Functioning within age expectations | 228 | 364 | 62.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 476 | 478 | 99.6% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 28 | 18 | * | 94.7% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JEFFERSON 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 299 | 65 | 188 | 27 | * | 91.7% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 351 | 351 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JEFFERSON 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 | 54 | 39 | 72.2% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 44 | 81.5% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 53 | 98.1% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOHN ADAMS ACADEMY (1169) School District

| | | | |
|---------------|---------------------------|-------------|-------------------------------|
| CDS Code | 0121418 | FMTA Region | 4 |
| District Name | JOHN ADAMS ACADEMY (1169) | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 71 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOHN ADAMS ACADEMY (1169) 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | 19 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 48 | NC | | |

Data Source: June 2014 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% | 64 | 63 | 98.4% | >49.2% | Yes |
| B. <40% | | * | 1.6% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JOHN ADAMS ACADEMY (1169) 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 97 | 97 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOHN ADAMS ACADEMY (1169) 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 35 | 28 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JOHN ADAMS ACADEMY (1169) 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JOHN ADAMS ACADEMY (1169) 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOHN SWETT UNIFIED School District

| | | | |
|---------------|--------------------|-------------|-------------------|
| CDS Code | 0761697 | FMTA Region | 2 |
| District Name | JOHN SWETT UNIFIED | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 71.43 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 275 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOHN SWETT 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 | NA | * | NC | 2.43% | No |
| Asian | NA | 15 | NC | | |
| African American | NA | 84 | NC | | |
| Hispanic | NA | 76 | NC | | |
| Multi-Ethnic | NA | 33 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 61 | NC | | |

Data Source: June 2014 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% | 212 | 125 | 59.0% | >49.2% | Yes |
| B. <40% | | 37 | 17.5% | <24.6% | Yes |
| C. Separate Schools | | * | 4.7% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JOHN SWETT 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 | 20 | 19 | 95.0% | >32.9% | Yes |
| B. Separate | | * | 5.0% | <34.4% | Yes |

Data Source: December 2014 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 | 101 | 169 | 59.8% | 72.7% | No |
| 2. Functioning within age expectations | 179 | 287 | 62.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 99 | 166 | 59.6% | 70.0% | No |
| 2. Functioning within age expectations | 171 | 287 | 59.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 105 | 156 | 67.3% | 75.0% | No |
| 2. Functioning within age expectations | 191 | 287 | 66.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 277 | 282 | 98.2% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOHN SWETT 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 52 | 36 | 13 | 92.3% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JOHN SWETT 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 143 | 13 | 90 | 19 | 13 | 91.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 56 | 53 | 94.6% | 100% | No |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JOHN SWETT 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOHNSTONVILLE ELEMENTARY School District

| | | | |
|---------------|--------------------------|-------------|--------------------|
| CDS Code | 1864113 | FMTA Region | 4 |
| District Name | JOHNSTONVILLE ELEMENTARY | SELPA | 1800 Lassen 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 23 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOHNSTONVILLE 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 18 | NC | | |

Data Source: June 2014 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% | 20 | 15 | 75.0% | >49.2% | Yes |
| B. <40% | | * | 5.0% | <24.6% | Yes |
| C. Separate Schools | | * | 5.0% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JOHNSTONVILLE 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 16 | 21 | 76.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | 17 | 21 | 81.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | 19 | 21 | 90.5% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 25 | 25 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOHNSTONVILLE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JOHNSTONVILLE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 13 | * | * | NA | * | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JOHNSTONVILLE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOINT POWER OF AUTHORITY (JPA) School District

| | | | |
|---------------|--------------------------------|-------------|----------------------|
| CDS Code | 3040097 | FMTA Region | 1 |
| District Name | JOINT POWER OF AUTHORITY (JPA) | SELPA | 3013 Greater Anaheim |

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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JOINT POWER OF AUTHORITY (JPA) 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 2014 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% | NA | NA | NC | >49.2% | NA |
| B. <40% | | NA | NC | <24.6% | NA |
| C. Separate Schools | | NA | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JOINT POWER OF AUTHORITY (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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 91 | 62.6% | 72.7% | No |
| 2. Functioning within age expectations | 93 | 149 | 62.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 53 | 84 | 63.1% | 70.0% | No |
| 2. Functioning within age expectations | 93 | 149 | 62.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 38 | 59 | 64.4% | 75.0% | No |
| 2. Functioning within age expectations | 116 | 149 | 77.9% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| NA | NC | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JOINT POWER OF AUTHORITY (JPA) 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JOINT POWER OF AUTHORITY (JPA) 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 120 | 12 | 94 | * | * | 94.0% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JOINT POWER OF AUTHORITY (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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JULIAN UNION ELEMENTARY School District

| | | | |
|---------------|-------------------------|-------------|-------------------|
| CDS Code | 3768163 | FMTA Region | 2 |
| District Name | JULIAN UNION ELEMENTARY | SELPA | 3703 North Inland |

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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 5.00% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 415 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JULIAN 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 | NA | 13 | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | 13 | NC | | |
| Hispanic | NA | 86 | NC | | |
| Multi-Ethnic | NA | 21 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 272 | NC | | |

Data Source: June 2014 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% | 346 | 298 | 86.1% | >49.2% | Yes |
| B. <40% | | * | 0.6% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JULIAN 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 55 | 86 | 64.0% | 72.7% | No |
| 2. Functioning within age expectations | 114 | 165 | 69.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 62 | 91 | 68.1% | 70.0% | No |
| 2. Functioning within age expectations | 114 | 165 | 69.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 51 | 75 | 68.0% | 75.0% | No |
| 2. Functioning within age expectations | 120 | 165 | 72.7% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 449 | 449 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JULIAN 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 61 | 45 | 16 | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 JULIAN 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 127 | 15 | 68 | * | 39 | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 69 | 69 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JULIAN 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 | * | * | 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JULIAN UNION HIGH School District

| | | | |
|---------------|-------------------|-------------|-------------------|
| CDS Code | 3768171 | FMTA Region | 2 |
| District Name | JULIAN UNION HIGH | SELPA | 3703 North Inland |

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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 50.00 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | -- |
| Math | 100 | 95% | -- | -- | 100 | -- |

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 | 26 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JULIAN 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 | NA | * | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 12 | NC | | |

Data Source: June 2014 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% | 25 | 20 | 80.0% | >49.2% | Yes |
| B. <40% | | * | 8.0% | <24.6% | Yes |
| C. Separate Schools | | * | 4.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JULIAN 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 55 | 86 | 64.0% | 72.7% | No |
| 2. Functioning within age expectations | 114 | 165 | 69.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 62 | 91 | 68.1% | 70.0% | No |
| 2. Functioning within age expectations | 114 | 165 | 69.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 51 | 75 | 68.0% | 75.0% | No |
| 2. Functioning within age expectations | 120 | 165 | 72.7% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 29 | 29 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JULIAN 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 JULIAN 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 127 | 15 | 68 | * | 39 | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 | 22 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JULIAN 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 | * | 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION CITY ELEMENTARY School District

| | | | |
|---------------|--------------------------|-------------|---------------------|
| CDS Code | 5371738 | FMTA Region | 3 |
| District Name | JUNCTION CITY ELEMENTARY | SELPA | 5300 Trinity 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 11 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | NA | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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 | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | * | * | NC | 82.1% | NA |
| Outcome B | | | | | |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | * | * | NC | 82.5% | NA |
| Outcome C | | | | | |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | * | * | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 13 | 13 | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JUNCTION 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION ELEMENTARY School District

| | | | |
|---------------|---------------------|-------------|--------------------|
| CDS Code | 4570045 | FMTA Region | 3 |
| District Name | JUNCTION 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 45 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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 | NA | * | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 32 | NC | | |

Data Source: June 2014 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 | 24 | 58.5% | >49.2% | Yes |
| B. <40% | | * | 19.5% | <24.6% | Yes |
| C. Separate Schools | | * | 9.8% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 37 | 62 | 59.7% | 72.7% | No |
| 2. Functioning within age expectations | 73 | 119 | 61.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 40 | 62 | 64.5% | 70.0% | No |
| 2. Functioning within age expectations | 74 | 119 | 62.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 38 | 56 | 67.9% | 75.0% | No |
| 2. Functioning within age expectations | 87 | 119 | 73.1% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 46 | 48 | 95.8% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 99 | 16 | 61 | * | * | 95.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JUNCTION 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION ELEMENTARY School District

| | | | |
|---------------|---------------------|-------------|----------------------|
| CDS Code | 4770367 | FMTA Region | 4 |
| District Name | JUNCTION ELEMENTARY | SELPA | 4700 Siskiyou 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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 | NA | * | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | * | 11 | NC | 72.7% | NA |
| 2. Functioning within age expectations | * | 17 | NC | 82.1% | NA |
| Outcome B | | | | | |
| 1. Substantially Increased | * | 11 | NC | 70.0% | NA |
| 2. Functioning within age expectations | * | 17 | NC | 82.5% | NA |
| Outcome C | | | | | |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | * | 17 | 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JUNCTION 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 15 | NA | 12 | * | * | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JUNCTION 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
JURUPA UNIFIED School District

| | | | |
|---------------|----------------|-------------|-----------------------|
| CDS Code | 3367090 | FMTA Region | 2 |
| District Name | JURUPA UNIFIED | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 71.94 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 3.94% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| 12 | 2,439 | 0.49 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
JURUPA 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 | NA | * | NC | 2.43% | No |
| Asian | NA | 30 | NC | | |
| African American | NA | 78 | NC | | |
| Hispanic | * | 1,934 | 0.52 | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | 11 | NC | | |
| White | * | 368 | 0.54 | | |

Data Source: June 2014 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% | 2,066 | 731 | 35.4% | >49.2% | No |
| B. <40% | | 837 | 40.5% | <24.6% | No |
| C. Separate Schools | | 46 | 2.2% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
JURUPA 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 | 158 | 23 | 14.6% | >32.9% | No |
| B. Separate | | 130 | 82.3% | <34.4% | No |

Data Source: December 2014 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 | 275 | 484 | 56.8% | 72.7% | No |
| 2. Functioning within age expectations | 439 | 793 | 55.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 296 | 506 | 58.5% | 70.0% | No |
| 2. Functioning within age expectations | 443 | 793 | 55.9% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 274 | 430 | 63.7% | 75.0% | No |
| 2. Functioning within age expectations | 495 | 793 | 62.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 2,554 | 2,570 | 99.4% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
JURUPA 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 370 | 298 | 72 | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
JURUPA 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 408 | 44 | 323 | 14 | 23 | 98.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 567 | 567 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 JURUPA 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 | 72 | 49 | 68.1% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 57 | 79.2% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 72 | 100.0% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KASHIA ELEMENTARY School District

| | | | |
|---------------|-------------------|-------------|--------------------|
| CDS Code | 4970888 | FMTA Region | 3 |
| District Name | KASHIA 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KASHIA 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 | 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 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KASHIA 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 87 | 122 | 71.3% | 72.7% | No |
| 2. Functioning within age expectations | 199 | 271 | 73.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 79 | 122 | 64.8% | 70.0% | No |
| 2. Functioning within age expectations | 194 | 271 | 71.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 86 | 119 | 72.3% | 75.0% | No |
| 2. Functioning within age expectations | 202 | 271 | 74.5% | 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KASHIA 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KASHIA 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 190 | 18 | 134 | * | 12 | 89.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KASHIA 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KEILLER LEADERSHIP ACADEMY (0695) School District

| | | | |
|---------------|-----------------------------------|-------------|-------------------------------|
| CDS Code | 6039812 | FMTA Region | 4 |
| District Name | KEILLER LEADERSHIP ACADEMY (0695) | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 71 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KEILLER LEADERSHIP ACADEMY (0695) 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% | No |
| Asian | NA | * | NC | | |
| African American | * | 21 | NC | | |
| Hispanic | NA | 46 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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% | 62 | 41 | 66.1% | >49.2% | Yes |
| B. <40% | | * | 11.3% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KEILLER LEADERSHIP ACADEMY (0695) 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 77 | 77 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KEILLER LEADERSHIP ACADEMY (0695) 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KEILLER LEADERSHIP ACADEMY (0695) 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KEILLER LEADERSHIP ACADEMY (0695) 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KELSEYVILLE UNIFIED School District

| | | | |
|---------------|---------------------|-------------|------------------|
| CDS Code | 1764014 | FMTA Region | 4 |
| District Name | KELSEYVILLE UNIFIED | SELPA | 1700 Lake 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 76.92 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 243 | 2.88 | 2.43% | Yes |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KELSEYVILLE 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 | NA | * | NC | 2.43% | Yes |
| Asian | NA | * | NC | | |
| African American | * | * | NC | | |
| Hispanic | * | 76 | 2.63 | | |
| Multi-Ethnic | NA | 12 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 142 | 2.82 | | |

Data Source: June 2014 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% | 181 | 64 | 35.4% | >49.2% | No |
| B. <40% | | 38 | 21.0% | <24.6% | Yes |
| C. Separate Schools | | * | 2.8% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KELSEYVILLE 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 | 21 | * | 47.6% | >32.9% | Yes |
| B. Separate | | * | 28.6% | <34.4% | Yes |

Data Source: December 2014 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 | 18 | 33 | 54.5% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 11 | 24 | 45.8% | 70.0% | No |
| 2. Functioning within age expectations | 13 | 33 | 39.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 20 | 40.0% | 75.0% | No |
| 2. Functioning within age expectations | 17 | 33 | 51.5% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 255 | 255 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KELSEYVILLE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 39 | 37 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 KELSEYVILLE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 20 | * | 11 | NA | 0 | 68.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 60 | 60 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KELSEYVILLE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KENTFIELD ELEMENTARY School District

| | | | |
|---------------|----------------------|-------------|-------------------|
| CDS Code | 2165334 | FMTA Region | 2 |
| District Name | KENTFIELD ELEMENTARY | 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 116 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KENTFIELD 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 20 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 79 | NC | | |

Data Source: June 2014 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 | 49 | 55.1% | >49.2% | Yes |
| B. <40% | | 11 | 12.4% | <24.6% | Yes |
| C. Separate Schools | | * | 2.2% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KENTFIELD 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 | 14 | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 64 | 67.2% | 72.7% | No |
| 2. Functioning within age expectations | 93 | 130 | 71.5% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 44 | 61 | 72.1% | 70.0% | Yes |
| 2. Functioning within age expectations | 91 | 130 | 70.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 43 | 58 | 74.1% | 75.0% | No |
| 2. Functioning within age expectations | 86 | 130 | 66.2% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 121 | 121 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KENTFIELD 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 32 | 26 | * | 96.3% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KENTFIELD 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 102 | 20 | 71 | * | * | 95.9% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KENTFIELD 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KENWOOD School District

| | | | |
|---------------|---------|-------------|--------------------|
| CDS Code | 4970789 | FMTA Region | 3 |
| District Name | KENWOOD | 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 28 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KENWOOD 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 | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 15 | NC | | |

Data Source: June 2014 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% | 28 | 22 | 78.6% | >49.2% | Yes |
| B. <40% | | * | 10.7% | <24.6% | Yes |
| C. Separate Schools | | * | 3.6% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KENWOOD 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 87 | 122 | 71.3% | 72.7% | No |
| 2. Functioning within age expectations | 199 | 271 | 73.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 79 | 122 | 64.8% | 70.0% | No |
| 2. Functioning within age expectations | 194 | 271 | 71.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 86 | 119 | 72.3% | 75.0% | No |
| 2. Functioning within age expectations | 202 | 271 | 74.5% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 33 | 33 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KENWOOD 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KENWOOD 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 190 | 18 | 134 | * | 12 | 89.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KENWOOD 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KEPPEL UNION ELEMENTARY School District

| | | | |
|---------------|-------------------------|-------------|----------------------|
| CDS Code | 1964642 | FMTA Region | 1 |
| District Name | KEPPEL UNION ELEMENTARY | SELPA | 1911 Antelope 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 345 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KEPPEL 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | 31 | NC | | |
| Hispanic | NA | 237 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 71 | NC | | |

Data Source: June 2014 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% | 295 | 229 | 77.6% | >49.2% | Yes |
| B. <40% | | 28 | 9.5% | <24.6% | Yes |
| C. Separate Schools | | * | 1.4% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KEPPEL 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 | 74 | 34 | 45.9% | >32.9% | Yes |
| B. Separate | | 40 | 54.1% | <34.4% | No |

Data Source: December 2014 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 | 89 | 145 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 173 | 263 | 65.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 96 | 154 | 62.3% | 70.0% | No |
| 2. Functioning within age expectations | 160 | 263 | 60.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 61 | 92 | 66.3% | 75.0% | No |
| 2. Functioning within age expectations | 205 | 263 | 77.9% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 452 | 454 | 99.6% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KEPPEL 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 99 | 73 | 22 | 94.8% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KEPPEL 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 152 | 40 | 60 | 32 | 11 | 87.0% | 100% | No |

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

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 2015 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KEPPEL 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERMAN UNIFIED School District

| | | | |
|---------------|----------------|-------------|--------------------|
| CDS Code | 1073999 | FMTA Region | 3 |
| District Name | KERMAN UNIFIED | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 69.23 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 595 | 0.84 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERMAN 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 | NA | * | NC | 2.43% | No |
| Asian | NA | 16 | NC | | |
| African American | NA | * | NC | | |
| Hispanic | * | 489 | 1.02 | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 76 | NC | | |

Data Source: June 2014 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% | 474 | 314 | 66.2% | >49.2% | Yes |
| B. <40% | | 105 | 22.2% | <24.6% | Yes |
| C. Separate Schools | | 26 | 5.5% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KERMAN 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 | 83 | 46 | 55.4% | >32.9% | Yes |
| B. Separate | | * | 7.2% | <34.4% | Yes |

Data Source: December 2014 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 | 79 | 136 | 58.1% | 72.7% | No |
| 2. Functioning within age expectations | 132 | 234 | 56.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 87 | 151 | 57.6% | 70.0% | No |
| 2. Functioning within age expectations | 118 | 234 | 50.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 64 | 112 | 57.1% | 75.0% | No |
| 2. Functioning within age expectations | 153 | 234 | 65.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 658 | 658 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERMAN 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | 87 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KERMAN 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 232 | * | 193 | * | 20 | 98.0% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 100 | 100 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KERMAN 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 | 20 | * | 25.0% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | * | 45.0% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 20 | 100.0% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERN COUNTY SCHOOLS School District

| | | | |
|---------------|---------------------|-------------|-----------------------------|
| CDS Code | 1510157 | FMTA Region | 2 |
| District Name | KERN COUNTY SCHOOLS | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 67.00 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 121 | 1.65 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERN 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 | * | NC | 2.43% | Yes |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | * | 37 | 5.41 | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 75 | NC | | |

Data Source: June 2014 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% | 79 | 71 | 89.9% | >49.2% | Yes |
| B. <40% | | * | 5.1% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KERN 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 | * | 0 | NC | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 130 | 236 | 55.1% | 72.7% | No |
| 2. Functioning within age expectations | 215 | 386 | 55.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 131 | 239 | 54.8% | 70.0% | No |
| 2. Functioning within age expectations | 209 | 386 | 54.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 134 | 215 | 62.3% | 75.0% | No |
| 2. Functioning within age expectations | 237 | 386 | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 89 | 89 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERN 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 28 | 20 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KERN 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 303 | 45 | 168 | * | 27 | 74.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 | 21 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KERN 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 | 18 | 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERN UNION HIGH School District

| | | | |
|---------------|-----------------|-------------|----------------|
| CDS Code | 1563529 | FMTA Region | 2 |
| District Name | KERN UNION HIGH | SELPA | 1512 Kern High |

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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 76.77 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 4.19% | <14.72% | 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 | 98 | 95% | Yes | 15.8 | 100 | No |
| Math | 98 | 95% | Yes | 15.9 | 100 | 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? |
|--|--|--|----------------|----------------------|
| 76 | 3,835 | 1.98 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERN 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 | NA | 26 | NC | 2.43% | Yes |
| Asian | NA | 46 | NC | | |
| African American | 28 | 469 | 5.97 | | |
| Hispanic | 29 | 2,179 | 1.33 | | |
| Multi-Ethnic | NA | 42 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | 19 | 1,067 | 1.78 | | |

Data Source: June 2014 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% | 3,471 | 882 | 25.4% | >49.2% | No |
| B. <40% | | 1,575 | 45.4% | <24.6% | No |
| C. Separate Schools | | 74 | 2.1% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KERN 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 3,954 | 4,020 | 98.4% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERN 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 127 | 108 | 19 | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KERN 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 2,551 | 2,551 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KERN 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 | 291 | 71 | 24.4% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 106 | 36.4% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 181 | 62.2% | 81.0% | No |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERNVILLE UNION ELEMENTARY School District

| | | | |
|---------------|----------------------------|-------------|-----------------------------|
| CDS Code | 1563545 | FMTA Region | 2 |
| District Name | KERNVILLE UNION 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 107 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERNVILLE 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 | NA | * | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 14 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 81 | NC | | |

Data Source: June 2014 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% | 73 | 49 | 67.1% | >49.2% | Yes |
| B. <40% | | * | 11.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KERNVILLE 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 | 13 | * | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 130 | 236 | 55.1% | 72.7% | No |
| 2. Functioning within age expectations | 215 | 386 | 55.7% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 131 | 239 | 54.8% | 70.0% | No |
| 2. Functioning within age expectations | 209 | 386 | 54.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 134 | 215 | 62.3% | 75.0% | No |
| 2. Functioning within age expectations | 237 | 386 | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 116 | 118 | 98.3% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KERNVILLE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 27 | 24 | * | 96.0% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KERNVILLE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 303 | 45 | 168 | * | 27 | 74.3% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KERNVILLE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KEYES UNION ELEMENTARY School District

| | | | |
|---------------|------------------------|-------------|------------------------|
| CDS Code | 5071134 | FMTA Region | 4 |
| District Name | KEYES UNION ELEMENTARY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 133 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KEYES 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 96 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 35 | NC | | |

Data Source: June 2014 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% | 102 | 57 | 55.9% | >49.2% | Yes |
| B. <40% | | 39 | 38.2% | <24.6% | No |
| C. Separate Schools | | * | 1.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KEYES 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 | 12 | * | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 157 | 54.8% | 72.7% | No |
| 2. Functioning within age expectations | 153 | 259 | 59.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 88 | 155 | 56.8% | 70.0% | No |
| 2. Functioning within age expectations | 152 | 259 | 58.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 104 | 149 | 69.8% | 75.0% | No |
| 2. Functioning within age expectations | 164 | 259 | 63.3% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 136 | 136 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KEYES 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 28 | 22 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KEYES 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 182 | 20 | 137 | 13 | * | 95.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KEYES 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING CITY UNION School District

| | | | |
|---------------|-----------------|-------------|----------------------|
| CDS Code | 2766050 | FMTA Region | 3 |
| District Name | KING CITY UNION | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 447 | 1.57 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING CITY 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | * | 408 | 1.72 | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 32 | NC | | |

Data Source: June 2014 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% | 331 | 154 | 46.5% | >49.2% | No |
| B. <40% | | 42 | 12.7% | <24.6% | Yes |
| C. Separate Schools | | * | 1.2% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KING CITY 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 | 57 | 28 | 49.1% | >32.9% | Yes |
| B. Separate | | * | 14.0% | <34.4% | Yes |

Data Source: December 2014 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 | 74 | 150 | 49.3% | 72.7% | No |
| 2. Functioning within age expectations | 96 | 212 | 45.3% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 78 | 154 | 50.6% | 70.0% | No |
| 2. Functioning within age expectations | 95 | 212 | 44.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 76 | 142 | 53.5% | 75.0% | No |
| 2. Functioning within age expectations | 99 | 212 | 46.7% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 494 | 495 | 99.8% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING CITY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 110 | 63 | 43 | 94.0% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KING CITY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 125 | 18 | 85 | * | * | 91.4% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KING CITY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ATHLETICS ACADEMY School District

| | | | |
|---------------|-------------------------------|-------------|-------------------------------|
| CDS Code | 0109041 | FMTA Region | 4 |
| District Name | KING/CHAVEZ ATHLETICS 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 27 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ATHLETICS 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | 27 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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 | 21 | 91.3% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ATHLETICS 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 23 | 23 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ATHLETICS 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 KING/CHAVEZ ATHLETICS 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KING/CHAVEZ ATHLETICS 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ COMMUNITY HIGH SCHOOL School District

| | | | |
|---------------|-----------------------------------|-------------|-------------------------------|
| CDS Code | 0118851 | FMTA Region | 4 |
| District Name | KING/CHAVEZ COMMUNITY HIGH 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 38.46 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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% | -- | 0 | 100 | -- |
| Math | 100 | 95% | -- | 0 | 100 | -- |

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 | 79 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ COMMUNITY 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 71 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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% | 74 | 63 | 85.1% | >49.2% | Yes |
| B. <40% | | * | 1.4% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ COMMUNITY 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 | 72 | 98.6% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ COMMUNITY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ COMMUNITY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 43 | 43 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KING/CHAVEZ COMMUNITY 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 | * | * | 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ PRIMARY ACADEMY School District

| | | | |
|---------------|-----------------------------|-------------|-------------------------------|
| CDS Code | 6040190 | FMTA Region | 4 |
| District Name | KING/CHAVEZ PRIMARY 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 38 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ PRIMARY 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 35 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | 21 | 17 | 81.0% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ PRIMARY 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 | * | * | NC | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 24 | 24 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ PRIMARY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ PRIMARY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KING/CHAVEZ PRIMARY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ACADEMY OF EXCELLENCE School District

| | | | |
|---------------|-----------------------------------|-------------|-------------------------------|
| CDS Code | 6119598 | FMTA Region | 4 |
| District Name | KING/CHAVEZ ACADEMY OF EXCELLENCE | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 43 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ACADEMY OF EXCELLENCE 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | 42 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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% | 40 | 30 | 75.0% | >49.2% | Yes |
| B. <40% | | * | 2.5% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ACADEMY OF EXCELLENCE 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 39 | 39 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ACADEMY OF EXCELLENCE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ACADEMY OF EXCELLENCE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KING/CHAVEZ ACADEMY OF EXCELLENCE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ARTS ACADEMY School District

| | | | |
|---------------|--------------------------|-------------|-------------------------------|
| CDS Code | 0109033 | FMTA Region | 4 |
| District Name | KING/CHAVEZ ARTS 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 23 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ARTS 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 21 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | 25 | 17 | 68.0% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | * | 4.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ARTS 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 27 | 27 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ARTS 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ ARTS 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KING/CHAVEZ ARTS 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ PREPARATORY ACADEMY School District

| | | | |
|---------------|---------------------------------|-------------|-------------------------------|
| CDS Code | 0111906 | FMTA Region | 4 |
| District Name | KING/CHAVEZ 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 43 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ 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 | * | NC | | |
| Hispanic | * | 40 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | 43 | 36 | 83.7% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KING/CHAVEZ 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KING/CHAVEZ 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 | * | 0 | NC | 52.30% | NA |
| B. Higher Ed or Competitively Employed | | 0 | NC | 72.4% | NA |
| C. Any Post-Secondary Ed or Employed | | * | NC | 81.0% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS CANYON JOINT UNIFIED School District

| | | | |
|---------------|----------------------------|-------------|--------------------|
| CDS Code | 1062265 | FMTA Region | 3 |
| District Name | KINGS CANYON JOINT UNIFIED | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 74.55 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 13.98% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 880 | 0.34 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS CANYON 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 | NA | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | 13 | NC | | |
| Hispanic | * | 726 | 0.41 | | |
| Multi-Ethnic | NA | 15 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 113 | NC | | |

Data Source: June 2014 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 | 488 | 70.7% | >49.2% | Yes |
| B. <40% | | 124 | 18.0% | <24.6% | Yes |
| C. Separate Schools | | 17 | 2.5% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS CANYON 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 | 94 | 58 | 61.7% | >32.9% | Yes |
| B. Separate | | 26 | 27.7% | <34.4% | Yes |

Data Source: December 2014 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 | 79 | 136 | 58.1% | 72.7% | No |
| 2. Functioning within age expectations | 132 | 234 | 56.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 87 | 151 | 57.6% | 70.0% | No |
| 2. Functioning within age expectations | 118 | 234 | 50.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 64 | 112 | 57.1% | 75.0% | No |
| 2. Functioning within age expectations | 153 | 234 | 65.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 908 | 908 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS CANYON 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 97 | 81 | 16 | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGS CANYON 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 232 | * | 193 | * | 20 | 98.0% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 222 | 222 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGS CANYON 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 | 36 | 26 | 72.2% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 31 | 86.1% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 36 | 100.0% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS COUNTY SCHOOLS School District

| | | | |
|---------------|----------------------|-------------|-------------------|
| CDS Code | 1610165 | FMTA Region | 2 |
| District Name | KINGS COUNTY SCHOOLS | SELPA | 1600 Kings 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 61.47 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS 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 | * | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | * | * | NC | | |
| Hispanic | NA | NA | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | NA | NA | NC | >49.2% | NA |
| B. <40% | | NA | NC | <24.6% | NA |
| C. Separate Schools | | NA | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS 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 | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 27 | 44 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 41 | 69 | 59.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 24 | 43 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 37 | 69 | 53.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 29 | 44 | 65.9% | 75.0% | No |
| 2. Functioning within age expectations | 40 | 69 | 58.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| NA | NC | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 42 | NA | 38 | NA | * | 100.0% | 100% | Yes |

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

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 2015 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGS 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 | * | * | 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER UNION ELEMENTARY School District

| | | | |
|---------------|------------------------------|-------------|--------------------|
| CDS Code | 5471969 | FMTA Region | 4 |
| District Name | KINGS RIVER 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 28 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 23 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 | 19 | 86.4% | >49.2% | Yes |
| B. <40% | | * | 4.5% | <24.6% | Yes |
| C. Separate Schools | | * | 9.1% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 107 | 42.1% | 72.7% | No |
| 2. Functioning within age expectations | 50 | 143 | 35.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 50 | 120 | 41.7% | 70.0% | No |
| 2. Functioning within age expectations | 45 | 143 | 31.5% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 42 | 99 | 42.4% | 75.0% | No |
| 2. Functioning within age expectations | 66 | 143 | 46.2% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 33 | 33 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGS RIVER 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 296 | * | 194 | * | 95 | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGS RIVER 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER-HARDWICK ELEMENTARY School District

| | | | |
|---------------|---------------------------------|-------------|-------------------|
| CDS Code | 6010474 | FMTA Region | 2 |
| District Name | KINGS RIVER-HARDWICK ELEMENTARY | SELPA | 1600 Kings 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER-HARDWICK 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 | 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 2014 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% | NA | NA | NC | >49.2% | NA |
| B. <40% | | NA | NC | <24.6% | NA |
| C. Separate Schools | | NA | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER-HARDWICK 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 27 | 44 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 41 | 69 | 59.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 24 | 43 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 37 | 69 | 53.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 29 | 44 | 65.9% | 75.0% | No |
| 2. Functioning within age expectations | 40 | 69 | 58.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| NA | NC | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER-HARDWICK 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER-HARDWICK 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 42 | NA | 38 | NA | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGS RIVER-HARDWICK 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER-HARDWICK UNION ELEMENTARY School District

| | | | |
|---------------|---------------------------------------|-------------|-------------------|
| CDS Code | 1663941 | FMTA Region | 2 |
| District Name | KINGS RIVER-HARDWICK UNION ELEMENTARY | SELPA | 1600 Kings 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 80 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER-HARDWICK 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 19 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 59 | NC | | |

Data Source: June 2014 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% | 60 | 55 | 91.7% | >49.2% | Yes |
| B. <40% | | * | 8.3% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER-HARDWICK 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 27 | 44 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 41 | 69 | 59.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 24 | 43 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 37 | 69 | 53.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 29 | 44 | 65.9% | 75.0% | No |
| 2. Functioning within age expectations | 40 | 69 | 58.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 83 | 84 | 98.8% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER-HARDWICK 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGS RIVER-HARDWICK 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 42 | NA | 38 | NA | * | 100.0% | 100% | Yes |

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

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 2015 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGS RIVER-HARDWICK 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG COMMUNITY CHARTER School District

| | | | |
|---------------|-----------------------------|-------------|--------------------|
| CDS Code | 6114805 | FMTA Region | 3 |
| District Name | KINGSBURG COMMUNITY CHARTER | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG COMMUNITY 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 2014 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% | NA | NA | NC | >49.2% | NA |
| B. <40% | | NA | NC | <24.6% | NA |
| C. Separate Schools | | NA | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG COMMUNITY 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 79 | 136 | 58.1% | 72.7% | No |
| 2. Functioning within age expectations | 132 | 234 | 56.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 87 | 151 | 57.6% | 70.0% | No |
| 2. Functioning within age expectations | 118 | 234 | 50.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 64 | 112 | 57.1% | 75.0% | No |
| 2. Functioning within age expectations | 153 | 234 | 65.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| NA | NC | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG COMMUNITY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGSBURG COMMUNITY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 232 | * | 193 | * | 20 | 98.0% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGSBURG COMMUNITY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG JOINT UNION ELEMENTARY School District

| | | | |
|---------------|----------------------------------|-------------|--------------------|
| CDS Code | 1062240 | FMTA Region | 3 |
| District Name | KINGSBURG JOINT UNION ELEMENTARY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 247 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | * | 143 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 99 | NC | | |

Data Source: June 2014 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% | 187 | 126 | 67.4% | >49.2% | Yes |
| B. <40% | | * | 4.8% | <24.6% | Yes |
| C. Separate Schools | | * | 1.6% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG 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 | 47 | 47 | 100.0% | >32.9% | Yes |
| B. Separate | | 0 | 0.0% | <34.4% | Yes |

Data Source: December 2014 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 | 79 | 136 | 58.1% | 72.7% | No |
| 2. Functioning within age expectations | 132 | 234 | 56.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 87 | 151 | 57.6% | 70.0% | No |
| 2. Functioning within age expectations | 118 | 234 | 50.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 64 | 112 | 57.1% | 75.0% | No |
| 2. Functioning within age expectations | 153 | 234 | 65.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 273 | 273 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 63 | 62 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGSBURG 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 232 | * | 193 | * | 20 | 98.0% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGSBURG 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG JOINT UNION HIGH School District

| | | | |
|---------------|----------------------------|-------------|--------------------|
| CDS Code | 1062257 | FMTA Region | 3 |
| District Name | KINGSBURG JOINT UNION HIGH | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 76.92 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
| 15.63% | <14.72% | 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 | 98 | 95% | -- | 11.8 | 100 | -- |
| Math | 95 | 95% | -- | 9.1 | 100 | -- |

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? |
|--|--|--|----------------|----------------------|
| * | 121 | 3.31 | 2.43% | Yes |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG 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 | NA | * | NC | 2.43% | Yes |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | * | 76 | 3.95 | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 37 | NC | | |

Data Source: June 2014 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% | 101 | 79 | 78.2% | >49.2% | Yes |
| B. <40% | | * | 5.0% | <24.6% | Yes |
| C. Separate Schools | | * | 5.9% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 79 | 136 | 58.1% | 72.7% | No |
| 2. Functioning within age expectations | 132 | 234 | 56.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 87 | 151 | 57.6% | 70.0% | No |
| 2. Functioning within age expectations | 118 | 234 | 50.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 64 | 112 | 57.1% | 75.0% | No |
| 2. Functioning within age expectations | 153 | 234 | 65.4% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 119 | 119 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KINGSBURG 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 232 | * | 193 | * | 20 | 98.0% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 75 | 75 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KINGSBURG 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 | * | * | 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP ADELANTE School District

| | | | |
|---------------|---------------|-------------|-------------------------------|
| CDS Code | 0101345 | FMTA Region | 4 |
| District Name | KIPP ADELANTE | 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 49 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP ADELANTE 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 41 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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% | 40 | 37 | 92.5% | >49.2% | Yes |
| B. <40% | | * | 2.5% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP ADELANTE 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP ADELANTE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP ADELANTE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP ADELANTE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP BAYVIEW ACADEMY School District

| | | | |
|---------------|----------------------|-------------|-------------------------------|
| CDS Code | 0101337 | FMTA Region | 4 |
| District Name | KIPP BAYVIEW 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 40 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP BAYVIEW 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 | * | NC | | |
| African American | * | 31 | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | 27 | 26 | 96.3% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP BAYVIEW 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 47 | 47 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP BAYVIEW 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP BAYVIEW 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP BAYVIEW 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP BRIDGE CHARTER School District

| | | | |
|---------------|---------------------|-------------|-------------------------------|
| CDS Code | 0115014 | FMTA Region | 4 |
| District Name | KIPP BRIDGE 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 23 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP BRIDGE 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 | 17 | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | 21 | 20 | 95.2% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP BRIDGE 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 25 | 25 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP BRIDGE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP BRIDGE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP BRIDGE 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP HEARTWOOD ACADEMY School District

| | | | |
|---------------|------------------------|-------------|-------------------------------|
| CDS Code | 0106633 | FMTA Region | 4 |
| District Name | KIPP HEARTWOOD 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 30 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP HEARTWOOD 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | 30 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | 29 | 22 | 75.9% | >49.2% | Yes |
| B. <40% | | * | 3.4% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP HEARTWOOD 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 30 | 30 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP HEARTWOOD 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP HEARTWOOD 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP HEARTWOOD 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP HERITAGE ACADEMY School District

| | | | |
|---------------|-----------------------|-------------|-------------------------------|
| CDS Code | 0129205 | FMTA Region | 4 |
| District Name | KIPP HERITAGE 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP HERITAGE 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 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP HERITAGE 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP HERITAGE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP HERITAGE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP HERITAGE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP KING COLLEGIATE HIGH School District

| | | | |
|---------------|---------------------------|-------------|-------------------------------|
| CDS Code | 0114421 | FMTA Region | 4 |
| District Name | KIPP KING COLLEGIATE HIGH | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 100.00 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | 86 | 95% | -- | -- | 100 | -- |
| Math | 100 | 95% | -- | -- | 100 | -- |

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 | 29 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP KING COLLEGIATE 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 | * | NC | | |
| African American | NA | 11 | NC | | |
| Hispanic | NA | 13 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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% | 29 | 27 | 93.1% | >49.2% | Yes |
| B. <40% | | * | 6.9% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP KING COLLEGIATE 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 30 | 30 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP KING COLLEGIATE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP KING COLLEGIATE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 18 | 18 | NC | 100% | NA |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP KING COLLEGIATE 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP PRIZE PREPARATORY ACADEMY School District

| | | | |
|---------------|--------------------------------|-------------|-------------------------------|
| CDS Code | 0129924 | FMTA Region | 4 |
| District Name | KIPP PRIZE 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP PRIZE 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 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP PRIZE 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP PRIZE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | * | NC | 100% | NA |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP PRIZE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP PRIZE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN FRANCISCO BAY ACADEMY School District

| | | | |
|---------------|--------------------------------|-------------|-------------------------------|
| CDS Code | 0101352 | FMTA Region | 4 |
| District Name | KIPP SAN FRANCISCO BAY 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 64 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN FRANCISCO BAY 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% | No |
| Asian | NA | NA | NC | | |
| African American | NA | 24 | NC | | |
| Hispanic | NA | 35 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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% | 52 | 50 | 96.2% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN FRANCISCO BAY 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 68 | 69 | 98.6% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN FRANCISCO BAY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN FRANCISCO BAY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP SAN FRANCISCO BAY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN FRANCISCO COLLEGE PREPARATORY School District

| | | | |
|---------------|--|-------------|-------------------------------|
| CDS Code | 0127530 | FMTA Region | 4 |
| District Name | KIPP SAN FRANCISCO COLLEGE PREPARATORY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | -- | 100 | NA |
| Math | NC | 95% | NA | -- | 100 | 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 | 15 | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN FRANCISCO COLLEGE PREPARATORY 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 | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

Data Source: June 2014 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% | 25 | 22 | 88.0% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | * | 4.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN FRANCISCO COLLEGE PREPARATORY 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 29 | 29 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN FRANCISCO COLLEGE PREPARATORY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN FRANCISCO COLLEGE PREPARATORY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP SAN FRANCISCO COLLEGE PREPARATORY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN JOSE COLLEGIATE School District

| | | | |
|---------------|--------------------------|-------------|-------------------------------|
| CDS Code | 0116889 | FMTA Region | 4 |
| District Name | KIPP SAN JOSE COLLEGIATE | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 87.50 | 69.25 | Yes |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | -- |
| Math | 100 | 95% | -- | -- | 100 | -- |

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 | 30 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN JOSE COLLEGIATE 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% | No |
| Asian | NA | * | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | 26 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 | 31 | 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN JOSE COLLEGIATE 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 36 | 36 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN JOSE COLLEGIATE 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SAN JOSE COLLEGIATE 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 18 | 18 | NC | 100% | NA |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP SAN JOSE COLLEGIATE 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SUMMIT ACADEMY School District

| | | | |
|---------------|---------------------|-------------|-------------------------------|
| CDS Code | 0101212 | FMTA Region | 4 |
| District Name | KIPP SUMMIT 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 34 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SUMMIT 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% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 25 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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% | 32 | 29 | 90.6% | >49.2% | Yes |
| B. <40% | | * | 6.3% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SUMMIT 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | | | | | |
| 1. Substantially Increased | NA | NA | NC | 70.0% | NA |
| 2. Functioning within age expectations | NA | NA | NC | 82.5% | NA |
| Outcome C | | | | | |
| 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 39 | 39 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SUMMIT 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIPP SUMMIT 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| NA | NA | NA | NA | NA | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIPP SUMMIT 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIRKWOOD ELEMENTARY School District

| | | | |
|---------------|---------------------|-------------|--------------------|
| CDS Code | 5271555 | FMTA Region | 4 |
| District Name | KIRKWOOD ELEMENTARY | SELPA | 5200 Tehama 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIRKWOOD 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIRKWOOD 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 11 | 16 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 16 | 28 | 57.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | * | 15 | NC | 70.0% | NA |
| 2. Functioning within age expectations | 18 | 28 | 64.3% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 11 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 22 | 28 | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 12 | 12 | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIRKWOOD 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIRKWOOD 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 35 | * | 25 | * | 0 | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIRKWOOD 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIT CARSON UNION ELEMENTARY School District

| | | | |
|---------------|-----------------------------|-------------|-------------------|
| CDS Code | 1663958 | FMTA Region | 2 |
| District Name | KIT CARSON UNION ELEMENTARY | SELPA | 1600 Kings 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 71 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIT CARSON 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 33 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 36 | NC | | |

Data Source: June 2014 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% | 52 | 40 | 76.9% | >49.2% | Yes |
| B. <40% | | * | 11.5% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KIT CARSON 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 | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

Data Source: December 2014 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 | 27 | 44 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 41 | 69 | 59.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 24 | 43 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 37 | 69 | 53.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 29 | 44 | 65.9% | 75.0% | No |
| 2. Functioning within age expectations | 40 | 69 | 58.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 63 | 63 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KIT CARSON 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KIT CARSON 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 42 | NA | 38 | NA | * | 100.0% | 100% | Yes |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KIT CARSON 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KLAMATH RIVER UNION ELEMENTARY School District

| | | | |
|---------------|--------------------------------|-------------|----------------------|
| CDS Code | 4770375 | FMTA Region | 4 |
| District Name | KLAMATH RIVER UNION ELEMENTARY | SELPA | 4700 Siskiyou 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KLAMATH RIVER 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 | 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 | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KLAMATH RIVER 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | * | 11 | NC | 72.7% | NA |
| 2. Functioning within age expectations | * | 17 | NC | 82.1% | NA |
| Outcome B | | | | | |
| 1. Substantially Increased | * | 11 | NC | 70.0% | NA |
| 2. Functioning within age expectations | * | 17 | NC | 82.5% | NA |
| Outcome C | | | | | |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | * | 17 | 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KLAMATH RIVER 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 KLAMATH RIVER 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 15 | NA | 12 | * | * | NC | 100% | NA |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KLAMATH RIVER 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KLAMATH-TRINITY JOINT UNIFIED School District

| | | | |
|---------------|-------------------------------|-------------|-------------------------|
| CDS Code | 1262901 | FMTA Region | 4 |
| District Name | KLAMATH-TRINITY JOINT UNIFIED | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| 66.67 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 213 | 3.76 | 2.43% | Yes |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KLAMATH-TRINITY 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 | * | 169 | 4.14 | 2.43% | Yes |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | * | 12 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 23 | NC | | |

Data Source: June 2014 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% | 181 | 112 | 61.9% | >49.2% | Yes |
| B. <40% | | 37 | 20.4% | <24.6% | Yes |
| C. Separate Schools | | * | 1.1% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KLAMATH-TRINITY 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 | 20 | 17 | 85.0% | >32.9% | Yes |
| B. Separate | | 0 | 0.0% | <34.4% | Yes |

Data Source: December 2014 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 | 19 | 27 | 70.4% | 72.7% | No |
| 2. Functioning within age expectations | 48 | 63 | 76.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 21 | 28 | 75.0% | 70.0% | Yes |
| 2. Functioning within age expectations | 48 | 63 | 76.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 18 | 24 | 75.0% | 75.0% | No |
| 2. Functioning within age expectations | 51 | 63 | 81.0% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 214 | 218 | 98.2% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KLAMATH-TRINITY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 28 | 26 | * | 100.0% | 100% | Yes |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KLAMATH-TRINITY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 71 | * | 55 | NA | * | 93.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KLAMATH-TRINITY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KNEELAND ELEMENTARY School District

| | | | |
|---------------|---------------------|-------------|-------------------------|
| CDS Code | 1262919 | FMTA Region | 4 |
| District Name | KNEELAND 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KNEELAND 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | * | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | NA | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KNEELAND 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 19 | 27 | 70.4% | 72.7% | No |
| 2. Functioning within age expectations | 48 | 63 | 76.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 21 | 28 | 75.0% | 70.0% | Yes |
| 2. Functioning within age expectations | 48 | 63 | 76.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 18 | 24 | 75.0% | 75.0% | No |
| 2. Functioning within age expectations | 51 | 63 | 81.0% | 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 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KNEELAND 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
 KNEELAND 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 71 | * | 55 | NA | * | 93.2% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KNEELAND 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KNIGHTS FERRY ELEMENTARY School District

| | | | |
|---------------|--------------------------|-------------|------------------------|
| CDS Code | 5071142 | FMTA Region | 4 |
| District Name | KNIGHTS FERRY ELEMENTARY | 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. This is a Prior Year Calculation.

| | | |
|-----------------|--------|------------|
| Graduation Rate | Target | Target Met |
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | * | NC | 2.43% | NA |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KNIGHTS FERRY 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 | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

Data Source: June 2014 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 | 11 | NC | >49.2% | NA |
| B. <40% | | 0 | NC | <24.6% | NA |
| C. Separate Schools | | 0 | NC | <4.4% | NA |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KNIGHTS FERRY 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 | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

Data Source: December 2014 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 | 86 | 157 | 54.8% | 72.7% | No |
| 2. Functioning within age expectations | 153 | 259 | 59.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 88 | 155 | 56.8% | 70.0% | No |
| 2. Functioning within age expectations | 152 | 259 | 58.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 104 | 149 | 69.8% | 75.0% | No |
| 2. Functioning within age expectations | 164 | 259 | 63.3% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 13 | 13 | NC | >90% | NA |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KNIGHTS FERRY 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KNIGHTS FERRY 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 182 | 20 | 137 | 13 | * | 95.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KNIGHTS FERRY 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KNIGHTSEN ELEMENTARY School District

| | | | |
|---------------|----------------------|-------------|-------------------|
| CDS Code | 0761705 | FMTA Region | 2 |
| District Name | KNIGHTSEN 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| NC | 69.25 | NA |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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 | 101 | NC | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KNIGHTSEN 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 | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 34 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 58 | NC | | |

Data Source: June 2014 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% | 87 | 52 | 59.8% | >49.2% | Yes |
| B. <40% | | 12 | 13.8% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KNIGHTSEN 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 | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

Data Source: December 2014 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 | 101 | 169 | 59.8% | 72.7% | No |
| 2. Functioning within age expectations | 179 | 287 | 62.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 99 | 166 | 59.6% | 70.0% | No |
| 2. Functioning within age expectations | 171 | 287 | 59.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 105 | 156 | 67.3% | 75.0% | No |
| 2. Functioning within age expectations | 191 | 287 | 66.6% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 109 | 109 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KNIGHTSEN 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 24 | * | 15 | 66.7% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KNIGHTSEN 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 143 | 13 | 90 | 19 | 13 | 91.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KNIGHTSEN 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 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2014–15 District Level Special Education Annual Performance Report Measure for
KONOCTI UNIFIED School District

| | | | |
|---------------|-----------------|-------------|------------------|
| CDS Code | 1764022 | FMTA Region | 4 |
| District Name | KONOCTI UNIFIED | SELPA | 1700 Lake 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. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|-----------------|--------|------------|
| 52.94 | 69.25 | No |

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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 |
|---------------------|---------|------------|
| 27.50% | <14.72% | 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 | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | 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? |
|--|--|--|----------------|----------------------|
| * | 450 | 1.33 | 2.43% | No |

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

2014–15 District Level Special Education Annual Performance Report Measure for
KONOCTI 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 | * | 27 | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | 25 | NC | | |
| Hispanic | * | 107 | NC | | |
| Multi-Ethnic | NA | 24 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 267 | 1.50 | | |

Data Source: June 2014 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% | 351 | 211 | 60.1% | >49.2% | Yes |
| B. <40% | | 61 | 17.4% | <24.6% | Yes |
| C. Separate Schools | | 20 | 5.7% | <4.4% | No |

Data Source: December 2014 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
KONOCTI 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 | 48 | 45 | 93.8% | >32.9% | Yes |
| B. Separate | | 0 | 0.0% | <34.4% | Yes |

Data Source: December 2014 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 | 18 | 33 | 54.5% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 11 | 24 | 45.8% | 70.0% | No |
| 2. Functioning within age expectations | 13 | 33 | 39.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 20 | 40.0% | 75.0% | No |
| 2. Functioning within age expectations | 17 | 33 | 51.5% | 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 |
|--------------------------------|-----------------|------------------------------|------------------|------------|
| 533 | 533 | 100.0% | >90% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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

2014–15 District Level Special Education Annual Performance Report Measure for
KONOCTI 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? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

Data Source: CALPADS and December 2014 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 |
|--------------------------|---|---|-----------------|--------|------------|
| 82 | 60 | 15 | 89.6% | 100% | No |

Data Source: June 2015 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.

2014–15 District Level Special Education Annual Performance Report Measure for
KONOCTI 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 3 rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3 rd birthday | Percent On Time Eligible | Target | Met Target |
|---|--------------------|------------------|--------------------------|---|--------------------------|--------|------------|
| 20 | * | 11 | NA | 0 | 68.8% | 100% | No |

Data Source: June 2015 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 – 90 days) * 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 |
|---|--|---|--------|------------|
| 88 | 88 | 100.0% | 100% | Yes |

Data Source: June 2015 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 KONOCTI 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 | 24 | * | 25.0% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 13 | 54.2% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 20 | 83.3% | 81.0% | Yes |

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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