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

CDS Code	3467439	FMTA Region	4
District Name	SACRAMENTO CITY UNIFIED	SELPA	3412 Sacramento City 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
66.45	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
5.32%	<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?
32	7,254	0.44	2.43%	No

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

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

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	75	NC	2.43%	No
Asian	*	774	0.26		
African American	19	1,784	1.07		
Hispanic	*	2,631	0.27		
Multi-Ethnic	*	468	0.64		
Pacific Islander	NA	70	NC		
White	*	1,452	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%	5,591	3,314	59.3%	>49.2%	Yes
B. <40%		1,167	20.9%	<24.6%	Yes
C. Separate Schools		415	7.4%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	641	398	62.1%	>32.9%	Yes
B. Separate		142	22.2%	<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	50	85	58.8%	72.7%	No
2. Functioning within age expectations	88	149	59.1%	82.1%	No
Outcome B					
1. Substantially Increased	58	87	66.7%	70.0%	No
2. Functioning within age expectations	88	149	59.1%	82.5%	No
Outcome C					
1. Substantially Increased	45	70	64.3%	75.0%	No
2. Functioning within age expectations	100	149	67.1%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
7,451	7,504	99.3%	>90%	Yes

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

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

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

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
1,310	912	391	99.2%	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 SACRAMENTO CITY UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
92	*	67	14	*	93.1%	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
1,261	1,196	94.8%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	122	55	45.1%	52.30%	No
B. Higher Ed or Competitively Employed		96	78.7%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		122	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SACRAMENTO COUNTY SCHOOLS School District

CDS Code	3410348	FMTA Region	4
District Name	SACRAMENTO COUNTY SCHOOLS	SELPA	3401 Sacramento County

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

Graduation Rate	Target	Target Met
60.42	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	*	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SACRAMENTO 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	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SACRAMENTO 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	74	122	60.7%	72.7%	No
2. Functioning within age expectations	105	193	54.4%	82.1%	No
Outcome B					
1. Substantially Increased	72	126	57.1%	70.0%	No
2. Functioning within age expectations	98	193	50.8%	82.5%	No
Outcome C					
1. Substantially Increased	86	133	64.7%	75.0%	No
2. Functioning within age expectations	107	193	55.4%	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
*	*	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SACRAMENTO 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
SACRAMENTO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
228	27	136	12	43	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SACRAMENTO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	3073635	FMTA Region	1
District Name	SADDLEBACK VALLEY UNIFIED	SELPA	3002 South Orange County

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

Graduation Rate	Target	Target Met
77.51	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
4.53%	<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?
*	3,598	0.28	2.43%	No

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

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

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	209	NC		
African American	*	87	NC		
Hispanic	*	1,407	0.36		
Multi-Ethnic	NA	201	NC		
Pacific Islander	NA	13	NC		
White	*	1,672	0.24		

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%	2,980	1,148	38.5%	>49.2%	No
B. <40%		855	28.7%	<24.6%	No
C. Separate Schools		129	4.3%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	420	118	28.1%	>32.9%	No
B. Separate		271	64.5%	<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	54	79.6%	72.7%	Yes
2. Functioning within age expectations	102	127	80.3%	82.1%	No
Outcome B					
1. Substantially Increased	38	48	79.2%	70.0%	Yes
2. Functioning within age expectations	106	127	83.5%	82.5%	Yes
Outcome C					
1. Substantially Increased	47	55	85.5%	75.0%	Yes
2. Functioning within age expectations	103	127	81.1%	79.0%	Yes

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,854	3,868	99.6%	>90%	Yes

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

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

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

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
811	625	173	98.0%	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
SADDLEBACK VALLEY UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
94	13	72	*	0	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
602	602	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	28	14	50.0%	52.30%	No
B. Higher Ed or Competitively Employed		22	78.6%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		28	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	5071266	FMTA Region	4
District Name	SALIDA 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	336	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SALIDA 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	23	NC		
Hispanic	NA	210	NC		
Multi-Ethnic	NA	13	NC		
Pacific Islander	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%	246	136	55.3%	>49.2%	Yes
B. <40%		75	30.5%	<24.6%	No
C. Separate Schools		11	4.5%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SALIDA 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	41	27	65.9%	>32.9%	Yes
B. Separate		*	24.4%	<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	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
386	386	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SALIDA 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
103	89	13	98.9%	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
SALIDA UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SALIDA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	2766142	FMTA Region	3
District Name	SALINAS CITY ELEMENTARY	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?
*	884	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SALINAS 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	11	NC	2.43%	No
Asian	NA	11	NC		
African American	NA	17	NC		
Hispanic	*	746	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	89	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%	713	345	48.4%	>49.2%	No
B. <40%		223	31.3%	<24.6%	No
C. Separate Schools		*	0.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SALINAS 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	198	92	46.5%	>32.9%	Yes
B. Separate		48	24.2%	<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	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
1,102	1,112	99.1%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SALINAS 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
311	235	76	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 SALINAS CITY ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SALINAS 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	2766159	FMTA Region	3
District Name	SALINAS UNION HIGH	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
59.79	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
10.30%	<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?
19	1,409	1.35	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SALINAS 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	41	NC		
African American	NA	21	NC		
Hispanic	17	1,159	1.47		
Multi-Ethnic	NA	11	NC		
Pacific Islander	NA	*	NC		
White	*	169	1.18		

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%	1,367	923	67.5%	>49.2%	Yes
B. <40%		118	8.6%	<24.6%	Yes
C. Separate Schools		36	2.6%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SALINAS 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	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
1,461	1,473	99.2%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SALINAS 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
22	17	*	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 SALINAS UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
639	639	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SALINAS 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	122	51	41.8%	52.30%	No
B. Higher Ed or Competitively Employed		75	61.5%	72.4%	No
C. Any Post-Secondary Ed or Employed		122	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	2766167	FMTA Region	3
District Name	SAN ANTONIO UNION ELEMENTARY	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?
NA	27	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN ANTONIO 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%	NA
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	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%	19	12	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN ANTONIO 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	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
28	28	100.0%	>90%	Yes

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN ANTONIO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	2766175	FMTA Region	3
District Name	SAN ARDO UNION ELEMENTARY	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?
NA	23	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN ARDO 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	19	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%	16	14	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN ARDO 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	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
17	17	NC	>90%	NA

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN ARDO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BENITO COUNTY SCHOOLS School District

CDS Code	3510355	FMTA Region	1
District Name	SAN BENITO COUNTY SCHOOLS	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
70.79	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BENITO COUNTY SCHOOLS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BENITO 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	*	*	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
NA	NC	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN BENITO 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
SAN BENITO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BENITO 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	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	3567538	FMTA Region	1
District Name	SAN BENITO JOINT UNION HIGH	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
77.94	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
1.68%	<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%	--	11.5	100	--
Math	98	95%	--	7.7	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	361	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN BENITO 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	NA	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	261	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	91	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	120	35.6%	>49.2%	No
B. <40%		62	18.4%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BENITO 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	*	*	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
355	359	98.9%	>90%	Yes

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
234	234	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BENITO 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	53	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO CITY UNIFIED School District

CDS Code	3667876	FMTA Region	2
District Name	SAN BERNARDINO CITY UNIFIED	SELPA	3612 San Bernardino City 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
63.45	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
0.44%	<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?
95	6,807	1.40	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO CITY UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	57	NC	2.43%	No
Asian	NA	62	NC		
African American	28	1,362	2.06		
Hispanic	56	4,342	1.29		
Multi-Ethnic	*	241	1.24		
Pacific Islander	NA	39	NC		
White	*	704	0.99		

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%	5,295	2,940	55.5%	>49.2%	Yes
B. <40%		1,442	27.2%	<24.6%	No
C. Separate Schools		420	7.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO CITY UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	507	267	52.7%	>32.9%	Yes
B. Separate		214	42.2%	<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	21	49	42.9%	72.7%	No
2. Functioning within age expectations	27	67	40.3%	82.1%	No
Outcome B					
1. Substantially Increased	22	52	42.3%	70.0%	No
2. Functioning within age expectations	27	67	40.3%	82.5%	No
Outcome C					
1. Substantially Increased	32	49	65.3%	75.0%	No
2. Functioning within age expectations	28	67	41.8%	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
3,742	3,794	98.6%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO CITY UNIFIED School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
1,007	743	94	81.4%	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
SAN BERNARDINO CITY UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
87	11	51	NA	*	73.9%	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
1,511	1,510	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO CITY UNIFIED School District

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	139	46	33.1%	52.30%	No
B. Higher Ed or Competitively Employed		92	66.2%	72.4%	No
C. Any Post-Secondary Ed or Employed		139	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO COUNTY SCHOOLS School District

CDS Code	3610363	FMTA Region	2
District Name	SAN BERNARDINO COUNTY SCHOOLS	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
61.78	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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
SAN BERNARDINO COUNTY SCHOOLS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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	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
*	*	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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
SAN BERNARDINO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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	14	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		14	NC	81.0%	NA

Data Source: June 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 SAN BERNARDINO COUNTY SCHOOLS School District

CDS Code	3610363	FMTA Region	2
District Name	SAN BERNARDINO COUNTY SCHOOLS	SELPA	3602 East Valley 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
61.78	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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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	75	143	52.4%	72.7%	No
2. Functioning within age expectations	137	237	57.8%	82.1%	No
Outcome B					
1. Substantially Increased	66	134	49.3%	70.0%	No
2. Functioning within age expectations	131	237	55.3%	82.5%	No
Outcome C					
1. Substantially Increased	81	129	62.8%	75.0%	No
2. Functioning within age expectations	136	237	57.4%	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
*	*	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
SAN BERNARDINO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
127	15	51	16	45	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO COUNTY SCHOOLS School District

CDS Code	3610363	FMTA Region	2
District Name	SAN BERNARDINO COUNTY SCHOOLS	SELPA	3603 West End

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

Graduation Rate	Target	Target Met
61.78	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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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%	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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	129	212	60.8%	72.7%	No
2. Functioning within age expectations	275	412	66.7%	82.1%	No
Outcome B					
1. Substantially Increased	130	208	62.5%	70.0%	No
2. Functioning within age expectations	264	412	64.1%	82.5%	No
Outcome C					
1. Substantially Increased	133	184	72.3%	75.0%	No
2. Functioning within age expectations	296	412	71.8%	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
NA	NC	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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
SAN BERNARDINO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
195	24	146	*	12	96.7%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO 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	22	*	4.5%	52.30%	No
B. Higher Ed or Competitively Employed		*	13.6%	72.4%	No
C. Any Post-Secondary Ed or Employed		22	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BRUNO PARK ELEMENTARY School District

CDS Code	4169013	FMTA Region	2
District Name	SAN BRUNO PARK 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	347	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN BRUNO PARK 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	44	NC		
African American	NA	*	NC		
Hispanic	NA	183	NC		
Multi-Ethnic	NA	15	NC		
Pacific Islander	NA	13	NC		
White	NA	85	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%	285	132	46.3%	>49.2%	No
B. <40%		65	22.8%	<24.6%	Yes
C. Separate Schools		21	7.4%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BRUNO PARK 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	59	38	64.4%	>32.9%	Yes
B. Separate		18	30.5%	<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	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
365	369	98.9%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN BRUNO PARK 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
88	66	16	91.7%	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
SAN BRUNO PARK ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN BRUNO PARK 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 SAN CARLOS CHARTER LEARNING School District

CDS Code	6112213	FMTA Region	2
District Name	SAN CARLOS CHARTER LEARNING	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	42	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN CARLOS CHARTER LEARNING 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	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	33	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	27	96.4%	>49.2%	Yes
B. <40%		*	3.6%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN CARLOS CHARTER LEARNING 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	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
32	32	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN CARLOS CHARTER LEARNING 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 SAN CARLOS CHARTER LEARNING School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN CARLOS CHARTER LEARNING 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 SAN CARLOS ELEMENTARY School District

CDS Code	4169021	FMTA Region	2
District Name	SAN CARLOS 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	314	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN CARLOS 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	25	NC		
African American	NA	11	NC		
Hispanic	NA	64	NC		
Multi-Ethnic	NA	30	NC		
Pacific Islander	NA	*	NC		
White	NA	179	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%	261	162	62.1%	>49.2%	Yes
B. <40%		37	14.2%	<24.6%	Yes
C. Separate Schools		*	2.3%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN CARLOS 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	38	33	86.8%	>32.9%	Yes
B. Separate		*	7.9%	<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	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
322	325	99.1%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN CARLOS 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
57	41	14	95.3%	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
SAN CARLOS ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN CARLOS 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 SAN DIEGO CITY UNIFIED School District

CDS Code	3768338	FMTA Region	2
District Name	SAN DIEGO CITY UNIFIED	SELPA	3712 San Diego 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
58.40	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
19.91%	<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?
117	15,966	0.73	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO CITY UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	57	NC	2.43%	No
Asian	*	1,161	0.17		
African American	30	2,210	1.36		
Hispanic	65	8,214	0.79		
Multi-Ethnic	*	737	0.41		
Pacific Islander	*	75	NC		
White	16	3,512	0.46		

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%	12,641	7,772	61.5%	>49.2%	Yes
B. <40%		1,629	12.9%	<24.6%	Yes
C. Separate Schools		940	7.4%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO CITY UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	1,900	861	45.3%	>32.9%	Yes
B. Separate		683	35.9%	<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	160	249	64.3%	72.7%	No
2. Functioning within age expectations	292	461	63.3%	82.1%	No
Outcome B					
1. Substantially Increased	162	251	64.5%	70.0%	No
2. Functioning within age expectations	293	461	63.6%	82.5%	No
Outcome C					
1. Substantially Increased	149	221	67.4%	75.0%	No
2. Functioning within age expectations	318	461	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
12,968	14,681	88.3%	>90%	No

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO CITY UNIFIED School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
3,307	2,160	803	86.3%	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 SAN DIEGO CITY UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
437	18	229	*	31	59.2%	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
3,020	3,019	100.0%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO CITY UNIFIED School District

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	125	41	32.8%	52.30%	No
B. Higher Ed or Competitively Employed		60	48.0%	72.4%	No
C. Any Post-Secondary Ed or Employed		109	87.2%	81.0%	Yes

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 SAN DIEGO COOPERATIVE CHARTER School District

CDS Code	6119168	FMTA Region	4
District Name	SAN DIEGO COOPERATIVE 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	NA	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COOPERATIVE 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%	43	42	97.7%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COOPERATIVE 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
55	55	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COOPERATIVE 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 SAN DIEGO COOPERATIVE CHARTER School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COOPERATIVE 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 SAN DIEGO COOPERATIVE CHARTER SCHOOL 2 School District

CDS Code	0127654	FMTA Region	4
District Name	SAN DIEGO COOPERATIVE CHARTER SCHOOL 2	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COOPERATIVE CHARTER SCHOOL 2 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%		*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COOPERATIVE CHARTER SCHOOL 2 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
16	16	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COOPERATIVE CHARTER SCHOOL 2 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
SAN DIEGO COOPERATIVE CHARTER SCHOOL 2 School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COOPERATIVE CHARTER SCHOOL 2 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 SAN DIEGO COUNTY SCHOOLS School District

CDS Code	3710371	FMTA Region	2
District Name	SAN DIEGO COUNTY SCHOOLS	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
59.88	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	NA	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COUNTY SCHOOLS School District

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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	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
NA	NC	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
SAN DIEGO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COUNTY SCHOOLS School District

CDS Code	3710371	FMTA Region	2
District Name	SAN DIEGO COUNTY SCHOOLS	SELPA	3702 North Coastal

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

Graduation Rate	Target	Target Met
59.88	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	*	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COUNTY SCHOOLS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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	180	302	59.6%	72.7%	No
2. Functioning within age expectations	301	519	58.0%	82.1%	No
Outcome B					
1. Substantially Increased	187	290	64.5%	70.0%	No
2. Functioning within age expectations	316	519	60.9%	82.5%	No
Outcome C					
1. Substantially Increased	172	253	68.0%	75.0%	No
2. Functioning within age expectations	352	519	67.8%	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
*	*	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
SAN DIEGO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
259	30	179	19	24	96.2%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COUNTY SCHOOLS School District

CDS Code	3710371	FMTA Region	2
District Name	SAN DIEGO COUNTY SCHOOLS	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
59.88	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	NA	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COUNTY SCHOOLS School District

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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	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
NA	NC	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
SAN DIEGO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO COUNTY SCHOOLS School District

CDS Code	3710371	FMTA Region	2
District Name	SAN DIEGO COUNTY SCHOOLS	SELPA	3704 South County

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

Graduation Rate	Target	Target Met
59.88	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?
*	153	2.61	2.43%	Yes

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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	*	NC		
African American	NA	13	NC		
Hispanic	*	47	8.51		
Multi-Ethnic	NA	*	NC		
Pacific Islander	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%	98	93	94.9%	>49.2%	Yes
B. <40%		*	1.0%	<24.6%	Yes
C. Separate Schools		*	2.0%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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	121	218	55.5%	72.7%	No
2. Functioning within age expectations	213	368	57.9%	82.1%	No
Outcome B					
1. Substantially Increased	145	240	60.4%	70.0%	No
2. Functioning within age expectations	206	368	56.0%	82.5%	No
Outcome C					
1. Substantially Increased	138	201	68.7%	75.0%	No
2. Functioning within age expectations	236	368	64.1%	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
157	157	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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	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
SAN DIEGO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
249	36	168	14	22	94.9%	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
19	19	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO GLOBAL VISION ACADEMY School District

CDS Code	0121681	FMTA Region	4
District Name	SAN DIEGO GLOBAL VISION 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	31	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO GLOBAL VISION 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	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%	20	16	80.0%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO GLOBAL VISION 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
26	26	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO GLOBAL VISION 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 SAN DIEGO GLOBAL VISION ACADEMY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO GLOBAL VISION 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO GLOBAL VISION ACADEMY MIDDLE School District

CDS Code	0125583	FMTA Region	4
District Name	SAN DIEGO GLOBAL VISION ACADEMY MIDDLE	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	13	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO GLOBAL VISION ACADEMY 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%	NA
Asian	NA	NA	NC		
African American	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%	16	15	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO GLOBAL VISION ACADEMY 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	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
18	18	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO GLOBAL VISION ACADEMY 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
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 SAN DIEGO GLOBAL VISION ACADEMY 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 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGO GLOBAL VISION ACADEMY 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 SAN DIEGUITO UNION HIGH School District

CDS Code	3768346	FMTA Region	2
District Name	SAN DIEGUITO UNION HIGH	SELPA	3702 North Coastal

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

Graduation Rate	Target	Target Met
84.56	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
2.68%	<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?
*	1,552	0.19	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGUITO 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	65	NC		
African American	NA	31	NC		
Hispanic	*	314	0.64		
Multi-Ethnic	NA	70	NC		
Pacific Islander	NA	*	NC		
White	*	1,062	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%	1,419	737	51.9%	>49.2%	Yes
B. <40%		181	12.8%	<24.6%	Yes
C. Separate Schools		57	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGUITO 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	180	302	59.6%	72.7%	No
2. Functioning within age expectations	301	519	58.0%	82.1%	No
Outcome B					
1. Substantially Increased	187	290	64.5%	70.0%	No
2. Functioning within age expectations	316	519	60.9%	82.5%	No
Outcome C					
1. Substantially Increased	172	253	68.0%	75.0%	No
2. Functioning within age expectations	352	519	67.8%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,573	1,574	99.9%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGUITO 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	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
147	130	17	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
SAN DIEGUITO UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
259	30	179	19	24	96.2%	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
641	641	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN DIEGUITO 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	158	109	69.0%	52.30%	Yes
B. Higher Ed or Competitively Employed		140	88.6%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		158	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO COUNTY SCHOOLS School District

CDS Code	3810389	FMTA Region	4
District Name	SAN FRANCISCO COUNTY SCHOOLS	SELPA	3800 San Francisco 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
56.15	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
18.46%	<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?
*	114	2.63	2.43%	Yes

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO 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	*	NC		
African American	*	59	5.08		
Hispanic	NA	30	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%	132	25	18.9%	>49.2%	No
B. <40%		16	12.1%	<24.6%	Yes
C. Separate Schools		69	52.3%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO 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	90	163	55.2%	72.7%	No
2. Functioning within age expectations	189	308	61.4%	82.1%	No
Outcome B					
1. Substantially Increased	98	168	58.3%	70.0%	No
2. Functioning within age expectations	187	308	60.7%	82.5%	No
Outcome C					
1. Substantially Increased	99	152	65.1%	75.0%	No
2. Functioning within age expectations	195	308	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
203	203	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO 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
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
SAN FRANCISCO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
197	30	122	29	*	92.4%	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
156	145	92.9%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	3868478	FMTA Region	4
District Name	SAN FRANCISCO UNIFIED	SELPA	3800 San Francisco 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
61.39	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
7.88%	<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?
19	7,219	0.26	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO 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	42	NC	2.43%	No
Asian	*	1,730	NC		
African American	12	1,462	0.82		
Hispanic	*	2,575	0.16		
Multi-Ethnic	NA	360	NC		
Pacific Islander	*	127	NC		
White	*	923	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%	5,836	3,832	65.7%	>49.2%	Yes
B. <40%		1,056	18.1%	<24.6%	Yes
C. Separate Schools		145	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO 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	905	676	74.7%	>32.9%	Yes
B. Separate		102	11.3%	<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	90	163	55.2%	72.7%	No
2. Functioning within age expectations	189	308	61.4%	82.1%	No
Outcome B					
1. Substantially Increased	98	168	58.3%	70.0%	No
2. Functioning within age expectations	187	308	60.7%	82.5%	No
Outcome C					
1. Substantially Increased	99	152	65.1%	75.0%	No
2. Functioning within age expectations	195	308	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
6,903	6,954	99.3%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO 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	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
1,245	849	395	99.9%	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 SAN FRANCISCO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
197	30	122	29	*	92.4%	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
1,391	1,318	94.8%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO 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	105	60	57.1%	52.30%	Yes
B. Higher Ed or Competitively Employed		87	82.9%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		105	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	1975291	FMTA Region	1
District Name	SAN GABRIEL UNIFIED	SELPA	1908 West 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
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%	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	606	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN GABRIEL 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	129	NC		
African American	NA	25	NC		
Hispanic	NA	345	NC		
Multi-Ethnic	NA	11	NC		
Pacific Islander	NA	NA	NC		
White	NA	93	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%	498	210	42.2%	>49.2%	No
B. <40%		92	18.5%	<24.6%	Yes
C. Separate Schools		16	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN GABRIEL 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	50	47	94.0%	>32.9%	Yes
B. Separate		*	2.0%	<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	118	201	58.7%	72.7%	No
2. Functioning within age expectations	150	300	50.0%	82.1%	No
Outcome B					
1. Substantially Increased	108	197	54.8%	70.0%	No
2. Functioning within age expectations	149	300	49.7%	82.5%	No
Outcome C					
1. Substantially Increased	117	186	62.9%	75.0%	No
2. Functioning within age expectations	164	300	54.7%	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
707	712	99.3%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN GABRIEL 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
109	74	35	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 SAN GABRIEL UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
260	46	200	12	*	99.5%	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
194	194	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN GABRIEL 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	39	25	64.1%	52.30%	Yes
B. Higher Ed or Competitively Employed		35	89.7%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		39	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	3367249	FMTA Region	2
District Name	SAN JACINTO 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
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
5.52%	<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?
*	1,408	0.28	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN JACINTO 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	34	NC	2.43%	No
Asian	NA	13	NC		
African American	NA	188	NC		
Hispanic	*	864	0.46		
Multi-Ethnic	NA	38	NC		
Pacific Islander	NA	*	NC		
White	NA	268	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%	1,241	703	56.6%	>49.2%	Yes
B. <40%		296	23.9%	<24.6%	Yes
C. Separate Schools		38	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JACINTO 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	133	65	48.9%	>32.9%	Yes
B. Separate		42	31.6%	<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	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
1,586	1,599	99.2%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN JACINTO 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
213	167	46	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 SAN JACINTO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
309	309	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JACINTO 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	48	24	50.0%	52.30%	No
B. Higher Ed or Competitively Employed		36	75.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		48	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOAQUIN COUNTY SCHOOLS School District

CDS Code	3910397	FMTA Region	3
District Name	SAN JOAQUIN COUNTY SCHOOLS	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
54.89	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
1.87%	<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?
*	362	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOAQUIN 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%	No
Asian	NA	*	NC		
African American	NA	106	NC		
Hispanic	*	123	NC		
Multi-Ethnic	NA	20	NC		
Pacific Islander	NA	*	NC		
White	NA	102	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%	171	111	64.9%	>49.2%	Yes
B. <40%		*	1.8%	<24.6%	Yes
C. Separate Schools		44	25.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOAQUIN 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		*	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	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
330	331	99.7%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOAQUIN 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
25	15	*	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.

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SAN JOAQUIN COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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: 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
148	136	91.9%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOAQUIN 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	22	*	36.4%	52.30%	No
B. Higher Ed or Competitively Employed		14	63.6%	72.4%	No
C. Any Post-Secondary Ed or Employed		22	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOSE EDISON ACADEMY School District

CDS Code	6023527	FMTA Region	1
District Name	SAN JOSE EDISON ACADEMY	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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOSE EDISON 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	19	NC		
African American	NA	*	NC		
Hispanic	NA	98	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%	103	99	96.1%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOSE EDISON 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	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
122	122	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOSE EDISON 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
18	*	*	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
SAN JOSE EDISON ACADEMY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOSE EDISON 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	4369666	FMTA Region	4
District Name	SAN JOSE UNIFIED	SELPA	4304 Santa Clara Area IV

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
64.81	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
1.72%	<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?
29	3,760	0.77	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOSE 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	23	NC	2.43%	Yes
Asian	NA	269	NC		
African American	*	148	2.70		
Hispanic	18	2,297	0.78		
Multi-Ethnic	NA	134	NC		
Pacific Islander	NA	*	NC		
White	*	880	0.80		

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%	3,168	1,889	59.6%	>49.2%	Yes
B. <40%		751	23.7%	<24.6%	Yes
C. Separate Schools		110	3.5%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOSE 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	354	278	78.5%	>32.9%	Yes
B. Separate		54	15.3%	<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	39	67	58.2%	72.7%	No
2. Functioning within age expectations	49	96	51.0%	82.1%	No
Outcome B					
1. Substantially Increased	34	64	53.1%	70.0%	No
2. Functioning within age expectations	38	96	39.6%	82.5%	No
Outcome C					
1. Substantially Increased	36	59	61.0%	75.0%	No
2. Functioning within age expectations	50	96	52.1%	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
3,011	3,021	99.7%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOSE 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
588	426	131	93.2%	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 SAN JOSE UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
37	*	22	*	*	95.7%	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
731	731	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JOSE 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	153	80	52.3%	52.30%	No
B. Higher Ed or Competitively Employed		93	60.8%	72.4%	No
C. Any Post-Secondary Ed or Employed		152	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	3467447	FMTA Region	4
District Name	SAN JUAN UNIFIED	SELPA	3413 San Juan 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
62.31	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
7.59%	<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?
162	6,812	2.38	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN JUAN 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	*	107	NC	2.43%	Yes
Asian	*	203	0.99		
African American	47	905	5.19		
Hispanic	36	1,528	2.36		
Multi-Ethnic	*	215	2.79		
Pacific Islander	NA	46	NC		
White	70	3,808	1.84		

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%	5,272	2,669	50.6%	>49.2%	Yes
B. <40%		1,026	19.5%	<24.6%	Yes
C. Separate Schools		369	7.0%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JUAN 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	564	334	59.2%	>32.9%	Yes
B. Separate		189	33.5%	<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	42	60	70.0%	72.7%	No
2. Functioning within age expectations	68	106	64.2%	82.1%	No
Outcome B					
1. Substantially Increased	44	64	68.8%	70.0%	No
2. Functioning within age expectations	64	106	60.4%	82.5%	No
Outcome C					
1. Substantially Increased	33	50	66.0%	75.0%	No
2. Functioning within age expectations	71	106	67.0%	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
6,621	6,669	99.3%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN JUAN 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
1,141	910	216	98.4%	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 SAN JUAN UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
117	*	91	*	*	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
1,612	1,610	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN JUAN 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	195	99	50.8%	52.30%	No
B. Higher Ed or Competitively Employed		145	74.4%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		194	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	0161291	FMTA Region	4
District Name	SAN LEANDRO 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
74.74	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
1.75%	<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	1,297	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LEANDRO 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	NA	168	NC		
African American	NA	250	NC		
Hispanic	NA	593	NC		
Multi-Ethnic	NA	69	NC		
Pacific Islander	NA	18	NC		
White	NA	186	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%	1,064	513	48.2%	>49.2%	No
B. <40%		219	20.6%	<24.6%	Yes
C. Separate Schools		39	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LEANDRO 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	126	101	80.2%	>32.9%	Yes
B. Separate		21	16.7%	<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	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
1,229	1,243	98.9%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LEANDRO 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	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
138	98	36	96.1%	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 SAN LEANDRO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
268	263	98.1%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LEANDRO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	0161309	FMTA Region	4
District Name	SAN LORENZO 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
55.79	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
11.36%	<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?
*	1,252	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LORENZO 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	120	NC		
African American	NA	276	NC		
Hispanic	*	616	NC		
Multi-Ethnic	NA	51	NC		
Pacific Islander	NA	*	NC		
White	NA	174	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%	1,019	539	52.9%	>49.2%	Yes
B. <40%		233	22.9%	<24.6%	Yes
C. Separate Schools		42	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LORENZO 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	105	27	25.7%	>32.9%	No
B. Separate		21	20.0%	<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
1,234	1,242	99.4%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LORENZO 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
215	169	39	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 SAN LORENZO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
287	286	99.7%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LORENZO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LORENZO VALLEY UNIFIED School District

CDS Code	4469807	FMTA Region	3
District Name	SAN LORENZO VALLEY UNIFIED	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
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
6.38%	<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?
*	524	0.38	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LORENZO VALLEY UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	25	NC		
African American	NA	*	NC		
Hispanic	*	84	NC		
Multi-Ethnic	NA	34	NC		
Pacific Islander	NA	*	NC		
White	*	376	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%	427	320	74.9%	>49.2%	Yes
B. <40%		38	8.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LORENZO VALLEY UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	44	23	52.3%	>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	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
577	579	99.7%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LORENZO VALLEY UNIFIED School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
92	65	27	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
SAN LORENZO VALLEY UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
89	89	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LORENZO VALLEY UNIFIED School District

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	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 SAN LUCAS UNION ELEMENTARY School District

CDS Code	2766183	FMTA Region	3
District Name	SAN LUCAS UNION ELEMENTARY	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?
NA	*	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUCAS 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	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUCAS 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		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	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
14	14	NC	>90%	NA

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUCAS 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUIS COASTAL UNIFIED School District

CDS Code	4068809	FMTA Region	1
District Name	SAN LUIS COASTAL UNIFIED	SELPA	4000 San Luis Obispo 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
77.78	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
1.49%	<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?
*	924	0.43	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUIS COASTAL 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	27	NC		
African American	NA	21	NC		
Hispanic	*	324	NC		
Multi-Ethnic	NA	25	NC		
Pacific Islander	NA	NA	NC		
White	*	519	0.58		

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%	756	355	47.0%	>49.2%	No
B. <40%		170	22.5%	<24.6%	Yes
C. Separate Schools		14	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUIS COASTAL 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	127	27	21.3%	>32.9%	No
B. Separate		100	78.7%	<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	62	89	69.7%	72.7%	No
2. Functioning within age expectations	131	187	70.1%	82.1%	No
Outcome B					
1. Substantially Increased	59	87	67.8%	70.0%	No
2. Functioning within age expectations	127	187	67.9%	82.5%	No
Outcome C					
1. Substantially Increased	56	87	64.4%	75.0%	No
2. Functioning within age expectations	128	187	68.4%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,004	1,004	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUIS COASTAL 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
163	99	64	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 SAN LUIS COASTAL UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
150	30	106	*	*	99.1%	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
161	161	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUIS COASTAL 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	31	25	80.6%	52.30%	Yes
B. Higher Ed or Competitively Employed		29	93.5%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		31	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUIS OBISPO COUNTY SCHOOLS School District

CDS Code	4010405	FMTA Region	1
District Name	SAN LUIS OBISPO COUNTY SCHOOLS	SELPA	4000 San Luis Obispo 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
73.43	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%	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	71	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUIS OBISPO 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%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	41	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	*	NC		
White	NA	25	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%	35	35	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUIS OBISPO 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	62	89	69.7%	72.7%	No
2. Functioning within age expectations	131	187	70.1%	82.1%	No
Outcome B					
1. Substantially Increased	59	87	67.8%	70.0%	No
2. Functioning within age expectations	127	187	67.9%	82.5%	No
Outcome C					
1. Substantially Increased	56	87	64.4%	75.0%	No
2. Functioning within age expectations	128	187	68.4%	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
68	68	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUIS OBISPO 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
SAN LUIS OBISPO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
150	30	106	*	*	99.1%	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
66	66	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN LUIS OBISPO 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	23	*	21.7%	52.30%	No
B. Higher Ed or Competitively Employed		14	60.9%	72.4%	No
C. Any Post-Secondary Ed or Employed		23	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	3773791	FMTA Region	2
District Name	SAN MARCOS UNIFIED	SELPA	3702 North Coastal

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

Graduation Rate	Target	Target Met
83.23	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?
*	3,031	0.07	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MARCOS 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	106	NC		
African American	NA	97	NC		
Hispanic	NA	1,692	NC		
Multi-Ethnic	NA	89	NC		
Pacific Islander	NA	16	NC		
White	*	1,023	0.20		

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%	2,397	950	39.6%	>49.2%	No
B. <40%		525	21.9%	<24.6%	Yes
C. Separate Schools		68	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MARCOS 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	317	121	38.2%	>32.9%	Yes
B. Separate		150	47.3%	<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	180	302	59.6%	72.7%	No
2. Functioning within age expectations	301	519	58.0%	82.1%	No
Outcome B					
1. Substantially Increased	187	290	64.5%	70.0%	No
2. Functioning within age expectations	316	519	60.9%	82.5%	No
Outcome C					
1. Substantially Increased	172	253	68.0%	75.0%	No
2. Functioning within age expectations	352	519	67.8%	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
3,199	3,215	99.5%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MARCOS 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
515	383	132	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 SAN MARCOS UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
259	30	179	19	24	96.2%	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
455	455	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MARCOS 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	112	65	58.0%	52.30%	Yes
B. Higher Ed or Competitively Employed		91	81.3%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		111	99.1%	81.0%	Yes

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 SAN MARINO UNIFIED School District

CDS Code	1964964	FMTA Region	1
District Name	SAN MARINO UNIFIED	SELPA	1908 West 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
73.68	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	269	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MARINO 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	112	NC		
African American	NA	*	NC		
Hispanic	NA	37	NC		
Multi-Ethnic	NA	17	NC		
Pacific Islander	NA	NA	NC		
White	NA	100	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%	225	129	57.3%	>49.2%	Yes
B. <40%		29	12.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	22	*	40.9%	>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	118	201	58.7%	72.7%	No
2. Functioning within age expectations	150	300	50.0%	82.1%	No
Outcome B					
1. Substantially Increased	108	197	54.8%	70.0%	No
2. Functioning within age expectations	149	300	49.7%	82.5%	No
Outcome C					
1. Substantially Increased	117	186	62.9%	75.0%	No
2. Functioning within age expectations	164	300	54.7%	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
272	280	97.1%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MARINO 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
61	50	*	94.3%	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 SAN MARINO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
260	46	200	12	*	99.5%	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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	14	12	NC	52.30%	NA
B. Higher Ed or Competitively Employed		13	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		14	NC	81.0%	NA

Data Source: June 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 SAN MATEO CITY ELEMENTARY School District

CDS Code	4169039	FMTA Region	2
District Name	SAN MATEO 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	929	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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	123	NC		
African American	NA	35	NC		
Hispanic	NA	461	NC		
Multi-Ethnic	NA	43	NC		
Pacific Islander	NA	30	NC		
White	NA	237	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%	726	411	56.6%	>49.2%	Yes
B. <40%		232	32.0%	<24.6%	No
C. Separate Schools		15	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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	189	106	56.1%	>32.9%	Yes
B. Separate		71	37.6%	<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	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
1,058	1,061	99.7%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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
325	195	114	92.4%	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
SAN MATEO CITY ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO COUNTY SCHOOLS School District

CDS Code	4110413	FMTA Region	2
District Name	SAN MATEO COUNTY SCHOOLS	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
69.99	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	21	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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	*	NC		
African American	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%	14	0	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		11	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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	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
16	16	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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	*	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 SAN MATEO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO UNION HIGH School District

CDS Code	4169047	FMTA Region	2
District Name	SAN MATEO 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
80.39	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
4.95%	<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	94	95%	No	27.2	100	No
Math	98	95%	Yes	26.1	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?
*	1,027	0.39	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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	125	NC		
African American	NA	56	NC		
Hispanic	*	428	0.47		
Multi-Ethnic	NA	38	NC		
Pacific Islander	NA	26	NC		
White	*	353	0.57		

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%	950	340	35.8%	>49.2%	No
B. <40%		217	22.8%	<24.6%	Yes
C. Separate Schools		63	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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
995	1,000	99.5%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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	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	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
83	58	21	93.5%	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 SAN MATEO UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
644	644	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MATEO 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	134	78	58.2%	52.30%	Yes
B. Higher Ed or Competitively Employed		106	79.1%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		134	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MIGUEL JOINT UNION ELEMENTARY School District

CDS Code	4068825	FMTA Region	1
District Name	SAN MIGUEL JOINT UNION ELEMENTARY	SELPA	4000 San Luis Obispo 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	79	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MIGUEL 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	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	40	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	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	36	69.2%	>49.2%	Yes
B. <40%		*	9.6%	<24.6%	Yes
C. Separate Schools		*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MIGUEL 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	16	*	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	62	89	69.7%	72.7%	No
2. Functioning within age expectations	131	187	70.1%	82.1%	No
Outcome B					
1. Substantially Increased	59	87	67.8%	70.0%	No
2. Functioning within age expectations	127	187	67.9%	82.5%	No
Outcome C					
1. Substantially Increased	56	87	64.4%	75.0%	No
2. Functioning within age expectations	128	187	68.4%	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
86	86	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN MIGUEL 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
18	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
SAN MIGUEL JOINT UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
150	30	106	*	*	99.1%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN MIGUEL 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	3768353	FMTA Region	2
District Name	SAN PASQUAL 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN PASQUAL 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	13	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	31	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	36	90.0%	>49.2%	Yes
B. <40%		*	10.0%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN PASQUAL 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
67	68	98.5%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN PASQUAL 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
25	17	*	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 SAN PASQUAL UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN PASQUAL 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN PASQUAL VALLEY UNIFIED School District

CDS Code	1363214	FMTA Region	2
District Name	SAN PASQUAL VALLEY 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
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	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?
*	107	1.87	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN PASQUAL VALLEY UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	56	3.57	2.43%	Yes
Asian	NA	NA	NC		
African American	NA	*	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%	71	40	56.3%	>49.2%	Yes
B. <40%		13	18.3%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN PASQUAL VALLEY UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	14	14	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	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
107	107	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN PASQUAL VALLEY UNIFIED School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
SAN PASQUAL VALLEY UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN PASQUAL VALLEY UNIFIED School District

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

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

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

Data Source: June 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 SAN RAFAEL CITY ELEMENTARY School District

CDS Code	2165458	FMTA Region	2
District Name	SAN RAFAEL CITY 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?
*	541	0.37	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAFAEL 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	17	NC		
African American	NA	14	NC		
Hispanic	*	388	0.52		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	108	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%	421	253	60.1%	>49.2%	Yes
B. <40%		55	13.1%	<24.6%	Yes
C. Separate Schools		27	6.4%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAFAEL 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	104	101	97.1%	>32.9%	Yes
B. Separate		*	2.9%	<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	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
577	579	99.7%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAFAEL 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
142	108	34	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 SAN RAFAEL CITY ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAFAEL 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAFAEL CITY HIGH School District

CDS Code	2165466	FMTA Region	2
District Name	SAN RAFAEL CITY HIGH	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
86.67	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
4.30%	<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%	--	25.8	100	--
Math	96	95%	--	24.6	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?
*	336	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAFAEL CITY 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	14	NC		
African American	*	31	NC		
Hispanic	NA	161	NC		
Multi-Ethnic	NA	11	NC		
Pacific Islander	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%	296	108	36.5%	>49.2%	No
B. <40%		62	20.9%	<24.6%	Yes
C. Separate Schools		35	11.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAFAEL CITY 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	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
302	303	99.7%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAFAEL CITY 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
23	14	*	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 SAN RAFAEL CITY HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
191	191	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAFAEL CITY 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	30	21	70.0%	52.30%	Yes
B. Higher Ed or Competitively Employed		25	83.3%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		28	93.3%	81.0%	Yes

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 SAN RAMON VALLEY UNIFIED School District

CDS Code	0761804	FMTA Region	2
District Name	SAN RAMON VALLEY UNIFIED	SELPA	0713 San Ramon Valley 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
86.47	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
1.04%	<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	2,468	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAMON VALLEY UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	14	NC	2.43%	No
Asian	NA	460	NC		
African American	NA	118	NC		
Hispanic	NA	321	NC		
Multi-Ethnic	NA	12	NC		
Pacific Islander	NA	14	NC		
White	NA	1,529	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%	2,100	1,413	67.3%	>49.2%	Yes
B. <40%		441	21.0%	<24.6%	Yes
C. Separate Schools		31	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAMON VALLEY UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	226	66	29.2%	>32.9%	No
B. Separate		160	70.8%	<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	25	43	58.1%	72.7%	No
2. Functioning within age expectations	42	74	56.8%	82.1%	No
Outcome B					
1. Substantially Increased	15	25	60.0%	70.0%	No
2. Functioning within age expectations	58	74	78.4%	82.5%	No
Outcome C					
1. Substantially Increased	22	34	64.7%	75.0%	No
2. Functioning within age expectations	50	74	67.6%	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
2,671	2,687	99.4%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAMON VALLEY UNIFIED School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
723	600	118	99.2%	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
SAN RAMON VALLEY UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
63	*	34	*	19	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
490	490	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN RAMON VALLEY UNIFIED School District

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	124	92	74.2%	52.30%	Yes
B. Higher Ed or Competitively Employed		101	81.5%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		115	92.7%	81.0%	Yes

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 SAN YSIDRO ELEMENTARY School District

CDS Code	3768379	FMTA Region	2
District Name	SAN YSIDRO ELEMENTARY	SELPA	3704 South County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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?
*	588	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN YSIDRO 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	12	NC		
African American	NA	28	NC		
Hispanic	*	530	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	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%	465	200	43.0%	>49.2%	No
B. <40%		196	42.2%	<24.6%	No
C. Separate Schools		11	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN YSIDRO 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	125	66	52.8%	>32.9%	Yes
B. Separate		36	28.8%	<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	121	218	55.5%	72.7%	No
2. Functioning within age expectations	213	368	57.9%	82.1%	No
Outcome B					
1. Substantially Increased	145	240	60.4%	70.0%	No
2. Functioning within age expectations	206	368	56.0%	82.5%	No
Outcome C					
1. Substantially Increased	138	201	68.7%	75.0%	No
2. Functioning within age expectations	236	368	64.1%	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
726	726	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAN YSIDRO 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	95	95	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 SAN YSIDRO ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
249	36	168	14	22	94.9%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAN YSIDRO 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 SANGER UNIFIED School District

CDS Code	1062414	FMTA Region	3
District Name	SANGER 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
59.26	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
14.67%	<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?
*	872	0.23	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANGER 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	52	NC		
African American	NA	26	NC		
Hispanic	*	650	NC		
Multi-Ethnic	NA	18	NC		
Pacific Islander	NA	*	NC		
White	*	117	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%	714	509	71.3%	>49.2%	Yes
B. <40%		121	16.9%	<24.6%	Yes
C. Separate Schools		23	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANGER 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	57	68.7%	>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
963	963	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANGER 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
183	134	49	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 SANGER UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
177	177	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANGER 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	33	15	45.5%	52.30%	No
B. Higher Ed or Competitively Employed		24	72.7%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		33	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	3066670	FMTA Region	1
District Name	SANTA ANA UNIFIED	SELPA	3018 Santa Ana 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
69.73	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
10.81%	<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?
25	6,969	0.36	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ANA 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	17	NC	2.43%	No
Asian	NA	130	NC		
African American	NA	36	NC		
Hispanic	25	6,599	0.38		
Multi-Ethnic	NA	28	NC		
Pacific Islander	NA	*	NC		
White	NA	154	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%	5,745	2,790	48.6%	>49.2%	No
B. <40%		1,657	28.8%	<24.6%	No
C. Separate Schools		44	0.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ANA 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	989	834	84.3%	>32.9%	Yes
B. Separate		111	11.2%	<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	60	94	63.8%	72.7%	No
2. Functioning within age expectations	134	195	68.7%	82.1%	No
Outcome B					
1. Substantially Increased	63	98	64.3%	70.0%	No
2. Functioning within age expectations	130	195	66.7%	82.5%	No
Outcome C					
1. Substantially Increased	60	83	72.3%	75.0%	No
2. Functioning within age expectations	140	195	71.8%	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
7,773	7,799	99.7%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ANA 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
1,288	1,153	124	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 SANTA ANA UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
178	28	145	*	*	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: 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
1,376	1,373	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ANA 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	100	48	48.0%	52.30%	No
B. Higher Ed or Competitively Employed		78	78.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		100	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA CHARTER SCHOOL School District

CDS Code	6111603	FMTA Region	1
District Name	SANTA BARBARA CHARTER SCHOOL	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	25	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA CHARTER SCHOOL School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	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	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%	27	26	96.3%	>49.2%	Yes
B. <40%		*	3.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA CHARTER SCHOOL School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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	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
30	30	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA CHARTER SCHOOL School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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 SANTA BARBARA CHARTER SCHOOL School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA CHARTER SCHOOL School District

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

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

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

Data Source: June 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 SANTA BARBARA COUNTY SCHOOLS School District

CDS Code	4210421	FMTA Region	1
District Name	SANTA BARBARA COUNTY SCHOOLS	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
67.30	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	*	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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	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
*	*	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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
SANTA BARBARA COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		12	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		18	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 SANTA BARBARA UNIFIED School District

CDS Code	4276786	FMTA Region	1
District Name	SANTA BARBARA UNIFIED	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
74.60	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
6.54%	<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	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	2,246	0.53	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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	20	NC	2.43%	No
Asian	NA	33	NC		
African American	NA	39	NC		
Hispanic	11	1,670	0.66		
Multi-Ethnic	NA	34	NC		
Pacific Islander	NA	*	NC		
White	*	449	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%	1,960	953	48.6%	>49.2%	No
B. <40%		146	7.4%	<24.6%	Yes
C. Separate Schools		14	0.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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	198	132	66.7%	>32.9%	Yes
B. Separate		28	14.1%	<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
2,277	2,290	99.4%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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
359	272	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 SANTA BARBARA UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
570	570	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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	28	19	67.9%	52.30%	Yes
B. Higher Ed or Competitively Employed		21	75.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		28	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4301 Santa Clara Area I

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
64.76	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	43	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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%	No
Asian	NA	*	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	31	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	21	75.0%	>49.2%	Yes
B. <40%		*	7.1%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	22	28	78.6%	72.7%	Yes
2. Functioning within age expectations	31	46	67.4%	82.1%	No
Outcome B					
1. Substantially Increased	20	26	76.9%	70.0%	Yes
2. Functioning within age expectations	32	46	69.6%	82.5%	No
Outcome C					
1. Substantially Increased	17	25	68.0%	75.0%	No
2. Functioning within age expectations	29	46	63.0%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
41	41	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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
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 SANTA CLARA COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
26	*	17	*	*	94.4%	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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4302 Santa Clara Area II

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

Graduation Rate	Target	Target Met
64.76	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	NA	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA COUNTY SCHOOLS School District

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	35	59	59.3%	72.7%	No
2. Functioning within age expectations	53	92	57.6%	82.1%	No
Outcome B					
1. Substantially Increased	38	56	67.9%	70.0%	No
2. Functioning within age expectations	59	92	64.1%	82.5%	No
Outcome C					
1. Substantially Increased	36	47	76.6%	75.0%	Yes
2. Functioning within age expectations	65	92	70.7%	79.0%	No

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
SANTA CLARA COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
59	15	37	*	0	90.2%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4303 Santa Clara Area III

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
64.76	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	115	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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%	No
Asian	NA	19	NC		
African American	NA	*	NC		
Hispanic	NA	24	NC		
Multi-Ethnic	NA	12	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%	63	58	92.1%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	44	77	57.1%	72.7%	No
2. Functioning within age expectations	86	131	65.6%	82.1%	No
Outcome B					
1. Substantially Increased	44	77	57.1%	70.0%	No
2. Functioning within age expectations	81	131	61.8%	82.5%	No
Outcome C					
1. Substantially Increased	61	89	68.5%	75.0%	No
2. Functioning within age expectations	81	131	61.8%	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
71	71	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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
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 SANTA CLARA COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
115	18	46	*	44	93.9%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4304 Santa Clara Area IV

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
64.76	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	24	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	*	NC		
African American	NA	*	NC		
Hispanic	NA	12	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%	57	55	96.5%	>49.2%	Yes
B. <40%		*	1.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	39	67	58.2%	72.7%	No
2. Functioning within age expectations	49	96	51.0%	82.1%	No
Outcome B					
1. Substantially Increased	34	64	53.1%	70.0%	No
2. Functioning within age expectations	38	96	39.6%	82.5%	No
Outcome C					
1. Substantially Increased	36	59	61.0%	75.0%	No
2. Functioning within age expectations	50	96	52.1%	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
71	71	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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
24	12	12	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
SANTA CLARA COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
37	*	22	*	*	95.7%	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
*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4307 Santa Clara Area VII

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
64.76	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	*	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	*	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%	20	15	75.0%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	29	48	60.4%	72.7%	No
2. Functioning within age expectations	41	75	54.7%	82.1%	No
Outcome B					
1. Substantially Increased	30	51	58.8%	70.0%	No
2. Functioning within age expectations	40	75	53.3%	82.5%	No
Outcome C					
1. Substantially Increased	26	42	61.9%	75.0%	No
2. Functioning within age expectations	46	75	61.3%	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
19	19	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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.

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
51	12	36	*	0	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
*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4311 Southeast Consortium

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

Graduation Rate	Target	Target Met
64.76	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	26	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	24	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%	35	26	74.3%	>49.2%	Yes
B. <40%		*	5.7%	<24.6%	Yes
C. Separate Schools		*	2.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	138	246	56.1%	72.7%	No
2. Functioning within age expectations	191	357	53.5%	82.1%	No
Outcome B					
1. Substantially Increased	147	243	60.5%	70.0%	No
2. Functioning within age expectations	194	357	54.3%	82.5%	No
Outcome C					
1. Substantially Increased	155	233	66.5%	75.0%	No
2. Functioning within age expectations	212	357	59.4%	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
35	35	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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
SANTA CLARA COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
240	64	153	17	*	96.8%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	5672579	FMTA Region	1
District Name	SANTA CLARA 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	NA	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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		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	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
*	*	NC	>90%	NA

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

CDS Code	4369674	FMTA Region	4
District Name	SANTA CLARA UNIFIED	SELPA	4307 Santa Clara Area VII

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
68.24	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
2.92%	<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?
*	2,392	0.25	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	11	NC	2.43%	No
Asian	NA	392	NC		
African American	*	123	NC		
Hispanic	*	1,173	0.26		
Multi-Ethnic	*	88	NC		
Pacific Islander	NA	20	NC		
White	*	585	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%	2,012	1,119	55.6%	>49.2%	Yes
B. <40%		431	21.4%	<24.6%	Yes
C. Separate Schools		42	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	233	106	45.5%	>32.9%	Yes
B. Separate		51	21.9%	<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	29	48	60.4%	72.7%	No
2. Functioning within age expectations	41	75	54.7%	82.1%	No
Outcome B					
1. Substantially Increased	30	51	58.8%	70.0%	No
2. Functioning within age expectations	40	75	53.3%	82.5%	No
Outcome C					
1. Substantially Increased	26	42	61.9%	75.0%	No
2. Functioning within age expectations	46	75	61.3%	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
2,345	2,355	99.6%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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
389	284	83	92.8%	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 SANTA CLARA UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
51	12	36	*	0	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
483	483	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	49	38	77.6%	52.30%	Yes
B. Higher Ed or Competitively Employed		47	95.9%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		49	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARITA VALLEY INTERNATIONAL (0981) School District

CDS Code	0117234	FMTA Region	4
District Name	SANTA CLARITA VALLEY INTERNATIONAL (0981)	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	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	164	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARITA VALLEY INTERNATIONAL (0981) 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	31	NC		
Multi-Ethnic	NA	22	NC		
Pacific Islander	NA	NA	NC		
White	NA	97	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%	113	106	93.8%	>49.2%	Yes
B. <40%		*	5.3%	<24.6%	Yes
C. Separate Schools		*	0.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARITA VALLEY INTERNATIONAL (0981) 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
165	166	99.4%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARITA VALLEY INTERNATIONAL (0981) 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
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
SANTA CLARITA VALLEY INTERNATIONAL (0981) School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
23	22	95.7%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CLARITA VALLEY INTERNATIONAL (0981) 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 SANTA CRUZ CITY ELEMENTARY School District

CDS Code	4469815	FMTA Region	3
District Name	SANTA CRUZ CITY 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	377	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ 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	*	NC		
African American	NA	*	NC		
Hispanic	NA	164	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	193	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%	260	186	71.5%	>49.2%	Yes
B. <40%		25	9.6%	<24.6%	Yes
C. Separate Schools		*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ 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	74	54	73.0%	>32.9%	Yes
B. Separate		*	10.8%	<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	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
430	431	99.8%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ 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
136	111	22	97.4%	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 SANTA CRUZ CITY ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ CITY HIGH School District

CDS Code	4469823	FMTA Region	3
District Name	SANTA CRUZ CITY HIGH	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
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
7.63%	<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?
*	735	0.27	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ CITY 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	12	NC		
African American	NA	28	NC		
Hispanic	*	351	NC		
Multi-Ethnic	NA	17	NC		
Pacific Islander	NA	*	NC		
White	*	318	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%	655	326	49.8%	>49.2%	Yes
B. <40%		96	14.7%	<24.6%	Yes
C. Separate Schools		11	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ CITY 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	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
655	656	99.8%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ CITY 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	14	13	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 SANTA CRUZ CITY HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
355	353	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ CITY 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	40	29	72.5%	52.30%	Yes
B. Higher Ed or Competitively Employed		36	90.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		36	90.0%	81.0%	Yes

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 SANTA CRUZ COUNTY SCHOOLS School District

CDS Code	4410447	FMTA Region	3
District Name	SANTA CRUZ COUNTY SCHOOLS	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
76.83	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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ 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	*	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		*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ 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	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
11	11	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ 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	*	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
SANTA CRUZ COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
15	15	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA CRUZ 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	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MARIA UNION HIGH School District

CDS Code	4269310	FMTA Region	1
District Name	SANTA MARIA UNION HIGH	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
64.10	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
28.41%	<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	91	95%	No	16	100	No
Math	96	95%	Yes	20.3	100	Yes

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	841	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MARIA 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	17	NC		
African American	NA	*	NC		
Hispanic	NA	617	NC		
Multi-Ethnic	NA	14	NC		
Pacific Islander	NA	NA	NC		
White	NA	181	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%	744	189	25.4%	>49.2%	No
B. <40%		230	30.9%	<24.6%	No
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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MARIA 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	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
798	801	99.6%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MARIA 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
26	22	*	95.7%	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 SANTA MARIA UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
539	539	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MARIA 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	11	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MARIA-BONITA UNION School District

CDS Code	4269120	FMTA Region	1
District Name	SANTA MARIA-BONITA UNION	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?
*	1,208	0.66	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MARIA-BONITA 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	*	*	NC	2.43%	No
Asian	NA	20	NC		
African American	NA	11	NC		
Hispanic	*	1,070	0.65		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	92	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%	975	534	54.8%	>49.2%	Yes
B. <40%		303	31.1%	<24.6%	No
C. Separate Schools		*	0.5%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MARIA-BONITA 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	300	167	55.7%	>32.9%	Yes
B. Separate		64	21.3%	<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	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
1,519	1,526	99.5%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MARIA-BONITA 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
431	306	107	94.4%	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 SANTA MARIA-BONITA UNION School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MARIA-BONITA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MONICA-MALIBU UNIFIED School District

CDS Code	1964980	FMTA Region	1
District Name	SANTA MONICA-MALIBU UNIFIED	SELPA	1917 Tri-City

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
78.35	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
1.68%	<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	1,362	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MONICA-MALIBU 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	47	NC		
African American	NA	144	NC		
Hispanic	NA	483	NC		
Multi-Ethnic	NA	73	NC		
Pacific Islander	NA	*	NC		
White	NA	610	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%	1,125	544	48.4%	>49.2%	No
B. <40%		204	18.1%	<24.6%	Yes
C. Separate Schools		36	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MONICA-MALIBU 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	95	47	49.5%	>32.9%	Yes
B. Separate		36	37.9%	<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	24	41	58.5%	72.7%	No
2. Functioning within age expectations	38	65	58.5%	82.1%	No
Outcome B					
1. Substantially Increased	21	35	60.0%	70.0%	No
2. Functioning within age expectations	37	65	56.9%	82.5%	No
Outcome C					
1. Substantially Increased	21	35	60.0%	75.0%	No
2. Functioning within age expectations	43	65	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
1,368	1,377	99.3%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MONICA-MALIBU 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
309	175	127	96.2%	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
SANTA MONICA-MALIBU UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
41	*	21	*	0	87.5%	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
349	337	96.6%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA MONICA-MALIBU 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	5676828	FMTA Region	1
District Name	SANTA PAULA UNIFIED	SELPA	5600 Ventura County

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

Graduation Rate	Target	Target Met
41.67	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
9.23%	<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?
*	742	0.40	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA PAULA 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	*	679	0.44		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	53	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%	649	289	44.5%	>49.2%	No
B. <40%		168	25.9%	<24.6%	No
C. Separate Schools		25	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA PAULA 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	82	13	15.9%	>32.9%	No
B. Separate		20	24.4%	<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
833	843	98.8%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA PAULA 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
152	103	46	97.2%	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 SANTA PAULA UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
151	151	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA PAULA 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	13	11	NC	52.30%	NA
B. Higher Ed or Competitively Employed		12	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		12	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 SANTA RITA UNION ELEMENTARY School District

CDS Code	2766191	FMTA Region	3
District Name	SANTA RITA UNION ELEMENTARY	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?
NA	369	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA RITA 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	18	NC		
African American	NA	*	NC		
Hispanic	NA	311	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%	302	181	59.9%	>49.2%	Yes
B. <40%		55	18.2%	<24.6%	Yes
C. Separate Schools		*	0.3%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA RITA 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	12	25.5%	>32.9%	No
B. Separate		14	29.8%	<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	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
420	424	99.1%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA RITA 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
100	67	31	97.1%	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
SANTA RITA UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA RITA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA ACADEMY School District

CDS Code	0109843	FMTA Region	2
District Name	SANTA ROSA ACADEMY	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
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	NA	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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%	74	66	89.2%	>49.2%	Yes
B. <40%		*	4.1%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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		*	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
97	98	99.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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
23	15	*	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 SANTA ROSA ACADEMY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
20	20	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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		*	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 SANTA ROSA ELEMENTARY School District

CDS Code	4970912	FMTA Region	3
District Name	SANTA ROSA 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?
*	752	0.27	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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	12	NC	2.43%	No
Asian	NA	25	NC		
African American	NA	25	NC		
Hispanic	NA	446	NC		
Multi-Ethnic	NA	32	NC		
Pacific Islander	NA	*	NC		
White	*	210	0.95		

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%	574	351	61.1%	>49.2%	Yes
B. <40%		159	27.7%	<24.6%	No
C. Separate Schools		12	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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	150	65	43.3%	>32.9%	Yes
B. Separate		26	17.3%	<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	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
857	858	99.9%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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
222	173	37	93.5%	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 SANTA ROSA ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

CDS Code	4970920	FMTA Region	3
District Name	SANTA ROSA HIGH	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
62.20	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
18.34%	<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?
*	1,878	0.11	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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	34	NC	2.43%	No
Asian	NA	41	NC		
African American	NA	73	NC		
Hispanic	*	967	NC		
Multi-Ethnic	NA	61	NC		
Pacific Islander	NA	14	NC		
White	*	688	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%	1,791	456	25.5%	>49.2%	No
B. <40%		414	23.1%	<24.6%	Yes
C. Separate Schools		142	7.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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	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
1,684	1,707	98.7%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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	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
94	62	15	78.5%	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 SANTA ROSA HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
903	889	98.4%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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	14	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		11	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		14	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 SANTA YNEZ VALLEY UNION HIGH School District

CDS Code	4269328	FMTA Region	1
District Name	SANTA YNEZ VALLEY UNION HIGH	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
71.05	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%	--	46.2	100	--
Math	100	95%	--	40.7	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	126	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA YNEZ VALLEY 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	NA	NC		
African American	NA	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%	118	52	44.1%	>49.2%	No
B. <40%		*	6.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA YNEZ VALLEY 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	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
120	120	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTA YNEZ VALLEY 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 SANTA YNEZ VALLEY UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
81	81	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTA YNEZ VALLEY 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	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 SANTEE ELEMENTARY School District

CDS Code	3768361	FMTA Region	2
District Name	SANTEE 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?
*	839	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTEE 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	15	NC		
African American	NA	22	NC		
Hispanic	NA	195	NC		
Multi-Ethnic	NA	58	NC		
Pacific Islander	NA	*	NC		
White	*	541	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%	684	443	64.8%	>49.2%	Yes
B. <40%		188	27.5%	<24.6%	No
C. Separate Schools		*	0.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SANTEE 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	141	65	46.1%	>32.9%	Yes
B. Separate		54	38.3%	<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	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
1,019	1,020	99.9%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SANTEE 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
253	193	60	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 SANTEE ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

CDS Code	4369682	FMTA Region	4
District Name	SARATOGA UNION ELEMENTARY	SELPA	4303 Santa Clara Area III

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	245	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SARATOGA 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	89	NC		
African American	NA	*	NC		
Hispanic	NA	25	NC		
Multi-Ethnic	NA	20	NC		
Pacific Islander	NA	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%	208	123	59.1%	>49.2%	Yes
B. <40%		29	13.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SARATOGA 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	44	77	57.1%	72.7%	No
2. Functioning within age expectations	86	131	65.6%	82.1%	No
Outcome B					
1. Substantially Increased	44	77	57.1%	70.0%	No
2. Functioning within age expectations	81	131	61.8%	82.5%	No
Outcome C					
1. Substantially Increased	61	89	68.5%	75.0%	No
2. Functioning within age expectations	81	131	61.8%	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
253	253	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SARATOGA 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
48	40	*	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 SARATOGA UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
115	18	46	*	44	93.9%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SARATOGA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	5472108	FMTA Region	4
District Name	SAUCELITO 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAUCELITO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAUCELITO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAUCELITO 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 SAUGUS UNION School District

CDS Code	1964998	FMTA Region	1
District Name	SAUGUS UNION	SELPA	1906 Santa Clarita Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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	1,384	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAUGUS 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	*	NC	2.43%	No
Asian	NA	100	NC		
African American	NA	52	NC		
Hispanic	NA	404	NC		
Multi-Ethnic	NA	56	NC		
Pacific Islander	NA	*	NC		
White	NA	767	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%	1,029	742	72.1%	>49.2%	Yes
B. <40%		226	22.0%	<24.6%	Yes
C. Separate Schools		*	0.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAUGUS 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	258	163	63.2%	>32.9%	Yes
B. Separate		93	36.0%	<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	59	97	60.8%	72.7%	No
2. Functioning within age expectations	147	203	72.4%	82.1%	No
Outcome B					
1. Substantially Increased	63	93	67.7%	70.0%	No
2. Functioning within age expectations	139	203	68.5%	82.5%	No
Outcome C					
1. Substantially Increased	58	88	65.9%	75.0%	No
2. Functioning within age expectations	140	203	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
1,546	1,550	99.7%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAUGUS 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
332	258	64	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 SAUGUS UNION School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
143	30	110	*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAUGUS 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	2165474	FMTA Region	2
District Name	SAUSALITO 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	80	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAUSALITO 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	36	NC		
Hispanic	NA	14	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%	66	46	69.7%	>49.2%	Yes
B. <40%		*	15.2%	<24.6%	Yes
C. Separate Schools		*	10.6%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAUSALITO 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
90	93	96.8%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAUSALITO 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	21	*	91.3%	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 SAUSALITO ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

CDS Code	3066696	FMTA Region	1
District Name	SAVANNA ELEMENTARY	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	313	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SAVANNA 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	45	NC		
African American	NA	18	NC		
Hispanic	NA	181	NC		
Multi-Ethnic	NA	*	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%	223	158	70.9%	>49.2%	Yes
B. <40%		45	20.2%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAVANNA 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	69	17	24.6%	>32.9%	No
B. Separate		52	75.4%	<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	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
382	382	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SAVANNA 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
96	78	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 SAVANNA ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SAVANNA 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 SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY ACADEMY School District

CDS Code	0121467	FMTA Region	4
District Name	SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY 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
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	38	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY 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	14	NC		
Hispanic	NA	17	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%	34	27	79.4%	>49.2%	Yes
B. <40%		*	11.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY 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
38	39	97.4%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY 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 SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY ACADEMY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY ACADEMY School District

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

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

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

Data Source: June 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 SBC-ASPIRE PORT CITY ACADEMY School District

CDS Code	0114876	FMTA Region	4
District Name	SBC-ASPIRE PORT CITY 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	32	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE PORT CITY 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	NA	*	NC		
Hispanic	NA	16	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%	29	27	93.1%	>49.2%	Yes
B. <40%		*	3.4%	<24.6%	Yes
C. Separate Schools		*	3.4%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE PORT CITY 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		*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE PORT CITY 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
SBC-ASPIRE PORT CITY ACADEMY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE PORT CITY 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO School District

CDS Code	0120469	FMTA Region	4
District Name	SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO 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	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	25	86.2%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO 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
37	37	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO 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	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
SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO 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 SBC-ASPIRE CLARENDON ELEMENTARY School District

CDS Code	0114884	FMTA Region	4
District Name	SBC-ASPIRE CLARENDON ELEMENTARY	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	29	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE CLARENDON 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	29	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%	19	18	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE CLARENDON 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	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
20	20	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE CLARENDON 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 SBC-ASPIRE CLARENDON ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE CLARENDON 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 SBC-ASPIRE TITAN ACADEMY School District

CDS Code	0120477	FMTA Region	4
District Name	SBC-ASPIRE TITAN 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	25	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE TITAN 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	25	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%	19	19	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE TITAN 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
25	25	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE TITAN 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 SBC-ASPIRE TITAN ACADEMY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE TITAN 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIVERMORE VALLEY CHARTER School District

CDS Code	0176372	FMTA Region	4
District Name	SBE - LIVERMORE VALLEY 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	105	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIVERMORE VALLEY 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	15	NC		
Multi-Ethnic	NA	11	NC		
Pacific Islander	NA	NA	NC		
White	NA	66	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	74	83.1%	>49.2%	Yes
B. <40%		*	1.1%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIVERMORE VALLEY 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
106	107	99.1%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIVERMORE VALLEY 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
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 SBE - LIVERMORE VALLEY CHARTER School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIVERMORE VALLEY 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 SBE - NEW WEST CHARTER MIDDLE School District

CDS Code	1975663	FMTA Region	1
District Name	SBE - NEW WEST CHARTER MIDDLE	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	61	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - NEW WEST CHARTER 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	12	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%	67	66	98.5%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - NEW WEST CHARTER 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	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
72	72	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - NEW WEST CHARTER 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
*	*	*	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 SBE - NEW WEST CHARTER 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 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - NEW WEST CHARTER 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 SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL School District

CDS Code	5776695	FMTA Region	4
District Name	SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL 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
NA	NC	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL 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 SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL 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 SBE - INGENIUM CHARTER School District

CDS Code	1976679	FMTA Region	4
District Name	SBE - INGENIUM 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	32	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - INGENIUM 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	23	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	24	75.0%	>49.2%	Yes
B. <40%		*	25.0%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - INGENIUM 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
50	50	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - INGENIUM 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
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 SBE - INGENIUM CHARTER School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - INGENIUM 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 SBE - LIFELINE EDUCATION CHARTER School District

CDS Code	0115725	FMTA Region	4
District Name	SBE - LIFELINE EDUCATION 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
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	27	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIFELINE EDUCATION 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	14	NC		
Hispanic	NA	12	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%	25	19	76.0%	>49.2%	Yes
B. <40%		*	8.0%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIFELINE EDUCATION 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
30	30	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIFELINE EDUCATION 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 SBE - LIFELINE EDUCATION CHARTER School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIFELINE EDUCATION 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIVERMORE VALLEY PREP HIGH School District

CDS Code	0176653	FMTA Region	4
District Name	SBE - LIVERMORE VALLEY PREP 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
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	72	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIVERMORE VALLEY PREP 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	*	NC		
Hispanic	NA	16	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	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%	53	42	79.2%	>49.2%	Yes
B. <40%		*	7.5%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIVERMORE VALLEY PREP 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
55	57	96.5%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIVERMORE VALLEY PREP 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 SBE - LIVERMORE VALLEY PREP HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
44	44	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - LIVERMORE VALLEY PREP 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	13	12	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 SBE - SAN FRANCISCO FLEX ACADEMY School District

CDS Code	3876703	FMTA Region	4
District Name	SBE - SAN FRANCISCO FLEX 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	18	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - SAN FRANCISCO FLEX 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	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - SAN FRANCISCO FLEX 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
15	15	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE - SAN FRANCISCO FLEX 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 SBE - SAN FRANCISCO FLEX ACADEMY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE - SAN FRANCISCO FLEX ACADEMY School District

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

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

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

Data Source: June 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 SBE- BARACK OBAMA CHARTER SCHOOL School District

CDS Code	1976547	FMTA Region	4
District Name	SBE- BARACK OBAMA CHARTER SCHOOL	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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	36	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE- BARACK OBAMA CHARTER SCHOOL School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	27	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%	24	22	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE- BARACK OBAMA CHARTER SCHOOL School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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
46	46	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE- BARACK OBAMA CHARTER SCHOOL School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
20	*	11	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 SBE- BARACK OBAMA CHARTER SCHOOL School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE- BARACK OBAMA CHARTER SCHOOL School District

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

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

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

Data Source: June 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 SBE- EVEREST PUBLIC HIGH School District

CDS Code	0119503	FMTA Region	2
District Name	SBE- EVEREST PUBLIC 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
92.31	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	NA	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE- EVEREST PUBLIC HIGH School District

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

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

Data Source: June 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	44	93.6%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE- EVEREST PUBLIC 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
51	51	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE- EVEREST PUBLIC 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
SBE- EVEREST PUBLIC HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
32	32	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE- EVEREST PUBLIC HIGH School District

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

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

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

Data Source: June 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 SBE-ASPIRE APEX ACADEMY School District

CDS Code	0121541	FMTA Region	4
District Name	SBE-ASPIRE APEX 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?
*	27	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-ASPIRE APEX 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	*	*	NC		
Hispanic	NA	13	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	20	90.9%	>49.2%	Yes
B. <40%		*	4.5%	<24.6%	Yes
C. Separate Schools		*	4.5%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-ASPIRE APEX 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	*	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
25	25	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-ASPIRE APEX 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 SBE-ASPIRE APEX ACADEMY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-ASPIRE APEX 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-DIXON MONTESSORI CHARTER School District

CDS Code	0122267	FMTA Region	4
District Name	SBE-DIXON MONTESSORI 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	NA	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-DIXON MONTESSORI 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%	34	31	91.2%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-DIXON MONTESSORI 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
52	53	98.1%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-DIXON MONTESSORI 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
19	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 SBE-DIXON MONTESSORI CHARTER School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-DIXON MONTESSORI 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 SBE-EDISON CHARTER ACADEMY School District

CDS Code	6040935	FMTA Region	4
District Name	SBE-EDISON CHARTER 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	44	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-EDISON 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	*	NC		
African American	NA	*	NC		
Hispanic	NA	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%	38	32	84.2%	>49.2%	Yes
B. <40%		*	5.3%	<24.6%	Yes
C. Separate Schools		*	2.6%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-EDISON 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	*	*	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
41	41	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-EDISON 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 SBE-EDISON 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 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-EDISON 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-LIVERMORE VALLEY CHARTER PREPARATORY HIGH SCHOOL School District

CDS Code	0120931	FMTA Region	4
District Name	SBE-LIVERMORE VALLEY CHARTER PREPARATORY 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
85.71	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%	--	62.5	100	--
Math	94	95%	--	26.7	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	NA	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-LIVERMORE VALLEY CHARTER PREPARATORY 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%	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-LIVERMORE VALLEY CHARTER PREPARATORY 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
NA	NC	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-LIVERMORE VALLEY CHARTER PREPARATORY 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
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
SBE-LIVERMORE VALLEY CHARTER PREPARATORY HIGH SCHOOL School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-LIVERMORE VALLEY CHARTER PREPARATORY HIGH SCHOOL School District

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

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

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

Data Source: June 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 SBE-MICRO ENTERPRISE CHARTER ACADEMY School District

CDS Code	1976521	FMTA Region	4
District Name	SBE-MICRO ENTERPRISE CHARTER 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-MICRO ENTERPRISE 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	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-MICRO ENTERPRISE 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	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
NA	NC	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-MICRO ENTERPRISE 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
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 SBE-MICRO ENTERPRISE 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 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-MICRO ENTERPRISE 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-MISSION PREP School District

CDS Code	3876752	FMTA Region	4
District Name	SBE-MISSION 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	*	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-MISSION 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	*	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%	16	16	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-MISSION 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
21	21	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-MISSION 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
*	*	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 SBE-MISSION 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 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-MISSION 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-SCHOOL OF ARTS AND ENTERPRISE School District

CDS Code	1975697	FMTA Region	1
District Name	SBE-SCHOOL OF ARTS AND ENTERPRISE	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
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	53	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-SCHOOL OF ARTS AND ENTERPRISE 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	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%	70	62	88.6%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-SCHOOL OF ARTS AND ENTERPRISE 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
79	79	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-SCHOOL OF ARTS AND ENTERPRISE 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 SBE-SCHOOL OF ARTS AND ENTERPRISE School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
25	25	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-SCHOOL OF ARTS AND ENTERPRISE 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 SBE-TODAY FRESH START CHARTER School District

CDS Code	1976737	FMTA Region	1
District Name	SBE-TODAY FRESH START CHARTER	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	61	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-TODAY FRESH START 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	41	NC		
Hispanic	NA	20	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%	47	47	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-TODAY FRESH START 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	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
67	67	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SBE-TODAY FRESH START 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
20	14	*	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 SBE-TODAY FRESH START CHARTER School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SBE-TODAY FRESH START 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 SCOTIA UNION ELEMENTARY School District

CDS Code	1263024	FMTA Region	4
District Name	SCOTIA UNION 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	26	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SCOTIA 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	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	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%	20	14	70.0%	>49.2%	Yes
B. <40%		*	5.0%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SCOTIA 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	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
31	31	100.0%	>90%	Yes

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SCOTIA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	4776455	FMTA Region	4
District Name	SCOTT VALLEY UNIFIED	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
85.71	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	98	NC	2.43%	No

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

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

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	16	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	12	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	63	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%	70	52	74.3%	>49.2%	Yes
B. <40%		*	8.6%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	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
95	95	100.0%	>90%	Yes

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

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

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

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
22	21	*	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 SCOTT VALLEY UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
14	14	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	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 SCOTTS VALLEY UNIFIED School District

CDS Code	4475432	FMTA Region	3
District Name	SCOTTS VALLEY UNIFIED	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
81.25	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	225	NC	2.43%	No

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

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

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	33	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	169	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%	184	108	58.7%	>49.2%	Yes
B. <40%		34	18.5%	<24.6%	Yes
C. Separate Schools		*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	31	24	77.4%	>32.9%	Yes
B. Separate		*	12.9%	<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	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
266	266	100.0%	>90%	Yes

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

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

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

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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	41	*	91.1%	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 SCOTTS VALLEY UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
35	35	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	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 SEBASTOPOL INDEPENDENT CHARTER School District

CDS Code	6113039	FMTA Region	3
District Name	SEBASTOPOL INDEPENDENT CHARTER	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	21	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SEBASTOPOL INDEPENDENT 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	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	17	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%	19	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEBASTOPOL INDEPENDENT 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	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
25	25	100.0%	>90%	Yes

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

CDS Code	4970938	FMTA Region	3
District Name	SEBASTOPOL 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	122	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SEBASTOPOL 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	40	NC		
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%	99	51	51.5%	>49.2%	Yes
B. <40%		19	19.2%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEBASTOPOL 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	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	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
117	117	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SEBASTOPOL 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
33	30	*	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 SEBASTOPOL UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEBASTOPOL 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	1363222	FMTA Region	2
District Name	SEELEY UNION 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	34	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SEELEY 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	33	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%	27	14	51.9%	>49.2%	Yes
B. <40%		*	11.1%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEELEY 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	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
49	49	100.0%	>90%	Yes

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEELEY 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	4770458	FMTA Region	4
District Name	SEIAD 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	NA	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SEIAD 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%	*	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEIAD 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

CDS Code	1062430	FMTA Region	3
District Name	SELMA 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
79.49	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
4.55%	<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?
*	902	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SELMA 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	NA	808	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	56	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%	727	554	76.2%	>49.2%	Yes
B. <40%		104	14.3%	<24.6%	Yes
C. Separate Schools		11	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SELMA 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	86	48	55.8%	>32.9%	Yes
B. Separate		*	2.3%	<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	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
976	979	99.7%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SELMA 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
147	118	26	97.5%	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 SELMA UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
156	156	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SELMA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	1563768	FMTA Region	2
District Name	SEMITROPIC 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	31	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SEMITROPIC 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	17	NC		
Multi-Ethnic	NA	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%	14	13	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEMITROPIC 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	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
17	18	NC	>90%	NA

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		0	NC	81.0%	NA

Data Source: June 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 SEQUOIA UNION ELEMENTARY School District

CDS Code	5472116	FMTA Region	4
District Name	SEQUOIA 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	18	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SEQUOIA 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	*	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%	13	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEQUOIA 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	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
21	21	100.0%	>90%	Yes

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEQUOIA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	4169062	FMTA Region	2
District Name	SEQUOIA 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
67.89	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
10.42%	<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	96	95%	Yes	26.3	100	No
Math	96	95%	Yes	34.7	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?
*	1,225	0.16	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SEQUOIA 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	35	NC		
African American	NA	91	NC		
Hispanic	*	694	0.29		
Multi-Ethnic	NA	25	NC		
Pacific Islander	NA	39	NC		
White	NA	339	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%	1,083	644	59.5%	>49.2%	Yes
B. <40%		200	18.5%	<24.6%	Yes
C. Separate Schools		66	6.1%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEQUOIA 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
1,118	1,122	99.6%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SEQUOIA 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
58	37	11	78.7%	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 SEQUOIA UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
753	753	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SEQUOIA 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	88	64	72.7%	52.30%	Yes
B. Higher Ed or Competitively Employed		83	94.3%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		88	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	1864188	FMTA Region	4
District Name	SHAFFER 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	11	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SHAFFER 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%	13	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHAFFER 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
19	19	NC	>90%	NA

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHAFFER 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	4068833	FMTA Region	1
District Name	SHANDON JOINT UNIFIED	SELPA	4000 San Luis Obispo 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	42	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SHANDON 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	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	27	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	13	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	15	51.7%	>49.2%	Yes
B. <40%		*	17.2%	<24.6%	Yes
C. Separate Schools		*	3.4%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHANDON 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	*	*	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	62	89	69.7%	72.7%	No
2. Functioning within age expectations	131	187	70.1%	82.1%	No
Outcome B					
1. Substantially Increased	59	87	67.8%	70.0%	No
2. Functioning within age expectations	127	187	67.9%	82.5%	No
Outcome C					
1. Substantially Increased	56	87	64.4%	75.0%	No
2. Functioning within age expectations	128	187	68.4%	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
39	39	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SHANDON 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
*	*	*	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 SHANDON JOINT UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
150	30	106	*	*	99.1%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHANDON 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	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 SHASTA COUNTY SCHOOLS School District

CDS Code	4510454	FMTA Region	3
District Name	SHASTA COUNTY SCHOOLS	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
76.40	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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	*	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%		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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA SECONDARY HOME School District

CDS Code	4530267	FMTA Region	3
District Name	SHASTA SECONDARY HOME	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
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	33	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA SECONDARY HOME 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	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%	23	*	17.4%	>49.2%	No
B. <40%		*	21.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA SECONDARY HOME 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
22	22	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA SECONDARY HOME 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 SHASTA SECONDARY HOME School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
14	14	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA SECONDARY HOME 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		11	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 SHASTA UNION ELEMENTARY School District

CDS Code	4570128	FMTA Region	3
District Name	SHASTA 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	18	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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	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%	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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	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
22	22	100.0%	>90%	Yes

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	4570136	FMTA Region	3
District Name	SHASTA UNION HIGH	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
78.23	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
3.09%	<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?
*	613	0.98	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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	14	NC		
African American	NA	34	NC		
Hispanic	NA	75	NC		
Multi-Ethnic	NA	20	NC		
Pacific Islander	NA	*	NC		
White	*	441	1.36		

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%	469	131	27.9%	>49.2%	No
B. <40%		143	30.5%	<24.6%	No
C. Separate Schools		39	8.3%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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	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
522	524	99.6%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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
25	15	*	93.8%	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 SHASTA UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
349	346	99.1%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHASTA 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	68	25	36.8%	52.30%	No
B. Higher Ed or Competitively Employed		45	66.2%	72.4%	No
C. Any Post-Secondary Ed or Employed		68	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	5071274	FMTA Region	4
District Name	SHILOH 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	11	NC	2.43%	NA

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

2014–15 District Level Special Education Annual Performance Report Measure for SHILOH 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%		*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHILOH 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	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
11	12	NC	>90%	NA

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

CDS Code	2173361	FMTA Region	2
District Name	SHORELINE UNIFIED	SELPA	2100 Marin County

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

Graduation Rate	Target	Target Met
85.71	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	119	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SHORELINE 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	77	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	33	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%	91	46	50.5%	>49.2%	Yes
B. <40%		11	12.1%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHORELINE 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	*	*	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
116	116	100.0%	>90%	Yes

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
24	24	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SHORELINE 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA COUNTY SCHOOLS School District

CDS Code	4610462	FMTA Region	4
District Name	SIERRA COUNTY SCHOOLS	SELPA	4600 Sierra 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%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA COUNTY SCHOOLS School District

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA 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	0	0	NC	72.7%	NA
2. Functioning within age expectations	*	*	NC	82.1%	NA
Outcome B					
1. Substantially Increased	0	0	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
NA	NC	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
SIERRA COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA SANDS School District

CDS Code	1573742	FMTA Region	2
District Name	SIERRA SANDS	SELPA	1513 Sierra Sands

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
76.67	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
9.52%	<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?
*	699	1.29	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA SANDS 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%	No
Asian	NA	19	NC		
African American	NA	61	NC		
Hispanic	*	163	1.23		
Multi-Ethnic	NA	12	NC		
Pacific Islander	NA	*	NC		
White	*	425	1.65		

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%	528	275	52.1%	>49.2%	Yes
B. <40%		135	25.6%	<24.6%	No
C. Separate Schools		*	0.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA SANDS 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	87	39	44.8%	>32.9%	Yes
B. Separate		41	47.1%	<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	16	16	NC	72.7%	NA
2. Functioning within age expectations	21	30	70.0%	82.1%	No
Outcome B					
1. Substantially Increased	16	18	NC	70.0%	NA
2. Functioning within age expectations	22	30	73.3%	82.5%	No
Outcome C					
1. Substantially Increased	16	17	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
758	765	99.1%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA SANDS 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
133	100	27	94.3%	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 SIERRA SANDS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
18	*	11	*	*	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
131	131	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA SANDS 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	32	*	28.1%	52.30%	No
B. Higher Ed or Competitively Employed		15	46.9%	72.4%	No
C. Any Post-Secondary Ed or Employed		32	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

CDS Code	1075275	FMTA Region	3
District Name	SIERRA 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
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?
*	218	0.92	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA 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	50	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	*	35	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	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%	165	96	58.2%	>49.2%	Yes
B. <40%		41	24.8%	<24.6%	No
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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA 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	12	60.0%	>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
205	208	98.6%	>90%	Yes

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

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA 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
26	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 SIERRA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
46	46	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA-PLUMAS JOINT UNIFIED School District

CDS Code	4670177	FMTA Region	4
District Name	SIERRA-PLUMAS JOINT UNIFIED	SELPA	4600 Sierra 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%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA-PLUMAS 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	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	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%	31	21	67.7%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA-PLUMAS 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	*	*	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	0	0	NC	72.7%	NA
2. Functioning within age expectations	*	*	NC	82.1%	NA
Outcome B					
1. Substantially Increased	0	0	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
52	52	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA-PLUMAS 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
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 SIERRA-PLUMAS JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIERRA-PLUMAS 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILICON VALLEY FLEX ACADEMY (1209) School District

CDS Code	0121780	FMTA Region	4
District Name	SILICON VALLEY FLEX ACADEMY (1209)	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
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?
NA	54	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILICON VALLEY FLEX ACADEMY (1209) 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	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%	57	56	98.2%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		*	1.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILICON VALLEY FLEX ACADEMY (1209) 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
58	58	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILICON VALLEY FLEX ACADEMY (1209) 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 SILICON VALLEY FLEX ACADEMY (1209) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILICON VALLEY FLEX ACADEMY (1209) 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 SILVER FORK ELEMENTARY School District

CDS Code	0961986	FMTA Region	4
District Name	SILVER FORK 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER FORK 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER FORK 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER FORK 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
SILVER FORK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER FORK 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 SILVER OAK HIGH SCHOOL MONTESSORI CHARTER School District

CDS Code	0127944	FMTA Region	3
District Name	SILVER OAK HIGH SCHOOL MONTESSORI CHARTER	SELPA	4951 Sonoma County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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%	--	--	100	--
Math	NC	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	*	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER OAK HIGH SCHOOL MONTESSORI 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	*	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%	14	12	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER OAK HIGH SCHOOL MONTESSORI 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
15	16	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER OAK HIGH SCHOOL MONTESSORI 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.

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SILVER OAK HIGH SCHOOL MONTESSORI CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER OAK HIGH SCHOOL MONTESSORI 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 SILVER VALLEY UNIFIED School District

CDS Code	3673890	FMTA Region	2
District Name	SILVER VALLEY 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
93.75	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
3.70%	<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	378	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER VALLEY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	42	NC		
Hispanic	NA	102	NC		
Multi-Ethnic	NA	18	NC		
Pacific Islander	NA	*	NC		
White	NA	198	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%	247	178	72.1%	>49.2%	Yes
B. <40%		37	15.0%	<24.6%	Yes
C. Separate Schools		*	2.0%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER VALLEY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	83	73	88.0%	>32.9%	Yes
B. Separate		*	9.6%	<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	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
421	421	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER VALLEY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
115	107	*	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 SILVER VALLEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SILVER VALLEY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	11	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIMI VALLEY UNIFIED School District

CDS Code	5672603	FMTA Region	1
District Name	SIMI VALLEY UNIFIED	SELPA	5600 Ventura County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
64.94	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
13.33%	<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	2,394	0.63	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIMI VALLEY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	22	NC	2.43%	No
Asian	NA	112	NC		
African American	NA	44	NC		
Hispanic	*	854	0.59		
Multi-Ethnic	NA	50	NC		
Pacific Islander	NA	*	NC		
White	*	1,307	0.69		

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%	1,995	787	39.4%	>49.2%	No
B. <40%		454	22.8%	<24.6%	Yes
C. Separate Schools		55	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIMI VALLEY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	277	79	28.5%	>32.9%	No
B. Separate		161	58.1%	<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	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
2,625	2,651	99.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIMI VALLEY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
519	387	125	98.2%	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 SIMI VALLEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
541	541	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SIMI VALLEY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	162	*	4.3%	52.30%	No
B. Higher Ed or Competitively Employed		*	4.3%	72.4%	No
C. Any Post-Secondary Ed or Employed		*	6.2%	81.0%	No

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 SISKIYOU COUNTY SCHOOLS School District

CDS Code	4710470	FMTA Region	4
District Name	SISKIYOU COUNTY SCHOOLS	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
77.55	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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SISKIYOU 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	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%		*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SISKIYOU 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	*	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
17	17	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SISKIYOU 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	*	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
SISKIYOU COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SISKIYOU 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	12	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		12	NC	81.0%	NA

Data Source: June 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 SISKIYOU UNION HIGH School District

CDS Code	4770466	FMTA Region	4
District Name	SISKIYOU UNION HIGH	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
94.12	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	85	95%	--	--	100	--
Math	100	95%	--	16.7	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	78	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SISKIYOU 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	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	56	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	44	73.3%	>49.2%	Yes
B. <40%		*	15.0%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SISKIYOU 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	*	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
64	64	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SISKIYOU 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
*	*	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 SISKIYOU UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
44	44	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SISKIYOU 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	15	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		11	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SNELLING-MERCED FALLS UNION ELEMENTARY School District

CDS Code	2465839	FMTA Region	4
District Name	SNELLING-MERCED FALLS UNION ELEMENTARY	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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SNELLING-MERCED FALLS 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%	12	12	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SNELLING-MERCED FALLS 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	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
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SNELLING-MERCED FALLS 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 SNELLING-MERCED FALLS UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SNELLING-MERCED FALLS 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SNOWLINE JOINT UNIFIED School District

CDS Code	3673957	FMTA Region	2
District Name	SNOWLINE JOINT 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
72.29	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
2.50%	<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?
*	1,191	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SNOWLINE 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	12	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	130	NC		
Hispanic	*	432	NC		
Multi-Ethnic	NA	34	NC		
Pacific Islander	NA	*	NC		
White	NA	575	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%	1,016	492	48.4%	>49.2%	No
B. <40%		232	22.8%	<24.6%	Yes
C. Separate Schools		29	2.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SNOWLINE 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	61	38	62.3%	>32.9%	Yes
B. Separate		18	29.5%	<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	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
1,136	1,142	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SNOWLINE 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
169	89	63	84.0%	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
SNOWLINE JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
240	240	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SNOWLINE 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	13	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	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 SOLANA BEACH ELEMENTARY School District

CDS Code	3768387	FMTA Region	2
District Name	SOLANA BEACH ELEMENTARY	SELPA	3702 North Coastal

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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	405	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLANA BEACH 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	42	NC		
African American	NA	*	NC		
Hispanic	NA	77	NC		
Multi-Ethnic	NA	15	NC		
Pacific Islander	NA	NA	NC		
White	NA	268	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%	297	205	69.0%	>49.2%	Yes
B. <40%		19	6.4%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLANA BEACH 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	60	55	91.7%	>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	180	302	59.6%	72.7%	No
2. Functioning within age expectations	301	519	58.0%	82.1%	No
Outcome B					
1. Substantially Increased	187	290	64.5%	70.0%	No
2. Functioning within age expectations	316	519	60.9%	82.5%	No
Outcome C					
1. Substantially Increased	172	253	68.0%	75.0%	No
2. Functioning within age expectations	352	519	67.8%	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
450	450	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLANA BEACH 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
153	130	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 SOLANA BEACH ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
259	30	179	19	24	96.2%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLANA BEACH 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 SOLANO COUNTY SCHOOLS School District

CDS Code	4810488	FMTA Region	3
District Name	SOLANO COUNTY SCHOOLS	SELPA	4801 Solano 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
61.25	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%	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?
*	86	2.33	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLANO 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	*	48	NC		
Hispanic	*	16	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	17	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%	19	0	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLANO 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	88	125	70.4%	72.7%	No
2. Functioning within age expectations	172	239	72.0%	82.1%	No
Outcome B					
1. Substantially Increased	88	123	71.5%	70.0%	Yes
2. Functioning within age expectations	167	239	69.9%	82.5%	No
Outcome C					
1. Substantially Increased	65	93	69.9%	75.0%	No
2. Functioning within age expectations	185	239	77.4%	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
55	55	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLANO 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 SOLANO COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
150	*	93	18	17	86.9%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLANO 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLEDAD UNIFIED School District

CDS Code	2775440	FMTA Region	3
District Name	SOLEDAD UNIFIED	SELPA	2700 Monterey County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
63.64	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
6.78%	<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	587	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLEDAD 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	*	NC		
Hispanic	NA	561	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%	520	313	60.2%	>49.2%	Yes
B. <40%		110	21.2%	<24.6%	Yes
C. Separate Schools		*	1.3%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLEDAD 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	57	43	75.4%	>32.9%	Yes
B. Separate		13	22.8%	<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	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
671	673	99.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLEDAD 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
132	76	56	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 SOLEDAD UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
119	119	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLEDAD UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	16	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		12	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		16	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 SOLVANG ELEMENTARY School District

CDS Code	4269336	FMTA Region	1
District Name	SOLVANG 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	103	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLVANG 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	59	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%	72	50	69.4%	>49.2%	Yes
B. <40%		*	13.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLVANG 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	12	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	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
93	93	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLVANG 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
13	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 SOLVANG ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOLVANG 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 SOMIS UNION ELEMENTARY School District

CDS Code	5672611	FMTA Region	1
District Name	SOMIS UNION 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	31	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOMIS 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	23	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%	28	16	57.1%	>49.2%	Yes
B. <40%		*	10.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOMIS 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	15	*	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	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
47	47	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOMIS 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 SOMIS UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOMIS 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONOMA COUNTY SCHOOLS School District

CDS Code	4910496	FMTA Region	3
District Name	SONOMA COUNTY SCHOOLS	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
64.70	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
13.33%	<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	146	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONOMA 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%	No
Asian	NA	*	NC		
African American	NA	25	NC		
Hispanic	NA	24	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	80	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%	97	*	3.1%	>49.2%	No
B. <40%		*	2.1%	<24.6%	Yes
C. Separate Schools		91	93.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONOMA 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	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
108	108	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONOMA 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.

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*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONOMA 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	41	*	24.4%	52.30%	No
B. Higher Ed or Competitively Employed		17	41.5%	72.4%	No
C. Any Post-Secondary Ed or Employed		41	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONOMA VALLEY UNIFIED School District

CDS Code	4970953	FMTA Region	3
District Name	SONOMA VALLEY 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
59.38	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
10.14%	<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	732	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONOMA VALLEY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	402	NC		
Multi-Ethnic	NA	56	NC		
Pacific Islander	NA	*	NC		
White	NA	258	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%	649	281	43.3%	>49.2%	No
B. <40%		112	17.3%	<24.6%	Yes
C. Separate Schools		24	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONOMA VALLEY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	41	35	85.4%	>32.9%	Yes
B. Separate		*	12.2%	<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	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
609	626	97.3%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONOMA VALLEY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
141	120	16	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 SONOMA VALLEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
159	157	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONOMA VALLEY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 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 SONORA ELEMENTARY School District

CDS Code	5572371	FMTA Region	3
District Name	SONORA 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?
*	92	2.17	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONORA 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	*	*	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	12	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	74	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	22	34.4%	>49.2%	No
B. <40%		17	26.6%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONORA 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	15	*	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
102	102	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONORA 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	12	12	85.7%	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 SONORA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONORA 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 SONORA UNION HIGH School District

CDS Code	5572389	FMTA Region	3
District Name	SONORA UNION HIGH	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
61.54	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
17.95%	<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%	--	19.2	100	--
Math	100	95%	--	15.4	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	154	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONORA 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	NA	*	NC		
Hispanic	NA	21	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	116	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%	144	63	43.8%	>49.2%	No
B. <40%		47	32.6%	<24.6%	No
C. Separate Schools		*	4.2%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONORA 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	*	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
137	137	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONORA 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
*	*	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 SONORA UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
101	96	95.0%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SONORA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOQUEL ELEMENTARY School District

CDS Code	4469849	FMTA Region	3
District Name	SOQUEL 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?
*	245	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOQUEL 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	103	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	129	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%	205	141	68.8%	>49.2%	Yes
B. <40%		32	15.6%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOQUEL 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	31	16	51.6%	>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	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
281	283	99.3%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOQUEL 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
87	59	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 SOQUEL ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOQUEL 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 SOULSBYVILLE ELEMENTARY School District

CDS Code	5572397	FMTA Region	3
District Name	SOULSBYVILLE 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	73	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOULSBYVILLE 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	15	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	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%	54	32	59.3%	>49.2%	Yes
B. <40%		*	9.3%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOULSBYVILLE 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	*	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
90	91	98.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOULSBYVILLE 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	21	*	95.5%	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 SOULSBYVILLE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOULSBYVILLE 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 SOUTH BAY UNION ELEMENTARY School District

CDS Code	1263032	FMTA Region	4
District Name	SOUTH BAY UNION 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	88	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH BAY 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	15	NC		
Multi-Ethnic	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%	73	57	78.1%	>49.2%	Yes
B. <40%		*	6.8%	<24.6%	Yes
C. Separate Schools		*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH BAY 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	20	15	75.0%	>32.9%	Yes
B. Separate		*	25.0%	<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
136	136	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH BAY 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
29	29	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
SOUTH BAY UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH BAY 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH BAY UNION ELEMENTARY School District

CDS Code	3768395	FMTA Region	2
District Name	SOUTH BAY UNION ELEMENTARY	SELPA	3704 South County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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?
*	936	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH BAY 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	29	NC		
African American	NA	27	NC		
Hispanic	*	757	NC		
Multi-Ethnic	NA	17	NC		
Pacific Islander	NA	*	NC		
White	NA	101	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%	719	432	60.1%	>49.2%	Yes
B. <40%		205	28.5%	<24.6%	No
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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH BAY 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	202	110	54.5%	>32.9%	Yes
B. Separate		84	41.6%	<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	121	218	55.5%	72.7%	No
2. Functioning within age expectations	213	368	57.9%	82.1%	No
Outcome B					
1. Substantially Increased	145	240	60.4%	70.0%	No
2. Functioning within age expectations	206	368	56.0%	82.5%	No
Outcome C					
1. Substantially Increased	138	201	68.7%	75.0%	No
2. Functioning within age expectations	236	368	64.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,145	1,146	99.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH BAY 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
265	124	141	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
SOUTH BAY UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
249	36	168	14	22	94.9%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH BAY 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH FORK UNION School District

CDS Code	1563784	FMTA Region	2
District Name	SOUTH FORK UNION	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	27	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH FORK 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	*	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	21	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	14	60.9%	>49.2%	Yes
B. <40%		*	13.0%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH FORK 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	*	*	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
28	30	93.3%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH FORK 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
*	*	*	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 SOUTH FORK UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH FORK 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH MONTEREY JOINT UNION HIGH School District

CDS Code	2766068	FMTA Region	3
District Name	SOUTH MONTEREY JOINT UNION HIGH	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
78.69	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
7.81%	<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	74	95%	--	12.8	100	--
Math	97	95%	--	15.7	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?
*	245	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH MONTEREY 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%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	*	212	NC		
Multi-Ethnic	NA	*	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%	259	99	38.2%	>49.2%	No
B. <40%		34	13.1%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH MONTEREY 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	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
278	278	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH MONTEREY 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 SOUTH MONTEREY JOINT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
171	171	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH MONTEREY 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	31	14	45.2%	52.30%	No
B. Higher Ed or Competitively Employed		24	77.4%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		31	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH PASADENA UNIFIED School District

CDS Code	1965029	FMTA Region	1
District Name	SOUTH PASADENA UNIFIED	SELPA	1908 West 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
92.86	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	418	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH PASADENA 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	49	NC		
African American	NA	17	NC		
Hispanic	NA	178	NC		
Multi-Ethnic	NA	23	NC		
Pacific Islander	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%	354	194	54.8%	>49.2%	Yes
B. <40%		49	13.8%	<24.6%	Yes
C. Separate Schools		13	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH PASADENA 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	43	12	27.9%	>32.9%	No
B. Separate		18	41.9%	<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	118	201	58.7%	72.7%	No
2. Functioning within age expectations	150	300	50.0%	82.1%	No
Outcome B					
1. Substantially Increased	108	197	54.8%	70.0%	No
2. Functioning within age expectations	149	300	49.7%	82.5%	No
Outcome C					
1. Substantially Increased	117	186	62.9%	75.0%	No
2. Functioning within age expectations	164	300	54.7%	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
435	435	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH PASADENA 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
83	64	14	92.8%	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 SOUTH PASADENA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
260	46	200	12	*	99.5%	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
84	81	96.4%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH PASADENA UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	22	16	72.7%	52.30%	Yes
B. Higher Ed or Competitively Employed		22	100.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		22	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH SAN FRANCISCO UNIFIED School District

CDS Code	4169070	FMTA Region	2
District Name	SOUTH SAN FRANCISCO UNIFIED	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
82.72	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
3.39%	<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?
*	1,220	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH SAN FRANCISCO 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	286	NC		
African American	*	57	NC		
Hispanic	NA	661	NC		
Multi-Ethnic	NA	42	NC		
Pacific Islander	NA	30	NC		
White	NA	142	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%	955	416	43.6%	>49.2%	No
B. <40%		293	30.7%	<24.6%	No
C. Separate Schools		36	3.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH SAN FRANCISCO 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	130	127	97.7%	>32.9%	Yes
B. Separate		*	2.3%	<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	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
1,214	1,222	99.3%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH SAN FRANCISCO 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
195	131	58	95.6%	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
SOUTH SAN FRANCISCO UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH SAN FRANCISCO UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	14	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		14	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		14	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 SOUTH WHITTIER ELEMENTARY School District

CDS Code	1965037	FMTA Region	1
District Name	SOUTH WHITTIER ELEMENTARY	SELPA	1918 Whittier Area Co-op

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?
*	461	0.65	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH WHITTIER 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	*	425	0.71		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	25	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%	357	207	58.0%	>49.2%	Yes
B. <40%		82	23.0%	<24.6%	Yes
C. Separate Schools		13	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH WHITTIER ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	73	51	69.9%	>32.9%	Yes
B. Separate		20	27.4%	<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	52	86	60.5%	72.7%	No
2. Functioning within age expectations	97	151	64.2%	82.1%	No
Outcome B					
1. Substantially Increased	56	89	62.9%	70.0%	No
2. Functioning within age expectations	95	151	62.9%	82.5%	No
Outcome C					
1. Substantially Increased	67	88	76.1%	75.0%	Yes
2. Functioning within age expectations	92	151	60.9%	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
533	538	99.1%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH WHITTIER 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
128	103	18	93.6%	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
SOUTH WHITTIER ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
131	15	91	*	12	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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTH WHITTIER 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 SOUTHERN HUMBOLDT JOINT UNIFIED School District

CDS Code	1263040	FMTA Region	4
District Name	SOUTHERN HUMBOLDT 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
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	100	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN HUMBOLDT 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	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	85	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	40	55.6%	>49.2%	Yes
B. <40%		*	9.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN HUMBOLDT 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	*	*	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
96	96	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN HUMBOLDT 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
17	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 SOUTHERN HUMBOLDT JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN HUMBOLDT 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN KERN UNIFIED School District

CDS Code	1563776	FMTA Region	2
District Name	SOUTHERN KERN UNIFIED	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
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%	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?
*	518	0.39	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN KERN 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	94	NC		
Hispanic	NA	209	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	201	1.00		

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%	402	152	37.8%	>49.2%	No
B. <40%		155	38.6%	<24.6%	No
C. Separate Schools		*	0.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN KERN 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	44	20	45.5%	>32.9%	Yes
B. Separate		12	27.3%	<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	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
565	573	98.6%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN KERN 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
103	71	29	95.9%	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 SOUTHERN KERN UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
107	107	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN KERN 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN TRINITY JOINT UNIFIED School District

CDS Code	5373833	FMTA Region	3
District Name	SOUTHERN TRINITY JOINT UNIFIED	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
0.00	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	16	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN 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	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	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%	16	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN 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	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
21	21	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN 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
*	*	*	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
SOUTHERN 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 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHERN 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	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHSIDE ELEMENTARY School District

CDS Code	3567553	FMTA Region	1
District Name	SOUTHSIDE 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	31	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHSIDE 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	17	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	13	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHSIDE 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	*	*	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
24	24	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHSIDE 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 SOUTHSIDE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SOUTHSIDE 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 SPENCER VALLEY ELEMENTARY School District

CDS Code	3768403	FMTA Region	2
District Name	SPENCER VALLEY 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
1.54%	<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	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	470	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPENCER 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	*	NC	2.43%	No
Asian	NA	12	NC		
African American	NA	52	NC		
Hispanic	NA	124	NC		
Multi-Ethnic	NA	13	NC		
Pacific Islander	NA	*	NC		
White	NA	263	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%	365	301	82.5%	>49.2%	Yes
B. <40%		18	4.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPENCER 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	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
406	406	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPENCER 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
23	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 SPENCER 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 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
101	101	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPENCER 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	*	*	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 SPRECKELS UNION ELEMENTARY School District

CDS Code	2766225	FMTA Region	3
District Name	SPRECKELS UNION ELEMENTARY	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?
NA	60	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPRECKELS 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	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	45	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%	54	26	48.1%	>49.2%	No
B. <40%		*	7.4%	<24.6%	Yes
C. Separate Schools		*	5.6%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPRECKELS 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	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
80	81	98.8%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPRECKELS 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
29	27	*	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 SPRECKELS UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPRECKELS 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPRINGVILLE UNION ELEMENTARY School District

CDS Code	5472132	FMTA Region	4
District Name	SPRINGVILLE 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	19	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPRINGVILLE 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	*	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	17	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%	16	15	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPRINGVILLE 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	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
21	21	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPRINGVILLE 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 SPRINGVILLE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SPRINGVILLE 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST HOPE PS 7 School District

CDS Code	0101048	FMTA Region	4
District Name	ST HOPE PS 7	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?
*	73	5.48	2.43%	Yes

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST HOPE PS 7 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%	Yes
Asian	NA	NA	NC		
African American	*	54	7.41		
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%	70	67	95.7%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST HOPE PS 7 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
86	87	98.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST HOPE PS 7 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 ST HOPE PS 7 School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST HOPE PS 7 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 ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

CDS Code	0102038	FMTA Region	4
District Name	ST HOPE SACRAMENTO CHARTER 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
90.00	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%	--	0	100	--
Math	100	95%	--	5.3	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?
*	116	4.31	2.43%	Yes

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	Yes
Asian	NA	*	NC		
African American	*	90	5.56		
Hispanic	NA	15	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%	106	100	94.3%	>49.2%	Yes
B. <40%		*	1.9%	<24.6%	Yes
C. Separate Schools		*	0.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>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
114	114	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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 ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	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 ST. HELENA UNIFIED School District

CDS Code	2866290	FMTA Region	2
District Name	ST. HELENA UNIFIED	SELPA	2800 Napa County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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?
NA	95	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST. HELENA 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	NA	NC		
Hispanic	NA	60	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%	90	58	64.4%	>49.2%	Yes
B. <40%		12	13.3%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST. HELENA 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	*	*	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
121	121	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST. HELENA 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
22	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 ST. HELENA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
27	26	96.3%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ST. HELENA 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANDARD ELEMENTARY School District

CDS Code	1563792	FMTA Region	2
District Name	STANDARD 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?
*	354	0.85	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANDARD 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	68	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	273	1.10		

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%	288	119	41.3%	>49.2%	No
B. <40%		92	31.9%	<24.6%	No
C. Separate Schools		*	0.3%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANDARD 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	48	20	41.7%	>32.9%	Yes
B. Separate		15	31.3%	<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	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
400	404	99.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANDARD 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
83	58	24	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 STANDARD ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANDARD 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 STANFORD NEW SCHOOL School District

CDS Code	0109561	FMTA Region	2
District Name	STANFORD NEW SCHOOL	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	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANFORD NEW SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANFORD NEW 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	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
NA	NC	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANFORD NEW 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
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 STANFORD NEW SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANFORD NEW SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 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 STANISLAUS COUNTY SCHOOLS School District

CDS Code	5010504	FMTA Region	4
District Name	STANISLAUS COUNTY SCHOOLS	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
63.01	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%	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	51	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANISLAUS 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%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	21	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	21	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	14	41.2%	>49.2%	No
B. <40%		0	0.0%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANISLAUS 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	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
64	64	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANISLAUS 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
STANISLAUS COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
54	54	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANISLAUS 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANISLAUS UNION ELEMENTARY School District

CDS Code	5071282	FMTA Region	4
District Name	STANISLAUS 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?
*	486	1.03	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANISLAUS 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%	Yes
Asian	NA	29	NC		
African American	*	63	4.76		
Hispanic	*	217	0.92		
Multi-Ethnic	NA	17	NC		
Pacific Islander	NA	*	NC		
White	NA	155	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%	348	213	61.2%	>49.2%	Yes
B. <40%		108	31.0%	<24.6%	No
C. Separate Schools		11	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANISLAUS 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	55	31	56.4%	>32.9%	Yes
B. Separate		16	29.1%	<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	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
507	507	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANISLAUS 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
80	75	*	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
STANISLAUS UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STANISLAUS 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION CHARTER School District

CDS Code	1575630	FMTA Region	2
District Name	STATE BOARD OF EDUCATION CHARTER	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	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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	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
NA	NC	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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 STATE BOARD OF EDUCATION CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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 STATE BOARD OF EDUCATION CHARTER School District

CDS Code	1975671	FMTA Region	1
District Name	STATE BOARD OF EDUCATION CHARTER	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	*	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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	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
NA	NC	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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 STATE BOARD OF EDUCATION CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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 STOCKTON CITY UNIFIED School District

CDS Code	3968676	FMTA Region	3
District Name	STOCKTON CITY UNIFIED	SELPA	3912 Stockton City 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
44.10	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
1.97%	<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?
54	4,161	1.30	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON CITY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	73	2.74	2.43%	Yes
Asian	*	374	0.53		
African American	16	739	2.17		
Hispanic	25	2,369	1.06		
Multi-Ethnic	*	94	NC		
Pacific Islander	NA	*	NC		
White	*	504	1.59		

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%	3,297	1,615	49.0%	>49.2%	No
B. <40%		1,048	31.8%	<24.6%	No
C. Separate Schools		206	6.2%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON CITY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	549	230	41.9%	>32.9%	Yes
B. Separate		235	42.8%	<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	60	95	63.2%	72.7%	No
2. Functioning within age expectations	75	136	55.1%	82.1%	No
Outcome B					
1. Substantially Increased	60	101	59.4%	70.0%	No
2. Functioning within age expectations	68	136	50.0%	82.5%	No
Outcome C					
1. Substantially Increased	54	82	65.9%	75.0%	No
2. Functioning within age expectations	84	136	61.8%	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
4,593	4,622	99.4%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON CITY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not 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
684	522	141	96.1%	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 STOCKTON CITY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
168	11	96	25	26	90.6%	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
737	703	95.4%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON CITY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	29	12	41.4%	52.30%	No
B. Higher Ed or Competitively Employed		16	55.2%	72.4%	No
C. Any Post-Secondary Ed or Employed		28	96.6%	81.0%	Yes

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 STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

CDS Code	0120725	FMTA Region	4
District Name	STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	12	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%	19	16	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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
30	30	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY 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
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
STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 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 STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL School District

CDS Code	0120733	FMTA Region	4
District Name	STOCKTON COLLEGIATE INTERNATIONAL SECONDARY 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
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	17	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	*	NC		
African American	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%	18	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON COLLEGIATE INTERNATIONAL SECONDARY 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
21	21	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON COLLEGIATE INTERNATIONAL SECONDARY 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
*	*	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
STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 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 STONE CORRAL ELEMENTARY School District

CDS Code	5472140	FMTA Region	4
District Name	STONE CORRAL 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STONE CORRAL 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	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STONE CORRAL 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	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STONE CORRAL 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 STONE CORRAL ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STONE CORRAL 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 STONY CREEK JOINT UNIFIED School District

CDS Code	1162653	FMTA Region	2
District Name	STONY CREEK JOINT UNIFIED	SELPA	1100 Glenn County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STONY CREEK 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%	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STONY CREEK 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	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	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
12	12	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STONY CREEK 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
*	*	*	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 STONY CREEK JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STONY CREEK 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	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 STRATHMORE UNION ELEMENTARY School District

CDS Code	5472157	FMTA Region	4
District Name	STRATHMORE 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	63	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STRATHMORE 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	51	NC		
Multi-Ethnic	NA	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%	53	44	83.0%	>49.2%	Yes
B. <40%		*	13.2%	<24.6%	Yes
C. Separate Schools		*	3.8%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STRATHMORE 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	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
69	69	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STRATHMORE 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
19	18	*	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
STRATHMORE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for STRATHMORE 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SULPHUR SPRINGS UNION School District

CDS Code	1965045	FMTA Region	1
District Name	SULPHUR SPRINGS UNION	SELPA	1906 Santa Clarita Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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	733	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SULPHUR SPRINGS 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	*	NC	2.43%	No
Asian	NA	39	NC		
African American	NA	51	NC		
Hispanic	NA	392	NC		
Multi-Ethnic	NA	24	NC		
Pacific Islander	NA	*	NC		
White	NA	219	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%	556	341	61.3%	>49.2%	Yes
B. <40%		192	34.5%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SULPHUR SPRINGS 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	184	38	20.7%	>32.9%	No
B. Separate		137	74.5%	<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	59	97	60.8%	72.7%	No
2. Functioning within age expectations	147	203	72.4%	82.1%	No
Outcome B					
1. Substantially Increased	63	93	67.7%	70.0%	No
2. Functioning within age expectations	139	203	68.5%	82.5%	No
Outcome C					
1. Substantially Increased	58	88	65.9%	75.0%	No
2. Functioning within age expectations	140	203	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
897	899	99.8%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SULPHUR SPRINGS 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
196	158	32	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 SULPHUR SPRINGS UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
143	30	110	*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SULPHUR SPRINGS 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMERVILLE ELEMENTARY School District

CDS Code	5572405	FMTA Region	3
District Name	SUMMERVILLE 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	90	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMERVILLE 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	11	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	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%	60	30	50.0%	>49.2%	Yes
B. <40%		*	16.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMERVILLE 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
82	82	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMERVILLE 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
20	14	*	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
SUMMERVILLE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMERVILLE 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 SUMMERVILLE UNION HIGH School District

CDS Code	5572413	FMTA Region	3
District Name	SUMMERVILLE UNION HIGH	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
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
4.76%	<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	107	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMERVILLE 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	NA	NC		
African American	NA	*	NC		
Hispanic	NA	13	NC		
Multi-Ethnic	NA	*	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%	87	53	60.9%	>49.2%	Yes
B. <40%		*	10.3%	<24.6%	Yes
C. Separate Schools		*	3.4%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMERVILLE 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	*	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
98	99	99.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMERVILLE 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
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
SUMMERVILLE UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
38	35	92.1%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMERVILLE 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT LEADERSHIP ACADEMY - HIGH DESERT School District

CDS Code	0107516	FMTA Region	4
District Name	SUMMIT LEADERSHIP ACADEMY - HIGH DESERT	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	80	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	21	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT LEADERSHIP ACADEMY - HIGH DESERT 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	*	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%	19	14	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT LEADERSHIP ACADEMY - HIGH DESERT 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
17	17	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT LEADERSHIP ACADEMY - HIGH DESERT 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
SUMMIT LEADERSHIP ACADEMY - HIGH DESERT School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT LEADERSHIP ACADEMY - HIGH DESERT 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 SUMMIT PREPARATORY CHARTER HIGH School District

CDS Code	0112722	FMTA Region	2
District Name	SUMMIT PREPARATORY CHARTER 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
77.78	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	89	95%	--	66.7	100	--
Math	95	95%	--	75	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	48	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PREPARATORY CHARTER 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	*	NC		
Hispanic	NA	20	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%	51	44	86.3%	>49.2%	Yes
B. <40%		*	3.9%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PREPARATORY CHARTER 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
48	48	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PREPARATORY CHARTER 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 SUMMIT PREPARATORY CHARTER HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PREPARATORY CHARTER 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 SUMMIT PUBLIC SCHOOL DENALI School District

CDS Code	0128090	FMTA Region	4
District Name	SUMMIT PUBLIC SCHOOL DENALI	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	19	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL DENALI 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	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%	23	23	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL DENALI 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
28	28	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL DENALI 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 SUMMIT PUBLIC SCHOOL DENALI School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL DENALI 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 SUMMIT PUBLIC SCHOOL K2 School District

CDS Code	0129684	FMTA Region	4
District Name	SUMMIT PUBLIC SCHOOL K2	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL K2 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL K2 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL K2 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 SUMMIT PUBLIC SCHOOL K2 School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL K2 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 SUMMIT PUBLIC SCHOOL SHASTA School District

CDS Code	0127548	FMTA Region	4
District Name	SUMMIT PUBLIC SCHOOL SHASTA	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	12	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL SHASTA 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	*	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%	15	15	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL SHASTA 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
19	19	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL SHASTA 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 SUMMIT PUBLIC SCHOOL SHASTA School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL SHASTA 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 SUMMIT PUBLIC SCHOOL: RAINIER (1276) School District

CDS Code	0123745	FMTA Region	4
District Name	SUMMIT PUBLIC SCHOOL: RAINIER (1276)	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	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: RAINIER (1276) 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	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%	19	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: RAINIER (1276) 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: RAINIER (1276) 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 SUMMIT PUBLIC SCHOOL: RAINIER (1276) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
17	17	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: RAINIER (1276) 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 SUMMIT PUBLIC SCHOOL: TAHOMA (1282) School District

CDS Code	0123794	FMTA Region	4
District Name	SUMMIT PUBLIC SCHOOL: TAHOMA (1282)	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	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	24	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: TAHOMA (1282) 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	15	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%	27	22	81.5%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: TAHOMA (1282) 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
28	28	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: TAHOMA (1282) 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 SUMMIT PUBLIC SCHOOL: TAHOMA (1282) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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
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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: TAHOMA (1282) 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 SUNDALE UNION ELEMENTARY School District

CDS Code	5472173	FMTA Region	4
District Name	SUNDALE 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	23	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNDALE 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	*	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%	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNDALE 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
31	31	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNDALE 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 SUNDALE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNDALE 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNNYSIDE UNION ELEMENTARY School District

CDS Code	5472181	FMTA Region	4
District Name	SUNNYSIDE 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	16	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNNYSIDE 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	14	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%	15	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNNYSIDE 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		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	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
17	17	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNNYSIDE 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
SUNNYSIDE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNNYSIDE 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNNYVALE School District

CDS Code	4369690	FMTA Region	4
District Name	SUNNYVALE	SELPA	4302 Santa Clara Area II

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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?
*	725	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNNYVALE 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	129	NC		
African American	NA	29	NC		
Hispanic	NA	389	NC		
Multi-Ethnic	NA	44	NC		
Pacific Islander	NA	*	NC		
White	*	125	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%	554	333	60.1%	>49.2%	Yes
B. <40%		156	28.2%	<24.6%	No
C. Separate Schools		*	0.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNNYVALE 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	132	31	23.5%	>32.9%	No
B. Separate		91	68.9%	<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	35	59	59.3%	72.7%	No
2. Functioning within age expectations	53	92	57.6%	82.1%	No
Outcome B					
1. Substantially Increased	38	56	67.9%	70.0%	No
2. Functioning within age expectations	59	92	64.1%	82.5%	No
Outcome C					
1. Substantially Increased	36	47	76.6%	75.0%	Yes
2. Functioning within age expectations	65	92	70.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
811	812	99.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNNYVALE 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
229	205	23	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 SUNNYVALE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
59	15	37	*	0	90.2%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNNYVALE 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 SUNOL GLEN UNIFIED School District

CDS Code	0175119	FMTA Region	4
District Name	SUNOL GLEN UNIFIED	SELPA	0114 Tri-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	16	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNOL GLEN 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%	NA
Asian	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	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNOL GLEN UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>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	49	63.3%	72.7%	No
2. Functioning within age expectations	89	121	73.6%	82.1%	No
Outcome B					
1. Substantially Increased	26	40	65.0%	70.0%	No
2. Functioning within age expectations	93	121	76.9%	82.5%	No
Outcome C					
1. Substantially Increased	35	46	76.1%	75.0%	Yes
2. Functioning within age expectations	91	121	75.2%	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
12	12	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNOL GLEN 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
*	*	*	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 SUNOL GLEN UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
92	*	57	*	22	91.9%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNOL GLEN 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNRISE MIDDLE SCHOOL (1290) School District

CDS Code	0124065	FMTA Region	4
District Name	SUNRISE MIDDLE SCHOOL (1290)	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	33	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNRISE MIDDLE SCHOOL (1290) 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	27	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%	20	20	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNRISE MIDDLE SCHOOL (1290) 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNRISE MIDDLE SCHOOL (1290) 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 SUNRISE MIDDLE SCHOOL (1290) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUNRISE MIDDLE SCHOOL (1290) 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 SURPRISE VALLEY JOINT UNIFIED School District

CDS Code	2565896	FMTA Region	4
District Name	SURPRISE VALLEY JOINT UNIFIED	SELPA	2500 Modoc 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SURPRISE VALLEY 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%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	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%	*	*	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SURPRISE VALLEY 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	*	*	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	*	*	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	0	0	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
12	12	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SURPRISE VALLEY 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
*	*	*	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 SURPRISE VALLEY JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
*	NA	*	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
*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SURPRISE VALLEY 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	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 SUSANVILLE ELEMENTARY School District

CDS Code	1864196	FMTA Region	4
District Name	SUSANVILLE 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	132	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUSANVILLE 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	12	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	26	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	80	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	42	48.3%	>49.2%	No
B. <40%		*	4.6%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUSANVILLE 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	33	23	69.7%	>32.9%	Yes
B. Separate		*	27.3%	<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	*	*	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
171	171	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUSANVILLE 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
48	31	17	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 SUSANVILLE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUSANVILLE 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 SUTTER COUNTY SCHOOLS School District

CDS Code	5110512	FMTA Region	4
District Name	SUTTER COUNTY SCHOOLS	SELPA	5100 Sutter County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
51.69	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	13	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUTTER 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	*	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%	*	0	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUTTER 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	22	49	44.9%	72.7%	No
2. Functioning within age expectations	26	64	40.6%	82.1%	No
Outcome B					
1. Substantially Increased	25	48	52.1%	70.0%	No
2. Functioning within age expectations	24	64	37.5%	82.5%	No
Outcome C					
1. Substantially Increased	25	42	59.5%	75.0%	No
2. Functioning within age expectations	37	64	57.8%	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
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUTTER 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
SUTTER COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
52	11	36	*	*	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
*	*	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUTTER 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	28	*	35.7%	52.30%	No
B. Higher Ed or Competitively Employed		13	46.4%	72.4%	No
C. Any Post-Secondary Ed or Employed		28	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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUTTER UNION HIGH School District

CDS Code	5171449	FMTA Region	4
District Name	SUTTER UNION HIGH	SELPA	5100 Sutter County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
85.71	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
9.09%	<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%	--	9.1	100	--
Math	100	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?
NA	60	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUTTER 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	NA	NC		
African American	NA	*	NC		
Hispanic	NA	17	NC		
Multi-Ethnic	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%	61	29	47.5%	>49.2%	No
B. <40%		12	19.7%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUTTER 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	22	49	44.9%	72.7%	No
2. Functioning within age expectations	26	64	40.6%	82.1%	No
Outcome B					
1. Substantially Increased	25	48	52.1%	70.0%	No
2. Functioning within age expectations	24	64	37.5%	82.5%	No
Outcome C					
1. Substantially Increased	25	42	59.5%	75.0%	No
2. Functioning within age expectations	37	64	57.8%	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
69	70	98.6%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUTTER 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
*	*	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 SUTTER UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
52	11	36	*	*	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
37	37	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SUTTER 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SWEETWATER UNION HIGH School District

CDS Code	3768411	FMTA Region	2
District Name	SWEETWATER UNION HIGH	SELPA	3704 South County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
63.62	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
1.24%	<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?
*	5,380	0.04	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SWEETWATER 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	22	NC	2.43%	No
Asian	NA	210	NC		
African American	*	279	NC		
Hispanic	*	4,215	NC		
Multi-Ethnic	NA	219	NC		
Pacific Islander	NA	22	NC		
White	NA	413	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%	4,976	2,311	46.4%	>49.2%	No
B. <40%		1,513	30.4%	<24.6%	No
C. Separate Schools		219	4.4%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SWEETWATER 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	*	*	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	121	218	55.5%	72.7%	No
2. Functioning within age expectations	213	368	57.9%	82.1%	No
Outcome B					
1. Substantially Increased	145	240	60.4%	70.0%	No
2. Functioning within age expectations	206	368	56.0%	82.5%	No
Outcome C					
1. Substantially Increased	138	201	68.7%	75.0%	No
2. Functioning within age expectations	236	368	64.1%	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
5,437	5,441	99.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SWEETWATER 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
199	77	122	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 SWEETWATER UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
249	36	168	14	22	94.9%	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
2,387	2,386	100.0%	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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SWEETWATER 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	313	177	56.5%	52.30%	Yes
B. Higher Ed or Competitively Employed		241	77.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		312	99.7%	81.0%	Yes

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 SYLVAN UNION ELEMENTARY School District

CDS Code	5071290	FMTA Region	4
District Name	SYLVAN 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?
*	1,494	0.13	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SYLVAN 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	74	NC		
African American	NA	81	NC		
Hispanic	*	632	NC		
Multi-Ethnic	NA	49	NC		
Pacific Islander	NA	*	NC		
White	*	638	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%	1,136	665	58.5%	>49.2%	Yes
B. <40%		292	25.7%	<24.6%	No
C. Separate Schools		30	2.6%	<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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SYLVAN 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	166	119	71.7%	>32.9%	Yes
B. Separate		34	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	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
1,637	1,637	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SYLVAN 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
269	190	78	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 SYLVAN UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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 the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SYLVAN 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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SYNERGY CHARTER School District

CDS Code	0776810	FMTA Region	4
District Name	SYNERGY 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	28	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SYNERGY 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	16	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%	29	27	93.1%	>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 the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SYNERGY 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
33	34	97.1%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for SYNERGY 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	*	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

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2014–15 District Level Special Education Annual Performance Report Measure for SYNERGY CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd 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*

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2014–15 District Level Special Education Annual Performance Report Measure for SYNERGY 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

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