# 2014–15 District Level Special Education Annual Performance Report Measure for TAFT CITY School District

| | | | |
|---|---|---|---|
| CDS Code | 1563800 | FMTA Region | 2 |
| District Name | TAFT CITY | 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 | 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 TAFT CITY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. 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 | 116 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 173 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 254 | 173 | 68.1% | >49.2% | Yes |
| B. <40% | | 75 | 29.5% | <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 TAFT CITY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 25 | 65.8% | >32.9% | Yes |
| B. Separate | | * | 13.2% | <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 | 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 |
|---|---|---|---|---|
| 358 | 358 | 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 TAFT CITY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of 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 | 78 | * | 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 TAFT CITY School District

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

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

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 TAFT UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 1563818 | FMTA Region | 2 |
| District Name | TAFT UNION HIGH | 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 |
|---|---|---|
| 78.26 | 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 |
|---|---|---|
| 3.57% | <14.72% | Yes |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | 95 | 95% | -- | 8.8 | 100 | -- |
| Math | 98 | 95% | -- | 14.7 | 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 | 117 | 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 TAFT 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 | 37 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 70 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 109 | 54 | 49.5% | >49.2% | Yes |
| B. <40% | | 16 | 14.7% | <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 TAFT 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 | 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 |
|---|---|---|---|---|
| 124 | 127 | 97.6% | >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 TAFT 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 TAFT 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 87 | 87 | 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 TAFT 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 | 12 | * | 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 TAHOE-TRUCKEE UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3166944 | FMTA Region | 4 |
| District Name | TAHOE-TRUCKEE UNIFIED | SELPA | 3100 Placer County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 90.91 | 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 | 492 | 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 TAHOE-TRUCKEE 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 | 246 | NC | | |
| Multi-Ethnic | NA | 11 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 230 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 407 | 264 | 64.9% | >49.2% | Yes |
| B. <40% | | 32 | 7.9% | <24.6% | Yes |
| C. Separate Schools | | * | 0.2% | <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 TAHOE-TRUCKEE 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 | 62 | 29 | 46.8% | >32.9% | Yes |
| B. Separate | | * | 1.6% | <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 | 66 | 134 | 49.3% | 72.7% | No |
| 2. Functioning within age expectations | 152 | 245 | 62.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 66 | 123 | 53.7% | 70.0% | No |
| 2. Functioning within age expectations | 157 | 245 | 64.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 75 | 123 | 61.0% | 75.0% | No |
| 2. Functioning within age expectations | 152 | 245 | 62.0% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 523 | 527 | 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 TAHOE-TRUCKEE 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 |
|---|---|---|---|---|---|
| 124 | 93 | 31 | 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 TAHOE-TRUCKEE 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 |
|---|---|---|---|---|---|---|---|
| 148 | 16 | 116 | * | * | 97.5% | 100% | No |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

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

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TAHOE-TRUCKEE 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 TAMALPAIS UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 2165482 | FMTA Region | 2 |
| District Name | TAMALPAIS UNION 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 |
|---|---|---|
| 85.51 | 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 |
|---|---|---|
| 3.23% | <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 | 94 | 95% | No | 52.4 | 100 | -- |
| Math | 92 | 95% | No | 39.2 | 100 | -- |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 463 | 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 TAMALPAIS 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 | 21 | NC | | |
| African American | NA | 32 | NC | | |
| Hispanic | NA | 43 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 357 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 422 | 259 | 61.4% | >49.2% | Yes |
| B. <40% | | 46 | 10.9% | <24.6% | Yes |
| C. Separate Schools | | 38 | 9.0% | <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 TAMALPAIS 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 | 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 |
|---|---|---|---|---|
| 442 | 443 | 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 TAMALPAIS 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 |
|---|---|---|---|---|---|
| 33 | 21 | * | 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 TAMALPAIS 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 281 | 281 | 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 TAMALPAIS 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 | 73 | 57 | 78.1% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 67 | 91.8% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 72 | 98.6% | 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 TAYLION HIGH DESERT ACADEMY ADELANTO School District

| | | | |
|---|---|---|---|
| CDS Code | 0128462 | FMTA Region | 2 |
| District Name | TAYLION HIGH DESERT ACADEMY ADELANTO | SELPA | 3651 Desert/Mountain 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 |
|---|---|---|
| 22.22 | 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 TAYLION HIGH DESERT ACADEMY ADELANTO School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. 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 | 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% | 51 | * | 5.9% | >49.2% | No |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 48 | 94.1% | <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 TAYLION HIGH DESERT ACADEMY ADELANTO School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

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

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 68 | 69 | 98.6% | >90% | Yes |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TAYLION HIGH DESERT ACADEMY ADELANTO School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of 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 TAYLION HIGH DESERT ACADEMY ADELANTO School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|
| 53 | 51 | 96.2% | 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 TAYLION HIGH DESERT ACADEMY ADELANTO School District

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

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

| | | | |
|---|---|---|---|
| CDS Code | 1563826 | FMTA Region | 2 |
| District Name | TEHACHAPI 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 |
|---|---|---|
| 56.00 | 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 |
|---|---|---|
| 2.63% | <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? |
|---|---|---|---|---|
| NA | 662 | 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 TEHACHAPI 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 | 23 | NC | | |
| Hispanic | NA | 201 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 421 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 524 | 191 | 36.5% | >49.2% | No |
| B. <40% | | 150 | 28.6% | <24.6% | No |
| C. Separate Schools | | * | 0.2% | <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 TEHACHAPI UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 46 | * | 13.0% | >32.9% | No |
| B. Separate | | 12 | 26.1% | <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 | 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 |
|---|---|---|---|---|
| 718 | 727 | 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 TEHACHAPI 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 |
|---|---|---|---|---|---|
| 104 | 67 | 28 | 88.2% | 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 TEHACHAPI 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 |
|---|---|---|---|---|
| 145 | 145 | 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 TEHACHAPI UNIFIED School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | 21 | 12 | 57.1% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 16 | 76.2% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 21 | 100.0% | 81.0% | Yes |

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

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

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

| | | | |
|---|---|---|---|
| CDS Code | 5210520 | FMTA Region | 4 |
| District Name | TEHAMA COUNTY SCHOOLS | SELPA | 5200 Tehama County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 74.16 | 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 | 39 | 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 TEHAMA 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 | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 29 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 18 | 17 | 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 TEHAMA 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 | 11 | 16 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 16 | 28 | 57.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | * | 15 | NC | 70.0% | NA |
| 2. Functioning within age expectations | 18 | 28 | 64.3% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 11 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 22 | 28 | 78.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 36 | 36 | 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 TEHAMA 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
TEHAMA 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 |
|---|---|---|---|---|---|---|---|
| 35 | * | 25 | * | 0 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

| No. with Post-secondary Goals and Transition Services | Total No. of Students Reviewed for Transition Services | Percent of students with Post-secondary Goals and Transition Services | Target | Target Met |
|---|---|---|---|---|
| 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 TEHAMA 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 TEMECULA PREPARATORY School District

| | | | |
|---|---|---|---|
| CDS Code | 3330917 | FMTA Region | 4 |
| District Name | TEMECULA PREPARATORY | SELPA | 0951 El Dorado County Charter |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 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 | 75 | 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 TEMECULA PREPARATORY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | * | 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 | 47 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (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 | 50 | 83.3% | >49.2% | Yes |
| B. <40% | | * | 3.3% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TEMECULA PREPARATORY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | 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 |
|---|---|---|---|---|
| 78 | 78 | 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 TEMECULA PREPARATORY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 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
TEMECULA PREPARATORY School District

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

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

| No. Children Referred from Part C by Their 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 |
|---|---|---|---|---|
| 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 TEMECULA PREPARATORY School District

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

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

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

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TEMECULA VALLEY CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 6112551 | FMTA Region | 4 |
| District Name | TEMECULA 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 | 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 TEMECULA 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% | 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 | 29 | 85.3% | >49.2% | Yes |
| B. <40% | | * | 5.9% | <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 TEMECULA 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 |
|---|---|---|---|---|
| 45 | 45 | 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 TEMECULA 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 |
|---|---|---|---|---|---|
| 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 TEMECULA 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 TEMECULA 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 TEMECULA VALLEY UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3375192 | FMTA Region | 2 |
| District Name | TEMECULA VALLEY UNIFIED | SELPA | 3314 Temecula 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 |
|---|---|---|
| 80.31 | 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 |
|---|---|---|
| 3.45% | <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? |
|---|---|---|---|---|
| 28 | 4,187 | 0.67 | 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 TEMECULA 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 | 76 | NC | 2.43% | No |
| Asian | * | 182 | 1.10 | | |
| African American | * | 256 | 1.17 | | |
| Hispanic | 11 | 1,495 | 0.74 | | |
| Multi-Ethnic | * | 324 | 0.62 | | |
| Pacific Islander | NA | 11 | NC | | |
| White | * | 1,843 | 0.54 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 3,404 | 1,856 | 54.5% | >49.2% | Yes |
| B. <40% | | 646 | 19.0% | <24.6% | Yes |
| C. Separate Schools | | 49 | 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 TEMECULA 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 | 290 | 158 | 54.5% | >32.9% | Yes |
| B. Separate | | 126 | 43.4% | <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 | 22 | 27 | 81.5% | 72.7% | Yes |
| 2. Functioning within age expectations | 57 | 77 | 74.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 16 | 22 | 72.7% | 70.0% | Yes |
| 2. Functioning within age expectations | 64 | 77 | 83.1% | 82.5% | Yes |
| Outcome C | | | | | |
| 1. Substantially Increased | 16 | 19 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 64 | 77 | 83.1% | 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 |
|---|---|---|---|---|
| 4,317 | 4,351 | 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 TEMECULA 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 |
|---|---|---|---|---|---|
| 683 | 450 | 211 | 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 TEMECULA 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 |
|---|---|---|---|---|---|---|---|
| 37 | * | 29 | NA | 0 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

| No. with Post-secondary Goals and Transition Services | Total No. of Students Reviewed for Transition Services | Percent of students with Post-secondary Goals and Transition Services | Target | Target Met |
|---|---|---|---|---|
| 879 | 878 | 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 TEMECULA 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 | 34 | 18 | 52.9% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 28 | 82.4% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 34 | 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 TEMPLE CITY UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1965052 | FMTA Region | 1 |
| District Name | TEMPLE CITY 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 |
|---|---|---|
| 89.47 | 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 |
|---|---|---|
| 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 | 608 | 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 TEMPLE 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 | * | NC | 2.43% | No |
| Asian | NA | 188 | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 243 | NC | | |
| Multi-Ethnic | NA | 14 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 151 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 493 | 231 | 46.9% | >49.2% | No |
| B. <40% | | 104 | 21.1% | <24.6% | Yes |
| C. Separate Schools | | 11 | 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 TEMPLE 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 | 52 | 20 | 38.5% | >32.9% | Yes |
| B. Separate | | 12 | 23.1% | <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 | 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 |
|---|---|---|---|---|
| 611 | 618 | 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 TEMPLE 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 |
|---|---|---|---|---|---|
| 129 | 110 | 19 | 100.0% | 100% | Yes |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TEMPLE 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 109 | 109 | 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 TEMPLE 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 | 28 | 22 | 78.6% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 23 | 82.1% | 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 TEMPLETON UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 4068841 | FMTA Region | 1 |
| District Name | TEMPLETON 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 |
|---|---|---|
| 84.62 | 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 | 168 | 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 TEMPLETON 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 | 39 | NC | | |
| Multi-Ethnic | NA | * | 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% | 151 | 98 | 64.9% | >49.2% | Yes |
| B. <40% | | 32 | 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 TEMPLETON 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 | 17 | * | 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 |
|---|---|---|---|---|
| 190 | 190 | 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 TEMPLETON 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 |
|---|---|---|---|---|---|
| 37 | 23 | 14 | 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 TEMPLETON 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 |
|---|---|---|---|---|
| 38 | 38 | 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 TEMPLETON UNIFIED School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | 12 | * | NC | 52.30% | NA |
| B. Higher Ed or Competitively Employed | | * | NC | 72.4% | NA |
| C. Any Post-Secondary Ed or Employed | | 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 TERRA BELLA UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472199 | FMTA Region | 4 |
| District Name | TERRA BELLA 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? |
|---|---|---|---|---|
| * | 58 | 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 TERRA BELLA 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 | * | 54 | 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% | 46 | 40 | 87.0% | >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 TERRA BELLA UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 11 | * | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 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 |
|---|---|---|---|---|
| 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 TERRA BELLA 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 |
|---|---|---|---|---|---|
| 15 | 15 | 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 TERRA BELLA 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 TERRA BELLA 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 THE ACADEMY School District

| | | | |
|---|---|---|---|
| CDS Code | 0126037 | FMTA Region | 4 |
| District Name | THE 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 | -- | 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 | 14 | 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 THE 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 | 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% | 17 | 17 | 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 THE 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 |
|---|---|---|---|---|
| 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 THE 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 THE 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 THE 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 THE LANGUAGE ACADEMY OF SACRAMENTO School District

| | | | |
|---|---|---|---|
| CDS Code | 0106898 | FMTA Region | 4 |
| District Name | THE LANGUAGE ACADEMY OF 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 | 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 THE LANGUAGE ACADEMY OF 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 | 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% | 53 | 50 | 94.3% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for THE LANGUAGE ACADEMY OF 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 | * | * | 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 |
|---|---|---|---|---|
| 63 | 63 | 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 THE LANGUAGE ACADEMY OF 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 | * | * | 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
THE LANGUAGE ACADEMY OF 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 THE LANGUAGE ACADEMY OF 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 THE LEARNING CHOICE ACADEMY School District

| | | | |
|---|---|---|---|
| CDS Code | 0106799 | FMTA Region | 4 |
| District Name | THE LEARNING CHOICE 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 |
|---|---|---|
| 60.00 | 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 | 138 | 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 THE LEARNING CHOICE ACADEMY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 52 | 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% | 113 | 103 | 91.2% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <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 THE LEARNING CHOICE 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 |
|---|---|---|---|---|
| 147 | 147 | 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 THE LEARNING CHOICE 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 |
|---|---|---|---|---|---|
| 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
THE LEARNING CHOICE 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 |
|---|---|---|---|---|
| 27 | 27 | 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 THE LEARNING CHOICE 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 THE PREUSS SCHOOL UCSD School District

| | | | |
|---|---|---|---|
| CDS Code | 3731189 | FMTA Region | 4 |
| District Name | THE PREUSS SCHOOL UCSD | 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 | 22 | 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 THE PREUSS SCHOOL UCSD School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. 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 | 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% | 21 | 20 | 95.2% | >49.2% | Yes |
| B. <40% | | * | 4.8% | <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 THE PREUSS SCHOOL UCSD School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 THE PREUSS SCHOOL UCSD School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of 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
THE PREUSS SCHOOL UCSD School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 THERMALITO UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 0461549 | FMTA Region | 3 |
| District Name | THERMALITO UNION ELEMENTARY | SELPA | 0400 Butte County |

**Indicator 1 – Graduation Four Year Rate**: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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? |
|---|---|---|---|---|
| * | 180 | 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 THERMALITO 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 | 27 | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 26 | NC | | |
| Multi-Ethnic | NA | 15 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 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% | 137 | 57 | 41.6% | >49.2% | No |
| B. <40% | | 53 | 38.7% | <24.6% | No |
| C. Separate Schools | | * | 4.4% | <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 THERMALITO 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 | 29 | 27 | 93.1% | >32.9% | Yes |
| B. Separate | | * | 3.4% | <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 | 40 | 70 | 57.1% | 72.7% | No |
| 2. Functioning within age expectations | 89 | 132 | 67.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 39 | 68 | 57.4% | 70.0% | No |
| 2. Functioning within age expectations | 87 | 132 | 65.9% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 38 | 70 | 54.3% | 75.0% | No |
| 2. Functioning within age expectations | 88 | 132 | 66.7% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 204 | 204 | 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 THERMALITO 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 |
|---|---|---|---|---|---|
| 56 | 42 | 13 | 97.7% | 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 THERMALITO 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 |
|---|---|---|---|---|---|---|---|
| 106 | 15 | 66 | 13 | * | 94.3% | 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 THERMALITO 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 THREE RIVERS UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472207 | FMTA Region | 4 |
| District Name | THREE RIVERS 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 | * | 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 THREE RIVERS UNION ELEMENTARY School District

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

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

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

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

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for THREE RIVERS 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 |
|---|---|---|---|---|
| * | * | 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 THREE RIVERS 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 THREE RIVERS 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 THREE RIVERS 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 THRIVE PUBLIC SCHOOL School District

| | | | |
|---|---|---|---|
| CDS Code | 0131193 | FMTA Region | 4 |
| District Name | THRIVE PUBLIC 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 | 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 THRIVE PUBLIC 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% | * | * | 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 THRIVE PUBLIC 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 |
|---|---|---|---|---|
| * | * | 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 THRIVE PUBLIC 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 THRIVE PUBLIC 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 THRIVE PUBLIC 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 TIPTON ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472215 | FMTA Region | 4 |
| District Name | TIPTON 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 | 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 TIPTON 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 | 38 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | NA | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 25 | 21 | 84.0% | >49.2% | Yes |
| B. <40% | | * | 4.0% | <24.6% | Yes |
| C. Separate Schools | | * | 4.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TIPTON 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 |
|---|---|---|---|---|
| 40 | 40 | 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 TIPTON ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 11 | 11 | 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 TIPTON 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 TIPTON 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 TODAY FRESH START CHARTER SCHOOL INGLEWOOD School District

| | | | |
|---|---|---|---|
| CDS Code | 0119552 | FMTA Region | 1 |
| District Name | TODAY FRESH START CHARTER SCHOOL INGLEWOOD | 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 | 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 TODAY FRESH START CHARTER SCHOOL INGLEWOOD School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. 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% | 13 | 13 | 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 TODAY FRESH START CHARTER SCHOOL INGLEWOOD School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 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 TODAY FRESH START CHARTER SCHOOL INGLEWOOD School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of 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
TODAY FRESH START CHARTER SCHOOL INGLEWOOD School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 TODAY FRESH START CHARTER SCHOOL INGLEWOOD School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 TODAY'S FRESH START CHARTER SCHOOL School District

| | | | |
|---|---|---|---|
| CDS Code | 0102020 | FMTA Region | 1 |
| District Name | TODAY'S FRESH START CHARTER SCHOOL | SELPA | 1907 Southwest Serv Area |

**Indicator 1 – Graduation Four Year Rate**: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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 TODAY'S FRESH START 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 | 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 TODAY'S FRESH START 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 | 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 TODAY'S FRESH START 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 |
|---|---|---|---|---|---|
| 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
TODAY'S FRESH START 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 |
|---|---|---|---|---|---|---|---|
| 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 TODAY'S FRESH START 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 TORRANCE UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1965060 | FMTA Region | 1 |
| District Name | TORRANCE UNIFIED | SELPA | 1907 Southwest Serv Area |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 84.54 | 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 |
|---|---|---|
| 2.33% | <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? |
|---|---|---|---|---|
| * | 2,937 | 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 TORRANCE 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 | 512 | NC | | |
| African American | NA | 195 | NC | | |
| Hispanic | * | 929 | NC | | |
| Multi-Ethnic | NA | 308 | NC | | |
| Pacific Islander | NA | 18 | NC | | |
| White | NA | 964 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 2,360 | 1,322 | 56.0% | >49.2% | Yes |
| B. <40% | | 351 | 14.9% | <24.6% | Yes |
| C. Separate Schools | | 155 | 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 TORRANCE 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 | 345 | 132 | 38.3% | >32.9% | Yes |
| B. Separate | | 103 | 29.9% | <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 | 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 |
|---|---|---|---|---|
| 3,031 | 3,062 | 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 TORRANCE 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 | 454 | 58 | 98.5% | 100% | No |

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
TORRANCE 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 598 | 591 | 98.8% | 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 TORRANCE 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 | 108 | 45 | 41.7% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 67 | 62.0% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 107 | 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 TRACY JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3975499 | FMTA Region | 3 |
| District Name | TRACY JOINT UNIFIED | 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 |
|---|---|---|
| 70.89 | 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 |
|---|---|---|
| 4.65% | <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? |
|---|---|---|---|---|
| * | 2,018 | 0.20 | 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 TRACY 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 | 170 | NC | | |
| African American | * | 213 | 0.94 | | |
| Hispanic | * | 979 | 0.20 | | |
| Multi-Ethnic | NA | 55 | NC | | |
| Pacific Islander | NA | 16 | 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% | 1,600 | 677 | 42.3% | >49.2% | No |
| B. <40% | | 549 | 34.3% | <24.6% | No |
| C. Separate Schools | | 40 | 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 TRACY 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 | 231 | 139 | 60.2% | >32.9% | Yes |
| B. Separate | | 40 | 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 | 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 |
|---|---|---|---|---|
| 2,163 | 2,173 | 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 TRACY 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 |
|---|---|---|---|---|---|
| 298 | 210 | 86 | 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
TRACY 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 441 | 440 | 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 TRACY 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 | 47 | 26 | 55.3% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 38 | 80.9% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 47 | 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 TRAVER JOINT ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472223 | FMTA Region | 4 |
| District Name | TRAVER JOINT 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 | 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 TRAVER JOINT 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 | 11 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | * | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 14 | 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 TRAVER JOINT 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 |
|---|---|---|---|---|
| 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 TRAVER JOINT 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 TRAVER JOINT 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 TRAVER JOINT 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 TRAVIS UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 4870565 | FMTA Region | 3 |
| District Name | TRAVIS UNIFIED | 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 |
|---|---|---|
| 79.07 | 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 |
|---|---|---|
| 5.71% | <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? |
|---|---|---|---|---|
| * | 721 | 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 TRAVIS 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 | 59 | NC | | |
| African American | * | 121 | NC | | |
| Hispanic | * | 150 | NC | | |
| Multi-Ethnic | NA | 39 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 335 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 566 | 265 | 46.8% | >49.2% | No |
| B. <40% | | 80 | 14.1% | <24.6% | Yes |
| C. Separate Schools | | 18 | 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 TRAVIS 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 | * | 4.8% | >32.9% | No |
| B. Separate | | 76 | 91.6% | <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 | 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 |
|---|---|---|---|---|
| 752 | 757 | 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 TRAVIS 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 |
|---|---|---|---|---|---|
| 165 | 128 | 30 | 94.8% | 100% | No |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TRAVIS 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 | * | 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 |
|---|---|---|---|---|
| 109 | 107 | 98.2% | 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 TRAVIS 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 TRES PINOS UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3567561 | FMTA Region | 1 |
| District Name | TRES PINOS UNION ELEMENTARY | SELPA | 3500 San Benito County |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 20 | NC | 2.43% | No |

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TRES PINOS 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 | 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% | 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 TRES PINOS 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 | * | * | 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 |
|---|---|---|---|---|
| 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 TRES PINOS 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 TRES PINOS 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 |
|---|---|---|---|---|---|---|---|
| 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 TRES PINOS 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 TRINIDAD UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1263057 | FMTA Region | 4 |
| District Name | TRINIDAD 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 | 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 TRINIDAD UNION ELEMENTARY School District

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

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

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 25 | 20 | 80.0% | >49.2% | Yes |
| B. <40% | | * | 4.0% | <24.6% | Yes |
| C. Separate Schools | | * | 8.0% | <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 TRINIDAD 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 | 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 |
|---|---|---|---|---|
| 29 | 29 | 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 TRINIDAD 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
TRINIDAD 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 TRINIDAD 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 TRINITY ALPS UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5376513 | FMTA Region | 3 |
| District Name | TRINITY ALPS 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 |
|---|---|---|
| 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? |
|---|---|---|---|---|
| * | 95 | 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 TRINITY ALPS 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 | * | 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% | 73 | 51 | 69.9% | >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 TRINITY ALPS 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 | * | * | 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 |
|---|---|---|---|---|
| 92 | 92 | 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 TRINITY ALPS 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 | * | * | 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
TRINITY ALPS 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 |
|---|---|---|---|---|
| 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 TRINITY ALPS 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 TRINITY CENTER ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5371761 | FMTA Region | 3 |
| District Name | TRINITY CENTER ELEMENTARY | SELPA | 5300 Trinity County |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | * | 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 TRINITY CENTER ELEMENTARY School District

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

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

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (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 TRINITY CENTER ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

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

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| * | * | 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 TRINITY CENTER 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
TRINITY CENTER 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 TRINITY CENTER 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 TRINITY COUNTY SCHOOLS School District

| | | | |
|---|---|---|---|
| CDS Code | 5310538 | FMTA Region | 3 |
| District Name | TRINITY COUNTY SCHOOLS | 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 |
|---|---|---|
| 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? |
|---|---|---|---|---|
| * | 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 TRINITY 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 | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | * | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (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 TRINITY 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 | * | * | 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 |
|---|---|---|---|---|
| * | * | 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 TRINITY 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
TRINITY 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 |
|---|---|---|---|---|
| * | * | 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 TRINITY 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 TRONA JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3667892 | FMTA Region | 2 |
| District Name | TRONA 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 |
|---|---|---|
| 33.33 | 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 | 68 | 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 TRONA 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 | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 54 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 49 | 23 | 46.9% | >49.2% | No |
| B. <40% | | * | 20.4% | <24.6% | Yes |
| C. Separate Schools | | * | 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 TRONA 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 | 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 |
|---|---|---|---|---|
| 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 TRONA 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 |
|---|---|---|---|---|---|
| 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 TRONA 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 |
|---|---|---|---|---|
| * | * | 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 TRONA 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 TULARE CITY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472231 | FMTA Region | 4 |
| District Name | TULARE CITY | 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 | 760 | 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 TULARE CITY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. 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 | 22 | NC | | |
| Hispanic | NA | 553 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 168 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 647 | 472 | 73.0% | >49.2% | Yes |
| B. <40% | | 42 | 6.5% | <24.6% | Yes |
| C. Separate Schools | | 14 | 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 TULARE CITY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 84 | 79 | 94.0% | >32.9% | Yes |
| B. Separate | | * | 4.8% | <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 | 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 |
|---|---|---|---|---|
| 882 | 882 | 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 TULARE CITY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 157 | 155 | * | 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 TULARE CITY School District

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

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

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 TULARE COUNTY SCHOOLS School District

| | | | |
|---|---|---|---|
| CDS Code | 5410546 | FMTA Region | 4 |
| District Name | TULARE COUNTY SCHOOLS | 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 |
|---|---|---|
| 67.16 | 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? |
|---|---|---|---|---|
| * | 120 | 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 TULARE 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 | * | NC | | |
| Hispanic | NA | 62 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 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% | 97 | 75 | 77.3% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TULARE 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 | 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 |
|---|---|---|---|---|
| 131 | 131 | 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 TULARE 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 |
|---|---|---|---|---|---|
| 12 | 12 | 0 | NC | 100% | NA |

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
TULARE 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 51 | 51 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TULARE 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 | 32 | 0 | 0.0% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | * | 15.6% | 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 TULARE JOINT UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 5472249 | FMTA Region | 4 |
| District Name | TULARE JOINT UNION HIGH | 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 |
|---|---|---|
| 81.48 | 69.25 | Yes |

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| 0.83% | <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% | -- | 15.1 | 100 | -- |
| Math | 94 | 95% | -- | 15.1 | 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? |
|---|---|---|---|---|
| * | 429 | 0.47 | 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 TULARE 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 | * | 32 | NC | | |
| Hispanic | NA | 300 | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 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% | 441 | 330 | 74.8% | >49.2% | Yes |
| B. <40% | | 11 | 2.5% | <24.6% | Yes |
| C. Separate Schools | | 24 | 5.4% | <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 TULARE 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 | 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 |
|---|---|---|---|---|
| 482 | 482 | 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 TULARE 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
TULARE 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 305 | 305 | 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 TULARE 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 | 48 | 25 | 52.1% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 40 | 83.3% | 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 TULELAKE BASIN JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 2573593 | FMTA Region | 4 |
| District Name | TULELAKE BASIN 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 |
|---|---|---|
| 80.00 | 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 | 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 TULELAKE BASIN 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 | 35 | 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% | 42 | 30 | 71.4% | >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 TULELAKE BASIN 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 |
|---|---|---|---|---|
| 59 | 59 | 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 TULELAKE BASIN 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 |
|---|---|---|---|---|---|
| 19 | 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
TULELAKE BASIN 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 TULELAKE BASIN 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 TUOLUMNE COUNTY SUPERINTENDENT OF SCHOOLS School District

| | | | |
|---|---|---|---|
| CDS Code | 5510553 | FMTA Region | 3 |
| District Name | TUOLUMNE COUNTY SUPERINTENDENT OF SCHOOLS | 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 |
|---|---|---|
| 58.33 | 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 TUOLUMNE COUNTY SUPERINTENDENT OF 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 | * | 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% | | * | 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 TUOLUMNE COUNTY SUPERINTENDENT OF 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 | * | 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 |
|---|---|---|---|---|
| 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 TUOLUMNE COUNTY SUPERINTENDENT OF 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 |
|---|---|---|---|---|---|
| 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 TUOLUMNE COUNTY SUPERINTENDENT OF 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 | * | 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 |
|---|---|---|---|---|
| * | * | 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 TUOLUMNE COUNTY SUPERINTENDENT OF 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 TURLOCK UNIFIED SCHOOL DISTRICT School District

| | | | |
|---|---|---|---|
| CDS Code | 5075739 | FMTA Region | 4 |
| District Name | TURLOCK UNIFIED SCHOOL DISTRICT | 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 |
|---|---|---|
| 77.34 | 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 |
|---|---|---|
| 2.63% | <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? |
|---|---|---|---|---|
| * | 1,759 | 0.34 | 2.43% | No |

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TURLOCK UNIFIED SCHOOL DISTRICT School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. 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 | 40 | NC | | |
| African American | * | 101 | NC | | |
| Hispanic | * | 965 | 0.41 | | |
| Multi-Ethnic | NA | 44 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 593 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,376 | 801 | 58.2% | >49.2% | Yes |
| B. <40% | | 421 | 30.6% | <24.6% | No |
| C. Separate Schools | | 60 | 4.4% | <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 TURLOCK UNIFIED SCHOOL DISTRICT School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 143 | 89 | 62.2% | >32.9% | Yes |
| B. Separate | | 32 | 22.4% | <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 |
|---|---|---|---|---|
| 1,927 | 1,928 | 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 TURLOCK UNIFIED SCHOOL DISTRICT School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 310 | 232 | 70 | 96.7% | 100% | No |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TURLOCK UNIFIED SCHOOL DISTRICT School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|
| 403 | 403 | 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 TURLOCK UNIFIED SCHOOL DISTRICT School District

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

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

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

| | | | |
|---|---|---|---|
| CDS Code | 3073643 | FMTA Region | 1 |
| District Name | TUSTIN UNIFIED | SELPA | 3019 Tustin 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 |
|---|---|---|
| 87.30 | 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 |
|---|---|---|
| 6.11% | <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? |
|---|---|---|---|---|
| * | 2,193 | 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 TUSTIN 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 | 191 | NC | | |
| African American | * | 87 | NC | | |
| Hispanic | * | 1,248 | 0.24 | | |
| Multi-Ethnic | NA | 63 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 586 | 0.34 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,802 | 1,081 | 60.0% | >49.2% | Yes |
| B. <40% | | 362 | 20.1% | <24.6% | Yes |
| C. Separate Schools | | 31 | 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 TUSTIN 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 | 280 | 133 | 47.5% | >32.9% | Yes |
| B. Separate | | 102 | 36.4% | <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 | 28 | 43 | 65.1% | 72.7% | No |
| 2. Functioning within age expectations | 45 | 74 | 60.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 24 | 43 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 45 | 74 | 60.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 20 | 40 | 50.0% | 75.0% | No |
| 2. Functioning within age expectations | 43 | 74 | 58.1% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 2,475 | 2,481 | 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 TUSTIN 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 |
|---|---|---|---|---|---|
| 454 | 312 | 129 | 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
TUSTIN 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 | 12 | 58 | * | 0 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

| No. with Post-secondary Goals and Transition Services | Total No. of Students Reviewed for Transition Services | Percent of students with Post-secondary Goals and Transition Services | Target | Target Met |
|---|---|---|---|---|
| 419 | 419 | 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 TUSTIN 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 | 20 | 60.6% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 29 | 87.9% | 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 TWAIN HARTE-LONG BARN UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5572421 | FMTA Region | 3 |
| District Name | TWAIN HARTE-LONG BARN UNION 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 | 65 | 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 TWAIN HARTE-LONG BARN 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 | * | 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% | 46 | 24 | 52.2% | >49.2% | Yes |
| B. <40% | | * | 21.7% | <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 TWAIN HARTE-LONG BARN 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 | * | 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 |
|---|---|---|---|---|
| 59 | 59 | 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 TWAIN HARTE-LONG BARN 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 | 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 TWAIN HARTE-LONG BARN 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 |
|---|---|---|---|---|---|---|---|
| 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 TWAIN HARTE-LONG BARN 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 TWIN HILLS UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4970961 | FMTA Region | 3 |
| District Name | TWIN HILLS 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 |
|---|---|---|
| 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 | 108 | 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 TWIN HILLS 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 | 21 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 77 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 96 | 61 | 63.5% | >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 TWIN HILLS 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 | 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 |
|---|---|---|---|---|
| 103 | 103 | 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 TWIN HILLS 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 |
|---|---|---|---|---|---|
| 30 | 24 | * | 96.0% | 100% | No |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TWIN HILLS 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 |
|---|---|---|---|---|
| * | * | 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 TWIN HILLS 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 TWIN RIDGES ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2966415 | FMTA Region | 4 |
| District Name | TWIN RIDGES ELEMENTARY | SELPA | 2900 Nevada County |

**Indicator 1 – Graduation Four Year Rate**: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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 TWIN RIDGES 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 | * | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | NA | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 19 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 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 TWIN RIDGES 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 | 12 | 12 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 22 | 29 | 75.9% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 12 | 14 | NC | 70.0% | NA |
| 2. Functioning within age expectations | 24 | 29 | 82.8% | 82.5% | Yes |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 12 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 24 | 29 | 82.8% | 79.0% | Yes |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 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 TWIN RIDGES 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
TWIN RIDGES 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 |
|---|---|---|---|---|---|---|---|
| 38 | * | 29 | NA | 0 | 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 TWIN RIDGES 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 TWIN RIDGES HOME STUDY CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 0114298 | FMTA Region | 4 |
| District Name | TWIN RIDGES HOME STUDY CHARTER | SELPA | 2900 Nevada County |

**Indicator 1 – Graduation Four Year Rate**: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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 TWIN RIDGES HOME STUDY 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 | 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 TWIN RIDGES HOME STUDY 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 | 12 | 12 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 22 | 29 | 75.9% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 12 | 14 | NC | 70.0% | NA |
| 2. Functioning within age expectations | 24 | 29 | 82.8% | 82.5% | Yes |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 12 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 24 | 29 | 82.8% | 79.0% | Yes |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| * | * | 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 TWIN RIDGES HOME STUDY 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 TWIN RIDGES HOME STUDY 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 |
|---|---|---|---|---|---|---|---|
| 38 | * | 29 | NA | 0 | 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 TWIN RIDGES HOME STUDY 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 TWIN RIVERS UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3476505 | FMTA Region | 4 |
| District Name | TWIN RIVERS UNIFIED | SELPA | 3401 Sacramento County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 70.42 | 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 |
|---|---|---|
| 23.36% | <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? |
|---|---|---|---|---|
| 43 | 4,778 | 0.90 | 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 TWIN RIVERS 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 | 56 | NC | 2.43% | No |
| Asian | NA | 273 | NC | | |
| African American | 17 | 1,145 | 1.48 | | |
| Hispanic | 11 | 1,661 | 0.66 | | |
| Multi-Ethnic | * | 182 | 1.65 | | |
| Pacific Islander | NA | 43 | NC | | |
| White | 12 | 1,418 | 0.85 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 3,574 | 2,089 | 58.4% | >49.2% | Yes |
| B. <40% | | 778 | 21.8% | <24.6% | Yes |
| C. Separate Schools | | 147 | 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 TWIN RIVERS 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 | 357 | 146 | 40.9% | >32.9% | Yes |
| B. Separate | | 97 | 27.2% | <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 | 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 |
|---|---|---|---|---|
| 4,587 | 4,643 | 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 TWIN RIVERS 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 |
|---|---|---|---|---|---|
| 847 | 558 | 278 | 98.1% | 100% | No |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TWIN RIVERS 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 1,146 | 1,135 | 99.0% | 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 TWIN RIVERS 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 TWO ROCK UNION School District

| | | | |
|---|---|---|---|
| CDS Code | 4970979 | FMTA Region | 3 |
| District Name | TWO ROCK UNION | SELPA | 4900 Sonoma County |

**Indicator 1 – Graduation Four Year Rate**: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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 | 37 | NC | 2.43% | No |

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

# 2014–15 District Level Special Education Annual Performance Report Measure for TWO ROCK UNION School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | NA | NC | 2.43% | NA |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 16 | 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% | 25 | 15 | 60.0% | >49.2% | Yes |
| B. <40% | | * | 20.0% | <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 TWO ROCK 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 | | 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 |
|---|---|---|---|---|
| 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 TWO ROCK 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 |
|---|---|---|---|---|---|
| * | * | 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 TWO ROCK 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 |
|---|---|---|---|---|---|---|---|
| 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 TWO ROCK 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 UKIAH UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 2365615 | FMTA Region | 3 |
| District Name | UKIAH UNIFIED | SELPA | 2300 Mendocino 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 |
|---|---|---|
| 11.39% | <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? |
|---|---|---|---|---|
| * | 813 | 0.74 | 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 UKIAH 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 | 58 | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | 11 | NC | | |
| Hispanic | * | 336 | 1.19 | | |
| Multi-Ethnic | NA | 57 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 342 | 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% | 644 | 421 | 65.4% | >49.2% | Yes |
| B. <40% | | 54 | 8.4% | <24.6% | Yes |
| C. Separate Schools | | 18 | 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 UKIAH UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 78 | 68 | 87.2% | >32.9% | Yes |
| B. Separate | | * | 3.8% | <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 | 12 | 23 | 52.2% | 72.7% | No |
| 2. Functioning within age expectations | 27 | 41 | 65.9% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 17 | 27 | 63.0% | 70.0% | No |
| 2. Functioning within age expectations | 24 | 41 | 58.5% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 18 | 27 | 66.7% | 75.0% | No |
| 2. Functioning within age expectations | 22 | 41 | 53.7% | 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 |
|---|---|---|---|---|
| 853 | 859 | 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 UKIAH 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 |
|---|---|---|---|---|---|
| 155 | 130 | 24 | 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
UKIAH 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 |
|---|---|---|---|---|---|---|---|
| 50 | * | 30 | NA | 13 | 90.9% | 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 |
|---|---|---|---|---|
| 185 | 185 | 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 UKIAH 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 | 13 | 33.3% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 29 | 74.4% | 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 UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4369708 | FMTA Region | 4 |
| District Name | 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 | 592 | 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 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 | 39 | NC | | |
| African American | NA | 20 | NC | | |
| Hispanic | NA | 165 | NC | | |
| Multi-Ethnic | NA | 24 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 341 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 497 | 259 | 52.1% | >49.2% | Yes |
| B. <40% | | 96 | 19.3% | <24.6% | Yes |
| C. Separate Schools | | 11 | 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 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 | 82 | 28 | 34.1% | >32.9% | Yes |
| B. Separate | | 30 | 36.6% | <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 | 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 |
|---|---|---|---|---|
| 683 | 683 | 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 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 |
|---|---|---|---|---|---|
| 185 | 134 | 49 | 98.5% | 100% | No |

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

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

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

| | | | |
|---|---|---|---|
| CDS Code | 2966407 | FMTA Region | 4 |
| District Name | UNION HILL ELEMENTARY | SELPA | 2900 Nevada County |

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

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | NA | NC | 2.43% | No |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 70 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 59 | 42 | 71.2% | >49.2% | Yes |
| B. <40% | | * | 5.1% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for UNION HILL 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 | 12 | 12 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 22 | 29 | 75.9% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 12 | 14 | NC | 70.0% | NA |
| 2. Functioning within age expectations | 24 | 29 | 82.8% | 82.5% | Yes |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 12 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 24 | 29 | 82.8% | 79.0% | Yes |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 78 | 78 | 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 UNION HILL 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 | 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 UNION HILL 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 |
|---|---|---|---|---|---|---|---|
| 38 | * | 29 | NA | 0 | 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 UNION HILL 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 UNION JOINT ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2165516 | FMTA Region | 2 |
| District Name | UNION JOINT 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 | * | 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 UNION JOINT ELEMENTARY School District

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

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

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

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

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for UNION JOINT 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 | 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 |
|---|---|---|---|---|
| * | * | 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 UNION JOINT 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
UNION JOINT 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 UNION JOINT 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 UNIVERSITY HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 0114553 | FMTA Region | 3 |
| District Name | UNIVERSITY HIGH | SELPA | 1001 Fresno County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 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 UNIVERSITY 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 | * | 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 UNIVERSITY HIGH School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 79 | 136 | 58.1% | 72.7% | No |
| 2. Functioning within age expectations | 132 | 234 | 56.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 87 | 151 | 57.6% | 70.0% | No |
| 2. Functioning within age expectations | 118 | 234 | 50.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 64 | 112 | 57.1% | 75.0% | No |
| 2. Functioning within age expectations | 153 | 234 | 65.4% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| * | * | 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 UNIVERSITY 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 UNIVERSITY 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| * | * | 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 UNIVERSITY 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 UPLAND UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3675069 | FMTA Region | 2 |
| District Name | UPLAND UNIFIED | 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 |
|---|---|---|
| 78.57 | 69.25 | Yes |

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| 1.85% | <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 | 1,746 | 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 UPLAND 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 | 57 | NC | | |
| African American | NA | 195 | NC | | |
| Hispanic | NA | 925 | NC | | |
| Multi-Ethnic | NA | 56 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 497 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,402 | 744 | 53.1% | >49.2% | Yes |
| B. <40% | | 393 | 28.0% | <24.6% | No |
| C. Separate Schools | | 31 | 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 UPLAND 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 | 159 | 121 | 76.1% | >32.9% | Yes |
| B. Separate | | 37 | 23.3% | <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 | 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 |
|---|---|---|---|---|
| 1,833 | 1,837 | 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 UPLAND 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 |
|---|---|---|---|---|---|
| 291 | 225 | 61 | 97.8% | 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
UPLAND 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 338 | 336 | 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 UPLAND 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 | 43 | 21 | 48.8% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 30 | 69.8% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 43 | 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 UPPER LAKE UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1764063 | FMTA Region | 4 |
| District Name | UPPER LAKE UNION ELEMENTARY | SELPA | 1700 Lake County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 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 | 52 | 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 UPPER LAKE 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 | NA | NC | | |
| Hispanic | NA | 15 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 28 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 44 | 21 | 47.7% | >49.2% | No |
| B. <40% | | * | 18.2% | <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 UPPER LAKE UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 11 | * | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | * | 17 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 18 | 33 | 54.5% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 11 | 24 | 45.8% | 70.0% | No |
| 2. Functioning within age expectations | 13 | 33 | 39.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 20 | 40.0% | 75.0% | No |
| 2. Functioning within age expectations | 17 | 33 | 51.5% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 73 | 74 | 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 UPPER LAKE 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 |
|---|---|---|---|---|---|
| 24 | 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
UPPER LAKE 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 |
|---|---|---|---|---|---|---|---|
| 20 | * | 11 | NA | 0 | 68.8% | 100% | No |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

| No. with Post-secondary Goals and Transition Services | Total No. of Students Reviewed for Transition Services | Percent of students with Post-secondary Goals and Transition Services | Target | Target Met |
|---|---|---|---|---|
| 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 UPPER LAKE 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 UPPER LAKE UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 1764071 | FMTA Region | 4 |
| District Name | UPPER LAKE UNION HIGH | SELPA | 1700 Lake County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 58.33 | 69.25 | No |

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | 100 | 95% | -- | -- | 100 | -- |
| Math | 86 | 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? |
|---|---|---|---|---|
| * | 52 | 9.62 | 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 UPPER LAKE 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 | * | 12 | NC | 2.43% | Yes |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | * | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 28 | 7.14 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 45 | 38 | 84.4% | >49.2% | Yes |
| B. <40% | | * | 2.2% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for UPPER LAKE 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 | * | 17 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 18 | 33 | 54.5% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 11 | 24 | 45.8% | 70.0% | No |
| 2. Functioning within age expectations | 13 | 33 | 39.4% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 20 | 40.0% | 75.0% | No |
| 2. Functioning within age expectations | 17 | 33 | 51.5% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 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 UPPER LAKE 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 |
|---|---|---|---|---|---|
| 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
UPPER LAKE 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 |
|---|---|---|---|---|---|---|---|
| 20 | * | 11 | NA | 0 | 68.8% | 100% | No |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

| No. with Post-secondary Goals and Transition Services | Total No. of Students Reviewed for Transition Services | Percent of students with Post-secondary Goals and Transition Services | Target | Target Met |
|---|---|---|---|---|
| 34 | 34 | 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 UPPER LAKE 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 | 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 URBAN DISCOVERY ACADEMY CHARTER (1008) School District

| | | | |
|---|---|---|---|
| CDS Code | 0118000 | FMTA Region | 4 |
| District Name | URBAN DISCOVERY ACADEMY CHARTER (1008) | 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 URBAN DISCOVERY ACADEMY CHARTER (1008) School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. 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 | 13 | 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% | 28 | 27 | 96.4% | >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 URBAN DISCOVERY ACADEMY CHARTER (1008) School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 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 URBAN DISCOVERY ACADEMY CHARTER (1008) School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of 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 URBAN DISCOVERY ACADEMY CHARTER (1008) School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 URBAN DISCOVERY ACADEMY CHARTER (1008) School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 URBAN MONTESSORI CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 0125567 | FMTA Region | 4 |
| District Name | URBAN 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 | 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 URBAN 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 | * | 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% | 24 | 23 | 95.8% | >49.2% | Yes |
| B. <40% | | * | 4.2% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for URBAN 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 |
|---|---|---|---|---|
| 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 URBAN 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 |
|---|---|---|---|---|---|
| * | * | * | 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
URBAN 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 URBAN 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 VACAVILLE UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 4870573 | FMTA Region | 3 |
| District Name | VACAVILLE UNIFIED | 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 |
|---|---|---|
| 67.77 | 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 |
|---|---|---|
| 9.45% | <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? |
|---|---|---|---|---|
| * | 1,501 | 0.67 | 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 VACAVILLE 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 | 56 | NC | | |
| African American | * | 170 | 2.35 | | |
| Hispanic | * | 509 | 0.39 | | |
| Multi-Ethnic | NA | 69 | NC | | |
| Pacific Islander | NA | 11 | NC | | |
| White | * | 672 | 0.60 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,290 | 539 | 41.8% | >49.2% | No |
| B. <40% | | 320 | 24.8% | <24.6% | No |
| C. Separate Schools | | 70 | 5.4% | <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 VACAVILLE 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 | 194 | 18 | 9.3% | >32.9% | No |
| B. Separate | | 60 | 30.9% | <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 | 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 |
|---|---|---|---|---|
| 1,620 | 1,636 | 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 VACAVILLE 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 |
|---|---|---|---|---|---|
| 255 | 161 | 92 | 98.8% | 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 VACAVILLE 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 | * | 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 |
|---|---|---|---|---|
| 353 | 352 | 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 VACAVILLE 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 | 87 | 34 | 39.1% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 62 | 71.3% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 87 | 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 VAL VERDE UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3375242 | FMTA Region | 2 |
| District Name | VAL VERDE UNIFIED | SELPA | 3301 Riverside County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 71.97 | 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 |
|---|---|---|
| 0.92% | <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? |
|---|---|---|---|---|
| 22 | 2,364 | 0.93 | 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 VAL VERDE 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 | 29 | NC | | |
| African American | * | 476 | 1.89 | | |
| Hispanic | * | 1,585 | 0.63 | | |
| Multi-Ethnic | * | 54 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 203 | 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% | 1,897 | 963 | 50.8% | >49.2% | Yes |
| B. <40% | | 624 | 32.9% | <24.6% | No |
| C. Separate Schools | | 43 | 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 VAL VERDE 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 | 181 | 149 | 82.3% | >32.9% | Yes |
| B. Separate | | 28 | 15.5% | <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 | 275 | 484 | 56.8% | 72.7% | No |
| 2. Functioning within age expectations | 439 | 793 | 55.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 296 | 506 | 58.5% | 70.0% | No |
| 2. Functioning within age expectations | 443 | 793 | 55.9% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 274 | 430 | 63.7% | 75.0% | No |
| 2. Functioning within age expectations | 495 | 793 | 62.4% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 2,345 | 2,358 | 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 VAL VERDE 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 |
|---|---|---|---|---|---|
| 358 | 249 | 109 | 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 VAL VERDE 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 |
|---|---|---|---|---|
| 446 | 445 | 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 VAL VERDE 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 | 56 | 28 | 50.0% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 37 | 66.1% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 56 | 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 VALLE LINDO ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1965078 | FMTA Region | 1 |
| District Name | VALLE LINDO ELEMENTARY | 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 |
|---|---|---|
| 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 | 65 | 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 VALLE LINDO 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 | 60 | 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% | 58 | 20 | 34.5% | >49.2% | No |
| B. <40% | | 14 | 24.1% | <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 VALLE LINDO 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 | 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 |
|---|---|---|---|---|
| 84 | 84 | 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 VALLE LINDO 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 | 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
VALLE LINDO 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 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 VALLE LINDO 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 VALLECITO UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 0561580 | FMTA Region | 3 |
| District Name | VALLECITO UNION ELEMENTARY | SELPA | 0500 Calaveras 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 | 97 | 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 VALLECITO 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 | 15 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 79 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 74 | 38 | 51.4% | >49.2% | Yes |
| B. <40% | | 12 | 16.2% | <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 VALLECITO 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 | * | 14 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 13 | 24 | 54.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | 15 | 24 | 62.5% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | 16 | 24 | 66.7% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 94 | 94 | 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 VALLECITO 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
VALLECITO 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 |
|---|---|---|---|---|---|---|---|
| 19 | * | 13 | * | * | 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 VALLECITO 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 VALLECITOS ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3768437 | FMTA Region | 2 |
| District Name | VALLECITOS 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 | 40 | 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 VALLECITOS 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 | 24 | 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% | 24 | 21 | 87.5% | >49.2% | Yes |
| B. <40% | | * | 4.2% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for VALLECITOS 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 | 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 |
|---|---|---|---|---|
| 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 VALLECITOS 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 VALLECITOS 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 |
|---|---|---|---|---|
| * | * | 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 VALLECITOS 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 VALLEJO CITY UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 4870581 | FMTA Region | 3 |
| District Name | VALLEJO CITY UNIFIED | SELPA | 4811 Vallejo 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 |
|---|---|---|
| 47.01 | 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 |
|---|---|---|
| 20.39% | <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? |
|---|---|---|---|---|
| 39 | 1,914 | 2.04 | 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 VALLEJO 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 | 11 | NC | 2.43% | Yes |
| Asian | NA | 197 | NC | | |
| African American | 30 | 804 | 3.73 | | |
| Hispanic | * | 537 | 0.93 | | |
| Multi-Ethnic | * | 102 | NC | | |
| Pacific Islander | * | 20 | NC | | |
| White | * | 243 | 0.82 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,404 | 833 | 59.3% | >49.2% | Yes |
| B. <40% | | 393 | 28.0% | <24.6% | No |
| C. Separate Schools | | 95 | 6.8% | <4.4% | No |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for VALLEJO 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 | 176 | 91 | 51.7% | >32.9% | Yes |
| B. Separate | | 45 | 25.6% | <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 | 14 | 30 | 46.7% | 72.7% | No |
| 2. Functioning within age expectations | 15 | 38 | 39.5% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 13 | 31 | 41.9% | 70.0% | No |
| 2. Functioning within age expectations | 12 | 38 | 31.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 18 | 27 | 66.7% | 75.0% | No |
| 2. Functioning within age expectations | 19 | 38 | 50.0% | 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 |
|---|---|---|---|---|
| 1,869 | 1,892 | 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 VALLEJO 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 | Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 318 | 236 | 71 | 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 VALLEJO 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 |
|---|---|---|---|---|---|---|---|
| 52 | NA | 34 | NA | * | 75.6% | 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 |
|---|---|---|---|---|
| 388 | 388 | 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 VALLEJO 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 | 24 | * | 4.2% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 23 | 95.8% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 24 | 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 VALLEY CENTER-PAUMA USD School District

| | | | |
|---|---|---|---|
| CDS Code | 3775614 | FMTA Region | 2 |
| District Name | VALLEY CENTER-PAUMA USD | 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 |
|---|---|---|
| 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% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 554 | 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 VALLEY CENTER-PAUMA USD School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | 63 | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 268 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 197 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (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 | 210 | 45.2% | >49.2% | No |
| B. <40% | | 91 | 19.6% | <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 VALLEY CENTER-PAUMA USD School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 42 | * | 4.8% | >32.9% | No |
| B. Separate | | 35 | 83.3% | <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 | 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 |
|---|---|---|---|---|
| 599 | 600 | 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 VALLEY CENTER-PAUMA USD School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 91 | 60 | 31 | 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
VALLEY CENTER-PAUMA USD School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|
| 90 | 90 | 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 VALLEY CENTER-PAUMA USD School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 VALLEY HOME JOINT ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5071324 | FMTA Region | 4 |
| District Name | VALLEY HOME JOINT ELEMENTARY | SELPA | 5001 Stanislaus County |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for VALLEY HOME JOINT 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 | | 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 VALLEY HOME JOINT ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >32.9% | NA |
| B. Separate | | 0 | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 86 | 157 | 54.8% | 72.7% | No |
| 2. Functioning within age expectations | 153 | 259 | 59.1% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 88 | 155 | 56.8% | 70.0% | No |
| 2. Functioning within age expectations | 152 | 259 | 58.7% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 104 | 149 | 69.8% | 75.0% | No |
| 2. Functioning within age expectations | 164 | 259 | 63.3% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 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 VALLEY HOME JOINT 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 VALLEY HOME JOINT 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 VALLEY HOME JOINT 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 VALLEY PREP 6-8 School District

| | | | |
|---|---|---|---|
| CDS Code | 0130922 | FMTA Region | 4 |
| District Name | VALLEY PREP 6-8 | 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? |
|---|---|---|---|---|

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

2014–15 District Level Special Education Annual Performance Report Measure for
VALLEY PREP 6-8
School District

| | | | | |
|---|---|---|---|---|
| NA | NA | NC | 2.43% | NA |

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

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

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 13 | 13 | 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: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

# 2014–15 District Level Special Education Annual Performance Report Measure for VALLEY PREP 6-8 School District

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 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)*

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

# 2014–15 District Level Special Education Annual Performance Report Measure for VALLEY PREP 6-8 School District

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 19 | 19 | NC | >90% | NA |

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

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for VALLEY PREP 6-8 School District

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| * | * | 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*
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 VALLEY PREP 6-8 School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 VALLEY PREP ACADEMY 9-12 School District

| | | | |
|---|---|---|---|
| CDS Code | 0130898 | FMTA Region | 4 |
| District Name | VALLEY PREP ACADEMY 9-12 | 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 VALLEY PREP ACADEMY 9-12 School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. 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% | 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 VALLEY PREP ACADEMY 9-12 School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 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 VALLEY PREP ACADEMY 9-12 School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of 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
VALLEY PREP ACADEMY 9-12 School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 VALLEY PREP ACADEMY 9-12 School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 VALLEY PREP K-5 School District

| | | | |
|---|---|---|---|
| CDS Code | 0130914 | FMTA Region | 4 |
| District Name | VALLEY PREP K-5 | 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? |
|---|---|---|---|---|

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

2014–15 District Level Special Education Annual Performance Report Measure for
VALLEY PREP K-5
School District

| | | | | |
|---|---|---|---|---|
| NA | NA | NC | 2.43% | NA |

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

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

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 11 | * | NC | >49.2% | NA |
| B. <40% | | 0 | NC | <24.6% | NA |
| C. Separate Schools | | 0 | NC | <4.4% | NA |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for VALLEY PREP K-5 School District

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 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)*

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

# 2014–15 District Level Special Education Annual Performance Report Measure for VALLEY PREP K-5 School District

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 17 | 17 | NC | >90% | NA |

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

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for VALLEY PREP K-5 School District

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| * | * | 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*
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 VALLEY PREP K-5 School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 VALLEY VIEW CHARTER PREP School District

| | | | |
|---|---|---|---|
| CDS Code | 0129916 | FMTA Region | 4 |
| District Name | VALLEY VIEW CHARTER 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 | 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 VALLEY VIEW CHARTER PREP School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | NA | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | NA | 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 VALLEY VIEW CHARTER PREP School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

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

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| * | 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 VALLEY VIEW CHARTER 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 VALLEY VIEW CHARTER 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 VALLEY VIEW CHARTER 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 VENTURA COUNTY SCHOOLS School District

| | | | |
|---|---|---|---|
| CDS Code | 5610561 | FMTA Region | 1 |
| District Name | VENTURA COUNTY SCHOOLS | 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 |
|---|---|---|
| 65.46 | 69.25 | No |

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 139 | 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 VENTURA 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 | * | NC | | |
| Hispanic | NA | 38 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 82 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 111 | 91 | 82.0% | >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 VENTURA 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 | 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 |
|---|---|---|---|---|
| 144 | 144 | 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 VENTURA 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 |
|---|---|---|---|---|---|
| 46 | 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
VENTURA 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 |
|---|---|---|---|---|---|---|---|
| 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 VENTURA 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 VENTURA UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5672652 | FMTA Region | 1 |
| District Name | VENTURA 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 |
|---|---|---|
| 77.42 | 69.25 | Yes |

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| 11.48% | <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? |
|---|---|---|---|---|
| * | 1,774 | 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 VENTURA 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 | * | 13 | NC | 2.43% | No |
| Asian | NA | 33 | NC | | |
| African American | NA | 48 | NC | | |
| Hispanic | * | 969 | NC | | |
| Multi-Ethnic | NA | 48 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 661 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,529 | 629 | 41.1% | >49.2% | No |
| B. <40% | | 300 | 19.6% | <24.6% | Yes |
| C. Separate Schools | | 99 | 6.5% | <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 VENTURA 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 | 218 | 56 | 25.7% | >32.9% | No |
| B. Separate | | 127 | 58.3% | <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 | 241 | 362 | 66.6% | 72.7% | No |
| 2. Functioning within age expectations | 383 | 593 | 64.6% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 254 | 378 | 67.2% | 70.0% | No |
| 2. Functioning within age expectations | 361 | 593 | 60.9% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 240 | 336 | 71.4% | 75.0% | No |
| 2. Functioning within age expectations | 389 | 593 | 65.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 1,992 | 1,998 | 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 VENTURA 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 |
|---|---|---|---|---|---|
| 344 | 264 | 80 | 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 VENTURA 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 |
|---|---|---|---|---|
| 381 | 380 | 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 VENTURA 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 | 115 | 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 VICTOR ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3667918 | FMTA Region | 2 |
| District Name | VICTOR ELEMENTARY | SELPA | 3601 Desert Mountain |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 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 | 1,460 | 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 VICTOR 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 | 401 | NC | | |
| Hispanic | NA | 697 | NC | | |
| Multi-Ethnic | NA | 52 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 283 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,070 | 530 | 49.5% | >49.2% | Yes |
| B. <40% | | 425 | 39.7% | <24.6% | No |
| C. Separate Schools | | 49 | 4.6% | <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 VICTOR 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 | 300 | 125 | 41.7% | >32.9% | Yes |
| B. Separate | | 89 | 29.7% | <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 | 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 |
|---|---|---|---|---|
| 1,617 | 1,618 | 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 VICTOR 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 |
|---|---|---|---|---|---|
| 407 | 346 | 56 | 98.6% | 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
VICTOR 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 |
|---|---|---|---|---|---|---|---|
| 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 VICTOR 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 VICTOR VALLEY UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 3667934 | FMTA Region | 2 |
| District Name | VICTOR VALLEY UNION HIGH | SELPA | 3601 Desert Mountain |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 42.54 | 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 |
|---|---|---|
| 1.37% | <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? |
|---|---|---|---|---|
| 59 | 1,799 | 3.28 | 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 VICTOR 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 | 16 | NC | 2.43% | Yes |
| Asian | NA | 17 | NC | | |
| African American | 42 | 759 | 5.53 | | |
| Hispanic | 13 | 684 | 1.90 | | |
| Multi-Ethnic | NA | 25 | NC | | |
| Pacific Islander | * | * | NC | | |
| White | * | 289 | 1.04 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,401 | 323 | 23.1% | >49.2% | No |
| B. <40% | | 714 | 51.0% | <24.6% | No |
| C. Separate Schools | | 98 | 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 VICTOR 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 | 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 |
|---|---|---|---|---|
| 975 | 982 | 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 VICTOR 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 | Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 30 | 18 | * | 78.3% | 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
VICTOR 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 890 | 888 | 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 VICTOR 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 | 16 | * | NC | 52.30% | NA |
| B. Higher Ed or Competitively Employed | | * | 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 VINELAND ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1563834 | FMTA Region | 2 |
| District Name | VINELAND 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 | 97 | 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 VINELAND 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 | 91 | 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% | 78 | 57 | 73.1% | >49.2% | Yes |
| B. <40% | | * | 10.3% | <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 VINELAND 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 | 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 |
|---|---|---|---|---|
| 115 | 116 | 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 VINELAND 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 |
|---|---|---|---|---|---|
| 22 | 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 VINELAND 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 VINELAND 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 VISALIA UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5472256 | FMTA Region | 4 |
| District Name | VISALIA UNIFIED | 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 |
|---|---|---|
| 84.00 | 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 |
|---|---|---|
| 8.46% | <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? |
|---|---|---|---|---|
| 36 | 2,804 | 1.28 | 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 VISALIA 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 | 19 | NC | 2.43% | No |
| Asian | NA | 68 | NC | | |
| African American | * | 109 | NC | | |
| Hispanic | 29 | 1,813 | 1.60 | | |
| Multi-Ethnic | NA | 26 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 765 | 0.78 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 2,370 | 1,784 | 75.3% | >49.2% | Yes |
| B. <40% | | 174 | 7.3% | <24.6% | Yes |
| C. Separate Schools | | 81 | 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 VISALIA 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 | 344 | 280 | 81.4% | >32.9% | Yes |
| B. Separate | | 40 | 11.6% | <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 | 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 |
|---|---|---|---|---|
| 3,189 | 3,189 | 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 VISALIA 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 |
|---|---|---|---|---|---|
| 474 | 347 | 127 | 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 VISALIA 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 637 | 637 | 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 VISALIA 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 | 107 | 50 | 46.7% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 78 | 72.9% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 106 | 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 VISTA DEL MAR UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4269344 | FMTA Region | 1 |
| District Name | VISTA DEL MAR UNION ELEMENTARY | SELPA | 4200 Santa Barbara County |

**Indicator 1 – Graduation Four Year Rate**: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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 | 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 VISTA DEL MAR 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% | 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 VISTA DEL MAR 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 | 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 |
|---|---|---|---|---|
| 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 VISTA DEL MAR 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
VISTA DEL MAR 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 |
|---|---|---|---|---|---|---|---|
| 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 VISTA DEL MAR 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 VISTA REAL CHARTER HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 0109900 | FMTA Region | 4 |
| District Name | VISTA REAL CHARTER 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 |
|---|---|---|
| 9.38 | 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 |
|---|---|---|
| 25.86% | <14.72% | No |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | 100 | 95% | -- | -- | 100 | -- |
| Math | 100 | 95% | -- | -- | 100 | -- |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 144 | 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 VISTA REAL 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 | * | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 97 | NC | | |
| Multi-Ethnic | NA | 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% | 87 | 77 | 88.5% | >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 VISTA REAL 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 | 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 |
|---|---|---|---|---|
| 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 VISTA REAL 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
VISTA REAL 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 122 | 122 | 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 VISTA REAL 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 VISTA UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3768452 | FMTA Region | 2 |
| District Name | VISTA 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 |
|---|---|---|
| 63.29 | 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 |
|---|---|---|
| 13.27% | <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? |
|---|---|---|---|---|
| * | 3,688 | 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 VISTA 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 | 69 | NC | | |
| African American | * | 182 | NC | | |
| Hispanic | * | 2,355 | 0.21 | | |
| Multi-Ethnic | NA | 102 | NC | | |
| Pacific Islander | NA | 29 | NC | | |
| White | * | 934 | 0.43 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 3,020 | 1,771 | 58.6% | >49.2% | Yes |
| B. <40% | | 444 | 14.7% | <24.6% | Yes |
| C. Separate Schools | | 121 | 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 VISTA 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 | 394 | 79 | 20.1% | >32.9% | No |
| B. Separate | | 90 | 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 | 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 |
|---|---|---|---|---|
| 4,013 | 4,031 | 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 VISTA 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 |
|---|---|---|---|---|---|
| 545 | 433 | 112 | 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 VISTA 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 |
|---|---|---|---|---|
| 961 | 961 | 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 VISTA 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 | 175 | 81 | 46.3% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 132 | 75.4% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 175 | 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 VOICES COLLEGE-BOUND LANGUAGE ACADEMY School District

| | | | |
|---|---|---|---|
| CDS Code | 0113662 | FMTA Region | 3 |
| District Name | VOICES COLLEGE-BOUND LANGUAGE ACADEMY | 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% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students 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 VOICES COLLEGE-BOUND LANGUAGE ACADEMY School District

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

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

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 31 | 31 | 100.0% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for VOICES COLLEGE-BOUND LANGUAGE 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 |
|---|---|---|---|---|
| 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 VOICES COLLEGE-BOUND LANGUAGE 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 |
|---|---|---|---|---|---|
| 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 VOICES COLLEGE-BOUND LANGUAGE 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 VOICES COLLEGE-BOUND LANGUAGE 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 WALNUT CREEK ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 0761812 | FMTA Region | 2 |
| District Name | WALNUT CREEK ELEMENTARY | SELPA | 0701 Contra Costa |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 407 | 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 WALNUT CREEK ELEMENTARY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | * | NC | 2.43% | No |
| Asian | NA | 33 | NC | | |
| African American | NA | 14 | NC | | |
| Hispanic | NA | 89 | NC | | |
| Multi-Ethnic | NA | 25 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 242 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 314 | 232 | 73.9% | >49.2% | Yes |
| B. <40% | | 37 | 11.8% | <24.6% | Yes |
| C. Separate Schools | | * | 2.5% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WALNUT CREEK ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 59 | 49 | 83.1% | >32.9% | Yes |
| B. Separate | | * | 16.9% | <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 | 101 | 169 | 59.8% | 72.7% | No |
| 2. Functioning within age expectations | 179 | 287 | 62.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 99 | 166 | 59.6% | 70.0% | No |
| 2. Functioning within age expectations | 171 | 287 | 59.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 105 | 156 | 67.3% | 75.0% | No |
| 2. Functioning within age expectations | 191 | 287 | 66.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 457 | 457 | 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 WALNUT CREEK ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 114 | 88 | 24 | 97.8% | 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 WALNUT CREEK ELEMENTARY School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Referred to Part C within 90 days of 3rd birthday | Percent On Time Eligible | Target | Met Target |
|---|---|---|---|---|---|---|---|
| 143 | 13 | 90 | 19 | 13 | 91.8% | 100% | No |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

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

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WALNUT CREEK ELEMENTARY School District

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

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

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

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

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

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

| | | | |
|---|---|---|---|
| CDS Code | 1973460 | FMTA Region | 1 |
| District Name | WALNUT VALLEY UNIFIED | 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 |
|---|---|---|
| 95.45 | 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 |
|---|---|---|
| 0.86% | <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? |
|---|---|---|---|---|
| * | 1,317 | 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 WALNUT 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 | 393 | NC | | |
| African American | * | 73 | NC | | |
| Hispanic | * | 603 | NC | | |
| Multi-Ethnic | NA | 37 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 202 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,109 | 590 | 53.2% | >49.2% | Yes |
| B. <40% | | 179 | 16.1% | <24.6% | Yes |
| C. Separate Schools | | 15 | 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 WALNUT 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 | 57 | 53 | 93.0% | >32.9% | Yes |
| B. Separate | | * | 5.3% | <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 | 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 |
|---|---|---|---|---|
| 1,277 | 1,278 | 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 WALNUT 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 |
|---|---|---|---|---|---|
| 151 | 117 | 33 | 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
WALNUT 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 255 | 254 | 99.6% | 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 WALNUT 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 | 91 | 73 | 80.2% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 81 | 89.0% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 91 | 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 WARNER UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3775416 | FMTA Region | 2 |
| District Name | WARNER UNIFIED | 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 | 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 WARNER 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 | 29 | 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 | 14 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 50 | 37 | 74.0% | >49.2% | Yes |
| B. <40% | | * | 12.0% | <24.6% | Yes |
| C. Separate Schools | | * | 4.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WARNER 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 | 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 |
|---|---|---|---|---|
| 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 WARNER 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 WARNER 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 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 WARNER 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 WASCO UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1563842 | FMTA Region | 2 |
| District Name | WASCO UNION ELEMENTARY | SELPA | 1501 Kern County Consortium |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 282 | 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 WASCO 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 | 257 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 16 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 210 | 133 | 63.3% | >49.2% | Yes |
| B. <40% | | 54 | 25.7% | <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 WASCO 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 | 29 | * | 31.0% | >32.9% | No |
| B. Separate | | * | 34.5% | <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 | 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 |
|---|---|---|---|---|
| 298 | 300 | 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 WASCO 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 |
|---|---|---|---|---|---|
| 75 | 62 | 13 | 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 WASCO 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 |
|---|---|---|---|---|---|---|---|
| 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 WASCO 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 WASCO UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 1563859 | FMTA Region | 2 |
| District Name | WASCO UNION HIGH | 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 |
|---|---|---|
| 85.19 | 69.25 | Yes |

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| 9.76% | <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 | 83 | 95% | -- | 5.6 | 100 | -- |
| Math | 87 | 95% | -- | 15.8 | 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 | 131 | 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 WASCO 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 | 115 | 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% | 124 | 58 | 46.8% | >49.2% | No |
| B. <40% | | 24 | 19.4% | <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 WASCO 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 | 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 |
|---|---|---|---|---|
| 139 | 141 | 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 WASCO 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 WASCO 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 87 | 87 | 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 WASCO 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 | 21 | * | 9.5% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | * | 38.1% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 21 | 100.0% | 81.0% | Yes |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WASHINGTON COLONY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1062513 | FMTA Region | 3 |
| District Name | WASHINGTON COLONY ELEMENTARY | SELPA | 1001 Fresno County |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| * | 73 | 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 WASHINGTON COLONY ELEMENTARY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | * | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | NA | NC | | |
| Hispanic | * | 66 | 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% | 69 | 57 | 82.6% | >49.2% | Yes |
| B. <40% | | * | 10.1% | <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 WASHINGTON COLONY 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 | 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 |
|---|---|---|---|---|
| 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 WASHINGTON COLONY 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 | 25 | * | 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
WASHINGTON COLONY 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 |
|---|---|---|---|---|---|---|---|
| 232 | * | 193 | * | 20 | 98.0% | 100% | No |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

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

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WASHINGTON COLONY 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 WASHINGTON UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1076778 | FMTA Region | 3 |
| District Name | WASHINGTON 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 |
|---|---|---|
| 59.38 | 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 |
|---|---|---|
| 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? |
|---|---|---|---|---|
| * | 339 | 1.18 | 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 WASHINGTON UNIFIED School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | * | NC | 2.43% | Yes |
| Asian | NA | 22 | NC | | |
| African American | * | 71 | 4.23 | | |
| Hispanic | * | 214 | 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% | 251 | 168 | 66.9% | >49.2% | Yes |
| B. <40% | | 39 | 15.5% | <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 WASHINGTON 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 | 36 | 23 | 63.9% | >32.9% | Yes |
| B. Separate | | * | 5.6% | <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 | 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 |
|---|---|---|---|---|
| 346 | 347 | 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 WASHINGTON 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 |
|---|---|---|---|---|---|
| 53 | 32 | 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
WASHINGTON 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 |
|---|---|---|---|---|
| 115 | 115 | 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 WASHINGTON 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 WASHINGTON UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5772694 | FMTA Region | 3 |
| District Name | WASHINGTON UNIFIED | SELPA | 5700 Yolo 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 |
|---|---|---|
| 54.72 | 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 |
|---|---|---|
| 11.94% | <14.72% | Yes |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 846 | 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 WASHINGTON 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 | 56 | NC | | |
| African American | NA | 77 | NC | | |
| Hispanic | NA | 366 | NC | | |
| Multi-Ethnic | NA | 33 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 295 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 672 | 287 | 42.7% | >49.2% | No |
| B. <40% | | 197 | 29.3% | <24.6% | No |
| C. Separate Schools | | 30 | 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 WASHINGTON 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 | 85 | 31 | 36.5% | >32.9% | Yes |
| B. Separate | | 41 | 48.2% | <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 | 30 | 54 | 55.6% | 72.7% | No |
| 2. Functioning within age expectations | 60 | 98 | 61.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 29 | 52 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 59 | 98 | 60.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 30 | 52 | 57.7% | 75.0% | No |
| 2. Functioning within age expectations | 62 | 98 | 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 |
|---|---|---|---|---|
| 865 | 872 | 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 WASHINGTON 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 |
|---|---|---|---|---|---|
| 145 | 115 | 27 | 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
WASHINGTON 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 |
|---|---|---|---|---|---|---|---|
| 89 | 11 | 70 | * | * | 94.6% | 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 |
|---|---|---|---|---|
| 185 | 183 | 98.9% | 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 WASHINGTON UNIFIED School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | 21 | 13 | 61.9% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 17 | 81.0% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 21 | 100.0% | 81.0% | Yes |

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

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

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

| | | | |
|---|---|---|---|
| CDS Code | 2766233 | FMTA Region | 3 |
| District Name | WASHINGTON 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 | 83 | 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 WASHINGTON 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 | 11 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 65 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (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 | 57 | 86.4% | >49.2% | Yes |
| B. <40% | | * | 3.0% | <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 WASHINGTON 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 |
|---|---|---|---|---|
| 103 | 103 | 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 WASHINGTON 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 |
|---|---|---|---|---|---|
| 31 | 18 | 13 | 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 WASHINGTON 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 WASHINGTON 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 WATERFORD UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5075572 | FMTA Region | 4 |
| District Name | WATERFORD UNIFIED | SELPA | 5001 Stanislaus County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 86.36 | 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 |
|---|---|---|
| 12.20% | <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? |
|---|---|---|---|---|
| * | 446 | 0.45 | 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 WATERFORD 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 | 11 | NC | | |
| African American | NA | 17 | NC | | |
| Hispanic | * | 197 | 1.02 | | |
| Multi-Ethnic | NA | 15 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 200 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 371 | 244 | 65.8% | >49.2% | Yes |
| B. <40% | | 71 | 19.1% | <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 WATERFORD 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 | 37 | 24 | 64.9% | >32.9% | Yes |
| B. Separate | | 13 | 35.1% | <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 | 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 |
|---|---|---|---|---|
| 484 | 484 | 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 WATERFORD 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 |
|---|---|---|---|---|---|
| 72 | 57 | 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
WATERFORD 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 98 | 97 | 99.0% | 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 WATERFORD 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 WAUGH ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4970995 | FMTA Region | 3 |
| District Name | WAUGH 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 | 108 | 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 WAUGH ELEMENTARY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | NA | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 34 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 65 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 82 | 70 | 85.4% | >49.2% | Yes |
| B. <40% | | * | 3.7% | <24.6% | Yes |
| C. Separate Schools | | * | 1.2% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WAUGH 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 | 16 | 80.0% | >32.9% | Yes |
| B. Separate | | * | 10.0% | <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 | 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 |
|---|---|---|---|---|
| 115 | 116 | 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 WAUGH 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 |
|---|---|---|---|---|---|
| 50 | 35 | 11 | 89.7% | 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 WAUGH 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 WAUGH 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 WAUKENA JOINT UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472264 | FMTA Region | 4 |
| District Name | WAUKENA JOINT 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 | 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 WAUKENA 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% | 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% | * | * | 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 WAUKENA 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 | * | * | 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 |
|---|---|---|---|---|
| 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 WAUKENA 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 |
|---|---|---|---|---|---|
| * | * | 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
WAUKENA 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 |
|---|---|---|---|---|---|---|---|
| 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 WAUKENA 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 WEAVER UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2465862 | FMTA Region | 4 |
| District Name | WEAVER 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? |
|---|---|---|---|---|
| * | 283 | 1.06 | 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 WEAVER 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% | Yes |
| Asian | NA | 19 | NC | | |
| African American | * | 31 | 6.45 | | |
| Hispanic | * | 172 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 51 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 232 | 118 | 50.9% | >49.2% | Yes |
| B. <40% | | 51 | 22.0% | <24.6% | Yes |
| C. Separate Schools | | * | 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 WEAVER 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 | 28 | 13 | 46.4% | >32.9% | Yes |
| B. Separate | | 13 | 46.4% | <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 | 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 |
|---|---|---|---|---|
| 322 | 323 | 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 WEAVER 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 |
|---|---|---|---|---|---|
| 83 | 32 | 45 | 84.2% | 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 WEAVER 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 WEAVER 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 WEED UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4770482 | FMTA Region | 4 |
| District Name | WEED UNION ELEMENTARY | SELPA | 4700 Siskiyou County |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 46 | 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 WEED 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 | * | 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% | 28 | 23 | 82.1% | >49.2% | Yes |
| B. <40% | | * | 14.3% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WEED 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 | * | 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 |
|---|---|---|---|---|
| 45 | 46 | 97.8% | >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 WEED 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
WEED 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 |
|---|---|---|---|---|---|---|---|
| 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 WEED 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 WEST CONTRA COSTA UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 0761796 | FMTA Region | 2 |
| District Name | WEST CONTRA COSTA UNIFIED | SELPA | 0712 West Contra Costa 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 |
|---|---|---|
| 55.04 | 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 |
|---|---|---|
| 18.83% | <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? |
|---|---|---|---|---|
| 52 | 4,405 | 1.18 | 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 WEST CONTRA COSTA 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 | * | 299 | NC | | |
| African American | 31 | 1,307 | 2.37 | | |
| Hispanic | 18 | 2,127 | 0.85 | | |
| Multi-Ethnic | NA | 146 | NC | | |
| Pacific Islander | NA | 23 | NC | | |
| White | * | 497 | 0.40 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 3,551 | 2,105 | 59.3% | >49.2% | Yes |
| B. <40% | | 991 | 27.9% | <24.6% | No |
| C. Separate Schools | | 150 | 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 WEST CONTRA COSTA 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 | 629 | 606 | 96.3% | >32.9% | Yes |
| B. Separate | | 19 | 3.0% | <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 | 92 | 149 | 61.7% | 72.7% | No |
| 2. Functioning within age expectations | 120 | 219 | 54.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 99 | 162 | 61.1% | 70.0% | No |
| 2. Functioning within age expectations | 101 | 219 | 46.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 105 | 153 | 68.6% | 75.0% | No |
| 2. Functioning within age expectations | 122 | 219 | 55.7% | 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 |
|---|---|---|---|---|
| 4,749 | 4,788 | 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 WEST CONTRA COSTA 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 |
|---|---|---|---|---|---|
| 921 | 737 | 181 | 99.6% | 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
WEST CONTRA COSTA 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 |
|---|---|---|---|---|---|---|---|
| 86 | * | 74 | * | * | 97.4% | 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 |
|---|---|---|---|---|
| 998 | 983 | 98.5% | 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 WEST CONTRA COSTA 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 | 73 | 47 | 64.4% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 56 | 76.7% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 73 | 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 WEST COVINA UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1965094 | FMTA Region | 1 |
| District Name | WEST COVINA UNIFIED | 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 |
|---|---|---|
| 60.00 | 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 |
|---|---|---|
| 2.88% | <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? |
|---|---|---|---|---|
| * | 1,565 | 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 WEST COVINA 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 | 110 | NC | | |
| African American | NA | 178 | NC | | |
| Hispanic | * | 922 | 0.22 | | |
| Multi-Ethnic | NA | 28 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 314 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,269 | 752 | 59.3% | >49.2% | Yes |
| B. <40% | | 246 | 19.4% | <24.6% | Yes |
| C. Separate Schools | | 38 | 3.0% | <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 WEST COVINA 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 | 91 | 41 | 45.1% | >32.9% | Yes |
| B. Separate | | 35 | 38.5% | <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 | 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 |
|---|---|---|---|---|
| 1,518 | 1,524 | 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 WEST COVINA 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 |
|---|---|---|---|---|---|
| 200 | 153 | 37 | 93.9% | 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 WEST COVINA 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 323 | 322 | 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 WEST COVINA 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 | 23 | 13 | 56.5% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 20 | 87.0% | 72.4% | Yes |
| 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 WEST PARK ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1062539 | FMTA Region | 3 |
| District Name | WEST PARK ELEMENTARY | SELPA | 1001 Fresno County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 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? |
|---|---|---|---|---|
| * | 62 | 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 WEST 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 | * | NC | 2.43% | NA |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | * | 45 | 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% | 49 | 41 | 83.7% | >49.2% | Yes |
| B. <40% | | * | 6.1% | <24.6% | Yes |
| C. Separate Schools | | * | 4.1% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WEST 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 | * | * | 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 | 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 |
|---|---|---|---|---|
| 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 WEST 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 |
|---|---|---|---|---|---|
| 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 WEST 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 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 WEST 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 | * | * | 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 WEST SIDE UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4971001 | FMTA Region | 3 |
| District Name | WEST SIDE 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 | 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 WEST SIDE 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 | 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% | 25 | 21 | 84.0% | >49.2% | Yes |
| B. <40% | | * | 4.0% | <24.6% | Yes |
| C. Separate Schools | | * | 4.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WEST SIDE 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 | 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 |
|---|---|---|---|---|
| 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 WEST SIDE 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 WEST SIDE 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 WEST SIDE 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 WEST SONOMA COUNTY UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 4970607 | FMTA Region | 3 |
| District Name | WEST SONOMA COUNTY UNION 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 |
|---|---|---|
| 73.97 | 69.25 | Yes |

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| 13.79% | <14.72% | Yes |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | 95 | 95% | -- | 21.6 | 100 | -- |
| Math | 99 | 95% | -- | 27.8 | 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 | 305 | 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 WEST SONOMA COUNTY 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 | 79 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 199 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 251 | 70 | 27.9% | >49.2% | No |
| B. <40% | | 46 | 18.3% | <24.6% | Yes |
| C. Separate Schools | | 20 | 8.0% | <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 WEST SONOMA COUNTY 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 | 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 |
|---|---|---|---|---|
| 273 | 273 | 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 WEST SONOMA COUNTY 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 |
|---|---|---|---|---|---|
| 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 WEST SONOMA COUNTY 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 180 | 180 | 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 WEST SONOMA COUNTY 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 | 31 | 58.5% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 46 | 86.8% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 53 | 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 WESTCHESTER SECONDARY CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 0127274 | FMTA Region | 1 |
| District Name | WESTCHESTER SECONDARY CHARTER | SELPA | 1951 LACOE Charter |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WESTCHESTER SECONDARY 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 | 18 | NC | | |
| Hispanic | NA | 11 | 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% | 39 | 34 | 87.2% | >49.2% | Yes |
| B. <40% | | 0 | 0.0% | <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 WESTCHESTER SECONDARY 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 |
|---|---|---|---|---|
| 55 | 56 | 98.2% | >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 WESTCHESTER SECONDARY 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 WESTCHESTER SECONDARY 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 WESTCHESTER SECONDARY 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 WESTERN PLACER UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3166951 | FMTA Region | 4 |
| District Name | WESTERN PLACER UNIFIED | SELPA | 3100 Placer County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 67.65 | 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 |
|---|---|---|
| 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 | 965 | 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 WESTERN PLACER 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 | 45 | NC | | |
| African American | NA | 24 | NC | | |
| Hispanic | NA | 275 | NC | | |
| Multi-Ethnic | NA | 38 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 569 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 759 | 383 | 50.5% | >49.2% | Yes |
| B. <40% | | 132 | 17.4% | <24.6% | Yes |
| C. Separate Schools | | 19 | 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 WESTERN PLACER 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 | 112 | 25 | 22.3% | >32.9% | No |
| B. Separate | | 87 | 77.7% | <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 | 66 | 134 | 49.3% | 72.7% | No |
| 2. Functioning within age expectations | 152 | 245 | 62.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 66 | 123 | 53.7% | 70.0% | No |
| 2. Functioning within age expectations | 157 | 245 | 64.1% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 75 | 123 | 61.0% | 75.0% | No |
| 2. Functioning within age expectations | 152 | 245 | 62.0% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 1,021 | 1,030 | 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 WESTERN PLACER 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 |
|---|---|---|---|---|---|
| 166 | 133 | 33 | 100.0% | 100% | Yes |

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
WESTERN PLACER 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 |
|---|---|---|---|---|---|---|---|
| 148 | 16 | 116 | * | * | 97.5% | 100% | No |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

| No. with Post-secondary Goals and Transition Services | Total No. of Students Reviewed for Transition Services | Percent of students with Post-secondary Goals and Transition Services | Target | Target Met |
|---|---|---|---|---|
| 112 | 111 | 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 WESTERN PLACER UNIFIED School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | 20 | * | 40.0% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 15 | 75.0% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 20 | 100.0% | 81.0% | Yes |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WESTERN SIERRA COLLEGIATE ACADEMY School District

| | | | |
|---|---|---|---|
| CDS Code | 0119487 | FMTA Region | 4 |
| District Name | WESTERN SIERRA COLLEGIATE 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 | 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 WESTERN SIERRA COLLEGIATE 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% | 42 | 35 | 83.3% | >49.2% | Yes |
| B. <40% | | * | 2.4% | <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 WESTERN SIERRA COLLEGIATE 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 |
|---|---|---|---|---|
| 54 | 54 | 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 WESTERN SIERRA COLLEGIATE 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 WESTERN SIERRA COLLEGIATE 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 |
|---|---|---|---|---|
| 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 WESTERN SIERRA COLLEGIATE 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 WESTLAKE CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 0108860 | FMTA Region | 4 |
| District Name | WESTLAKE 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 | 56 | NC | 2.43% | No |

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

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

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | * | NC | 2.43% | NA |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 19 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 19 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 36 | 34 | 94.4% | >49.2% | Yes |
| B. <40% | | * | 2.8% | <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 WESTLAKE CHARTER School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 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 |
|---|---|---|---|---|
| 66 | 66 | 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 WESTLAKE 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 |
|---|---|---|---|---|---|
| 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
WESTLAKE 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 WESTLAKE 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 WESTLAKE CHARTER MIDDLE School District

| | | | |
|---|---|---|---|
| CDS Code | 0124594 | FMTA Region | 4 |
| District Name | WESTLAKE CHARTER 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 | 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 WESTLAKE 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% | NA |
| Asian | NA | * | NC | | |
| African American | NA | 13 | 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% | 33 | 29 | 87.9% | >49.2% | Yes |
| B. <40% | | * | 6.1% | <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 WESTLAKE 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 | 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 WESTLAKE 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
WESTLAKE 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 |
|---|---|---|---|---|---|---|---|
| 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 WESTLAKE 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 WESTMINSTER ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3066746 | FMTA Region | 1 |
| District Name | WESTMINSTER ELEMENTARY | SELPA | 3020 West Orange County |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| * | 1,088 | 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 WESTMINSTER 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 | * | 304 | NC | | |
| African American | NA | 22 | NC | | |
| Hispanic | NA | 511 | NC | | |
| Multi-Ethnic | NA | 37 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 204 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 817 | 437 | 53.5% | >49.2% | Yes |
| B. <40% | | 272 | 33.3% | <24.6% | No |
| C. Separate Schools | | 15 | 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 WESTMINSTER 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 | 194 | 72 | 37.1% | >32.9% | Yes |
| B. Separate | | 92 | 47.4% | <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 | 75 | 118 | 63.6% | 72.7% | No |
| 2. Functioning within age expectations | 123 | 197 | 62.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 61 | 99 | 61.6% | 70.0% | No |
| 2. Functioning within age expectations | 134 | 197 | 68.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 50 | 92 | 54.3% | 75.0% | No |
| 2. Functioning within age expectations | 136 | 197 | 69.0% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 1,152 | 1,157 | 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 WESTMINSTER 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 |
|---|---|---|---|---|---|
| 240 | 191 | 48 | 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
WESTMINSTER 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 | 47 | 129 | * | * | 99.2% | 100% | No |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

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

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WESTMINSTER 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 WESTMORLAND UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1363230 | FMTA Region | 2 |
| District Name | WESTMORLAND 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 | 41 | 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 WESTMORLAND 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 | 36 | 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% | 31 | 13 | 41.9% | >49.2% | No |
| B. <40% | | 11 | 35.5% | <24.6% | No |
| 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 WESTMORLAND 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 | 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 |
|---|---|---|---|---|
| 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 WESTMORLAND 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 |
|---|---|---|---|---|---|
| 13 | 11 | 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
WESTMORLAND 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 WESTMORLAND 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 WESTSIDE ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1062547 | FMTA Region | 3 |
| District Name | WESTSIDE ELEMENTARY | SELPA | 1001 Fresno County |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| * | 41 | 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 WESTSIDE 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 | * | 37 | 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% | 33 | 27 | 81.8% | >49.2% | Yes |
| B. <40% | | * | 12.1% | <24.6% | Yes |
| C. Separate Schools | | * | 3.0% | <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 WESTSIDE 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 | 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 |
|---|---|---|---|---|
| 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 WESTSIDE ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 14 | 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 WESTSIDE 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| * | * | 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 WESTSIDE 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 WESTSIDE UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1965102 | FMTA Region | 1 |
| District Name | WESTSIDE UNION ELEMENTARY | SELPA | 1911 Antelope Valley |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| * | 1,137 | 0.70 | 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 WESTSIDE 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% | Yes |
| Asian | NA | 34 | NC | | |
| African American | * | 214 | NC | | |
| Hispanic | * | 405 | 0.99 | | |
| Multi-Ethnic | * | 46 | 4.35 | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 430 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 912 | 472 | 51.8% | >49.2% | Yes |
| B. <40% | | 311 | 34.1% | <24.6% | No |
| C. Separate Schools | | 18 | 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 WESTSIDE 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 | 110 | 24 | 21.8% | >32.9% | No |
| B. Separate | | 62 | 56.4% | <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 | 89 | 145 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 173 | 263 | 65.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 96 | 154 | 62.3% | 70.0% | No |
| 2. Functioning within age expectations | 160 | 263 | 60.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 61 | 92 | 66.3% | 75.0% | No |
| 2. Functioning within age expectations | 205 | 263 | 77.9% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 1,193 | 1,198 | 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 WESTSIDE 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 |
|---|---|---|---|---|---|
| 257 | 155 | 79 | 87.1% | 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
WESTSIDE 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 |
|---|---|---|---|---|---|---|---|
| 152 | 40 | 60 | 32 | 11 | 87.0% | 100% | No |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

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

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WESTSIDE 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 WESTWOOD UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1864204 | FMTA Region | 4 |
| District Name | WESTWOOD UNIFIED | 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 |
|---|---|---|
| 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 | 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 WESTWOOD 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 | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 49 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (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 | 34 | 66.7% | >49.2% | Yes |
| B. <40% | | * | 2.0% | <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 WESTWOOD 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 | 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 |
|---|---|---|---|---|
| 74 | 75 | 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 WESTWOOD 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
WESTWOOD 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 27 | 27 | 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 WESTWOOD 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 WHEATLAND ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5872751 | FMTA Region | 4 |
| District Name | WHEATLAND ELEMENTARY | SELPA | 5800 Yuba 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 | 156 | 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 WHEATLAND 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 | 14 | NC | | |
| Hispanic | NA | 28 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | 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% | 126 | 54 | 42.9% | >49.2% | No |
| B. <40% | | 23 | 18.3% | <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 WHEATLAND ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 24 | 15 | 62.5% | >32.9% | Yes |
| B. Separate | | * | 20.8% | <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 | 24 | 36 | 66.7% | 72.7% | No |
| 2. Functioning within age expectations | 43 | 59 | 72.9% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 20 | 35 | 57.1% | 70.0% | No |
| 2. Functioning within age expectations | 36 | 59 | 61.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 17 | 27 | 63.0% | 75.0% | No |
| 2. Functioning within age expectations | 43 | 59 | 72.9% | 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 |
|---|---|---|---|---|
| 197 | 198 | 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 WHEATLAND 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 |
|---|---|---|---|---|---|
| 59 | 47 | 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
WHEATLAND 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 |
|---|---|---|---|---|---|---|---|
| 32 | * | 27 | * | 0 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

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

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

| | | | |
|---|---|---|---|
| CDS Code | 5872769 | FMTA Region | 4 |
| District Name | WHEATLAND UNION HIGH | SELPA | 5800 Yuba 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% | Yes |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | 95 | 95% | -- | 18.8 | 100 | -- |
| Math | 89 | 95% | -- | 12.5 | 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? |
|---|---|---|---|---|
| * | 85 | 3.53 | 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 WHEATLAND 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% | Yes |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | * | 24 | 8.33 | | |
| Multi-Ethnic | * | 11 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 46 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (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 | 13 | 19.4% | >49.2% | No |
| B. <40% | | * | 10.4% | <24.6% | Yes |
| C. Separate Schools | | * | 9.0% | <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 WHEATLAND 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 | 24 | 36 | 66.7% | 72.7% | No |
| 2. Functioning within age expectations | 43 | 59 | 72.9% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 20 | 35 | 57.1% | 70.0% | No |
| 2. Functioning within age expectations | 36 | 59 | 61.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 17 | 27 | 63.0% | 75.0% | No |
| 2. Functioning within age expectations | 43 | 59 | 72.9% | 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 |
|---|---|---|---|---|
| 75 | 75 | 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 WHEATLAND 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 |
|---|---|---|---|---|---|
| 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
WHEATLAND 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 |
|---|---|---|---|---|---|---|---|
| 32 | * | 27 | * | 0 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

| No. with Post-secondary Goals and Transition Services | Total No. of Students Reviewed for Transition Services | Percent of students with Post-secondary Goals and Transition Services | Target | Target Met |
|---|---|---|---|---|
| 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 WHEATLAND 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 WHITMORE UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4570169 | FMTA Region | 3 |
| District Name | WHITMORE 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 | * | 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 WHITMORE UNION ELEMENTARY School District

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

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

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

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

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WHITMORE 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 | 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 |
|---|---|---|---|---|
| 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 WHITMORE 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
WHITMORE 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 |
|---|---|---|---|---|
| * | * | 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 WHITMORE 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 WHITTIER CITY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1965110 | FMTA Region | 1 |
| District Name | WHITTIER CITY 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? |
|---|---|---|---|---|
| NA | 941 | 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 WHITTIER 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 | 12 | NC | | |
| Hispanic | NA | 844 | NC | | |
| Multi-Ethnic | NA | 17 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 58 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 735 | 384 | 52.2% | >49.2% | Yes |
| B. <40% | | 221 | 30.1% | <24.6% | No |
| C. Separate Schools | | 35 | 4.8% | <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 WHITTIER 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 | 148 | 86 | 58.1% | >32.9% | Yes |
| B. Separate | | 59 | 39.9% | <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 | 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 |
|---|---|---|---|---|
| 1,085 | 1,092 | 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 WHITTIER 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 |
|---|---|---|---|---|---|
| 261 | 195 | 58 | 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
WHITTIER 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| * | * | 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 WHITTIER 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 WHITTIER UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 1965128 | FMTA Region | 1 |
| District Name | WHITTIER UNION HIGH | 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 |
|---|---|---|
| 76.45 | 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 |
|---|---|---|
| 5.68% | <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 | 95 | 95% | Yes | 21.8 | 100 | No |
| Math | 98 | 95% | Yes | 26.3 | 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? |
|---|---|---|---|---|
| * | 1,518 | 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 WHITTIER 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 | 20 | NC | | |
| African American | NA | 23 | NC | | |
| Hispanic | * | 1,285 | 0.16 | | |
| Multi-Ethnic | NA | * | 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% | 1,381 | 534 | 38.7% | >49.2% | No |
| B. <40% | | 396 | 28.7% | <24.6% | No |
| C. Separate Schools | | 80 | 5.8% | <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 WHITTIER 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 | 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 |
|---|---|---|---|---|
| 1,479 | 1,479 | 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 WHITTIER 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 |
|---|---|---|---|---|---|
| 37 | 29 | * | 96.7% | 100% | No |

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
WHITTIER 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 920 | 919 | 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 WHITTIER 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 | 170 | 101 | 59.4% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 134 | 78.8% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 170 | 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 WILDERS PREPARATORY ACADEMY CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 0101667 | FMTA Region | 1 |
| District Name | WILDERS PREPARATORY ACADEMY 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 WILDERS PREPARATORY ACADEMY CHARTER School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | NA | NC | 2.43% | NA |
| Asian | 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% | * | * | 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 WILDERS PREPARATORY ACADEMY CHARTER School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 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 |
|---|---|---|---|---|
| * | * | 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 WILDERS PREPARATORY ACADEMY CHARTER School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| * | * | 0 | NC | 100% | NA |

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

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

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

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

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

| No. Children Referred from Part C by Their 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 WILDERS PREPARATORY ACADEMY CHARTER School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 WILDER'S PREPARATORY ACADEMY CHARTER MIDDLE School District

| | | | |
|---|---|---|---|
| CDS Code | 0116822 | FMTA Region | 1 |
| District Name | WILDER'S PREPARATORY ACADEMY 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 | * | 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 WILDER'S PREPARATORY ACADEMY 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% | 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% | * | * | 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 WILDER'S PREPARATORY ACADEMY 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 |
|---|---|---|---|---|
| * | * | 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 WILDER'S PREPARATORY ACADEMY 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 |
|---|---|---|---|---|---|
| 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
WILDER'S PREPARATORY ACADEMY 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 |
|---|---|---|---|---|
| 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 WILDER'S PREPARATORY ACADEMY 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 WILLIAM S. HART UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 1965136 | FMTA Region | 1 |
| District Name | WILLIAM S. HART UNION HIGH | 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 |
|---|---|---|
| 81.18 | 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 |
|---|---|---|
| 1.77% | <14.72% | Yes |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| * | 3,187 | 0.09 | 2.43% | No |

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WILLIAM S. HART 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 | 11 | NC | 2.43% | No |
| Asian | NA | 131 | NC | | |
| African American | * | 190 | NC | | |
| Hispanic | * | 1,339 | 0.15 | | |
| Multi-Ethnic | NA | 119 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 1,390 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 2,898 | 932 | 32.2% | >49.2% | No |
| B. <40% | | 1,015 | 35.0% | <24.6% | No |
| C. Separate Schools | | 68 | 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 WILLIAM S. HART 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 | 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 |
|---|---|---|---|---|
| 3,162 | 3,174 | 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 WILLIAM S. HART 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 |
|---|---|---|---|---|---|
| 182 | 124 | 50 | 93.9% | 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
WILLIAM S. HART 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 1,487 | 1,487 | 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 WILLIAM S. HART 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 | 319 | 183 | 57.4% | 52.30% | Yes |
| B. Higher Ed or Competitively Employed | | 252 | 79.0% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 319 | 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 WILLIAMS UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 0661622 | FMTA Region | 3 |
| District Name | WILLIAMS UNIFIED | SELPA | 0600 Colusa 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 |
|---|---|---|
| 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 | 153 | 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 WILLIAMS 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 | 136 | 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% | 123 | 98 | 79.7% | >49.2% | Yes |
| B. <40% | | * | 2.4% | <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 WILLIAMS 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 | 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 | * | * | NC | 72.7% | NA |
| 2. Functioning within age expectations | 13 | 14 | NC | 82.1% | NA |
| Outcome B | | | | | |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | 11 | 14 | NC | 82.5% | NA |
| Outcome C | | | | | |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | 13 | 14 | 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 |
|---|---|---|---|---|
| 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 WILLIAMS 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 |
|---|---|---|---|---|---|
| 37 | 19 | 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
WILLIAMS 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 |
|---|---|---|---|---|---|---|---|
| 20 | * | 14 | NA | 0 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

| No. with Post-secondary Goals and Transition Services | Total No. of Students Reviewed for Transition Services | Percent of students with Post-secondary Goals and Transition Services | Target | Target Met |
|---|---|---|---|---|
| 38 | 38 | 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 WILLIAMS 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 WILLITS UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 2365623 | FMTA Region | 3 |
| District Name | WILLITS UNIFIED | SELPA | 2300 Mendocino County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 76.92 | 69.25 | Yes |

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| 12.50% | <14.72% | Yes |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| * | 250 | 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 WILLITS 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 | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 47 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 178 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 221 | 102 | 46.2% | >49.2% | No |
| B. <40% | | 37 | 16.7% | <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 WILLITS 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 | 18 | 15 | 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 | 12 | 23 | 52.2% | 72.7% | No |
| 2. Functioning within age expectations | 27 | 41 | 65.9% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 17 | 27 | 63.0% | 70.0% | No |
| 2. Functioning within age expectations | 24 | 41 | 58.5% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 18 | 27 | 66.7% | 75.0% | No |
| 2. Functioning within age expectations | 22 | 41 | 53.7% | 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 |
|---|---|---|---|---|
| 264 | 265 | 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 WILLITS UNIFIED School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 46 | 39 | * | 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 WILLITS 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 |
|---|---|---|---|---|---|---|---|
| 50 | * | 30 | NA | 13 | 90.9% | 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 |
|---|---|---|---|---|
| 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 WILLITS UNIFIED School District

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

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

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

| | | | |
|---|---|---|---|
| CDS Code | 4770490 | FMTA Region | 4 |
| District Name | WILLOW CREEK ELEMENTARY | SELPA | 4700 Siskiyou County |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WILLOW CREEK ELEMENTARY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | NA | NC | 2.43% | 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 | | 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 WILLOW CREEK ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 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 |
|---|---|---|---|---|
| 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 WILLOW CREEK ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| * | * | 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 WILLOW CREEK ELEMENTARY School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | 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 WILLOW CREEK ELEMENTARY School District

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

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

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

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WILLOW GROVE UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3567579 | FMTA Region | 1 |
| District Name | WILLOW GROVE UNION ELEMENTARY | SELPA | 3500 San Benito County |

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

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | 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 | | 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 WILLOW GROVE UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >32.9% | NA |
| B. Separate | | NA | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | * | * | NC | 72.7% | NA |
| 2. Functioning within age expectations | 17 | 25 | 68.0% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | 20 | 25 | 80.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 11 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 21 | 25 | 84.0% | 79.0% | Yes |

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

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

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

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WILLOW GROVE UNION ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of 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
WILLOW GROVE UNION ELEMENTARY School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | 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 WILLOW GROVE UNION ELEMENTARY School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 WILLOWS UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1162661 | FMTA Region | 2 |
| District Name | WILLOWS 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 |
|---|---|---|
| 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? |
|---|---|---|---|---|
| * | 194 | 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 WILLOWS 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 | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | * | 79 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 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% | 160 | 65 | 40.6% | >49.2% | No |
| B. <40% | | 17 | 10.6% | <24.6% | Yes |
| C. Separate Schools | | * | 0.6% | <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 WILLOWS 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 | 24 | 23 | 95.8% | >32.9% | Yes |
| B. Separate | | 0 | 0.0% | <34.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 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 |
|---|---|---|---|---|
| 214 | 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 WILLOWS 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 |
|---|---|---|---|---|---|
| 27 | 24 | * | 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 WILLOWS 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 |
|---|---|---|---|---|
| 43 | 43 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WILLOWS 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 WILMAR UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4971019 | FMTA Region | 3 |
| District Name | WILMAR 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 | 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 WILMAR 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 | * | 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% | 29 | 22 | 75.9% | >49.2% | Yes |
| B. <40% | | * | 13.8% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

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

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >32.9% | NA |
| B. Separate | | * | NC | <34.4% | NA |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 87 | 122 | 71.3% | 72.7% | No |
| 2. Functioning within age expectations | 199 | 271 | 73.4% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 79 | 122 | 64.8% | 70.0% | No |
| 2. Functioning within age expectations | 194 | 271 | 71.6% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 86 | 119 | 72.3% | 75.0% | No |
| 2. Functioning within age expectations | 202 | 271 | 74.5% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 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 WILMAR 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 |
|---|---|---|---|---|---|
| 13 | 13 | 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
WILMAR 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 WILMAR 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 WILSONA ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1965151 | FMTA Region | 1 |
| District Name | WILSONA ELEMENTARY | SELPA | 1911 Antelope Valley |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| * | 232 | 0.86 | 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 WILSONA 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 | 47 | NC | | |
| Hispanic | * | 129 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 49 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 157 | 68 | 43.3% | >49.2% | No |
| B. <40% | | 62 | 39.5% | <24.6% | No |
| C. Separate Schools | | * | 5.7% | <4.4% | No |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

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

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 21 | 14 | 66.7% | >32.9% | Yes |
| B. Separate | | * | 28.6% | <34.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

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

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 89 | 145 | 61.4% | 72.7% | No |
| 2. Functioning within age expectations | 173 | 263 | 65.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 96 | 154 | 62.3% | 70.0% | No |
| 2. Functioning within age expectations | 160 | 263 | 60.8% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 61 | 92 | 66.3% | 75.0% | No |
| 2. Functioning within age expectations | 205 | 263 | 77.9% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 214 | 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 WILSONA ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 31 | 24 | * | 96.0% | 100% | No |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WILSONA 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 |
|---|---|---|---|---|---|---|---|
| 152 | 40 | 60 | 32 | 11 | 87.0% | 100% | No |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

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

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WILSONA 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 WINDSOR UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 4975358 | FMTA Region | 3 |
| District Name | WINDSOR 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 |
|---|---|---|
| 83.87 | 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 |
|---|---|---|
| 7.04% | <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 | 844 | 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 WINDSOR 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 | 13 | NC | | |
| African American | NA | 11 | NC | | |
| Hispanic | NA | 443 | NC | | |
| Multi-Ethnic | NA | 14 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 350 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 720 | 380 | 52.8% | >49.2% | Yes |
| B. <40% | | 124 | 17.2% | <24.6% | Yes |
| C. Separate Schools | | 26 | 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 WINDSOR 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 | 107 | 47 | 43.9% | >32.9% | Yes |
| B. Separate | | 24 | 22.4% | <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 | 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 |
|---|---|---|---|---|
| 923 | 924 | 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 WINDSOR 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 | 100 | 25 | 86.2% | 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 WINDSOR 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 |
|---|---|---|---|---|
| 187 | 187 | 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 WINDSOR 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 WINSHIP ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5171456 | FMTA Region | 4 |
| District Name | WINSHIP ELEMENTARY | SELPA | 5100 Sutter County |

**Indicator 1 – Graduation Four Year Rate**: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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 WINSHIP 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 | 18 | 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% | 21 | 19 | 90.5% | >49.2% | Yes |
| B. <40% | | * | 4.8% | <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 WINSHIP 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 | 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 |
|---|---|---|---|---|
| 24 | 25 | 96.0% | >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 WINSHIP 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 WINSHIP 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 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 WINSHIP 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 WINTERS JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5772702 | FMTA Region | 3 |
| District Name | WINTERS JOINT UNIFIED | SELPA | 5700 Yolo 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 |
|---|---|---|
| 63.16 | 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 | 209 | 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 WINTERS 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 | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 136 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 60 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 173 | 96 | 55.5% | >49.2% | Yes |
| B. <40% | | 11 | 6.4% | <24.6% | Yes |
| C. Separate Schools | | * | 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 WINTERS 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 | 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 | 30 | 54 | 55.6% | 72.7% | No |
| 2. Functioning within age expectations | 60 | 98 | 61.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 29 | 52 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 59 | 98 | 60.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 30 | 52 | 57.7% | 75.0% | No |
| 2. Functioning within age expectations | 62 | 98 | 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 | 206 | 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 WINTERS 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 |
|---|---|---|---|---|---|
| 43 | 14 | 11 | 43.8% | 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 WINTERS 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 |
|---|---|---|---|---|---|---|---|
| 89 | 11 | 70 | * | * | 94.6% | 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 |
|---|---|---|---|---|
| 48 | 48 | 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 WINTERS 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 WINTON ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2465870 | FMTA Region | 4 |
| District Name | WINTON 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 | 237 | 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 WINTON 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 | 192 | 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% | 198 | 105 | 53.0% | >49.2% | Yes |
| B. <40% | | 54 | 27.3% | <24.6% | No |
| C. Separate Schools | | * | 1.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WINTON 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 | 28 | * | 35.7% | >32.9% | Yes |
| B. Separate | | * | 32.1% | <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 | 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 |
|---|---|---|---|---|
| 281 | 282 | 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 WINTON 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 |
|---|---|---|---|---|---|
| 95 | 79 | 16 | 100.0% | 100% | Yes |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WINTON 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 WINTON 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 WISDOM ACADEMY FOR YOUNG SCIENTISTS School District

| | | | |
|---|---|---|---|
| CDS Code | 0112730 | FMTA Region | 1 |
| District Name | WISDOM ACADEMY FOR YOUNG SCIENTISTS | SELPA | 1951 LACOE Charter |

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

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

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

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

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

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

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

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

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

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

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

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 64 | 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 WISDOM ACADEMY FOR YOUNG SCIENTISTS School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. 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 | 32 | NC | | |
| Hispanic | NA | 31 | 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% | 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 WISDOM ACADEMY FOR YOUNG SCIENTISTS School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 27 | 29 | 93.1% | >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 WISDOM ACADEMY FOR YOUNG SCIENTISTS School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

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

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

| No. of Students Assessed | No. Assessed within 60 days of 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 WISDOM ACADEMY FOR YOUNG SCIENTISTS School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 WISDOM ACADEMY FOR YOUNG SCIENTISTS School District

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

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

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 WISEBURN UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1976869 | FMTA Region | 1 |
| District Name | WISEBURN UNIFIED | SELPA | 1907 Southwest Serv Area |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 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 WISEBURN 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 | 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% | 294 | 229 | 77.9% | >49.2% | Yes |
| B. <40% | | 21 | 7.1% | <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 WISEBURN 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 | 47 | 17 | 36.2% | >32.9% | Yes |
| B. Separate | | 26 | 55.3% | <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 | 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 |
|---|---|---|---|---|
| 391 | 392 | 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 WISEBURN 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 |
|---|---|---|---|---|---|
| 81 | 58 | 16 | 89.2% | 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 WISEBURN 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 |
|---|---|---|---|---|---|---|---|
| 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 WISEBURN 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 WOODLAKE UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5476794 | FMTA Region | 4 |
| District Name | WOODLAKE UNIFIED | 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 |
|---|---|---|
| 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% | 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 | 162 | 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 WOODLAKE 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 | 133 | NC | | |
| 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% | 138 | 74 | 53.6% | >49.2% | Yes |
| B. <40% | | 34 | 24.6% | <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 WOODLAKE 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 | 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 | 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 |
|---|---|---|---|---|
| 176 | 176 | 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 WOODLAKE 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 | 19 | * | 100.0% | 100% | Yes |

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

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WOODLAKE 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 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 WOODLAKE 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 WOODLAND JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5772710 | FMTA Region | 3 |
| District Name | WOODLAND JOINT UNIFIED | SELPA | 5700 Yolo 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 |
|---|---|---|
| 58.06 | 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 |
|---|---|---|
| 17.89% | <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? |
|---|---|---|---|---|
| * | 1,258 | 0.56 | 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 WOODLAND 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 | 39 | NC | | |
| African American | NA | 37 | NC | | |
| Hispanic | * | 800 | 0.75 | | |
| Multi-Ethnic | NA | 26 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 344 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,081 | 728 | 67.3% | >49.2% | Yes |
| B. <40% | | 159 | 14.7% | <24.6% | Yes |
| C. Separate Schools | | 62 | 5.7% | <4.4% | No |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WOODLAND 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 | 214 | 92 | 43.0% | >32.9% | Yes |
| B. Separate | | 84 | 39.3% | <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 | 30 | 54 | 55.6% | 72.7% | No |
| 2. Functioning within age expectations | 60 | 98 | 61.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 29 | 52 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 59 | 98 | 60.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 30 | 52 | 57.7% | 75.0% | No |
| 2. Functioning within age expectations | 62 | 98 | 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 |
|---|---|---|---|---|
| 1,363 | 1,367 | 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 WOODLAND 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 |
|---|---|---|---|---|---|
| 272 | 191 | 71 | 95.0% | 100% | No |

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
WOODLAND 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 |
|---|---|---|---|---|---|---|---|
| 89 | 11 | 70 | * | * | 94.6% | 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 |
|---|---|---|---|---|
| 237 | 236 | 99.6% | 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 WOODLAND 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 | 20 | * | 50.0% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 14 | 70.0% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 20 | 100.0% | 81.0% | Yes |

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

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

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

| | | | |
|---|---|---|---|
| CDS Code | 4169088 | FMTA Region | 2 |
| District Name | WOODSIDE 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 | 58 | 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 WOODSIDE 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 | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | NA | 38 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

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

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

| Measure | Total No. of Students receiving Special Education (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 | 27 | 62.8% | >49.2% | Yes |
| B. <40% | | * | 14.0% | <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 WOODSIDE 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 | 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 WOODSIDE 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 |
|---|---|---|---|---|---|
| 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 WOODSIDE 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 WOODSIDE 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 WOODVILLE ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472298 | FMTA Region | 4 |
| District Name | WOODVILLE 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 | 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 WOODVILLE 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 | 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% | 25 | 23 | 92.0% | >49.2% | Yes |
| B. <40% | | * | 4.0% | <24.6% | Yes |
| C. Separate Schools | | * | 4.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

# 2014–15 District Level Special Education Annual Performance Report Measure for WOODVILLE 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 |
|---|---|---|---|---|
| 36 | 36 | 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 WOODVILLE 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 WOODVILLE 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 WOODVILLE 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 WRIGHT ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4971035 | FMTA Region | 3 |
| District Name | WRIGHT 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 | 256 | 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 WRIGHT 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 | 138 | NC | | |
| Multi-Ethnic | NA | 13 | 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% | 174 | 120 | 69.0% | >49.2% | Yes |
| B. <40% | | 34 | 19.5% | <24.6% | Yes |
| C. Separate Schools | | * | 0.6% | <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 WRIGHT 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 | 56 | 56 | 100.0% | >32.9% | Yes |
| B. Separate | | 0 | 0.0% | <34.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

**Indicator 7 – Preschool Assessments**: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 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 |
|---|---|---|---|---|
| 272 | 273 | 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 WRIGHT 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 |
|---|---|---|---|---|---|
| 71 | 52 | 16 | 94.5% | 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 WRIGHT 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 WRIGHT 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 YOLO COUNTY SCHOOLS School District

| | | | |
|---|---|---|---|
| CDS Code | 5710579 | FMTA Region | 3 |
| District Name | YOLO COUNTY SCHOOLS | SELPA | 5700 Yolo 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 |
|---|---|---|
| 62.55 | 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 YOLO 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 YOLO 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 | 30 | 54 | 55.6% | 72.7% | No |
| 2. Functioning within age expectations | 60 | 98 | 61.2% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 29 | 52 | 55.8% | 70.0% | No |
| 2. Functioning within age expectations | 59 | 98 | 60.2% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 30 | 52 | 57.7% | 75.0% | No |
| 2. Functioning within age expectations | 62 | 98 | 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 |
|---|---|---|---|---|
| * | * | 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 YOLO 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
YOLO 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 |
|---|---|---|---|---|---|---|---|
| 89 | 11 | 70 | * | * | 94.6% | 100% | No |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

**Indicator 13 - Secondary Transition Goals and Services**: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

| No. with Post-secondary Goals and Transition Services | Total No. of Students Reviewed for Transition Services | Percent of students with Post-secondary Goals and Transition Services | Target | Target Met |
|---|---|---|---|---|
| * | * | NC | 100% | NA |

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

# 2014–15 District Level Special Education Annual Performance Report Measure for YOLO 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 YOSEMITE UNIFIED SCHOOL DISTRICT School District

| | | | |
|---|---|---|---|
| CDS Code | 2076414 | FMTA Region | 3 |
| District Name | YOSEMITE UNIFIED SCHOOL DISTRICT | SELPA | 2000 Madera-Mariposa 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 |
|---|---|---|
| 11.90% | <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 | 329 | 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 YOSEMITE UNIFIED SCHOOL DISTRICT School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | 19 | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 62 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 234 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 253 | 108 | 42.7% | >49.2% | No |
| B. <40% | | 55 | 21.7% | <24.6% | Yes |
| 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 YOSEMITE UNIFIED SCHOOL DISTRICT School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 21 | 15 | 71.4% | >32.9% | Yes |
| B. Separate | | * | 14.3% | <34.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.*

**Indicator 7 – Preschool Assessments**: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

| Outcome A | Improved | Total | Percent | Target | Met? |
|---|---|---|---|---|---|
| 1. Substantially Increased | 30 | 50 | 60.0% | 72.7% | No |
| 2. Functioning within age expectations | 55 | 89 | 61.8% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 34 | 58 | 58.6% | 70.0% | No |
| 2. Functioning within age expectations | 48 | 89 | 53.9% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 27 | 48 | 56.3% | 75.0% | No |
| 2. Functioning within age expectations | 56 | 89 | 62.9% | 79.0% | No |

*Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)*

**Indicator 8 - Parent Involvement**: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 311 | 314 | 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 YOSEMITE UNIFIED SCHOOL DISTRICT School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

*Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status*

**Indicator 10–Disproportionality Disability**: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

*Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status*

**Indicator 11 - Eligibility Evaluation**: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

| No. of Students Assessed | No. Assessed within 60 days of receipt of parental consent for evaluation | No. delayed but within state established time line (e.g. school breaks) | Percent On time | Target | Met Target |
|---|---|---|---|---|---|
| 36 | 16 | 20 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
YOSEMITE UNIFIED SCHOOL DISTRICT School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|---|---|---|
| 84 | * | 57 | * | * | 93.4% | 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 |
|---|---|---|---|---|
| 84 | 84 | 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 YOSEMITE UNIFIED SCHOOL DISTRICT School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | 24 | * | 33.3% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 17 | 70.8% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 23 | 95.8% | 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 YREKA UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4770508 | FMTA Region | 4 |
| District Name | YREKA UNION ELEMENTARY | SELPA | 4700 Siskiyou County |

**Indicator 1 – Graduation Four Year Rate**: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

| Graduation Rate | Target | Target Met |
|---|---|---|
| NC | 69.25 | NA |

*Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp*
*All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.*

**Indicator 2 – Dropout Four Year Rate:** Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

| Percent Dropped Out | Target | Target Met |
|---|---|---|
| NC | <14.72% | NA |

*Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp*
*An asterisk (*) appears to protect student privacy where there are ten or fewer students*

**Indicator 3 - Statewide Assessments**: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

| Area | Percent Participated | Target | Target Met | Percent Proficient or Advanced | Target | Target Met |
|---|---|---|---|---|---|---|
| English Language Arts | NC | 95% | NA | NC | 100 | NA |
| Math | NC | 95% | NA | NC | 100 | NA |

*Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp*
*A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.*
*A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.*
*http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp*

**Indicator 4–Suspension and Expulsion:** Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

| No. of Students with Disabilities Suspended or Expelled for More than Ten Days | Total No. of Students with Disabilities (Age 3-22) | Percent of Students with Disabilities Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|
| NA | 142 | 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 YREKA 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 | 17 | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 13 | NC | | |
| Multi-Ethnic | NA | 15 | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 94 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

| Measure | Total No. of Students receiving Special Education (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 | 62 | 58.5% | >49.2% | Yes |
| B. <40% | | 17 | 16.0% | <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 YREKA 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 | 22 | 14 | 63.6% | >32.9% | Yes |
| B. Separate | | * | 31.8% | <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 | * | 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 |
|---|---|---|---|---|
| 167 | 168 | 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 YREKA 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 |
|---|---|---|---|---|---|
| 35 | 31 | * | 96.9% | 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
YREKA 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 |
|---|---|---|---|---|---|---|---|
| 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 YREKA 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 YREKA UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 4770516 | FMTA Region | 4 |
| District Name | YREKA 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 |
|---|---|---|
| 90.91 | 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 | 95 | 95% | -- | 43.8 | 100 | -- |
| Math | 95 | 95% | -- | 50 | 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? |
|---|---|---|---|---|
| * | 77 | 2.60 | 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 YREKA UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | * | NC | 2.43% | Yes |
| Asian | NA | * | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | * | 61 | 3.28 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 62 | 25 | 40.3% | >49.2% | No |
| B. <40% | | 15 | 24.2% | <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 YREKA 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 |
|---|---|---|---|---|
| 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 YREKA 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 YREKA 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 |
|---|---|---|---|---|
| 43 | 43 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

# 2014–15 District Level Special Education Annual Performance Report Measure for YREKA 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 | 12 | * | 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 YU MING CHARTER SCHOOL (1296) School District

| | | | |
|---|---|---|---|
| CDS Code | 0124172 | FMTA Region | 4 |
| District Name | YU MING CHARTER SCHOOL (1296) | 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 | 15 | NC | 2.43% | NA |

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

# 2014–15 District Level Special Education Annual Performance Report Measure for YU MING CHARTER SCHOOL (1296) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. 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 | 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 | 13 | 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 YU MING CHARTER SCHOOL (1296) School District

**Indicator 6 - Preschool Least Restrictive Environment:** The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 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 YU MING CHARTER SCHOOL (1296) School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

*Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status*

**Indicator 10–Disproportionality Disability**: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

| Disability | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Autism | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Emotional Disturbance | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Intellectual Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Other Health Impairments | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Specific Learning Disability | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |
| Speech/Language Impairment | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro | Not Dispro |

*Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status*

**Indicator 11 - Eligibility Evaluation**: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

| No. of Students Assessed | No. Assessed within 60 days of 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 YU MING CHARTER SCHOOL (1296) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 YU MING CHARTER SCHOOL (1296) School District

**Indicator 14 - Post-school:** Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

| Measure | Responders | Number of Responders in the Category | Percent of Responders in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | NA | NA | NC | 52.30% | NA |
| B. Higher 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 YUBA CITY CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 5130125 | FMTA Region | 4 |
| District Name | YUBA CITY CHARTER | 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 |
|---|---|---|
| 60.00 | 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 | 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 YUBA CITY CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | NA | * | NC | 2.43% | NA |
| Asian | NA | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | NA | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 19 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 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 YUBA CITY 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 | 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 |
|---|---|---|---|---|
| 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 YUBA CITY 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
YUBA CITY 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 |
|---|---|---|---|---|---|---|---|
| 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 YUBA CITY 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 YUBA CITY UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5171464 | FMTA Region | 4 |
| District Name | YUBA CITY UNIFIED | 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 |
|---|---|---|
| 59.55 | 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 |
|---|---|---|
| 16.67% | <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? |
|---|---|---|---|---|
| 21 | 1,827 | 1.15 | 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 YUBA 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 | 22 | NC | 2.43% | Yes |
| Asian | NA | 145 | NC | | |
| African American | * | 66 | 3.03 | | |
| Hispanic | 13 | 785 | 1.66 | | |
| Multi-Ethnic | * | 119 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 686 | 0.73 | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 1,459 | 742 | 50.9% | >49.2% | Yes |
| B. <40% | | 316 | 21.7% | <24.6% | Yes |
| C. Separate Schools | | 14 | 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 YUBA 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 | 189 | 130 | 68.8% | >32.9% | Yes |
| B. Separate | | 18 | 9.5% | <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 | 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 |
|---|---|---|---|---|
| 2,027 | 2,028 | 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 YUBA 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 |
|---|---|---|---|---|---|
| 313 | 183 | 104 | 87.6% | 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
YUBA 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 380 | 378 | 99.5% | 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 YUBA 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 | 50 | 24 | 48.0% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 30 | 60.0% | 72.4% | No |
| C. Any Post-Secondary Ed or Employed | | 50 | 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 YUBA COUNTY SCHOOLS School District

| | | | |
|---|---|---|---|
| CDS Code | 5810587 | FMTA Region | 4 |
| District Name | YUBA COUNTY SCHOOLS | SELPA | 5800 Yuba 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 |
|---|---|---|
| 51.77 | 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 |
|---|---|---|
| 40.74% | <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? |
|---|---|---|---|---|
| NA | 97 | 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 YUBA 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 | NA | NC | | |
| African American | NA | * | NC | | |
| Hispanic | NA | 23 | NC | | |
| Multi-Ethnic | NA | * | NC | | |
| Pacific Islander | NA | NA | NC | | |
| White | NA | 55 | NC | | |

*Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.*
*NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion*

**Indicator 5 - Least Restrictive Environment:** the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

| Measure | Total No. of Students receiving Special Education (Age 6-22) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. >80% | 81 | 61 | 75.3% | >49.2% | Yes |
| B. <40% | | 13 | 16.0% | <24.6% | Yes |
| C. Separate Schools | | 0 | 0.0% | <4.4% | Yes |

*Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.*
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

# 2014–15 District Level Special Education Annual Performance Report Measure for YUBA 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 | 24 | 36 | 66.7% | 72.7% | No |
| 2. Functioning within age expectations | 43 | 59 | 72.9% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 20 | 35 | 57.1% | 70.0% | No |
| 2. Functioning within age expectations | 36 | 59 | 61.0% | 82.5% | No |
| Outcome C | | | | | |
| 1. Substantially Increased | 17 | 27 | 63.0% | 75.0% | No |
| 2. Functioning within age expectations | 43 | 59 | 72.9% | 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 |
|---|---|---|---|---|
| 89 | 91 | 97.8% | >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 YUBA 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 YUBA 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 |
|---|---|---|---|---|---|---|---|
| 32 | * | 27 | * | 0 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date*
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

**Indicator 13 - Secondary Transition Goals and Services**: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

| No. with Post-secondary Goals and Transition Services | Total No. of Students Reviewed for Transition Services | Percent of students with Post-secondary Goals and Transition Services | Target | Target Met |
|---|---|---|---|---|
| 58 | 58 | 100.0% | 100% | Yes |

*Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8*
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

# 2014–15 District Level Special Education Annual Performance Report Measure for YUBA 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 YUBA RIVER CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 0114322 | FMTA Region | 4 |
| District Name | YUBA RIVER CHARTER | SELPA | 2900 Nevada County |

**Indicator 1 – Graduation Four Year Rate**: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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 YUBA RIVER 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 | NA | NC | | |
| Hispanic | NA | * | NC | | |
| Multi-Ethnic | NA | 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% | 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 YUBA RIVER 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 | 12 | 12 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 22 | 29 | 75.9% | 82.1% | No |
| Outcome B | | | | | |
| 1. Substantially Increased | 12 | 14 | NC | 70.0% | NA |
| 2. Functioning within age expectations | 24 | 29 | 82.8% | 82.5% | Yes |
| Outcome C | | | | | |
| 1. Substantially Increased | * | 12 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 24 | 29 | 82.8% | 79.0% | Yes |

*Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)*

**Indicator 8 - Parent Involvement**: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 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 YUBA RIVER 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 YUBA RIVER 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 |
|---|---|---|---|---|---|---|---|
| 38 | * | 29 | NA | 0 | 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 YUBA RIVER 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 YUCAIPA JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3667959 | FMTA Region | 2 |
| District Name | YUCAIPA JOINT UNIFIED | 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 |
|---|---|---|
| 74.75 | 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 |
|---|---|---|
| 1.09% | <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? |
|---|---|---|---|---|
| * | 1,139 | 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 YUCAIPA 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 | 13 | NC | 2.43% | No |
| Asian | NA | * | NC | | |
| African American | NA | 36 | NC | | |
| Hispanic | NA | 513 | NC | | |
| Multi-Ethnic | * | 12 | NC | | |
| Pacific Islander | NA | * | NC | | |
| White | * | 553 | 0.36 | | |

*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% | 933 | 398 | 42.7% | >49.2% | No |
| B. <40% | | 231 | 24.8% | <24.6% | No |
| C. Separate Schools | | 22 | 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 YUCAIPA 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 | 87 | 68 | 78.2% | >32.9% | Yes |
| B. Separate | | 19 | 21.8% | <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 | 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 |
|---|---|---|---|---|
| 1,220 | 1,221 | 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 YUCAIPA 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 |
|---|---|---|---|---|---|
| 187 | 97 | 89 | 99.0% | 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 YUCAIPA 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 |
|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 253 | 253 | 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 YUCAIPA 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 | 56 | 17 | 30.4% | 52.30% | No |
| B. Higher Ed or Competitively Employed | | 41 | 73.2% | 72.4% | Yes |
| C. Any Post-Secondary Ed or Employed | | 56 | 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.